

# 3

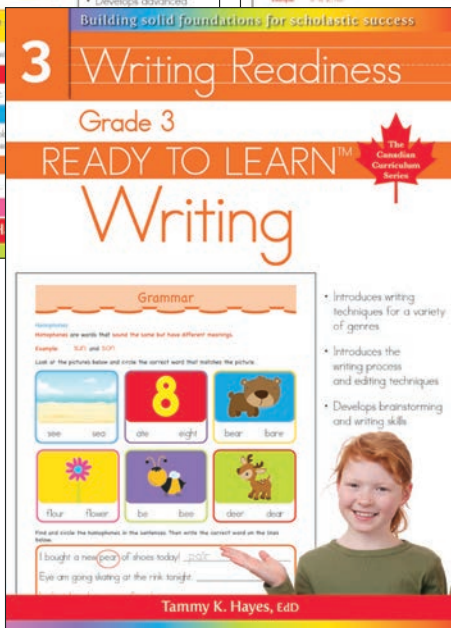
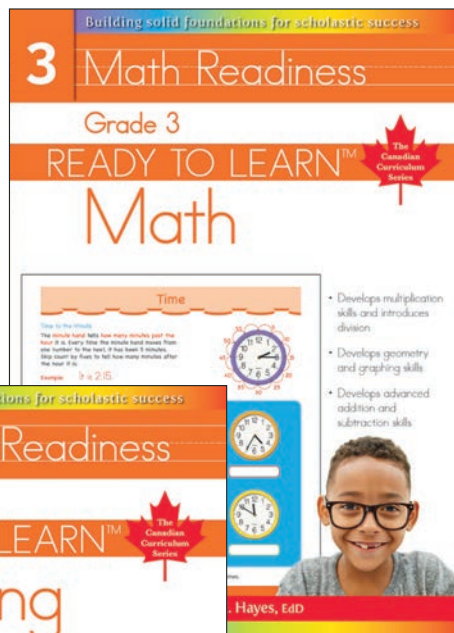
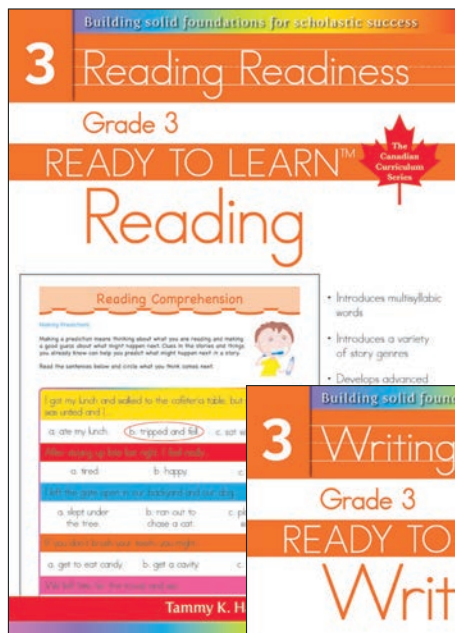
# Grade 3 Readiness

Reading, Math, & Writing

READY TO LEARN™

The  
Canadian  
Curriculum  
Series

# Collection



- Develops advanced word decoding skills
- Introduces multisyllabic words
- Develops multiplication skills and introduces division
- Develops geometry and graphing skills
- Enhances writing skills



Tammy K. Hayes, EdD.

# 3 Reading Readiness

Grade 3

READY TO LEARN™



The  
Canadian  
Curriculum  
Series

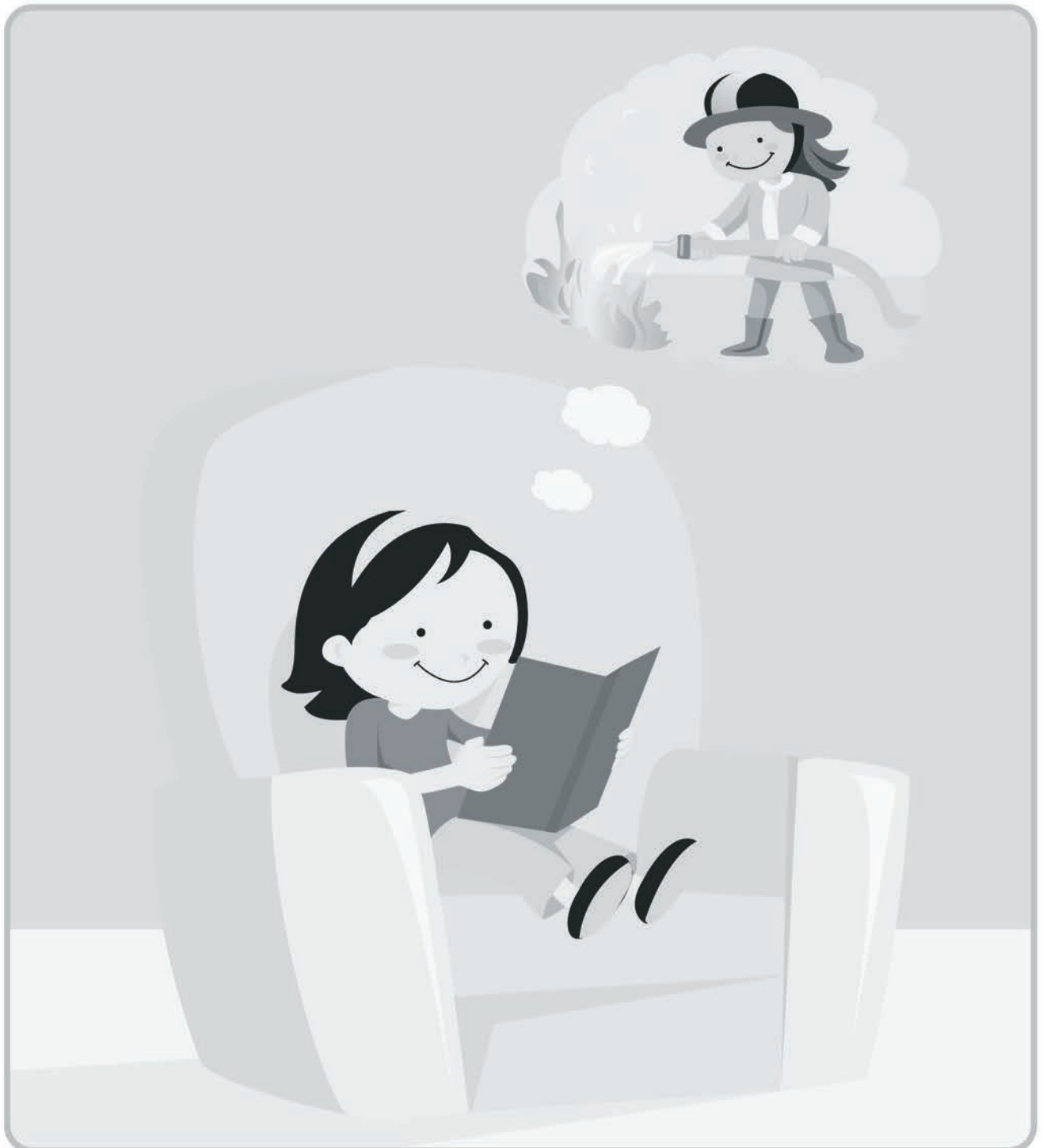
## Reading

### Table of Contents

Grade Three Reading Readiness	2
Vocabulary	3
Reading Comprehension	9
Text Features	26
Nonfiction Text	33
Biographies	37
Autobiographies	39
Realistic Fiction	40
Fictional Text	44
Fables	48
Opinion Text	50
Reading and Writing Letters	54
Poetry	56
Posters	58
Independent Reading Log	60
Summary of Concepts	62
Certificate of Achievement	64

# Grade Three Reading Readiness

Grade three reading requires kids to think more deeply about what they read and be able to talk about what they have read in greater detail. Students read longer texts from a variety of genres and a greater focus is put on writing about texts to help kids make connections with their meanings, lessons, and important ideas. This is really a time of understanding and connecting to what they read. Support and enable your child to follow their interests when choosing books. Let their natural curiosity fuel their desire to read.



# Vocabulary

## Sight Words

These sight words will be frequently seen in grade three. Practise them until you can recognize and read them when you see them.

about

better

bring

carry

clean

done

draw

drink

eight

fall

far

full

got

grow

hold

hot

hurt

keep

kind

laugh

light

long

much

myself

never

only

own

pick

shall

show

small

start

today

together

try

warm



# Vocabulary

## Practising Sight Words

Roll a die and write the sight word that matches the number you rolled in the correct column.  
Roll until you fill the grid.



laugh

together

eight

carry

hurt

clean




Which word filled the chart first? Write your answer on the lines below.

---



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# Vocabulary

## Syllables

A syllable is a word or part of a word that is one beat long.

Example: The word **bear** has 1 syllable, **lion** has 2 syllables (li/on),  
and **elephant** has 3 syllables (el/eph/ant).

Read the words below out loud. How many syllables do you hear? Sort the words into the correct categories based on their syllables. Write them on the lines below.

wolf pelican monkey snake kangaroo whale  
porcupine turtle hippo octopus walrus seal

1 SYLLABLE	2 SYLLABLES	3 SYLLABLES
wolf	monkey	pelican
snake	turtle	kangaroo
whale	hippo	porcupine
seal	walrus	octopus

# Vocabulary

## Decoding New Words

Syllables can help you to figure out words you don't know. Say the words out loud. Divide the words into pieces by their syllables and sound the smaller pieces out. Hint: Count the vowels and that will tell you how many syllables there are. Don't forget the vowels are A, E, I, O, and U.

Example: different has 3 vowels and 3 syllables dif/fer/ent

Break these words into syllables and write how many syllables each word has on the lines below. Use a pencil crayon to show the division of the words.

h o / l i / d a y

3 syllables

s n o w / m a n

2 syllables

h a l l / w a y

2 syllables

g a r d e n

2 syllables

t o / g e t h / e r

3 syllables

w i n / t e r

2 syllables

s k a / t i n g

2 syllables

e x / p e r / i m e n t

4 syllables

e x / c i t e d

3 syllables

s c i e n / t i s t

3 syllables



# Vocabulary

## Using Context Clues

Use the words in the sentence to help you figure out the meaning of a word you don't understand.

Example: I packed the apples in my bag, but I excluded some because they had bruises on them.

Excluded means separated or taken away. Some of the apples didn't go into the bag because they had bruises on them.

Read the sentences below and write what you think the vocabulary words mean. Underline the words that helped you understand the vocabulary word.

I ate too much candy and now my stomach feels queasy.

sick

I saw a gigantic giraffe at the zoo. It was as tall as a tree!

big

We built a tower so high that it wobbled and then it toppled over.

fell

I was sneezing so my dad gave me a handkerchief for my nose.

cloth

Nothing scares my little brother because he is so adventurous!

curious

We are so eager to go to the birthday party on Friday night.

excited

# Vocabulary

## Using a Dictionary

Looking a word up in the dictionary can help you understand what the word means. The words in a dictionary are alphabetized. That means they are in alphabetical order. Each page has guide words at the top or bottom that tell you what words are included on that particular page.

### HOW CAN A DICTIONARY HELP YOU?

It can help you see how to spell a word.

It can help you learn to say the word correctly.

It can help you find out the meaning of a word.

It can help you find out how many syllables are in a word.

It can help you find synonyms and antonyms for a word.



Look up the words below in a dictionary. Write a short definition for each word on the lines below.

carnivore

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invent

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magnify

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microscope

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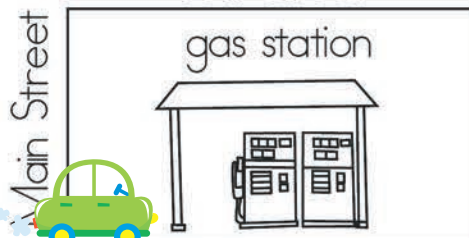


# Reading Comprehension

## Map Drawing

Follow the directions below to complete the neighbourhood map.

1. Draw a Canadian flag in front of the post office.
2. Draw your house in the open spot.
3. Draw two kids in front of the school.
4. Draw a fire truck on the street in front of the fire station.
5. Draw a car beside the gas station.
6. Draw a librarian at the library.
7. Draw yourself in front of your house.



# Reading Comprehension

## Following Directions

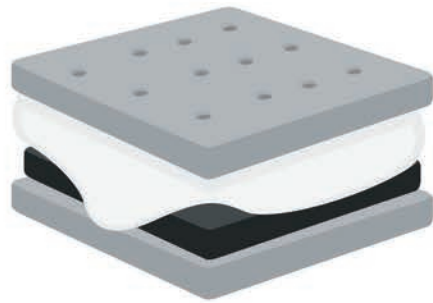
Procedural writing teaches us how to follow directions by moving step-by-step until the task is complete.

Follow directions below to make some delicious s'mores without a fire!

## HOW TO MAKE S'MORES AT HOME WITHOUT A FIRE!

### You will need:

- milk chocolate bars
- marshmallows
- graham crackers
- a plate
- a microwave



1. Place a graham cracker on a microwave-safe plate.
2. Put 2 pieces of chocolate on top of the cracker.
3. Place another graham cracker on the plate.
4. Place a marshmallow on top of the second cracker.
5. Put the plate in the microwave for 20 seconds.
6. Take the plate out and place the marshmallow cracker on top of the chocolate cracker.
7. Enjoy!

Make  
sure you have  
your parent's  
permission  
first.



# Reading Comprehension

## Following Directions

Answer the questions about making s'mores. Write your answers on the lines below.

How many pieces of chocolate did you use?

2

Did you put it in the microwave or the oven?

Microwave

How many marshmallows did you need?

1

What kind of crackers did you use for your s'mores?

Graham crackers

What was the first step in making your s'mores?

Placing the graham cracker on a plate.

How long did you cook your s'mores?

20 seconds

Could you explain the directions to a friend?

Yes

# Reading Comprehension

## Sequencing

Putting things in the correct order is called sequencing.

You can sequence the order of any activity.

Read the steps for building a snowman. Write the numbers in the boxes below to put the steps in order and then rewrite the steps in the correct order on the lines below.



Give your snowman a hat and scarf.

6

Roll one small, one medium, and one large snowball.

1

Put sticks in the sides of the medium snowball for arms.

4

Place the small snowball on top of the medium snowball.

3

Put button eyes and a carrot nose on the small snowball.

5

Place the medium snowball on top of the large snowball.

2

1.

Roll one small, one medium, and one large snowball.

2.

Place the medium snowball on top of the large snowball.

3.

Place the small snowball on top of the medium snowball.

4.

Put sticks in the sides of the medium snowball for arms.

5.

Put button eyes and a carrot nose on the small snowball.

6.

Give your snowman a hat and scarf.



# Reading Comprehension

## Sequencing

We can also sequence the order of a story that we read.

Read the story below and sequence what happened in the beginning, middle, and end of the story.



### Gail's Girls

Gail has three little girls. They love to bake! They always help Gail make wonderful cakes and cupcakes at home. First, they help her take out all the ingredients. Then they help Gail mix the ingredients in a big bowl. They love to lick the spoon after mixing! After the cakes and cupcakes are finished, they all have a tea party in the backyard.

Answer the questions about the story. Write your answers on the lines below.

What did Gail's girls help her do?

Bake

What did they help with first?

Taking out all the ingredients

What did they help with next?

Mixing the ingredients

Then what did they do?

Licked the spoon

What did they do last?

Had a tea party



# Reading Comprehension

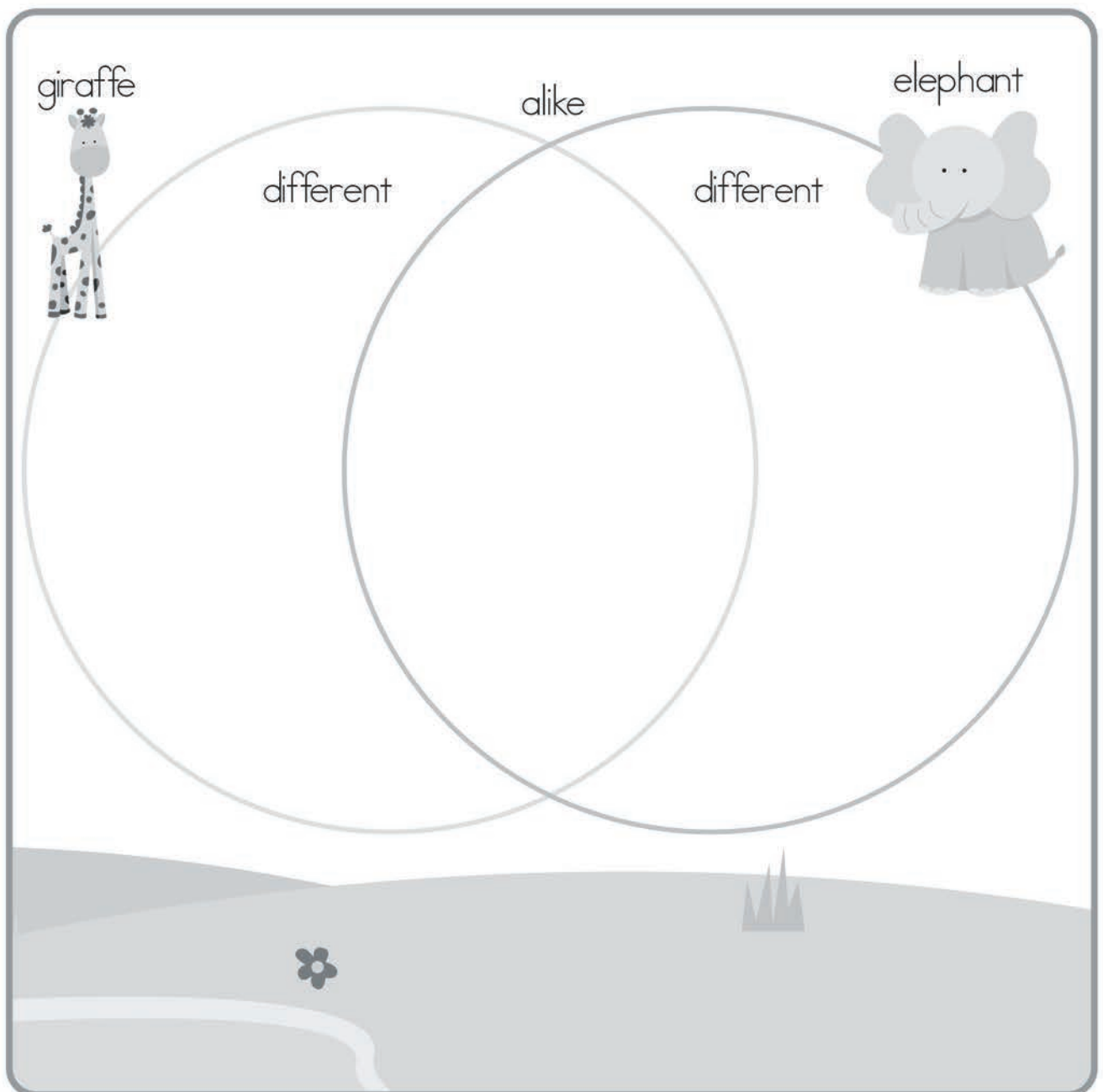
## Compare and Contrast

When we compare and contrast things, we tell how they are alike and how they are different.

A great way to compare and contrast things is to use a Venn diagram.

A Venn diagram is made of two large overlapping circles. Each side of the circles tell how things are different. The middle tells how they are alike.

Think about what you know about elephants and giraffes. Write in the Venn diagram to tell how they are alike and how they are different.



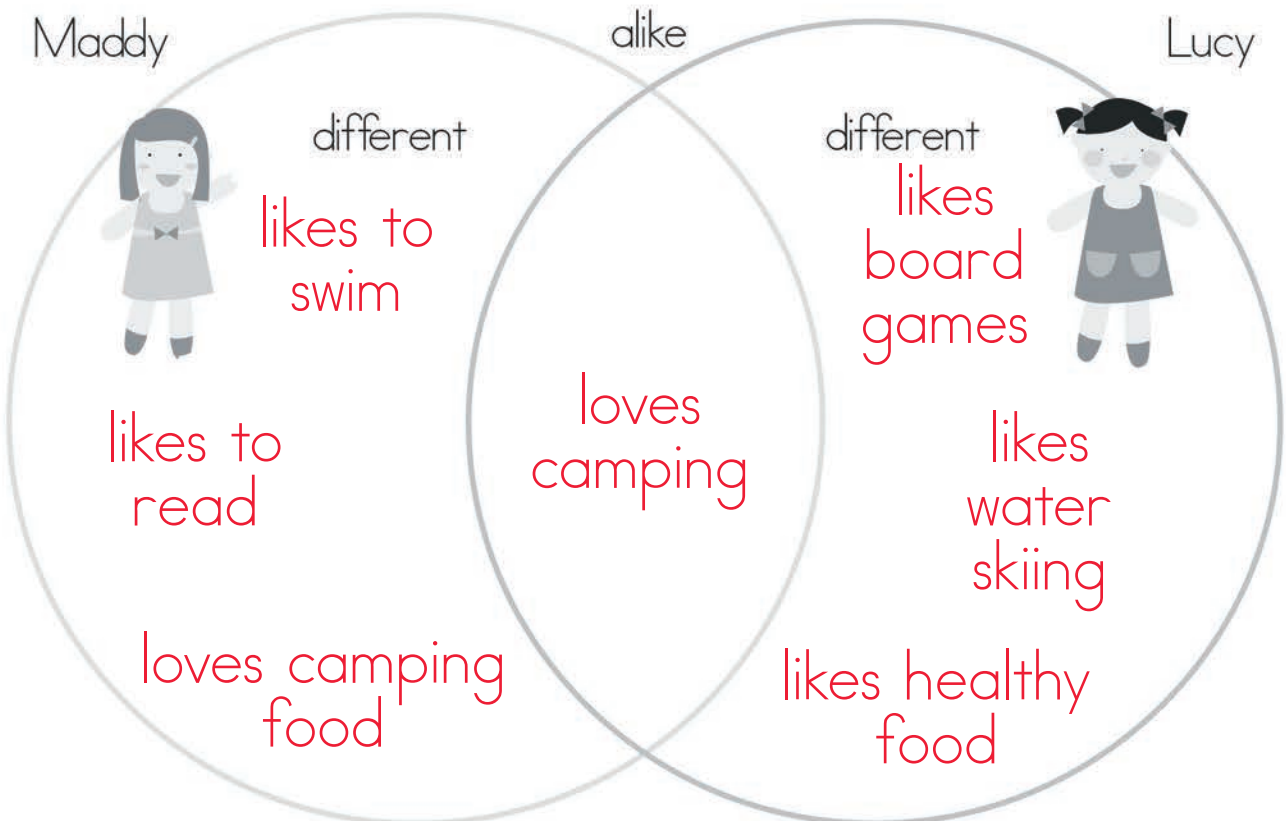
# Reading Comprehension

## Compare and Contrast

Read the passage below and compare and contrast the characters in the story.

### Maddy and Lucy Go Camping

Maddy and Lucy love to go camping. Every time their mom and dad tell them they are planning a trip to the lake, they squeal with delight. For Maddy, it means time to swim and read quietly under a tree. For Lucy, it means time for board games and water skiing. Maddy loves camping food. Her favourites are hot dogs and roasted marshmallows. Lucy likes to bring healthier food from home. She eats raw carrots and granola bars when they go camping. Maddy and Lucy both love to go camping for different reasons, but they are both sad to leave the lake every time one of their camping trips comes to an end.



# Reading Comprehension

## Facts and Opinions

A fact is something that can be proven with evidence.

An opinion is something that is a personal belief.

Example: It is a fact that there are 10 provinces in Canada.

In my opinion, strawberry is the best flavour of ice cream.

Read the sentences below and determine if it is a fact or an opinion. Circle the correct answer.

Two nickels equals a dime.

fact

opinion

Dogs are better pets than cats.

fact

opinion

Toronto is a city in Ontario.

fact

opinion

The Canadian flag is red and white.

fact

opinion

My mom makes the best chocolate chip cookies.

fact

opinion

Kids should be able to choose their own bedtime.

fact

opinion

Four quarters equals a dollar.

fact

opinion

Thanksgiving is everyone's favourite holiday.

fact

opinion

Canada Day is July 1st.

fact

opinion

Everyone loves swimming.

fact

opinion

Reading is easy.

fact

opinion

There are twelve months in a year.

fact

opinion



# Reading Comprehension

## Facts and Opinions

Facts can be proven by reading about the subject, looking it up online, or asking a parent or teacher.

Opinions can mean that one person may believe it and another may disagree.

Read the sentences below and write the word fact or opinion beside each sentence.

Our family should have a dog.	Opinion
The cafeteria should serve fries every day.	Opinion
I am eight years old.	Fact
Everyone loves camping.	Opinion
Five loonies equals five dollars.	Fact
Canada is in North America.	Fact

Write two sentences that are facts.

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Write two sentences that are opinions.

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# Reading Comprehension

## Main Idea

The main idea is what the story is about.

Example: A book called *Tammy's First Bus Ride* is probably about a bus ride. That is the main idea.



Read the passage.

Anthony and Rebecca love to travel. They have travelled to many different countries and have loved every one of them. Their favourite country to visit is Spain, but they love France and Japan, too.

Circle the main idea.

- Anthony and Rebecca's favourite country is Spain.
- Anthony and Rebecca have travelled to France.
- Anthony and Rebecca love to travel.

Barry and Marion rode their bikes to the store. They bought all of their favourite candy and snacks. Barry likes chocolate and Marion likes pretzels. They decided to share their treats. Marion discovered that she likes chocolate and Barry found that he likes pretzels.

Circle the main idea.

- Marion likes pretzels.
- Barry and Marion rode their bikes to the store.
- Barry and Marion tried new snacks and liked them!



# Reading Comprehension

## Main Idea and Important Details

Look for the main idea and other important details as you read the story below.

### Earth Day

Today is Earth Day. Our class is learning about recycling. Recycling means to take something that has been thrown away and make something new out of it. Recycling is good for the planet because recycling and reusing things means we are throwing away less garbage.

We are reusing water bottles in class today. We are making planters out of the used water bottles. I chose a yellow flower to put in mine. I like Earth Day.



What is the main idea of this story?

Recycling

What are some other details that you read in the story?

Recycling is good for the planet.

Recycling creates less garbage.

What is something you would like to do on Earth Day?

# Reading Comprehension

## Making Predictions

Making a prediction means thinking about what you are reading and making a good guess about what might happen next. Clues in the stories and things you already know can help you predict what might happen next in a story.



Read the sentences below and circle what you think comes next.

I got my lunch and walked to the cafeteria table, but my shoelace was untied and I...

- a. ate my lunch.      b. tripped and fell.      c. sat with a friend.

After staying up late last night, I feel really...

- a. tired.      b. happy.      c. hungry.

I left the gate open in our backyard and our dog...

- a. slept under the tree.      b. ran out to chase a cat.      c. played fetch with me.

If you don't brush your teeth, you might...

- a. get to eat candy.      b. get a cavity.      c. feel full.

We left late for the movie and we...

- a. got extra popcorn.      b. saw the movie on time.      c. missed the beginning.

I took my umbrella outside today because...

- a. it was snowing.      b. it was sunny.      c. it was raining.

# Reading Comprehension

## Making Predictions

Good readers make predictions before, during, and after reading a story. Look at the cover of a book and the title and try to predict what the story might be about before you begin to read. During the reading, stop every once in a while to think about what might happen next. Use clues from the story to help you predict. Finally, when you're finished reading the story, think about how the story might continue after the author's ending.



Read the story below and make your predictions as you read.

### Road Trip

We all piled in the car for the long road trip. We were finally going to visit our cousins in Vancouver! It was going to be a very long day and night in the car with my brother. My brother is younger than me. He likes to copy everything that I say and do. Sometimes it gets on my nerves. My mom packed all sorts of games and activities for us to do along the way. She said she wants us to play games, be good, and just enjoy the road trip. Vancouver, here we come!

Answer the questions about the story. Write your answers on the lines below.

What do you think is going to happen next in the story?

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What clues are there in the story to support your prediction?

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# Reading Comprehension

## Fiction

Fiction stories are made-up stories. There are different kinds of fiction stories.

Some stories are realistic fiction, which means even though the story is made up, it could happen in real life.

There are also fairy tales, which often have imaginary characters like wizards and dragons.

Fiction stories can also be fables, which are fictional stories with a lesson or moral. Fables often have animals as the main characters.

Read the passage below and circle what kind of fiction it is.

### The Little Red Hen

The little red hen was a very hard worker. She cleaned the farm, cooked the food, and took care of her chicks. One day, she found a grain of wheat. "Who will help me plant this wheat?" she asked. "Not I," replied the dog, duck, cat, and pig. So she planted it herself.

When the wheat was harvested and ground into flour, the little red hen asked, "Who will help me bake the bread?" "Not I," replied the dog, duck, cat, and pig. So she baked the bread herself.

When the bread was baked, she and her chicks began to eat. "May we have some bread?" asked the dog, duck, cat, and pig. "No you may not!" said the little red hen. "I did all the work myself! My chicks and I will eat the bread." From that day forward, the dog, duck, cat, and pig tried to be a little more helpful.

- a. realistic fiction
- b. fairy tale
- c. fable



# Reading Comprehension

## Fiction

Look at the book titles below and draw a line to the correct type of fiction.

The Happy Wizard



realistic  
fiction

My Trip to the Zoo



Building  
a Sandcastle



fable

The Rabbit and the Hare



The Witch and  
the Princess



fairy tale

Goldilocks and  
the 3 Bears





# Reading Comprehension

## Nonfiction

Nonfiction stories are real stories. There are different kinds of nonfiction stories.

Some stories are informational, which means that they are written to inform or teach you something.

There are also biographies, which are true stories about important or famous people's lives.

Another type of nonfiction is persuasive writing, which is written to convince you of something or change your mind.

Even letters to a friend or family member are considered nonfiction because they are true.

Read the passage below and circle what kind of nonfiction it is.

Dear Nana,

I can't wait to see you next week. I am so excited to fly on a plane all by myself. I am a little nervous too, but don't tell my mom. When I get to your house, I have a million things to tell you. Do you like to swim? I love swimming, so I'm hoping you'll want to go to the pool while I'm there. Do you still have all of those board games you used to have in the cupboard? I'd love to play some of those, too. We are going to have such a great week together. I can't wait!!

Love you,

Eila

informational  
text

biography

letter

persuasive  
writing

# Reading Comprehension

## Nonfiction

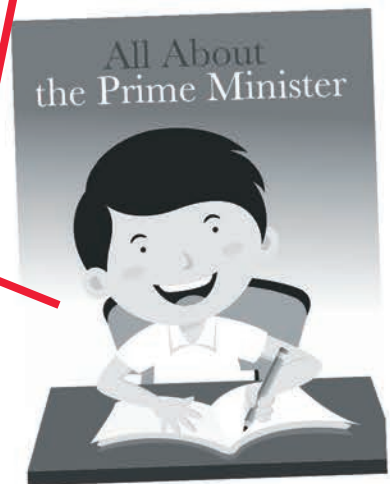
Look at the book titles below and draw a line to the correct type of nonfiction.



informational  
text



biography



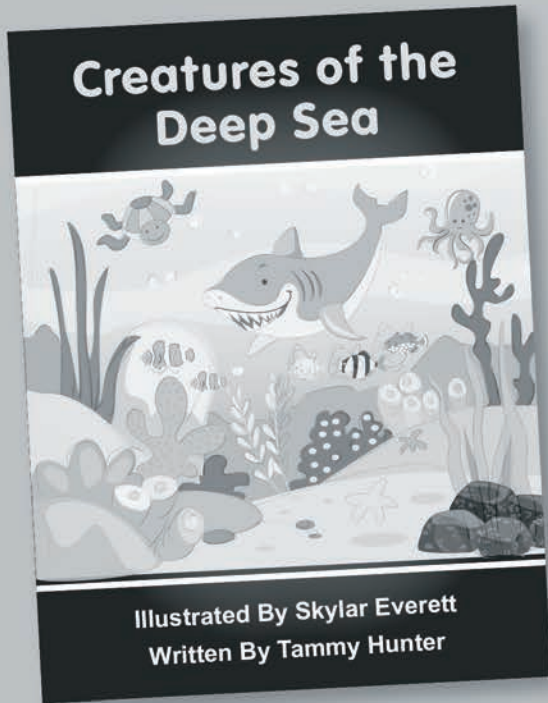
persuasive  
writing



# Text Features

Using the Cover to Make Predictions

The cover of a book can help you predict what is inside.



What is the title?

Does it give you a clue?

What is the picture on the cover?

Are there any clues there?

Use the cover to help you answer the questions. Write your answers on the lines below.

What do you predict this book will be about?

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What clue on the cover did you use to make your prediction?

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## Text Features

## Book Covers

Book covers can help you predict what a book is about. They can give you clues to what kind of story it will be.

Take a look at the book covers below and write a complete sentence telling what you think the book is about.

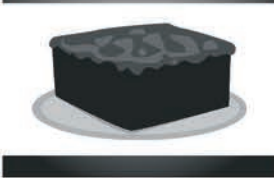


## Fun Magic and Jokes

## Ten Reasons Hockey is the Best Sport



## How to Make Brownies

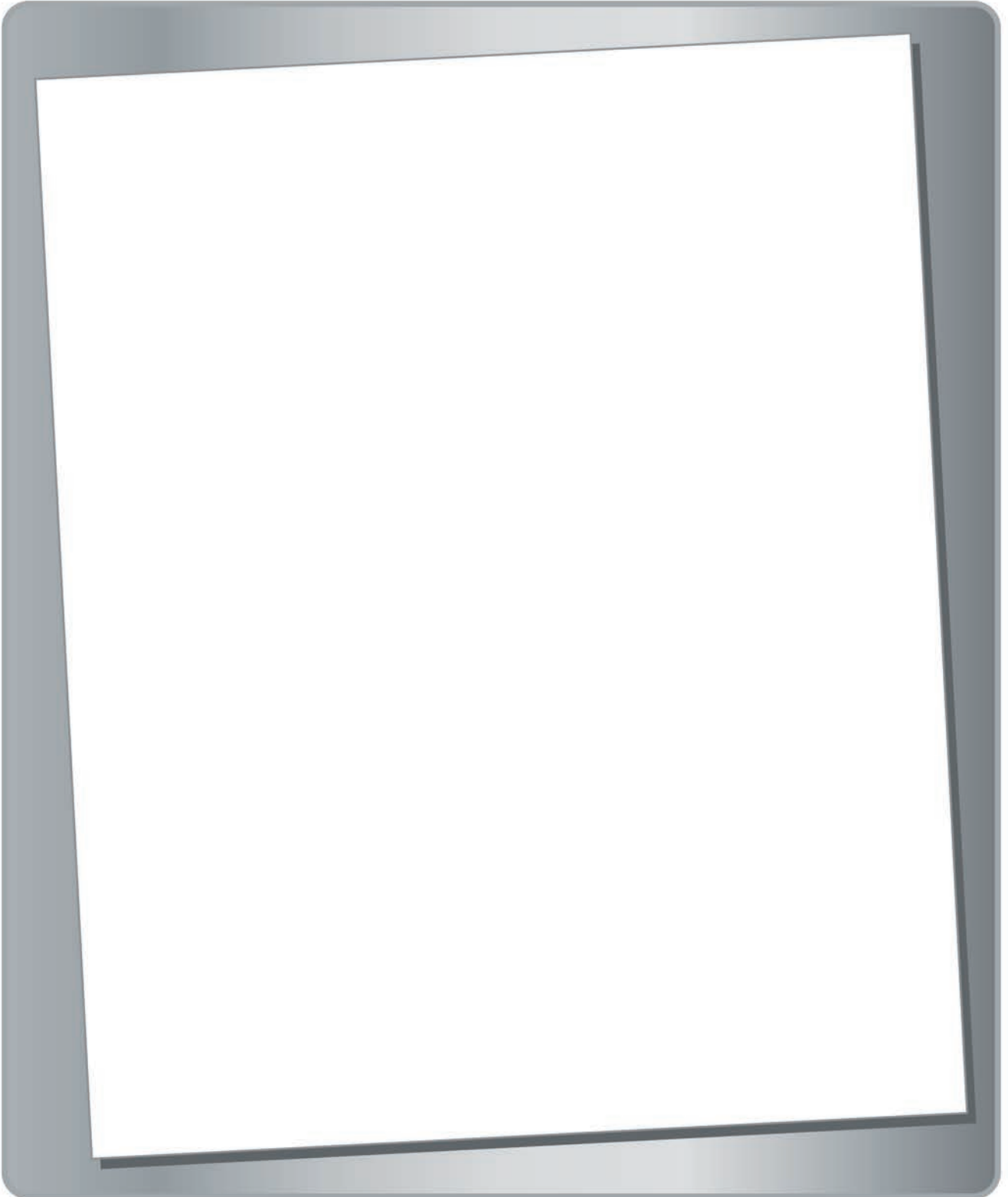
[illegible]



# Text Features

## Book Covers

Design your own book cover. Make sure that the title and illustration give the reader clues about your book. Don't forget to add an author and illustrator.

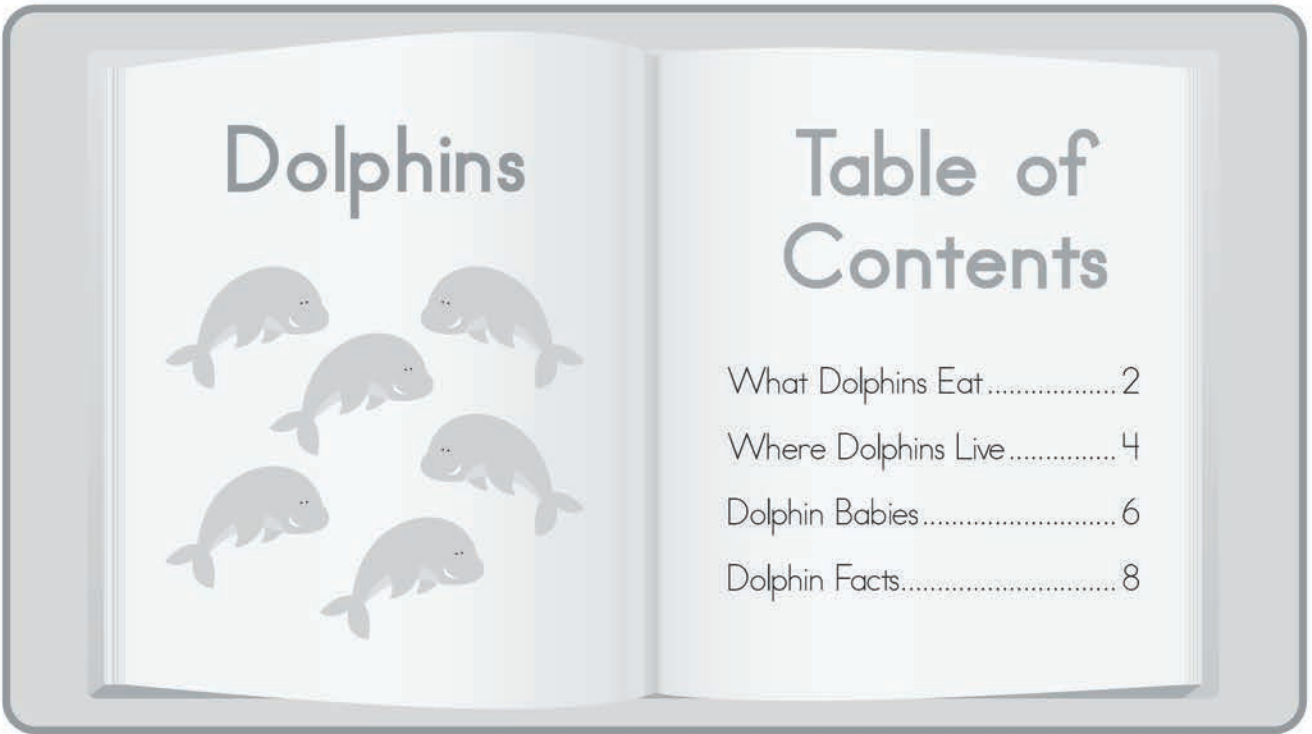


# Text Features

## Table of Contents

The table of contents tells you what information can be found in the book and which page it's on.

Read the table of contents below.



Use the table of contents above to help you answer the questions. Write your answers on the lines below.

How many topics are in the book?

4

What topic can be found on page 4?

Where Dolphins Live

What topic can be found on page 6?

Dolphin Babies

To find out what dolphins eat, what page would I turn to?

2

# Text Features

## Index

The index is at the end of the book. It is a list of all of the topics that are in the book and all of the pages they are on. The words or the subjects listed in the index are in alphabetical order.

Read the index below.

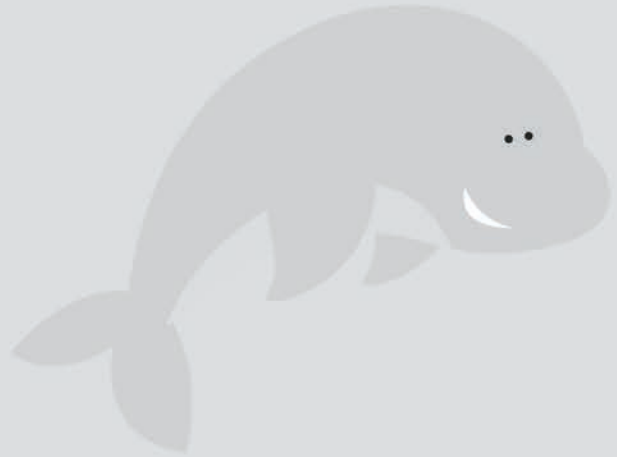
## INDEX

Babies 6-7

Food 2-3, 9

Habitat 4-5

Predators 8, 10-11



Use the index above to help you answer the questions. Write your answers on the lines below.

On what pages can you find information about dolphin habitats?

4 and 5

On what pages can you find information about dolphin food?

2, 3, and 9

What topic can be found on pages 8, 10, and 11?

Predators

If I wanted to find out about dolphin babies, what pages would I turn to?

6 and 7

# Text Features

## Glossary

Some books have a list of words in the back of the book called a glossary. A glossary is like a little dictionary. It gives the meanings of the important words from the book and sometimes has a little picture for each word. The words in the glossary are in alphabetical order.

Take a look at the glossary below and find the information to answer the questions.

## GLOSSARY

**Blowhole** The hole on top of a dolphin's head that it uses to breathe air

**Intelligent** The ability to think deeply

**Mammal** A warm-blooded animal that breathes air and has live babies

**Pod** A group of dolphins that lives and travels together. Usually about 12

**Predator** An animal that naturally preys on others



What is a group of dolphins called?

A pod

What does the word mammal mean?

A warm-blooded animal that breathes and has live babies.

What is a blowhole?

The hole on top of a dolphin's head that is used for breathing.



# Text Features

Maps, Bold Print, and Graphs

There are lots of other text features in books.

## MAP



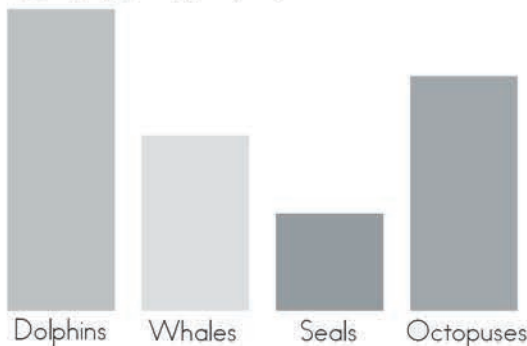
Maps are often in nonfiction books to show us where something is. It will usually be labelled or have a caption under it to explain what it is showing.

## BOLD PRINT

Dolphins are **intelligent** creatures. They speak to each other with squeals and squeaks. They are **mammals** that breathe air through a **blowhole**.

Bold print means that some of the words in the book are bigger or darker than others. This usually means the word is important. Sometimes the words in bold print are part of a glossary in the back that tells you what they mean.

## GRAPH



A graph is a kind of chart that explains numbers or data. It is usually labelled or has a caption under it to explain what it is showing.

# Nonfiction Text

Informational text is written to inform or teach you something. Read the passage below and think while you read.

## What an Amazing Animal

The octopus is one of the world's most amazing animals. Their eight tentacles, big eyes, and beak make them very interesting. Their ability to change colours and blend into their surroundings make them very fun to watch.

There are over 300 different types of octopuses. They range in size from small enough to fit on the tip of your finger to the size of your living room! The giant Pacific octopus is the biggest type of octopus and is four to five metres long. The smallest is the wolff octopus. It is only about two centimetres long.

Octopuses have eight arms with suction cups on them for grabbing things. They have two gills and three hearts! Octopuses have no bones and are able to fit through tiny spaces. A full size giant Pacific octopus can fit through a hole the size of the top of a soda can!

Most octopuses live on the seafloor and eat things like shellfish, shrimp, and fish. Octopuses will move along the ocean floor using two of their tentacles to "walk" and the other six to search for food. When they need to get away quickly, they can shoot out a jet of water using their powerful muscles and zoom away backwards.



# Nonfiction Text

Understanding What I Read

Answer the questions about the nonfiction story "What an Amazing Animal."  
Write your answers on the lines below.



What are four things you learned about octopuses?

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What are three things an octopus eats?

shellfish

shrimp

fish

What is the name of the biggest type of octopus?

Giant Pacific Octopus

What is the name of the smallest type of octopus?

Wolfe Octopus



# Nonfiction Text

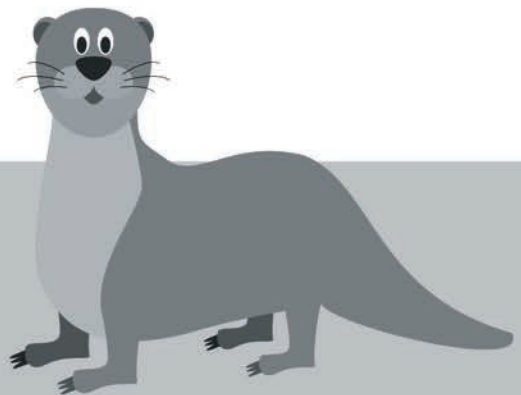
Read the passage below and think while you read.

## River Otters

Playful and fun, the river otter is a mammal that lives all over North America. They live in lakes, rivers, streams, and ponds. Anywhere there is water, the otter seems to be comfortable finding a home.

River otters like to live together in groups. Usually a mom and her babies live together in a den and the males live together in their own den. Otters like to live on the water's edge. Instead of building their own den, they often use fallen trees or old beaver dams as their den. They line their dens with leaves, grass, and moss to keep them comfortable.

Otters love to play. They are often seen sliding down slippery hills on their bellies. They are also known to belly flop into the water and play fight with their friends. Otters like to eat together. Groups of otters can be seen floating on their backs and using their bellies as tables for their food. Otters are great underwater hunters. Otters can stay underwater for as long as four minutes at a time. Their favourite food is fish, and they are great fishers. They also really like to eat crayfish, frogs, toads, and even snakes!





# Nonfiction Text

Understanding What I Read

Answer the questions about the nonfiction story "River Otters."  
Write your answers on the lines below.



What are three things you learned about otters?

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What are three things an otter eats?

fish

frogs

snakes

Where do otters live?

North America

Are otters playful? How do you know?

Yes, they often slide down slippery  
hills on their bellies.

# Biographies

Biographies are nonfiction stories about important or famous people's lives. It is informational text because it is teaching you something but also allows you to make connections to their life. Read the story below and think while you read.

## Terry Fox

When Terry Fox was twenty-two years old, he inspired Canada and the whole world by setting out on his Marathon of Hope. He was going to run all the way across Canada to raise money for cancer research. It was amazing because Terry had lost most of his right leg to cancer four years earlier. He was running on a prosthetic leg.

After a run when he was seventeen, Terry's knee hurt so much that he went to see a doctor. The doctor discovered it was more than just sore from running; it was cancer.

The doctors told Terry that to save his life they would have to take off most of his right leg. After the surgery, he had to have medicine that would make him feel sick most of the time. He received the medicine at a clinic where there were lots of cancer patients, and Terry wished he could help them all. That gave Terry the idea for his Marathon of Hope.

In April of 1980, he began his run in St. John's, Newfoundland. As he ran across the country, people started lining the streets, wishing him luck, and making contributions. Terry was heroic! After 143 days, Terry made it all the way to Thunder Bay, Ontario. That was over 5,373 kilometres!



# Biographies

Understanding What I Read

Answer the questions about the biography "Terry Fox."  
Write your answers on the lines below.



What are three things you learned about Terry Fox?

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What gave Terry the idea to do his Marathon of Hope?

Terry wanted to help other  
cancer patients.

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What did people do when they saw him running?

Wished him luck and made  
contributions to his cause.

---

---

How far did Terry run in his Marathon of Hope?

5,373 km

---

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# Autobiographies

An autobiography is a biography written by the person it is about.

Answer some questions about yourself. Write your answers on the lines below.

Where were you born?

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Where do you live now?

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Who are your family members?

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Draw a portrait of yourself.





# Realistic Fiction

Realistic fiction allows you to make connections to the characters. Read the story below and think as you read.



## I Need a Cell Phone

"I'm old enough now, dad! I'm responsible. I make good grades. I finish all of my chores!" Kim said. She had been sure her dad was going to get her a cell phone for her birthday.

"Listen, Kim, I'm not saying no to a cell phone, but we already have a present for you," said Kim's dad.

Both her parents wanted to get her a phone. They had talked about it and agreed that knowing Kim could call either of them if she needed to would be great. However, they were worried that Kim was too young for the responsibility of a phone.

That week at her mom's house, Kim was on her best behaviour and did all of her chores and homework. She just couldn't think of a way to get her mom to agree to a phone.

That weekend was her birthday party. To Kim's surprise, her mom invited three of Kim's best friends. The party was a lot of fun. They played games and ate a delicious birthday cake. The only tough part for Kim was that her friends took fun photos with their phones and they couldn't share them with her.

The following Friday, Kim's dad couldn't pick Kim up from school. He called Kim's mom and she could. Both of them really wished they could call Kim and tell her the new plan.

"I guess maybe it's time for that phone?" Kim's dad said.

"I think so," Kim's mom replied.

Kim's parents got her a phone that weekend. She was so happy!

# Realistic Fiction

## Understanding What I Read

Answer the questions about the realistic fiction story

"I Need a Cell Phone." Write your answers on the lines below.



What was the problem in this story?

Kim wanted a cell phone.

Why did Kim want a cell phone?

So she could talk to her friends.

What did she do to try to convince her parents that she should have a cell phone?

She explained that she is responsible,  
makes good grades, and does her chores.

How was the problem solved?

Kim's parents realized it would be better for her to  
have a phone so they could communicate with her.

# Realistic Fiction

Read the story below and think as you read.

## Josh's Sandwich

As he rolled to the edge of his bed, Josh struggled to open his eyes. "Wow, it's still dark out," he said. He looked over at his brother's bed. He was still sound asleep.

Josh stumbled down the hall and into the bathroom. He was happy he got to the shower before his older sister. After he got dressed, he walked downstairs. "Everyone is still asleep," he said, "but I need breakfast."

He went downstairs and opened the fridge. "Master chef Josh will now make a super-sonic, triple-decker peanut butter sandwich!" he announced to the sleepy house. Although he wondered why everyone was still asleep, he set about making the most epic sandwich ever made!



Josh started taking things out of the fridge. Once the counters were covered in food, he looked at all of his options and decided he had to start with toast, then butter, and finally peanut butter. It was the best sandwich he had ever made! As he took his first bite, he finally heard the sound of footsteps coming down the stairs.

# Realistic Fiction

## Understanding What I Read

Answer the questions about the realistic fiction story "Josh's Sandwich."  
Write your answers on the lines below.



What happened first in the story?

Josh woke up.

Why do you think all of Josh's family was still asleep?

What would you put on your sandwich?

Draw a picture of the sandwich you had in mind while reading the story.

A large, empty rectangular box with a thin gray border, intended for a student to draw a picture of a sandwich.



# Fictional Text

Fantasy fiction stories are written to entertain. They are often funny and have a problem and solution.

Read the story below and think as you read.



## Claire the Cantankerous Cow

Claire the Cantankerous Cow cruised across the pasture looking for something to do. It was nearly milking time and she wanted to avoid the barn. Claire got her nickname because she was always in a bad mood (cantankerous means in a bad mood). As she got to the far end of the field, she saw the fence was broken and she realized she could walk right through it!

Claire clopped along the road. That was when she saw something she had never seen before! It was a flowing river. Claire had never seen so much water and she was always so thirsty. She got down to the water's edge and tried to take a drink, but she couldn't reach the water. She put her front hooves over the edge and right into the water but still couldn't reach down far enough. She edged forward, but then started to slip. With a loud splash, she fell right in!

Now she had all the water she could drink, but she was floating downstream. She wasn't scared though. She was actually floating along nicely. "I really like swimming!" said Claire. "I don't even feel cantankerous!"

Claire made her way back to shore and clopped back to the farm. She walked right up to the milking barn and Mr. Farmer said, "Hi, Claire the Cantankerous Cow! Where have you been?"

"I went for a swim!" replied Claire. "And I had fun! From now on you can call me Claire the Buoyant, Boisterous Bovine!" (Buoyant means you can float, boisterous means happy and fun, and bovine means cow.)

# Fictional Text

Answer the questions about the fantasy fiction story, "Claire the Cantankerous Cow." Write your answers on the lines below.



What was the problem in this story?

Claire was in a bad mood.

What does cantankerous mean?

It means you are in a bad mood.

Why was Claire so cantankerous?

She wasn't having any fun.

How was the problem solved?

Claire went for a swim.

Do you have a connection to this story? Think of a time when you were in a bad mood like Claire.

## Fictional Text

Read the story below and think as you read.

### Lillyanna the Long Neck Dinosaur

Lillyanna was hungry. She'd been walking all day looking for food. You see, she was a HUGE dinosaur and needed a lot of food. But in the valley that she lived in the trees grew too tall for Lillyanna to reach the leaves.

As she walked through the beautiful green valley, she became very thirsty. She walked over to the river's edge and started to slurp down huge gulps of the fresh water. Suddenly, Lillyanna heard a voice.

"Hello, Lillyanna. How are you today?" asked the voice.

"HUNGRY!" said Lilly. "Who said that?"

Lilly looked down at the water and saw a little, sparkly fish.

"Who are you?" asked Lilly.

"I am Dan, your magical fairy godfish!"

"GODFISH!" exclaimed Lilly. "Whoever heard of that?"

"Whoever heard of a talking dinosaur, Lilly?" said Dan.

"I'm here to give you a magical wish—anything you want!"

"I want food! I can't reach all those yummy leaves up high!" exclaimed Lilly.

"Well, Lilly, do you want me to give you a big, long neck so you can eat the leaves right where they are?"

"Yes! I wish for a big, long neck!" exclaimed Lilly.

And that is how Lillyanna the Long Neck Dinosaur got her name and all the leaves she could eat!





# Fictional Text

Answer the questions about the fiction story "Lillyanna the Long Neck Dinosaur." Write your answers on the lines below.



How do you know this is a fiction story?

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What was the problem in this story?

Lillyanna was hungry but couldn't reach the food.

What was the solution to the problem?

She was given a long neck!

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Why do you think the solution was the best one for Lillyanna?

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Do you have a connection to this story? Think of another story this reminds you of.

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# Fables

Fables are fiction stories that have a lesson or moral. They often have animals as the main characters.

Read the story below and think as you read.

## The Lion and the Mouse

A Lion lay asleep in the forest, his great head resting on his paws. A timid little Mouse came upon him unexpectedly and in her fright and haste to get away ran across the Lion's nose. Awakened from his nap, the Lion laid his huge paw angrily on the tiny creature.

"Spare me!" begged the poor Mouse. "Please let me go and one day I will surely repay you."

The Lion was much amused to think that a Mouse could ever help him. But he was generous and finally decided to let the Mouse go.

Some days later, while stalking his prey in the forest, the Lion was caught in the ropes of a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew the voice and quickly found the Lion struggling in the net. Running to one of the great big ropes that bound him, she gnawed on it until it broke and the Lion was free.

"You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."



# Fables

Answer the questions about the fable "The Lion and the Mouse."  
Write your answers on the lines below.



What do you think the message of this story is?

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If you were the Lion, would you have let the Mouse go?

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If you were the Mouse, would you have helped the Lion?

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Do you think this story could have happened in real life?

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Have you ever heard the roar of a lion?

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# Opinion Text

Opinion stories **are** narratives. The **writer** expresses their opinion on a topic, possibly trying to persuade the reader that they are right.

Read the story below and think as you read.

## The Clean-Up Crew

I like to help clean up after dinner. My sister helps too. We argue over who does what: sweep the floor or clear the table. We can't agree on which one we prefer to do, so I've decided to figure it out.

If you clear the table, it involves a few different things. You have to put stuff away, like the salt and pepper and the



milk. You have to carry the dishes over and clean them off. You have to wrap up the leftovers and put them in the fridge. Then you have to get a cloth wet with warm water and wipe the table.

You have to wipe the table before sweeping or crumbs end up staying on the floor. The good thing is you are done first. The bad thing is that it's a lot of little jobs.

If you sweep the floor, you have to go get the broom and dustpan. You need to move all the chairs and sweep under the table. You have to sweep around the counters. Then you need to use the dustpan which is hard to do by yourself. Then my mom says whoever sweeps needs to change the garbage bag.

So here is my opinion: my sister and I should work together to sweep and clear, so that we will both be done at the same time. We should work together as a team!

# Opinion Text

Answer the questions about the opinion story "The Clean-Up Crew."

Write your answers on the lines below.



What is the author's opinion on cleaning up after dinner?

They should work together to clean.

Write three things you have to do if you are clearing the table.

Put everything away, clean the dishes, and wrap up the leftovers.

Write three things you have to do if you are sweeping up.

Get the broom and dustpan, move the chairs, and sweep around the counters.

What do you think would be the best job?



# Opinion Text

Read the story below and think as you read.

## Regular Milk or Chocolate Milk?

Here is my opinion in the great debate. Which is better: regular milk or chocolate milk?

First, in a taste test it is important that both samples are cold and poured into the same size glasses. There also needs to be a sandwich available to clear the mouth between sips of milk. I prefer a peanut butter and banana sandwich on fresh whole wheat bread. Testing should be done while watching a cartoon and sitting in a comfortable chair.

For the test I took my time and swished each mouthful around. I thought of how my taste buds reacted to the cold milk, the chocolaty flavour, and the creamy taste. I considered how each one tasted with the sandwich.

I then gave each of these factors a score between one and ten. After my testing and scoring, I have come to the conclusion that when it comes to chocolate milk or regular milk, chocolate milk WINS!

Measured Quality	Regular Milk	Chocolate Milk
Taste Bud Reaction	7	10
Chocolaty Richness	0	10
Creamy Perfection	10	8
Flavour with Sandwich	9	6
Total Score	26	34



# Opinion Text

Answer the questions about the opinion story "Regular Milk or Chocolate Milk?" Write your answers on the lines below.

What is the author's opinion on regular milk versus chocolate milk?

Chocolate milk is better.

Write two things the author likes more about chocolate milk.

It tastes better.

The chocolate.

Write two things the author likes more about regular milk.

It is creamy.

It tastes better with a sandwich.

What is your opinion on regular milk and chocolate milk?

Write your reasons below.

# Reading and Writing Letters

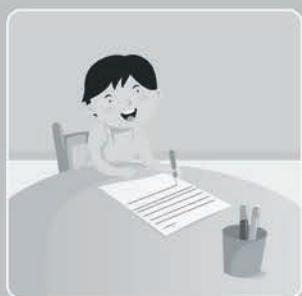
Writing a letter to a friend or family member is also a form of nonfiction text.

Read the letter below and think while you read.

Dear Mom and Dad,

I'm having a great time at summer camp. I've had so much fun here already.

When you dropped me off the first day, I was so upset. I didn't know why you thought I'd like to spend my summer at some place in the woods. But it didn't take me long to realize how much fun camp can be!



The four other guys in my cabin, Jack, Bill, Ned, and Steve, are great! Jason, our cabin leader, showed us to our cabin. We all got to choose our bunks. I share with Jack. We helped each other get unpacked and make our beds. Then we headed down to the dock for a swim. After dinner, there was a campfire sing-along.

Today, we woke up early and had a pancake breakfast. After that, we went on a hike through the forest. In the afternoon, we headed back to the lake to canoe. We all had to keep our life jackets on. Jason would swim under the water and jump up and surprise us. It was hilarious! He said we are getting ready to go on a river adventure on Saturday. I'm really looking forward to that!

I'm really glad I came to camp. I know I'm going to have a great summer here at Camp Crystal Lake!

Love,

Andy

# Reading and Writing Letters

Answer the questions about the letter Andy wrote to his parents. Write your answers on the lines below.



Where was Andy when he wrote the letter?

Summer camp

Write two things Andy told his parents about camp.

He has four friends in his cabin. He is going to go on a river adventure.

Has Andy's opinion of camp changed?

Yes.

Who are three people you would like to write a letter to?



# Poetry

Poetry writing can make you aware of the author's feelings and paint a picture in your mind.  
Read the poem below and think while you read.

## The Blindfold

Oh no! What do I hold?  
I am wearing a blindfold  
And doing what I'm told,  
Trying to guess what I hold.

I'd like to take a great big bite.  
In fact, I think that I just might.  
"Hey!" I said. "It's a tasty treat.  
Something that is good to eat!"

I'll take a bite, but only if  
It smells right when I take a sniff.  
Oh no! I've realized all my fears!  
The sniff produced a lot of tears.

It really is not so fun  
When you take a bite of an ONION!



# Poetry

Answer the questions about the poem.

Write your answers on the lines below.



How did this poem make you feel?

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Draw a picture of what you pictured in your mind when you read the poem.

A large, empty rectangular box with a grey border, intended for drawing.

# Posters

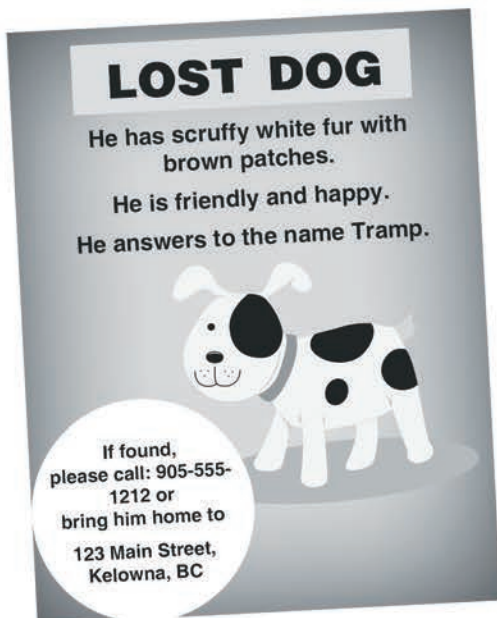
## Posters

Just like a story, when a poster is made, the author has designed it for a purpose.

Authors sometimes design posters to provide information.

Authors also design posters to make the information easy to read and understand. Posters often have big, bold print and illustrations.

Look at the posters below. What is the message or information the author wants you to know? Write your answers on the lines below.



What does the author want the reader to know?

This dog is lost.

What is the important information on this poster?

The phone number and address.



What does the author want the reader to know?

A babysitter is available.

What is the important information on this poster?

The phone number.

# Posters

## Design Your Own Poster

Think about what pictures and words you want on your poster. What information do you want the reader to know?

Draw your poster in the box below.











# Independent Reading Log

Keep Reading!

Remember, good readers read every day! Choose any book you like, find a comfortable place, and start reading.

Fill out the reading log below for every book you read.

## Independent Reading Log








Book Title	Did you enjoy the book?	Fiction or Nonfiction? Explain how you know.
	 	
	 	
	 	
	 	

# Independent Reading Log

Keep Reading!

Fill out the reading log below for every book you read.

## Independent Reading Log

Book Title	Did you enjoy the book?	Fiction or Nonfiction? Explain how you know.
	 	
	 	
	 	
	 	

# Summary of Concepts

## Fact and Opinion

Read the sentences below and decide if each one is a fact or an opinion. Circle the correct answer.

Eight quarters equals a toonie.

fact

opinion

Fish are better pets than cats.

fact

opinion

Toronto is a city in Ontario.

fact

opinion

The Canadian flag is the best flag ever.

fact

opinion

Break these words into syllables and write how many syllables each word has on the lines below. Use a pencil crayon to show the division of the words.

surfing

2 syllables

octopus

3 syllables

water

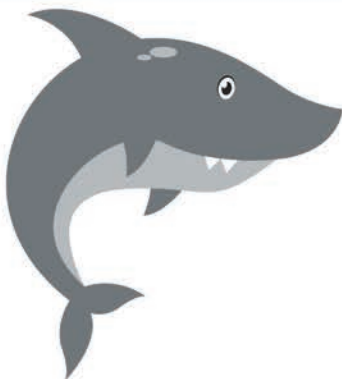
2 syllables

starfish

2 syllables

sandcastle

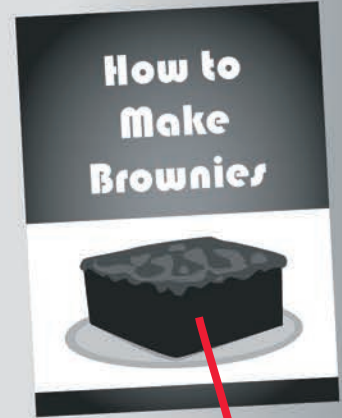
3 syllables



# Summary of Concepts

## Reading Genres

Look at the book titles below and draw a line to the correct type of book.



biography

fable

fairy tale

informational  
text

realistic  
fiction





# CERTIFICATE

## of Achievement



.....  
has successfully completed  
**Grade 3 Reading Readiness**

Date .....

Parent's Signature .....



# 3 Math Readiness

Grade 3

READY TO LEARN™

The  
Canadian  
Curriculum  
Series

# Math

## Table of Contents

Grade Three Math Readiness	66
Foundational Skills	67
Number Sense	74
Multiplication	83
Exploring Division	93
Fractions	97
Money	99
Measurement	101
Time	106
Temperature	108
Geometry	109
Patterns	118
Probability	120
Data Management	123
Summary of Concepts	126
Certificate of Achievement	128

# Grade Three Math Readiness

Grade three is an important year for math. This year is the bridge from foundational skills to more complex math. Kids are using the foundational skills they have acquired and building on them to understand new skills.

There is immense value in talking positively about math at home. Utilize math skills as often as possible at home to support your child's grasp of number sense and number operations. Math games, like adding the license plate numbers on road trips, and strategic thinking board games, like chess, are great activities for third grade mathematicians.




# Foundational Skills


## Addition Practice


Solve the addition problems below. Count the beads to help you add. Write the answers below.


$$\begin{array}{r} 5 \\ + 4 \\ \hline 9 \end{array}$$


$$\begin{array}{r} 8 \\ + 2 \\ \hline 10 \end{array}$$



$$\begin{array}{r} 3 \\ + 5 \\ \hline 8 \end{array}$$


$$\begin{array}{r} 6 \\ + 1 \\ \hline 7 \end{array}$$



$$\begin{array}{r} 6 \\ + 2 \\ \hline 8 \end{array}$$


$$\begin{array}{r} 6 \\ + 3 \\ \hline 9 \end{array}$$


$$\begin{array}{r} 5 \\ + 5 \\ \hline 10 \end{array}$$


$$\begin{array}{r} 9 \\ + 4 \\ \hline 13 \end{array}$$


$$\begin{array}{r} 5 \\ + 2 \\ \hline 7 \end{array}$$


$$\begin{array}{r} 6 \\ + 6 \\ \hline 12 \end{array}$$




# Foundational Skills

## Adding Doubles

Knowing the doubles addition facts can help you to add other numbers faster. Practise saying the doubles chant.

$0 + 0 = 0$  Oh!

$1 + 1 = 2$  Oooooo!

$2 + 2 = 4$  More!

$3 + 3 = 6$  Kicks!

$4 + 4 = 8$  Great!

$5 + 5 = 10$  Again!



$6 + 6 = 12$

$7 + 7 = 14$

$8 + 8 = 16$

$9 + 9 = 18$

$10 + 10 = 20$

Swell!

Queen!

Machine!

Jelly Bean!

That's Plenty!



Solve the doubles and doubles plus one addition problems. Write the answers on the lines below.

$6 + 6 = \underline{12}$

$7 + 7 = \underline{14}$

$9 + 9 = \underline{18}$

$3 + 4 = \underline{7}$

$6 + 7 = \underline{13}$

$2 + 2 = \underline{4}$

$4 + 4 = \underline{8}$

$3 + 3 = \underline{6}$

$7 + 8 = \underline{15}$

$2 + 3 = \underline{5}$

$4 + 5 = \underline{9}$

$9 + 10 = \underline{19}$

$5 + 6 = \underline{11}$

$8 + 8 = \underline{16}$

$8 + 9 = \underline{17}$

$5 + 5 = \underline{10}$

## Word Problem

Fatima found 10 shiny dimes. Sharon found the same amount. How many dimes do they have in all?

$\underline{10} + \underline{10} = \underline{20}$



# Foundational Skills

## Subtraction Practice

Solve the subtraction problems. Count the bees that are not crossed out to help you subtract. Write the answers below.

$$\begin{array}{r} 10 \\ - 2 \\ \hline 8 \end{array}$$


$$\begin{array}{r} 8 \\ - 1 \\ \hline 7 \end{array}$$



$$\begin{array}{r} 5 \\ - 3 \\ \hline 2 \end{array}$$


$$\begin{array}{r} 6 \\ - 4 \\ \hline 2 \end{array}$$


$$\begin{array}{r} 9 \\ - 2 \\ \hline 7 \end{array}$$


$$\begin{array}{r} 8 \\ - 5 \\ \hline 3 \end{array}$$


$$\begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$$


$$\begin{array}{r} 4 \\ - 3 \\ \hline 1 \end{array}$$


$$\begin{array}{r} 9 \\ - 4 \\ \hline 5 \end{array}$$


$$\begin{array}{r} 10 \\ - 9 \\ \hline 1 \end{array}$$


# Foundational Skills

## Fact Families

Fact families are a set of equations that share the same three numbers in a different order. They are similar and work together like a family.

Example:

$$\begin{array}{l} 1 + 4 = 5 \\ 4 + 1 = 5 \\ 5 - 1 = 4 \\ 5 - 4 = 1 \end{array}$$

Complete the fact families. Write the answers on the lines below.

$$\begin{array}{l} 4 + 3 = 7 \\ 3 + 4 = 7 \\ 7 - 4 = 3 \\ 7 - 3 = 4 \end{array}$$

$$\begin{array}{l} 6 + 4 = 10 \\ 4 + 6 = 10 \\ 10 - 6 = 4 \\ 10 - 4 = 6 \end{array}$$

$$\begin{array}{l} 8 + 3 = 11 \\ 3 + 8 = 11 \\ 11 - 8 = 3 \\ 11 - 3 = 8 \end{array}$$

$$\begin{array}{l} 9 + 3 = 12 \\ 3 + 9 = 12 \\ 12 - 9 = 3 \\ 12 - 3 = 9 \end{array}$$

Cross out the number sentence that is NOT part of the fact family.

$$\begin{array}{l} 10 + 2 = 12 \\ 2 + 10 = 12 \\ 12 - 10 = 2 \\ 12 - 2 = 10 \\ \del{12 + 2 = 14} \end{array}$$

$$\begin{array}{l} 6 + 2 = 8 \\ 2 + 6 = 8 \\ 8 - 6 = 2 \\ 8 - 2 = 6 \\ \del{8 + 6 = 14} \end{array}$$

# Foundational Skills

## Adding Two Digit Numbers

Add the two digit numbers. Write the answers below.

$$\begin{array}{r} 22 \\ + 45 \\ \hline 67 \end{array}$$

$$\begin{array}{r} 62 \\ + 23 \\ \hline 85 \end{array}$$

$$\begin{array}{r} 34 \\ + 52 \\ \hline 86 \end{array}$$

$$\begin{array}{r} 70 \\ + 26 \\ \hline 96 \end{array}$$

$$\begin{array}{r} 55 \\ + 34 \\ \hline 89 \end{array}$$

$$\begin{array}{r} 46 \\ + 33 \\ \hline 79 \end{array}$$

$$\begin{array}{r} 27 \\ + 60 \\ \hline 87 \end{array}$$

$$\begin{array}{r} 33 \\ + 66 \\ \hline 99 \end{array}$$

$$32 + 61 = \underline{93} \quad 51 + 26 = \underline{77} \quad 37 + 22 = \underline{59} \quad 73 + 15 = \underline{88}$$

$$65 + 24 = \underline{89} \quad 36 + 33 = \underline{69} \quad 16 + 71 = \underline{87} \quad 22 + 26 = \underline{48}$$

Solve the word problems and write the answers on the lines below.

Felix has ducks and chicks on his farm. He has 12 ducks and 37 chicks. How many animals does Felix have altogether?

$$\underline{12} + \underline{37} = \underline{49}$$



Ross loves toy dinosaurs. He has 43 favourites and 13 others. How many toy dinosaurs does he have altogether?

$$\underline{43} + \underline{13} = \underline{56}$$





# Foundational Skills

## Subtracting Two Digit Numbers

Subtract the two digit numbers. Write the answers below.

$$\begin{array}{r} 35 \\ - 11 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 48 \\ - 16 \\ \hline 32 \end{array}$$

$$\begin{array}{r} 57 \\ - 23 \\ \hline 34 \end{array}$$

$$\begin{array}{r} 38 \\ - 10 \\ \hline 28 \end{array}$$

$$\begin{array}{r} 58 \\ - 26 \\ \hline 32 \end{array}$$

$$\begin{array}{r} 29 \\ - 19 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 46 \\ - 33 \\ \hline 13 \end{array}$$

$$\begin{array}{r} 59 \\ - 47 \\ \hline 12 \end{array}$$

$$68 - 43 = \underline{25} \quad 76 - 52 = \underline{24} \quad 87 - 15 = \underline{72} \quad 99 - 28 = \underline{71}$$

$$66 - 11 = \underline{55} \quad 47 - 27 = \underline{20} \quad 29 - 28 = \underline{1} \quad 74 - 23 = \underline{51}$$

Solve the word problems and write the answers on the lines below.

Connor makes pizzas all day long. He made 42 pizzas but his friends ate 11 of them. How many pizzas does Connor have left?

$$\underline{42} - \underline{11} = \underline{31}$$



Gabby collects necklaces. She has 63 necklaces but gives away 12 necklaces. How many necklaces does Gabby have left?

$$\underline{63} - \underline{12} = \underline{51}$$

# Foundational Skills

## Addition and Subtraction Word Problems

When solving word problems, look for clues. Numbers are clues! Circle the numbers in the word problems and look for word clues. Hint: IN ALL and ALTOGETHER mean ADD and ARE LEFT and HAVE LEFT mean SUBTRACT.

Circle the clues and solve the word problems. Write the answers on the lines below.

Donna has 25 pairs of running shoes and 34 pairs of dressy shoes. How many pairs of shoes does she have altogether?



$$\underline{25} + \underline{34} = \underline{59}$$

Chris is collecting hockey cards. He has 32 cards with signatures and 21 cards without. How many hockey cards does Chris have in all?



$$\underline{32} + \underline{21} = \underline{53}$$

CJ reads magazines all day long! She has 42 new magazines. She has already read 31 of them. How many magazines does CJ have left to read?



$$\underline{42} - \underline{31} = \underline{11}$$



Ainsley is planting 78 sweet pea plants on her farm. She has planted 36 so far. How many sweet pea plants are left to plant?

$$\underline{78} - \underline{36} = \underline{42}$$

# Number Sense

## Least to Greatest

Put the numbers in order from least to greatest. Write the numbers on the lines below.

Example:



243, 156, 325, 711, 354	<u>156</u> , <u>243</u> , <u>325</u> , <u>354</u> , <u>711</u>
654, 173, 344, 500, 289	<u>173</u> , <u>289</u> , <u>344</u> , <u>500</u> , <u>654</u>
232, 184, 413, 801, 643	<u>184</u> , <u>232</u> , <u>413</u> , <u>643</u> , <u>801</u>
955, 538, 77, 419, 100	<u>77</u> , <u>100</u> , <u>419</u> , <u>538</u> , <u>955</u>
468, 291, 300, 111, 976	<u>111</u> , <u>291</u> , <u>300</u> , <u>468</u> , <u>976</u>

## Number Hunt

Find the numbers that match the descriptions. Write the numbers on the lines below.



<del>262</del>	427	143
744	617	500



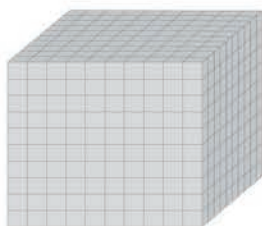
The number between 200 and 300 is	<u>262</u>
The number that has 0 tens and 0 ones is	<u>500</u>
The number between 100 and 150 is	<u>143</u>
The number between 400 and 500 is	<u>427</u>
The number that has 7 ones is	<u>617</u>
The number greater than all the others is	<u>744</u>



# Number Sense

Thousands, Hundreds, Tens, and Ones

Example:



Thousands



Hundreds



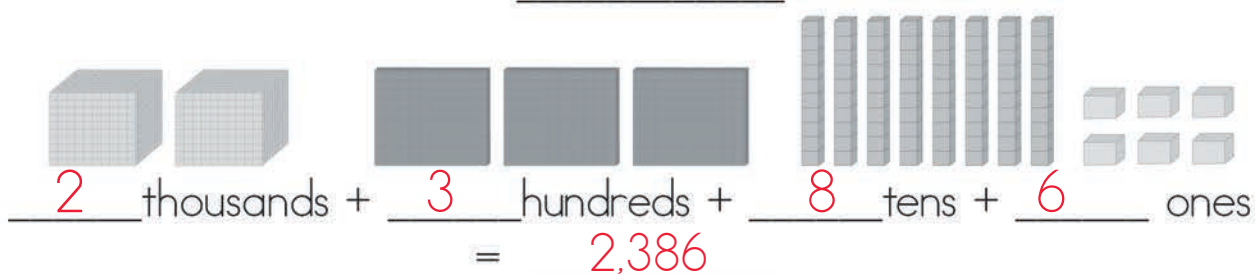
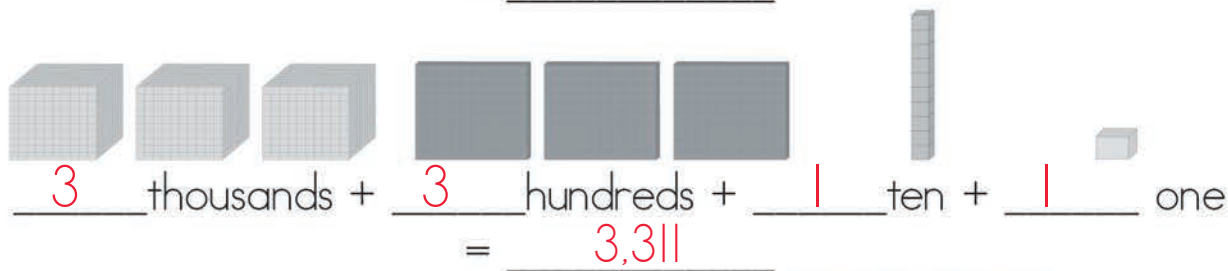
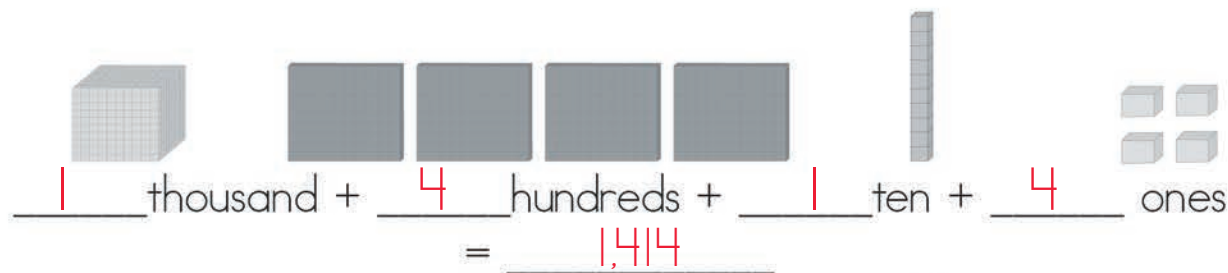
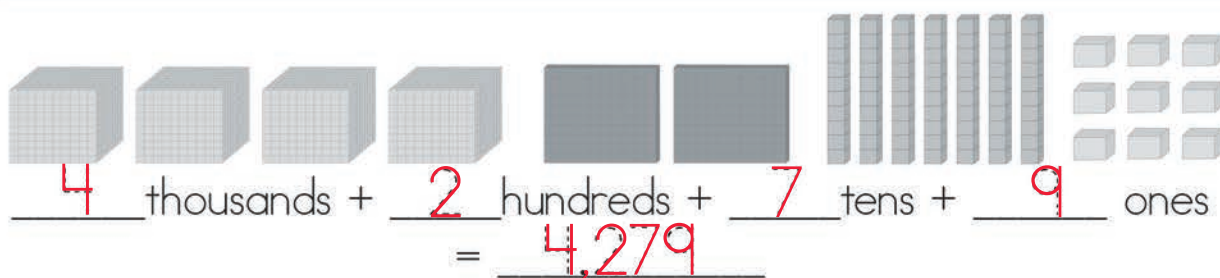
Tens



Ones

$$1 \text{ thousand} + 1 \text{ hundred} + 1 \text{ ten} + 4 \text{ ones} \\ = 1,114$$

Look at the models below and write the thousands, hundreds, tens, and ones on the lines below.





# Number Sense

## Expanded Notation

You can write numbers out in expanded form two ways. They can be written out in numbers or in words.

Example:  $4,393 = 4000 + 300 + 90 + 3$

$$4,393 = \text{four thousand} + \text{three hundred} + \text{ninety} + \text{three}$$

Write the numbers in expanded form using numbers on the lines below.

$$3,596 = \underline{3000} + \underline{500} + \underline{90} + \underline{6}$$

$$2,185 = \underline{2000} + \underline{100} + \underline{80} + \underline{5}$$

$$4,526 = \underline{4000} + \underline{500} + \underline{20} + \underline{6}$$

$$1,732 = \underline{1000} + \underline{700} + \underline{30} + \underline{2}$$

$$4,444 = \underline{4000} + \underline{400} + \underline{40} + \underline{4}$$

Write the numbers in expanded form using words on the lines below.

$$5,276 = \frac{\underline{\text{five}}}{\text{thousand}} + \frac{\underline{\text{two}}}{\text{hundred}} + \underline{\text{seventy}} + \underline{\text{six}}$$

$$3,121 = \frac{\underline{\text{three}}}{\text{thousand}} + \frac{\underline{\text{one}}}{\text{hundred}} + \underline{\text{twenty}} + \underline{\text{one}}$$

$$2,349 = \frac{\underline{\text{two}}}{\text{thousand}} + \frac{\underline{\text{three}}}{\text{hundred}} + \underline{\text{forty}} + \underline{\text{nine}}$$

$$1,587 = \frac{\underline{\text{one}}}{\text{thousand}} + \frac{\underline{\text{five}}}{\text{hundred}} + \underline{\text{eighty}} + \underline{\text{seven}}$$

$$1,995 = \frac{\underline{\text{one}}}{\text{thousand}} + \frac{\underline{\text{nine}}}{\text{hundred}} + \underline{\text{ninety}} + \underline{\text{five}}$$

# Number Sense

## Adding Three Digit Numbers

Practise adding three digit numbers. Write the answers in the boxes below.

	Hundreds	Tens	Ones
	1	2	6
+		4	3
-	1	6	9

	Hundreds	Tens	Ones
	2	4	5
+	1	3	1
-	3	7	6

	Hundreds	Tens	Ones
	3	2	1
+	4	3	7
-	7	5	8

	Hundreds	Tens	Ones
	4	6	3
+	3	1	6
-	7	7	9

	Hundreds	Tens	Ones
	7	0	3
+	1	1	3
-	8	1	6

	Hundreds	Tens	Ones
	4	3	6
+	2	6	2
-	6	9	8

	Hundreds	Tens	Ones
	5	3	6
+	4	1	1
-	9	4	7

	Hundreds	Tens	Ones
	1	3	5
+		2	1
-	1	5	6

	Hundreds	Tens	Ones
	2	7	9
+	6	2	0
-	8	9	9

Answer the questions and write the answers on the lines below.

What number is in the tens spot of the number 683? 8

What number is in the ones spot of the number 752? 2

What number is in the hundreds spot of the number 289? 2

How many tens are in the number 191? 9

# Number Sense

## Adding Three Digit Numbers by Regrouping

Adding hundreds, tens, and ones sometimes means regrouping. If the numbers in a column add up to more than 9, we need to regroup.

Solve the problems by regrouping. Write the answers on the lines below.

	Hundreds	Tens	Ones
		1	
	1	2	6
+	1	4	7
-	2	7	3

	Hundreds	Tens	Ones
		1	
	2	4	5
+	5	3	7
-	7	8	2

	Hundreds	Tens	Ones
		1	
	3	2	4
+	4	3	7
-	7	6	1

	Hundreds	Tens	Ones
		1	
	4	6	5
+	3	1	6
-	7	8	1

	Hundreds	Tens	Ones
		1	
	7	0	8
+	2	1	3
-	9	2	1

	Hundreds	Tens	Ones
	1	1	
	4	3	6
+	3	6	5
-	8	0	1

	Hundreds	Tens	Ones
		1	
	5	3	6
+	2	1	6
-	7	5	2

	Hundreds	Tens	Ones
	1		
	2	7	9
+	6	4	0
-	9	1	9

	Hundreds	Tens	Ones
		1	
	2	5	6
+	4	1	6
-	6	7	2

Solve the word problem and write the problem and the answer in the box below.

Janice is having a HUGE party! She is buying party hats for everyone. She buys 178 silver party hats and 352 gold party hats. How many party hats does Janice have altogether?

	Hundreds	Tens	Ones
	1	1	
	1	7	8
+	3	5	2
-	5	3	0

# Number Sense

## Subtracting Three Digit Numbers

Practise subtracting three digit numbers. Write the answers in the boxes below.

	Hundreds	Tens	Ones
	2	4	9
-	1	1	8
	1	3	1

	Hundreds	Tens	Ones
	4	2	6
-	3	1	4
	1	1	2

	Hundreds	Tens	Ones
	5	5	3
-	4	3	2
	1	2	1

	Hundreds	Tens	Ones
	7	1	4
-	5	1	3
	2	0	1

	Hundreds	Tens	Ones
	2	9	9
-	1	2	7
	1	7	2

	Hundreds	Tens	Ones
	6	3	7
-	5	2	5
	1	1	2

	8	2	6
-	3	0	5
	5	2	1

	4	4	4
-	3	3	3
	1	1	1

	7	9	0
-	1	3	0
	6	6	0

	1	5	9
-	1	2	7
		3	2

	5	8	7
-	3	6	7
	2	2	0

	3	6	8
-	2	3	5
	1	3	3

Answer the questions and write your answers on the lines below.

What number is in the tens spot of the number 274? 7

What number is in the ones spot of the number 680? 0

What number is in the hundreds spot of the number 175? 1

How many tens are in the number 369? 6



# Number Sense

## Subtracting Three Digit Numbers by Regrouping

Subtracting hundreds, tens, and ones sometimes means regrouping. If the top number in a column is smaller than the bottom number, we need to regroup.

Solve the problems by regrouping. Write the answers in the boxes below.

	Hundreds	Tens	Ones
		3	16
-	2	<del>4</del>	<del>6</del>
	1	1	8
	1	2	8

	Hundreds	Tens	Ones
		1	12
-	4	<del>2</del>	<del>2</del>
	3	1	4
	1	0	8

	Hundreds	Tens	Ones
		4	13
-	5	<del>5</del>	<del>3</del>
	4	3	5
	1	1	8

	Hundreds	Tens	Ones
	6	<del>10</del>	14
-	<del>7</del>	<del>1</del>	<del>4</del>
	5	1	7
	1	9	7

	Hundreds	Tens	Ones
		8	15
-	2	<del>9</del>	<del>5</del>
	1	2	7
	1	6	8

	Hundreds	Tens	Ones
		2	11
-	6	<del>3</del>	<del>1</del>
	5	2	5
	1	0	6

	Hundreds	Tens	Ones
		0	13
-	8	<del>1</del>	<del>3</del>
	3	0	5
	5	0	8

	Hundreds	Tens	Ones
	3	12	
-	<del>4</del>	<del>2</del>	4
	3	3	3
		9	1

	Hundreds	Tens	Ones
	5	<del>10</del>	13
-	<del>6</del>	<del>1</del>	<del>3</del>
	2	1	6
	3	9	7

Solve the word problem and write the problem and the answer in the box below.

Anna needs to blow up 594 balloons for her HUGE party! She is finished blowing up 276 balloons. How many balloons are left for Anna to blow up?

	Hundreds	Tens	Ones
		8	14
-	5	<del>9</del>	<del>4</del>
	2	7	6
	3	1	8

# Number Sense

## Adding to Check Subtraction

Related facts help us to check our answers.

Example: If  $435 - 123 = 312$  then  $312 + 123 = 435$

Solve the subtraction problems and then check your answers using addition. Write the answers on the lines below.

$$\begin{array}{r} 555 \\ - 434 \\ \hline 121 \end{array} \quad \begin{array}{r} 121 \\ + 434 \\ \hline 555 \end{array}$$

$$\begin{array}{r} 580 \\ - 240 \\ \hline 340 \end{array} \quad \begin{array}{r} 340 \\ + 240 \\ \hline 580 \end{array}$$

$$\begin{array}{r} 359 \\ - 327 \\ \hline 32 \end{array} \quad \begin{array}{r} 32 \\ + 327 \\ \hline 359 \end{array}$$

$$\begin{array}{r} 487 \\ - 316 \\ \hline 171 \end{array} \quad \begin{array}{r} 171 \\ + 316 \\ \hline 487 \end{array}$$

$$\begin{array}{r} 398 \\ - 265 \\ \hline 133 \end{array} \quad \begin{array}{r} 133 \\ + 265 \\ \hline 398 \end{array}$$

$$\begin{array}{r} 768 \\ - 542 \\ \hline 226 \end{array} \quad \begin{array}{r} 226 \\ + 542 \\ \hline 768 \end{array}$$

$$\begin{array}{r} 678 \\ - 323 \\ \hline 355 \end{array} \quad \begin{array}{r} 355 \\ + 323 \\ \hline 678 \end{array}$$

$$\begin{array}{r} 589 \\ - 254 \\ \hline 335 \end{array} \quad \begin{array}{r} 335 \\ + 254 \\ \hline 589 \end{array}$$

Solve the word problem and write the problem and the answer on the lines below.

Anthony and Rebecca collected 423 shells while walking on the beach. They gave Ben and Nicole 123 of them to start a collection of their own. How many sea shells do they have left?



$$\begin{array}{r} 423 \\ - 123 \\ \hline 300 \end{array} \quad \begin{array}{r} 300 \\ + 123 \\ \hline 423 \end{array}$$

# Number Sense

## Addition and Subtraction Word Problems

When solving word problems, look for clues. Numbers are clues! Circle the numbers in the word problems and look for word clues. Hint: IN ALL and ALTOGETHER mean ADD and ARE LEFT and HAVE LEFT mean SUBTRACT.

Circle the clues and solve the word problems. Write the answers on the lines below.

Will has 224 kayaks. He has rented 126 of them to a group of vacationers. How many kayaks are left?

$$\underline{224} - \underline{126} = \underline{98}$$



Josh is picking apples from the orchard. He has picked 381 red ones and 160 green ones. How many apples does he have altogether?

$$\underline{381} + \underline{160} = \underline{541}$$

Jen and Rob took a lot of photos on vacation. Jen took 371 photos. Rob took 102 fewer than Jen. How many photos did Rob take?

$$\underline{371} - \underline{102} = \underline{269}$$



Ali sent postcards from Italy. He sent 216 postcards to friends and 116 to family members. How many postcards did he send in all?

$$\underline{216} + \underline{116} = \underline{332}$$



# Multiplication

## Multiplication Using a Model

Use the groups to help solve the multiplication problems. Write the answers on the lines below.

How many flowers are in each pot? How many pots are there?

$$\underline{2} \text{ flowers in each pot} \times \underline{2} \text{ pots}$$
$$\underline{2} \times \underline{2} = \underline{4}$$



How much is each coin worth? How many coins are there?

$$\underline{2} \text{ dollars} \times \underline{2} \text{ coins}$$
$$\underline{2} \times \underline{2} = \underline{4}$$



Circle the groups and multiply. Write the answers on the lines below.

4 groups of grasshoppers

$\times \underline{3}$  in each group.

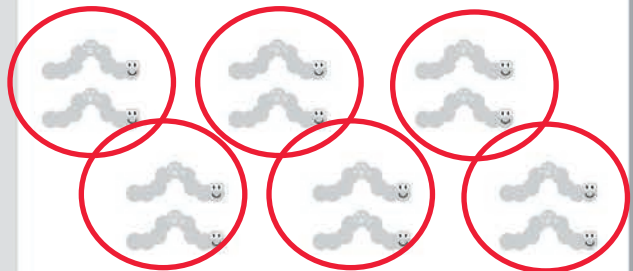
$$\underline{4} \times \underline{3} = \underline{12}$$



6 groups of inch worms

$\times \underline{2}$  in each group.

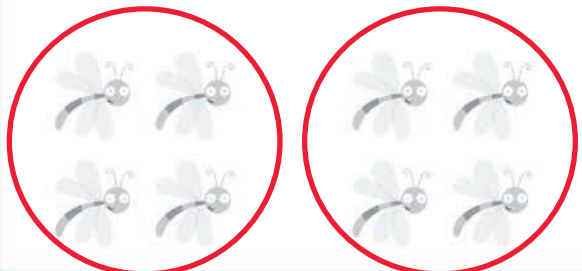
$$\underline{6} \times \underline{2} = \underline{12}$$



2 groups of dragonflies

$\times \underline{4}$  in each group.

$$\underline{2} \times \underline{4} = \underline{8}$$



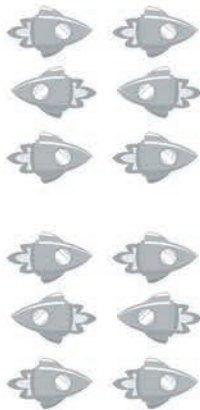



# Multiplication


## Vertical Multiplication with a Model


Sometimes multiplication sentences are written vertically.


Use the groups to help solve the multiplication problems. Write the answers on the lines below.



$$\begin{array}{r} \text{2 groups} \\ \times \text{6 rockets} \\ \hline \text{= 12 rockets} \end{array}$$


$$\begin{array}{r} \text{3 groups} \\ \times \text{5 cars} \\ \hline \text{= 15 cars} \end{array}$$


$$\begin{array}{r} \text{6 groups} \\ \times \text{2 airplanes} \\ \hline \text{= 12 airplanes} \end{array}$$


$$\begin{array}{r} \text{2 groups} \\ \times \text{5 fire trucks} \\ \hline \text{= 10 fire trucks} \end{array}$$


$$\begin{array}{r} \text{3 groups} \\ \times \text{6 helicopters} \\ \hline \text{= 18 helicopters} \end{array}$$


$$\begin{array}{r} \text{4 groups} \\ \times \text{4 dump trucks} \\ \hline \text{= 16 dump trucks} \end{array}$$

# Multiplication

## A Multiplication Table

This is a multiplication table.

You use a multiplication table to help you multiply. Move your finger along the top row to choose the number of groups you have to multiply and then move another finger down the left column to the number you have in each group. Then move your fingers down the column and across the row until they meet. The number where your fingers meet is your answer!

X	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

# Multiplication

## Multiplying by Zero and One

Any number multiplied by 0 is zero because it is zero groups of the number.

Example:  $1 \times 0 = 0$  and  $2 \times 0 = 0$

Solve the multiplication problems and write the answers in the boxes below.

$3 \times 0 = 0$

$10 \times 0 = 0$

$4 \times 0 = 0$

$7 \times 0 = 0$

$2 \times 0 = 0$

$5 \times 0 = 0$

$8 \times 0 = 0$

$1 \times 0 = 0$

$6 \times 0 = 0$

$9 \times 0 = 0$

Any number multiplied by 1 is the same because it is just one group of the number.

Example:  $3 \times 1 = 3$  and  $4 \times 1 = 4$

Solve the multiplication problems and write the answers in the boxes below.

$3 \times 1 = 3$

$9 \times 1 = 9$

$6 \times 1 = 6$

$8 \times 1 = 8$

$2 \times 1 = 2$



$5 \times 1 = 5$

$7 \times 1 = 7$

$1 \times 1 = 1$

$4 \times 1 = 4$

$10 \times 1 = 10$

# Multiplication

## Multiplying by Two and Three

Solve the multiplication problems and write the answers in the boxes below. Use the multiplication chart on page 21 if you need help.

$10 \times 2 = 20$

$3 \times 2 = 6$

$4 \times 2 = 8$

$7 \times 2 = 14$

$2 \times 2 = 4$

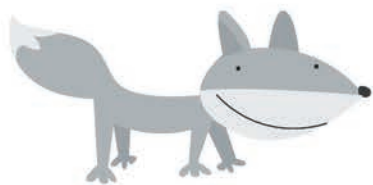
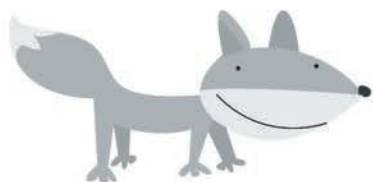
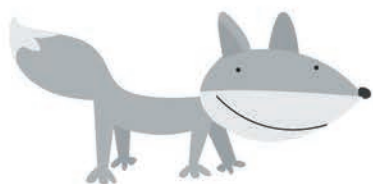
$5 \times 2 = 10$

$8 \times 2 = 16$

$1 \times 2 = 2$

$6 \times 2 = 12$

$9 \times 2 = 18$



$3 \times 3 = 9$

$9 \times 3 = 27$

$6 \times 3 = 18$

$8 \times 3 = 24$

$2 \times 3 = 6$

$5 \times 3 = 15$

$7 \times 3 = 21$

$1 \times 3 = 3$

$4 \times 3 = 12$

$10 \times 3 = 30$



# Multiplication

## Multiplying by Four and Five

Solve the multiplication problems and write the answers in the boxes below. Use the multiplication chart on page 21 if you need help.

$3 \times 4 = \boxed{12}$

$10 \times 4 = \boxed{40}$

$4 \times 4 = \boxed{16}$

$7 \times 4 = \boxed{28}$

$2 \times 4 = \boxed{8}$

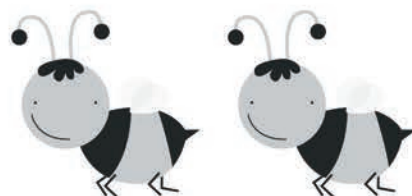
$5 \times 4 = \boxed{20}$

$8 \times 4 = \boxed{32}$

$1 \times 4 = \boxed{4}$

$6 \times 4 = \boxed{24}$

$9 \times 4 = \boxed{36}$



$3 \times 5 = \boxed{15}$

$9 \times 5 = \boxed{45}$

$6 \times 5 = \boxed{30}$

$8 \times 5 = \boxed{40}$

$2 \times 5 = \boxed{10}$

$5 \times 5 = \boxed{25}$

$7 \times 5 = \boxed{35}$

$1 \times 5 = \boxed{5}$

$4 \times 5 = \boxed{20}$

$10 \times 5 = \boxed{50}$

# Multiplication

## Multiplying by Six and Seven

Solve the multiplication problems and write the answers in the boxes below. Use the multiplication chart on page 21 if you need help.

$3 \times 6 = 18$

$10 \times 6 = 60$

$4 \times 6 = 24$

$7 \times 6 = 42$

$2 \times 6 = 12$

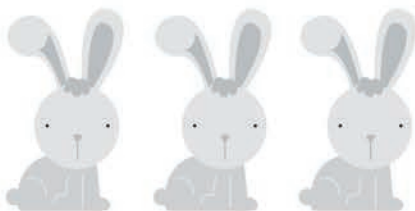
$5 \times 6 = 30$

$8 \times 6 = 48$

$1 \times 6 = 6$

$6 \times 6 = 36$

$9 \times 6 = 54$



$3 \times 7 = 21$

$9 \times 7 = 63$

$6 \times 7 = 42$

$8 \times 7 = 56$

$2 \times 7 = 14$

$5 \times 7 = 35$

$7 \times 7 = 49$

$1 \times 7 = 7$

$4 \times 7 = 28$

$10 \times 7 = 70$

# Multiplication

## Multiplying by Eight and Nine

Solve the multiplication problems and write the answers in the boxes below. Use the multiplication chart on page 21 if you need help.

$3 \times 8 = 24$

$10 \times 8 = 80$

$4 \times 8 = 32$

$7 \times 8 = 56$

$2 \times 8 = 16$

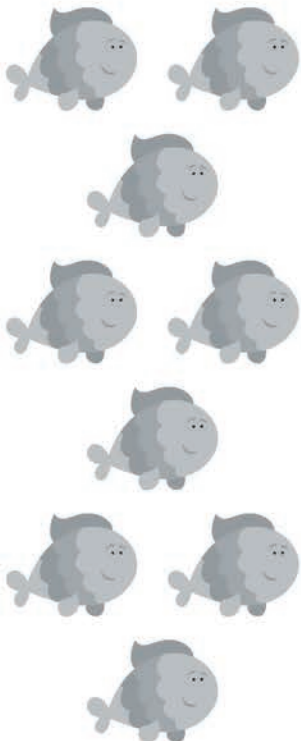
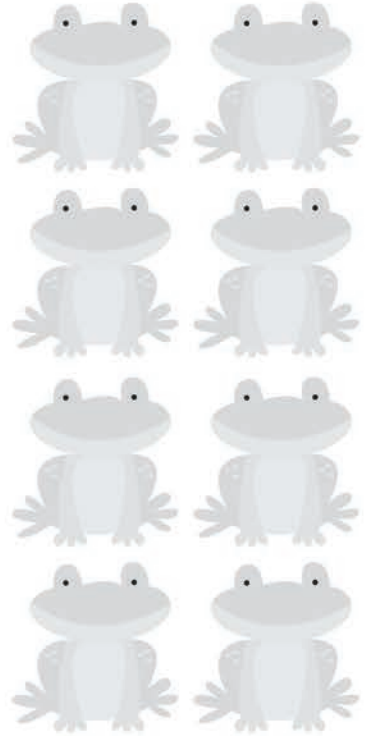
$5 \times 8 = 40$

$8 \times 8 = 64$

$1 \times 8 = 8$

$6 \times 8 = 48$

$9 \times 8 = 72$



$3 \times 9 = 27$

$9 \times 9 = 81$

$6 \times 9 = 54$

$8 \times 9 = 72$

$2 \times 9 = 18$

$5 \times 9 = 45$

$7 \times 9 = 63$

$1 \times 9 = 9$

$4 \times 9 = 36$

$10 \times 9 = 90$

# Multiplication

## Mixed Multiplication

Practise multiplying. Write the answers on the lines below.

$3 \times 6 = \underline{18}$



$2 \times 7 = \underline{14}$

$4 \times 2 = \underline{8}$



$5 \times 6 = \underline{30}$



$3 \times 7 = \underline{21}$

$8 \times 2 = \underline{16}$



$9 \times 1 = \underline{9}$

$10 \times 4 = \underline{40}$



$5 \times 5 = \underline{25}$



$7 \times 3 = \underline{21}$

$3 \times 3 = \underline{9}$



$4 \times 5 = \underline{20}$



$5 \times 8 = \underline{40}$



$9 \times 2 = \underline{18}$



$7 \times 0 = \underline{0}$



# Multiplication

## Multiplication Word Problems

When solving word problems, look for word clues. Numbers are clues! Circle the numbers in the word problems and look for word clues. Hint: When a word problem has MULTIPLE GROUPS TO ADD, it means MULTIPLY.

Example: Rory walks 2 miles to school every day. She goes to school 5 times a week. How many miles does she walk altogether?

$$2 \times 5 = 10$$

Circle the clues and solve the word problems. Write the answers on the lines below.



Lorelei loves pickles. She eats 2 pickles 3 times a day. How many pickles does she eat every day?

$$2 \times 3 = 6$$

Kirk owns 5 pairs of sunglasses. Patty owns 2 times that amount. How many sunglasses does Patty own?



$$5 \times 2 = 10$$



Richard bought 4 boxes of cakes. Each box has 4 cakes in it. How many total cakes does Richard have?

$$4 \times 4 = 16$$

Emily eats 3 bunches of grapes. Each bunch has 10 grapes. How many grapes did Emily eat?



$$3 \times 10 = 30$$

# Exploring Division

## Exploring Division

Dividing means separating things into smaller groups.

Example: There are 8 hats altogether.

They are placed into 2 equal groups.

8 hats divided by 2 groups is 4 hats in each group.

$$8 \div 2 = 4$$

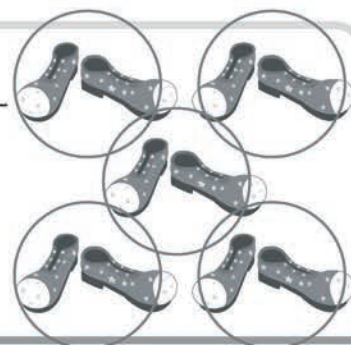
Circle the objects and answer the questions to divide. Write the answers on the lines below.

How many shoes are there altogether? 10

Circle groups of 2.

How many groups are there? 5

$$10 \div 2 = 5$$

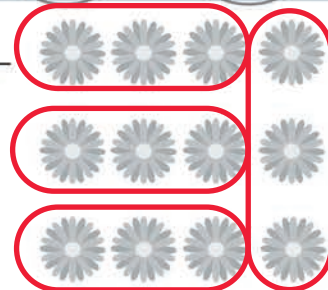


How many flowers are there altogether? 12

Circle groups of 3.

How many groups are there? 4

$$12 \div 3 = 4$$

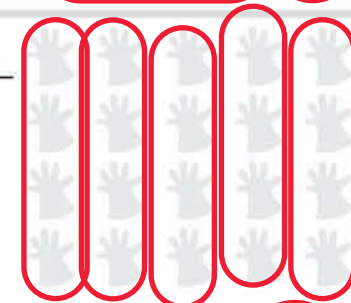


How many gloves are there altogether? 20

Circle groups of 4.

How many groups are there? 5

$$20 \div 4 = 5$$

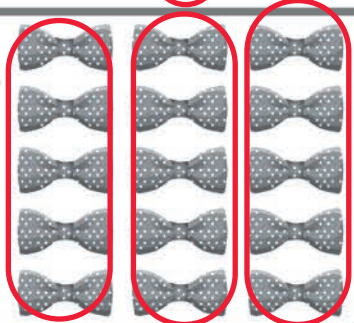


How many bows are there altogether? 15

Circle groups of 5.

How many groups are there? 3

$$15 \div 5 = 3$$



# Exploring Division

## Division Practice

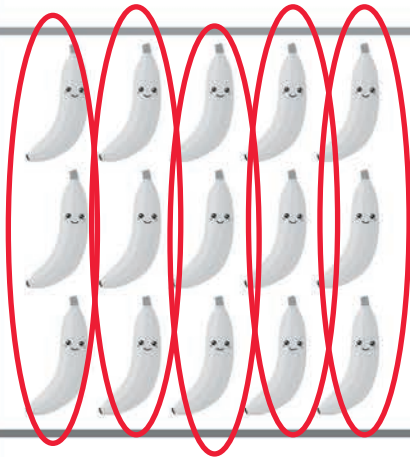
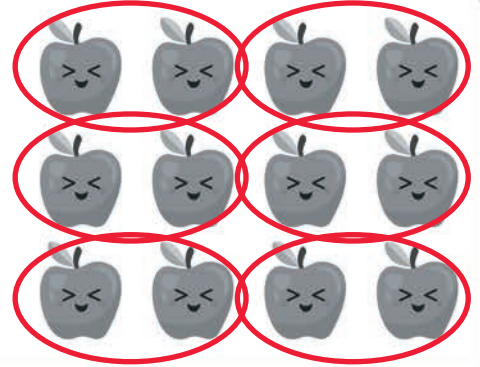
Circle the objects and answer the questions to divide. Write the answers on the lines below.

How many apples are there altogether? 12

Circle groups of 2.

How many groups are there? 6

$$12 \div 2 = \underline{6}$$



How many bananas are there altogether? 15

Circle groups of 3.

How many groups are there? 5

$$15 \div 3 = \underline{5}$$

How many pineapples are there altogether? 16

Circle groups of 4.

How many groups are there? 4

$$16 \div 4 = \underline{4}$$



How many watermelons are there altogether? 10

Circle groups of 5.

How many groups are there? 2

$$10 \div 5 = \underline{2}$$



# Exploring Division

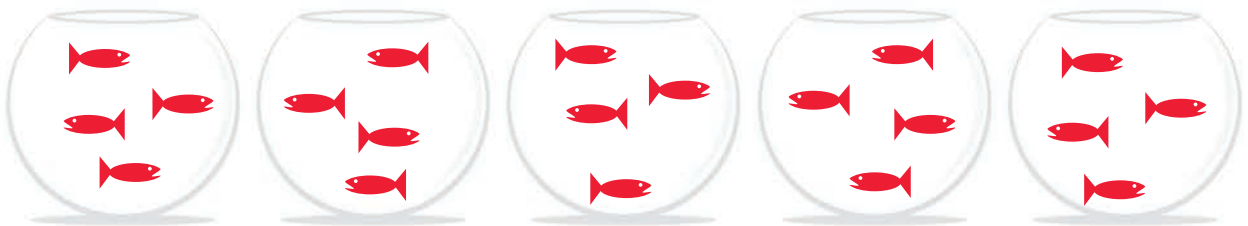
## Division Practice

Draw the groups to help you divide. Then solve the problems and write the answers on the lines below.

Divide 20 fish equally into 5 fishbowls.

There are 4 fish in each fishbowl.

$$20 \div 5 = \underline{4}$$



Divide 12 ice cubes equally into 4 glasses of lemonade.

There are 3 ice cubes in each glass of lemonade.

$$12 \div 4 = \underline{3}$$



Divide 9 T-shirts equally into 3 laundry baskets.

There are 3 T-shirts in each laundry basket.

$$9 \div 3 = \underline{3}$$





# Exploring Division

## Division Word Problems

Circle the groups to help you divide. Then solve the division problems and write the answers on the lines below.

Annie has 8 flowerpots to give to her 4 friends.

How many flowerpots does each friend get?

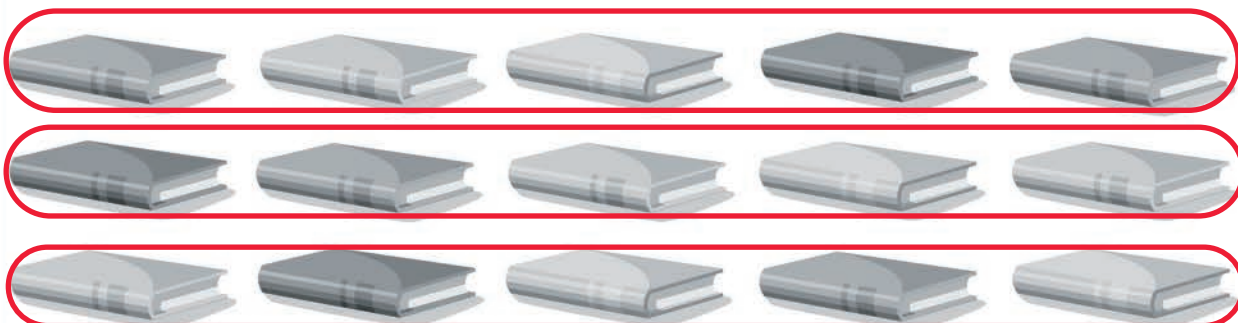
$$8 \div 4 = \underline{2}$$



Pat has 15 books to put into 3 boxes.

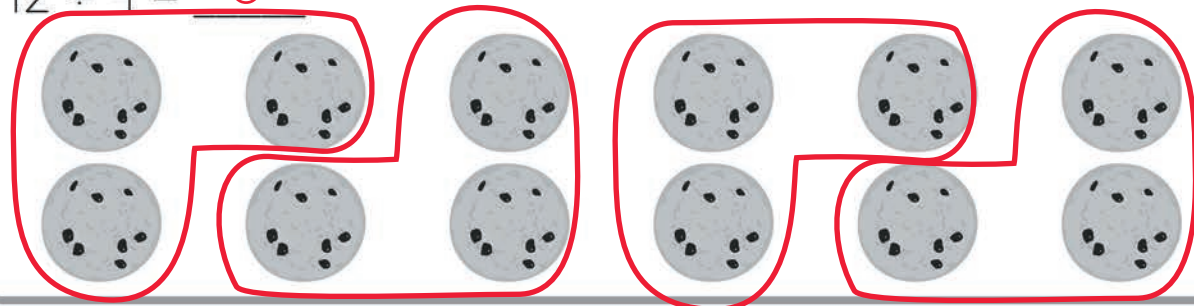
How many books go into each box?

$$15 \div 3 = \underline{5}$$



Katie has 12 cookies on a plate. She wants to share them equally with 4 friends. How many cookies does each friend get?

$$12 \div 4 = \underline{3}$$



# Fractions

## Fractions

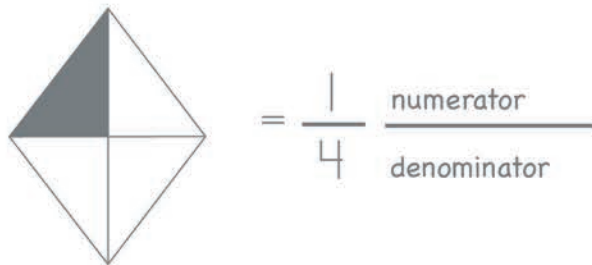
Fractions are parts of a whole number. Each piece represents a part of the whole.

Example: If a cookie is cut into two equal parts, each piece is  $\frac{1}{2}$  of the whole cookie.



The denominator is the bottom number of a fraction that tells how many pieces there are in the whole. The numerator is the top number of the fraction that shows how many pieces are being described.

Example:

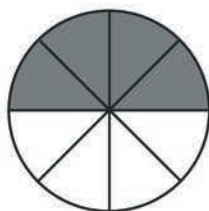


The 1 shows how many pieces are shaded.

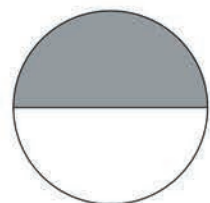
The 4 shows how many pieces there are in the whole shape.

Write the numerators or denominators for the fractions shown below.

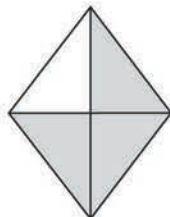
$$\frac{4}{8}$$



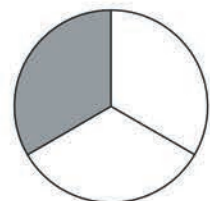
$$\frac{1}{2}$$



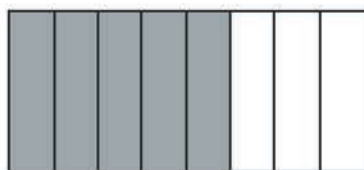
$$\frac{3}{4}$$



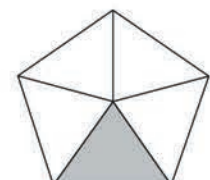
$$\frac{1}{3}$$



$$\frac{5}{8}$$



$$\frac{1}{5}$$

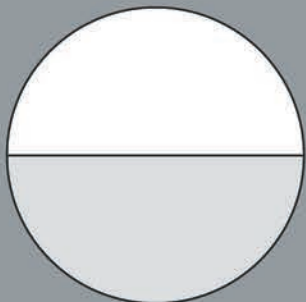


# Fractions

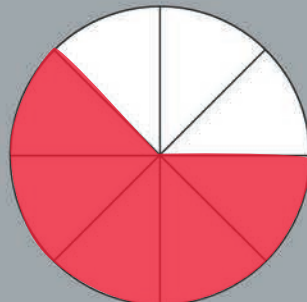
## Fractions

Colour the shape to match the fraction.

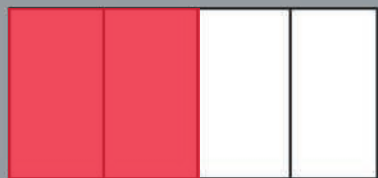
$$\frac{1}{2}$$



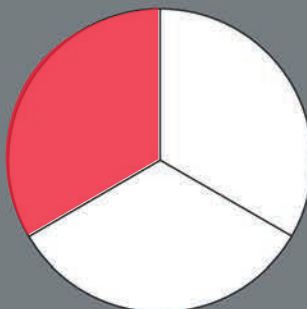
$$\frac{5}{8}$$



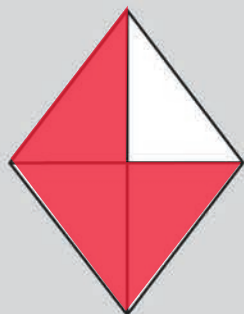
$$\frac{2}{4}$$



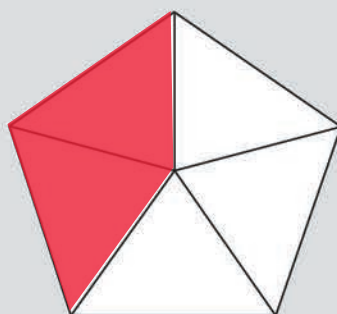
$$\frac{1}{3}$$



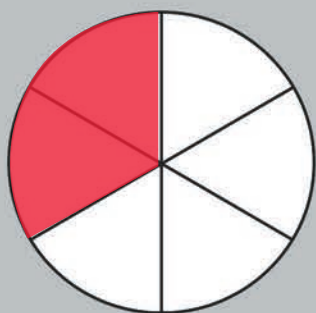
$$\frac{3}{4}$$



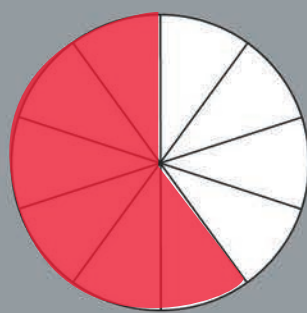
$$\frac{2}{5}$$



$$\frac{2}{6}$$



$$\frac{6}{10}$$





# Money

## Counting Mixed Coins

Write the value of each coin on the lines below.



toonie

\$2



loonie

\$1



quarter

25¢



dime











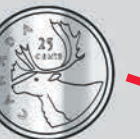










10¢



nickel

5¢

Count the coins and draw a line to the correct amount.

				\$3.50
				\$1.50
				\$5.00
				\$1.00
				\$1.25
				
				

*Note: Red lines connect the coins to the amounts: 1 toonie to \$1.00, 1 loonie to \$1.25, 3 quarters to \$0.75, 1 dime to \$0.10, and 1 nickel to \$0.05. The total is \$3.10.*

## Word Problem

Lea emptied out her wallet to count her money. She had 2 loonies, 1 toonie, and 3 quarters. How much money does she have in all?

\$4.75



# Money

## Making Change

Follow the directions below.

Olivia and Maria go shopping. They each have \$5.00. They want to buy the most toys they can with their combined money. Circle all of the things they can buy with their \$10.00.



If Olivia and Maria pay for their toys with \$10.00 and their toys only cost \$9.50, how much change should they get back?

Circle the correct answer.



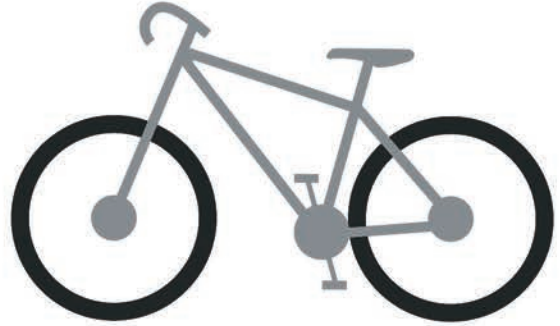
# Measurement

## Measuring Length

A centimetre is written like this: cm.  
It is used to measure small things.

A metre is written like this: m.  
It is used to measure bigger things.

A kilometre is written like this: km.  
It is used to measure very big things.



An estimate is an educated guess. Sometimes we need to make an educated guess about how long something is.

Look at the pictures below and circle the unit of measurement that would be the best for measuring each object.



cm

m



m

km



m

km



cm

m



cm

m



m

km



cm

m



m

km



m

km

# Measurement

## Measuring Length

Measure the objects using the ruler. Write the answers on the lines below.



8 cm



7 cm



3 cm

Read the word problems and circle or write the answers on the lines below.

Stacia wants to measure the length of her book. Which measurement should she use?



cm

m

km



Chad threw a baseball 9 metres. His friend Carol threw it 4 more metres. How far did they throw the ball altogether?

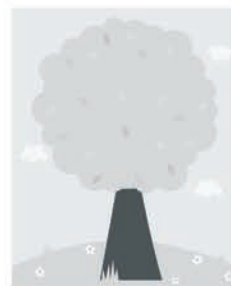
$$\underline{9} \text{ m} + \underline{4} \text{ m} = \underline{13} \text{ m}$$

Lauren wants to measure how tall the tree in her front yard is. Which measurement should she use?

cm

m

km





# Measurement

## Capacity

If you want to know how much a container holds, for example how much water a swimming pool can hold, you want to know its capacity.

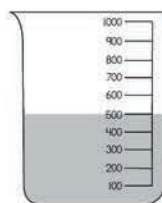
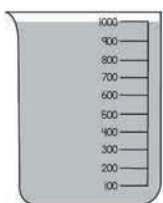
A litre is written like this: L.

It is used to measure large containers, like a pool or a bathtub.

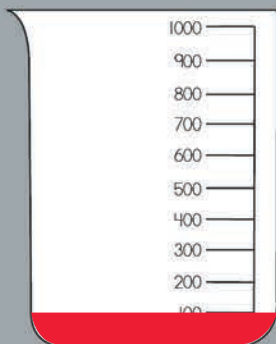
A millilitre is written like this: ml.

It is used to measure small containers, like a spoon.

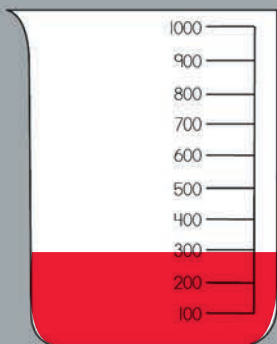
Example: 1 litre = 1000 millilitres and  $\frac{1}{2}$  litre = 500 millilitres



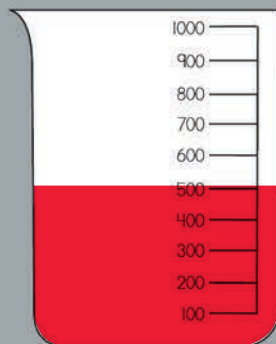
Colour each container to the correct measurement in millilitres.



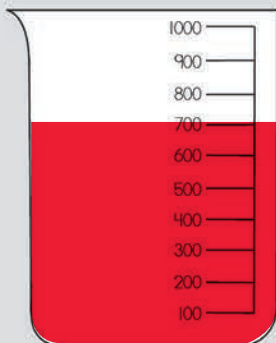
100 ml



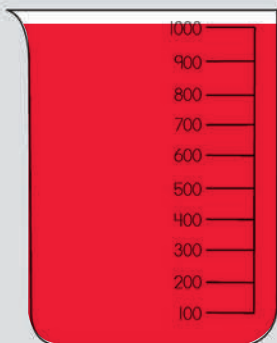
300 ml



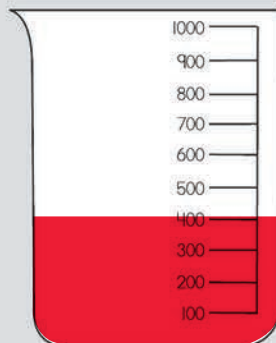
500 ml



700 ml



1 L



400 ml



# Measurement

## Capacity

You can use what you know about fractions to measure.

Example:



$\frac{1}{4}$  (1 quarter)



$\frac{1}{2}$  (1 half)



$\frac{3}{4}$  (3 quarters)



full

We can use what we know to compare the capacities of the containers below. Look at the containers and write the amount they hold in litres on the lines below. Then show the comparison by writing the < > or = signs in the circle.



$\frac{1}{2}$  litre



1 litre



5 litres



5 litres



5 litres



1 litre



$\frac{1}{2}$  litre



$\frac{1}{2}$  litre



$\frac{1}{2}$  litre



1 litre



1 litre



1 litre



1 litre



1 litre



5 litres



$\frac{1}{2}$  litre

## Word Problem

If a plastic pool holds 20 litres of water, how many 5 litre buckets of water do you need to fill it up?

$$\underline{20} \div \underline{5} = \underline{4}$$



20 litres



5 litres

# Measurement

## Mass

Mass is a measurement of how much matter is in an object. Mass is usually measured in kilograms (kg) or grams (g). 1000 grams equals 1 kilogram.

Example:

A monkey weighs about 5 kg.



A lion cub weighs about 20 kg.



A baby elephant weighs about 100 kg.

Look at the animals and write their mass on the lines below. Then show the comparison by writing the  $<$   $>$  or  $=$  signs in the circle.



5 kg



20 kg



100 kg



20 kg



5 kg



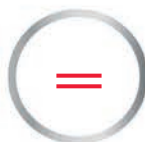
5 kg 5 kg



100 kg



5 kg 5 kg 5 kg 5 kg



20 kg



20 kg 20 kg 20 kg 20 kg 20 kg



100 kg

# Time

## Clocks and Telling Time

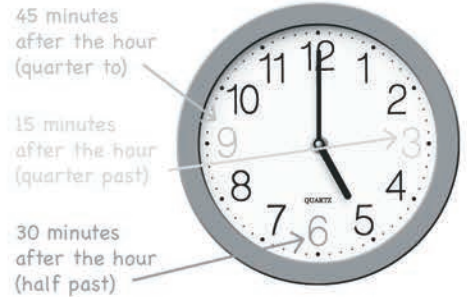
Clocks can look different.

This is an analog clock.

It has a long hand and a short hand.

It has the numbers 1-12 around the outside.

The long hand points to the minute and the short hand points to the hour. This clock says 5 o'clock.

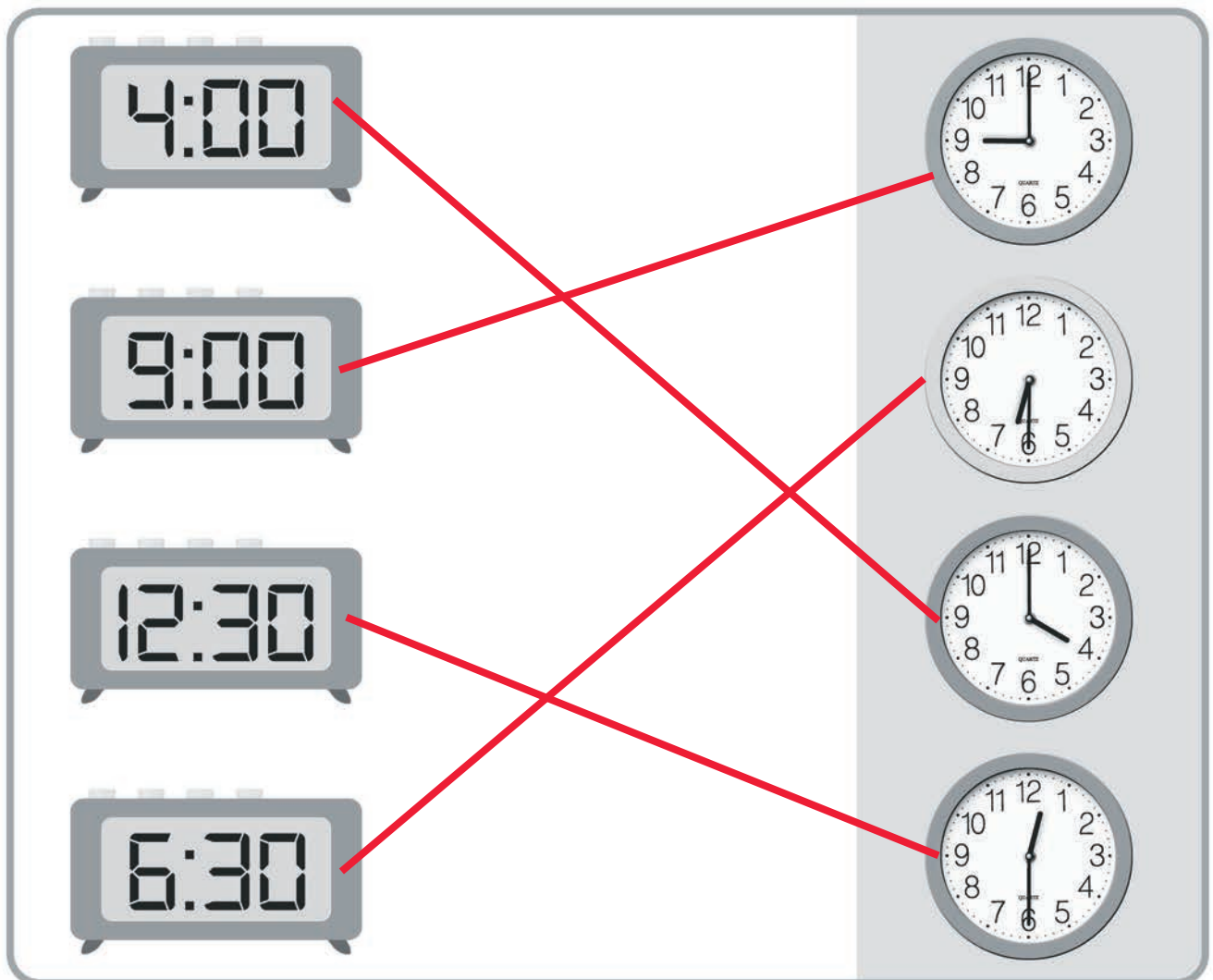


This is a digital clock.

The first number shows the hour and the second two numbers tell how many minutes after the hour it is. This clock says 3 o'clock.



Draw a line to from the digital time to the matching analog clock.



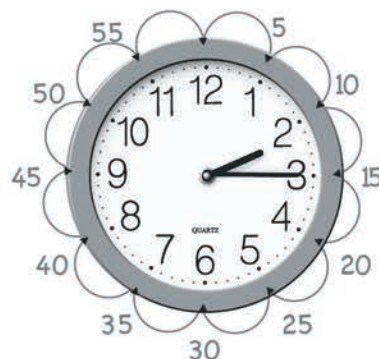


# Time

## Time to the Minute

The minute hand tells how many minutes past the hour it is. Every time the minute hand moves from one number to the next, it has been 5 minutes. Skip count by fives to tell how many minutes after the hour it is.

Example: It is 2:15.



What time is it? Write the time under each clock.



2:20



10:10



4:35



3:40



6:45



11:50

What time is it? Draw the hands on the clocks to match the digital times.



5:05



3:55



6:15



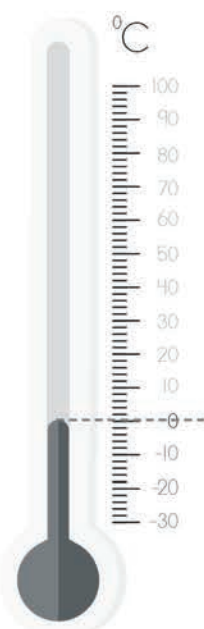
# Temperature

## Temperature

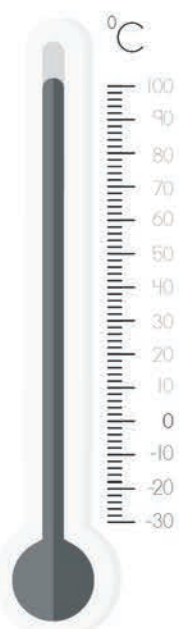
We measure temperature with a tool called a thermometer. We tell the temperature in degrees Celsius.

The lines on the thermometers below each represent 2 degrees Celsius. When we read the temperature on these types of thermometers, we count by twos.

Read the thermometers and write the temperatures on the lines below.



0 °C



100 °C



18 °C



26 °C







# Geometry

## Congruent Shapes

Congruent shapes are figures that are the same size and shape.

Are the shapes below congruent? Circle yes or no.

 <input checked="" type="radio"/> yes <input type="radio"/> no	 <input type="radio"/> yes <input checked="" type="radio"/> no
 <input type="radio"/> yes <input checked="" type="radio"/> no	 <input checked="" type="radio"/> yes <input type="radio"/> no

Colour the congruent figures orange.



Draw two figures that are congruent in the box below.



# Geometry

## Congruent Shapes

Congruent shapes can be different colours and facing different directions and still be congruent.

Look at the shapes below. Write whether the shapes are congruent or not congruent under each set of shapes.



congruent



not congruent



congruent



not congruent



congruent



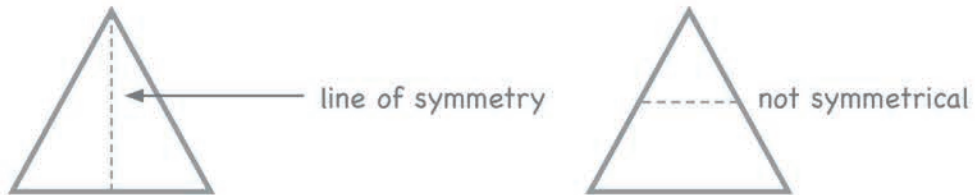
not congruent

# Geometry

## Symmetry

Symmetry is when an object or shape is balanced across a center line. Both sides are mirror images of each other.

Example:



Draw a line of symmetry dividing the shapes so they are the same on both sides.



square



heart



pentagon



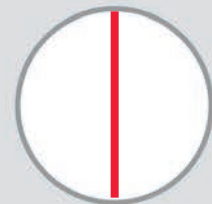
rectangle



trapezoid

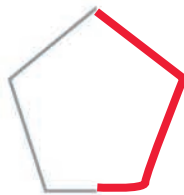


parallelogram



circle

Draw the missing part of the shapes below.





# Geometry

## Identifying Polygons

A polygon is any two-dimensional shape with three or more sides. That means there are a lot of different kinds of polygons!

Many shapes are named for their attributes.

Example: A triangle has 3 sides.

"Tri" means three.



A quadrilateral has 4 sides.

"Quad" means four.



A pentagon has 5 sides.

"Penta" means five.



A hexagon has 6 sides.

"Hexa" means six.



A heptagon has 7 sides.

"Hepta" means seven.



An octagon has 8 sides.

"Octa" means eight.



Draw a line from the name of the shape to the matching polygon. Then write how many sides each polygon has on the lines below.

octagon      hexagon      heptagon      triangle      quadrilateral

pentagon

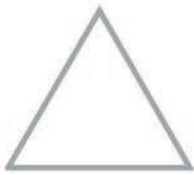
3 sides    7 sides    4 sides    6 sides    5 sides    8 sides

# Geometry

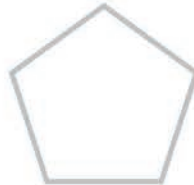
## Identifying Polygons by Their Attributes

Every shape has attributes that identify it. Attributes include the sides and vertices of a shape. Vertices are the points where the sides meet.

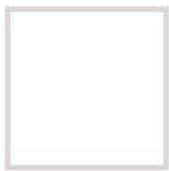
Identify the attributes of the polygons by writing the number of sides and vertices they have on the lines below.



3 sides  
3 vertices



5 sides  
5 vertices



4 sides  
4 vertices



7 sides  
7 vertices



4 sides  
4 vertices



8 sides  
8 vertices



4 sides  
4 vertices



4 sides  
4 vertices



7 sides  
7 vertices



3 sides  
3 vertices

# Geometry

## 3-Dimensional Shapes



cube



pyramid



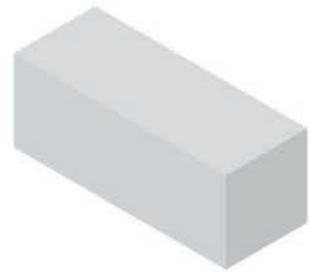
cylinder



cone



sphere



rectangular prism

Write what shape each object is on the lines below. Use the 3-D shapes above to help you.



cylinder



sphere



cube



cone



cone



pyramid



sphere



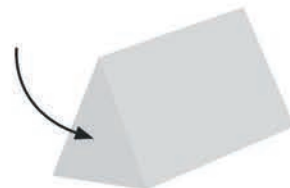
rectangular  
prism

# Geometry

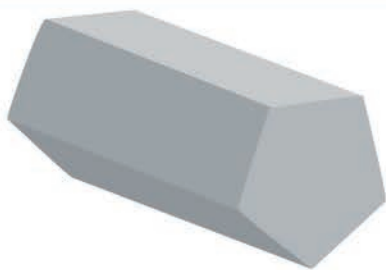
## Identifying Prisms by Their Base Shapes

Prisms are three-dimensional figures that are named for their base shapes. They have two bases, one on top and one on the bottom, that are the same.

Example: This is a triangular prism.  
It is named this because the top and bottom bases of the prism are triangles.



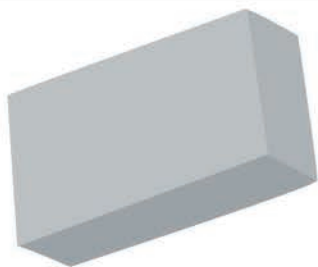
Identify the prisms by naming the shape of the bases. Write the answers on the lines below.



pentagon bases



square bases



rectangle bases



triangle bases



hexagon bases



octagon bases

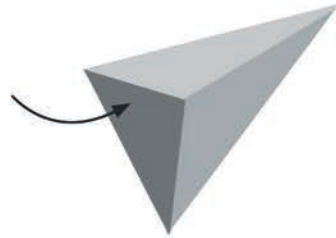


# Geometry

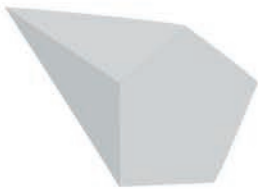
## Identifying Pyramids by Their Base Shapes

Pyramids are three-dimensional figures that are also named for their base shapes. They have one base and triangular sides.

Example: This is a triangular pyramid.  
It is named this because the base is a triangle.



Identify the pyramids by naming the base shape. Write the answers on the lines below.



pentagon base



square base



rectangle base



triangle base



hexagon base



octagon base

# Geometry

## Identifying 3-D Shapes by Their Attributes

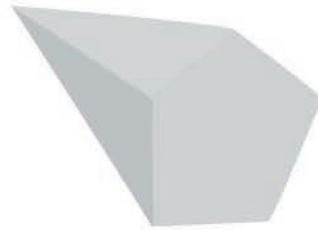
Every three-dimensional shape has attributes that identify it.

Attributes are the edges, faces, and vertices of the shape. The faces of a three-dimensional shape are flat surfaces.

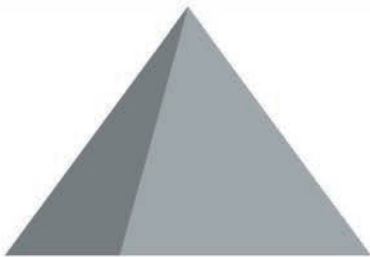
Identify the 3-D shapes by writing the number of faces they have on the lines below.



6 faces



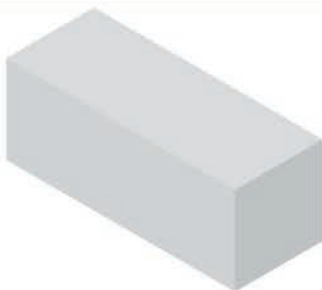
6 faces



4 faces



1 face



6 faces



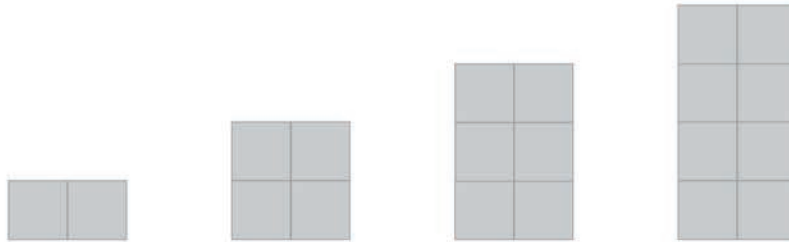
5 faces

# Patterns

## Growing Patterns

A growing pattern shows an increase in the pattern. Something is added to the pattern with every sequence.

Example:



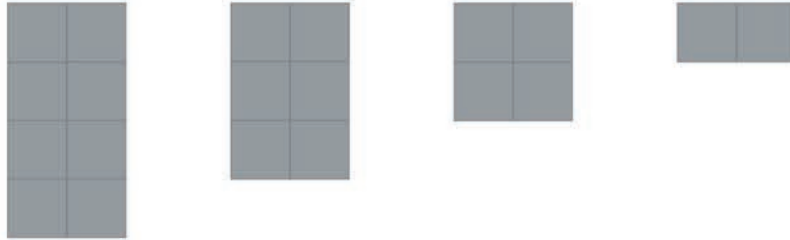
Look at the growing patterns below and draw the next shape or shapes in the pattern.


# Patterns

## Shrinking Patterns

A shrinking pattern shows a decrease in the pattern. Something is taken away with every sequence.

Example:



Look at the shrinking patterns below and draw the next shape or shapes in the pattern.




# Probability

## Probability

Probability is estimating how likely something is to happen.

Example: It is unlikely that she will go for a swim.

It is likely that she will make snow angels.



Look at the pictures below. How likely are the events?

Circle the correct answer.

Ming is going to make a snowball.

☒ unlikely

☐ likely



Jamal is going to play the guitar.

☐ unlikely

☒ likely



Henry is going kayaking.

☒ unlikely

☐ likely



Julio is going to play soccer.

☐ unlikely

☒ likely



# Probability

## Probability

Look at the jelly beans in the bag. If you reach in, what colour jelly bean are you most likely to pull out of the bag?

Example:



A red one is least likely to get pulled out because there is only one.

A green one is most likely to get pulled out because there are more green jelly beans than any other colour.

Look at the chart showing the coins in a change jar. Analyze the data and answer the questions. Write the answers on the lines below.

nickels	dimes	quarters	loonies
16	7	5	3

If you put your hand into the jar, what coin are you most likely to pull out? Why?

A nickel because there are more of them than any other coin.

If you put your hand into the jar, what coin are you least likely to pull out? Why?

A loonie because there are fewer of them than any other coin.

# Probability

## Probability

Analyze the data and answer the questions about choosing a piece of candy from a bag. Write the answers on the lines below.



COLOUR	NUMBER IN BAG
purple	5
green	7
pink	11
blue	4



If you pull out a piece of candy, what colour are you most likely to pull out of the bag? Why?

Pink because there are more pink than any other color.

If you pull out a piece of candy, what colour are you least likely to pull out of the bag? Why?

Blue because there are fewer blue than any other color.

Look at the spinner below and answer the questions.  
Write the answers on the lines below.

Is the spinner more likely to land on 1 or 2?  
Why?

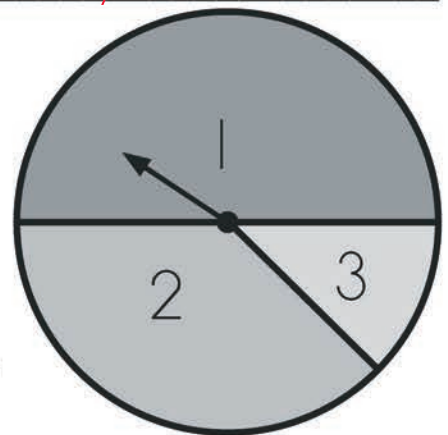
1 because its space is the largest

Is the spinner more likely to land on 2 or 3?  
Why?

2 because its space is larger

Which number is the spinner least likely to land on? Why?

3 because its space is the smallest






# Data Management

## Reading a Tally Mark Graph

A tally mark graph is a graph that uses tally marks to represent units. Counting the tallies and understanding what they represent is called analyzing the data.

Analyze the data and answer the questions. Write the answers on the lines below.

### The Class Pet Debate

	Rabbit	
	Fish	
	Guinea Pig	
	Turtle	

How many kids voted for the guinea pig? 5

How many kids voted for the fish? 2

How many kids voted for the rabbit? 6

How many kids voted for the turtle? 8

Which animal got the least number of votes? fish

Which animal got the greatest number of votes? turtle

How many kids voted altogether? 21

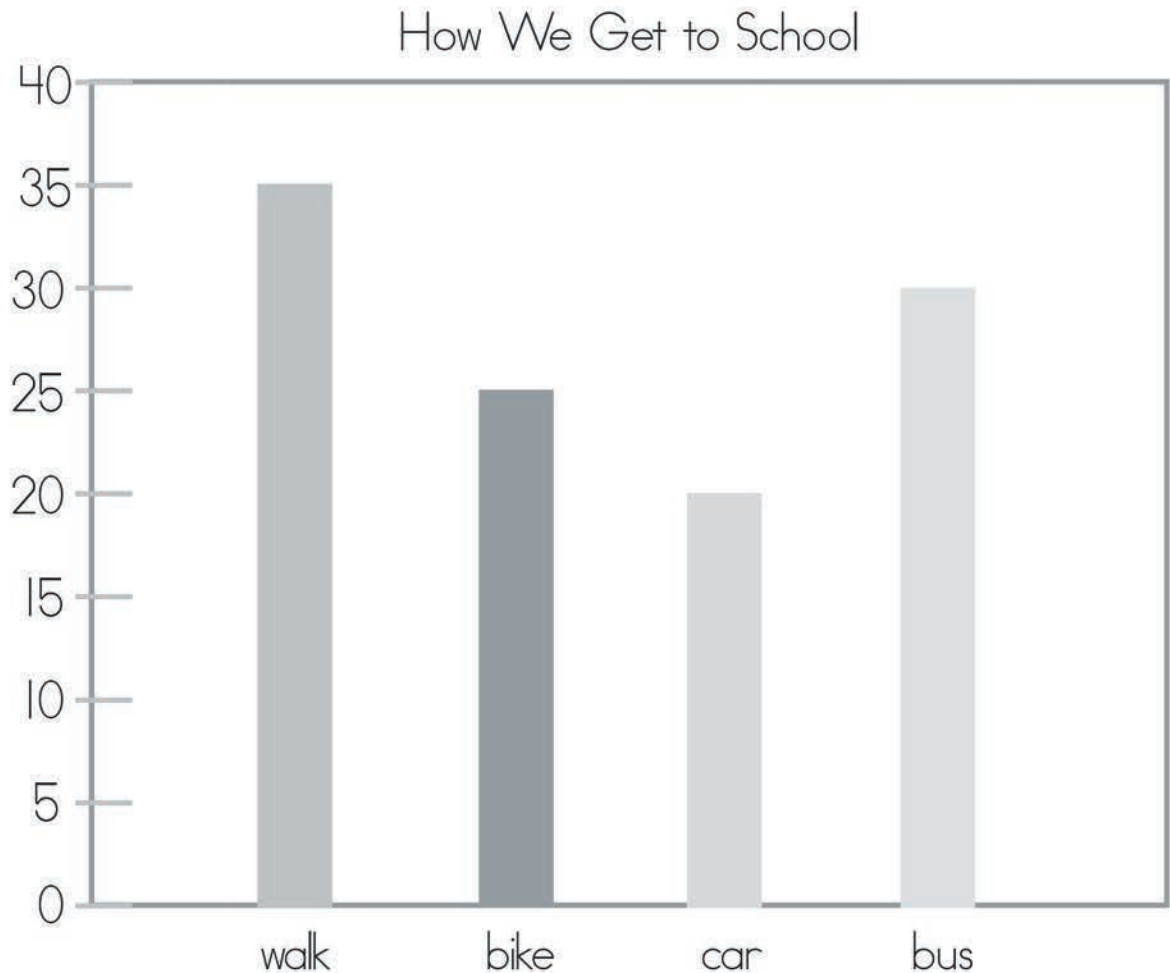


# Data Management

## Reading a Bar Graph

Reading a bar graph means counting the numbers each bar represents and analyzing the data.

Look at the bar graph and answer the questions. Write the answers on the lines below.



How many students walk to school? 35

How many students ride their bikes to school? 25

Do more students take the bus or ride in a car? bus

How many students altogether either walk or ride their bikes? 60

What is the most popular way to get to school? walking

What is the least popular way to get to school? riding in a car

# Data Management

## Making a Bar Graph

Use the tally graph data to make a bar graph. Then answer the questions. Write the answers on the lines below.

jumping rope	
playing sports	
reading a book	
talking with friends	
swinging	



How many kids liked jumping rope at recess? 5

How many kids liked reading a book? 3

What activity was the most popular? playing sports

What activity was the least popular? reading a book

How many kids voted altogether? 29

# Summary of Concepts

## Expanded Form and Word Problems

Write the numbers in expanded form using numbers on the lines below.

$$5,379 = \underline{5000} + \underline{300} + \underline{70} + \underline{9}$$

$$2,244 = \underline{2000} + \underline{200} + \underline{40} + \underline{4}$$

$$6,738 = \underline{6000} + \underline{700} + \underline{30} + \underline{8}$$

Write the numbers in expanded form using words on the lines below.

$$9,831 = \frac{\text{nine}}{\text{thousand}} + \frac{\text{eight}}{\text{hundred}} + \underline{\text{thirty}} + \underline{\text{one}}$$

$$3,274 = \frac{\text{three}}{\text{thousand}} + \frac{\text{two}}{\text{hundred}} + \underline{\text{seventy}} + \underline{\text{four}}$$

$$2,361 = \frac{\text{two}}{\text{thousand}} + \frac{\text{three}}{\text{hundred}} + \underline{\text{sixty}} + \underline{\text{one}}$$

Solve the word problems. Write the answers on the lines below.

Amber has 40 canoes. She has rented 13 of them to a group of vacationers. How many canoes are left?

$$\underline{40} - \underline{13} = \underline{27}$$

Ezra is picking apples from the orchard. He has picked 62 red ones and 18 green ones. How many apples does he have altogether?

$$\underline{62} + \underline{18} = \underline{80}$$

Camille eats 156 bunches of grapes. Then she eats 215 more. How many grapes did she eat in all?

$$\underline{156} + \underline{215} = \underline{371}$$

Amelia has 228 recycling boxes. She takes 119 to the recycling center. How many boxes does Amelia have left?

$$\underline{228} - \underline{119} = \underline{109}$$

# Summary of Concepts

## Multiplication and Division

Solve the multiplication problems. Write the answers on the lines below.

$3 \times 6 = \underline{18}$

$2 \times 7 = \underline{14}$

$0 \times 10 = \underline{0}$

$4 \times 2 = \underline{8}$

$5 \times 6 = \underline{30}$

$5 \times 2 = \underline{10}$

$3 \times 7 = \underline{21}$

$8 \times 2 = \underline{16}$

$3 \times 3 = \underline{9}$

$9 \times 1 = \underline{9}$

$10 \times 4 = \underline{40}$

$7 \times 1 = \underline{7}$

Solve the word problems. Write the answers on the lines below.

Eli owns 6 pairs of sunglasses. Emily owns 2 times that amount.  
How many sunglasses does Emily own?

$\underline{6} \times \underline{2} = \underline{12}$

Andy bought 5 boxes of oranges. Each box has 6 oranges in it.  
How many oranges does Andy have?

$\underline{5} \times \underline{6} = \underline{30}$

Maya has 8 scoops of ice cream to go onto 4 ice-cream cones.  
How many scoops of ice cream go on each cone?

$8 \div 4 = \underline{2}$

Henry has 16 cookies on a plate. He wants to share equally with  
4 friends. How many cookies does each friend get?

$16 \div 4 = \underline{4}$





# CERTIFICATE

## of Achievement



.....  
has successfully completed  
**Grade 3 Math Readiness**

Date .....

Parent's Signature .....



# 3 Writing Readiness

Grade 3

READY TO LEARN™

The  
Canadian  
Curriculum  
Series

## Writing

### Table of Contents

Grade Three Writing Readiness	130
Introducing Cursive Writing	131
ABC Order	142
Grammar	143
Writing Sentences	153
Brainstorming for Writing	159
The Writing Process	160
Narrative Writing	161
Expository Writing	165
Opinion Writing	169
Reading Response Writing	173
Poetry Writing	177
Procedural Writing	179
Descriptive Writing	181
Writing a Fable	183
Journal Writing	186
More Cursive Writing	187
Summary of Concepts	190
Certificate of Achievement	192

## Grade Three Writing Readiness

In grade three, students grow as writers as they write more structured and complex pieces. More focus is given to planning, revising, and editing writing so that students really learn the writing process that writers go through. A great way to incorporate writing at home is to write a collaborative story. Begin a story and have your child write the next paragraph. Take turns back and forth adding to the story. This is also a good time to encourage them to type stories on a home computer.



# Introducing Cursive Writing

## Cursive Writing

Cursive writing is a more fluid way to write letters and words. The more you practise, the better you'll get. Once you have mastered it, it will become a much faster way to write!

You do not have to do all of the activities in this book in cursive. Choose the way you prefer to write for each activity.



First trace and then practise writing the cursive letters on the lines below.





# Introducing Cursive Writing

*i u w t*



First trace and then practise writing the cursive letters on the lines below.

*i i i i i i i i i*

*u u u u u u u u u*

*w w w w w w w w w*

*t t t t t t t t t*

*it it it it it it it it it*

*at at at at at at at at at*

*cat cat cat cat cat cat cat cat cat*

*wig wig wig wig wig wig wig wig wig*



# Introducing Cursive Writing

e l h f j b



First trace and then practise writing the cursive letters on the lines below.

e e e e e e e e e e

l l l l l l l l l l

h h h h h h h h h h

f f f f f f f f f f

j j j j j j j j j j

b b b b b b b b b b

elf elf elf elf elf elf elf elf

life life life life life life



# Introducing Cursive Writing

n

m

v

x



First trace and then practise writing the cursive letters on the lines below.

n

n

n

n

n

n

n

n

n

m

m

m

m

m

m

m

m

m

v

v

v

v

v

v

v

v

v

x

x

x

x

x

x

x

x

x

mad

mad

mad

mad

nice

nice

nice

nice

nice

mall

mall

mall

mall

vine

vine

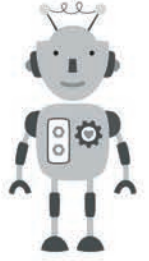
vine

vine

vine



# Introducing Cursive Writing



*p r o s*

First trace and then practise writing the cursive letters on the lines below.

*p p p p p p p p p*

*r r r r r r r r r*

*o o o o o o o o o*

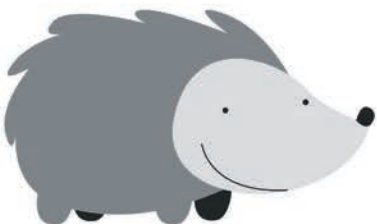
*s s s s s s s s s*

*part part part part part*

*for for for for for*

*top top top top top*

*soft soft soft soft soft*





# Introducing Cursive Writing

y z k



First trace and then practise writing the cursive letters on the lines below.

y y y y y y y y y

z z z z z z z z z

k k k k k k k k k

yard yard yard yard

yo-yo yo-yo yo-yo

zipper zipper zipper zipper

kitten kitten kitten kitten

zebra zebra zebra zebra



# Introducing Cursive Writing

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



First trace and then practise writing the cursive letters on the lines below.

A a a a a a a a a a

B B B B B B B B B B

C C C C C C C C C C

D D D D D D D D D D

E E E E E E E E E E

F F F F F F F F F F

G G G G G G G G G G

# Introducing Cursive Writing

First trace and then practise writing the cursive letters on the lines below.

K

K K K K K K K K K K

I

I I I I I I I I I I

J

J J J J J J J J J J

K

K K K K K K K K K K

L

L L L L L L L L L L

M

M M M M M M M M M M

N

N N N N N N N N N N

O

O O O O O O O O O O

P

P P P P P P P P P P

Q

Q Q Q Q Q Q Q Q Q Q

Canada Halifax

# Introducing Cursive Writing

First trace and then practise writing the cursive letters on the lines below.

R R R R R R R R R R R

S S S S S S S S S S S

T T T T T T T T T T T

U U U U U U U U U U U

V V V V V V V V V V V

W W W W W W W W W W W

X X X X X X X X X X X

Y Y Y Y Y Y Y Y Y Y Y

Z Z Z Z Z Z Z Z Z Z Z

Montreal Nova Scotia

Saskatchewan Ottawa



# Introducing Cursive Writing

Print and Cursive

Match the print letters to the cursive letters.

Print Letter	Cursive Letter
A	D
B	E
C	A
D	B
E	I
F	H
G	F
H	G
I	M
J	L
K	K
L	J
M	C

# Introducing Cursive Writing

Print and Cursive

Match the print letters to the cursive letters.

Print Letter	Cursive Letter
N	R
O	P
P	O
Q	N
R	N
S	S
T	T
U	U
V	V
W	X
X	W
Y	Y
Z	Z

# ABC Order

## ABC Order

Putting words into ABC order means they are in the order of the alphabet.

Example: dollar bear

B comes before d so bear comes first in ABC order.

If the first letter of two words are the same, look at the second letters. If the second letters are the same, look at the third letters, and so on.

Example: panda party

Both words start with p. The second letter in both words is a. Look at the third letter. N comes before r so panda comes first in ABC order.

Put the words in ABC order. Rewrite them in order on the lines below.



starfish



giraffe



pineapple



dragon



yo-yo



turtle



walrus



astronaut



porcupine

astronaut

dragon

giraffe

pineapple

porcupine

starfish

turtle

walrus

yo-yo

# Grammar

## Synonyms

Synonyms are different words that have the same or almost the same meaning.






Example: happy and glad

Draw a line to match each word to its synonym.

fast	pretty	scared	start	clean	easy
beautiful	afraid	quick	tidy	simple	begin

Red lines connect the words as follows: fast to quick, pretty to beautiful, scared to afraid, start to begin, clean to tidy, and easy to simple.

Write a synonym for each of the words on the lines below.

	shout	<u>yell</u>		big	<u>large</u>
	hop	<u>jump</u>		gift	<u>present</u>
	speak	<u>talk</u>		tiny	<u>small</u>



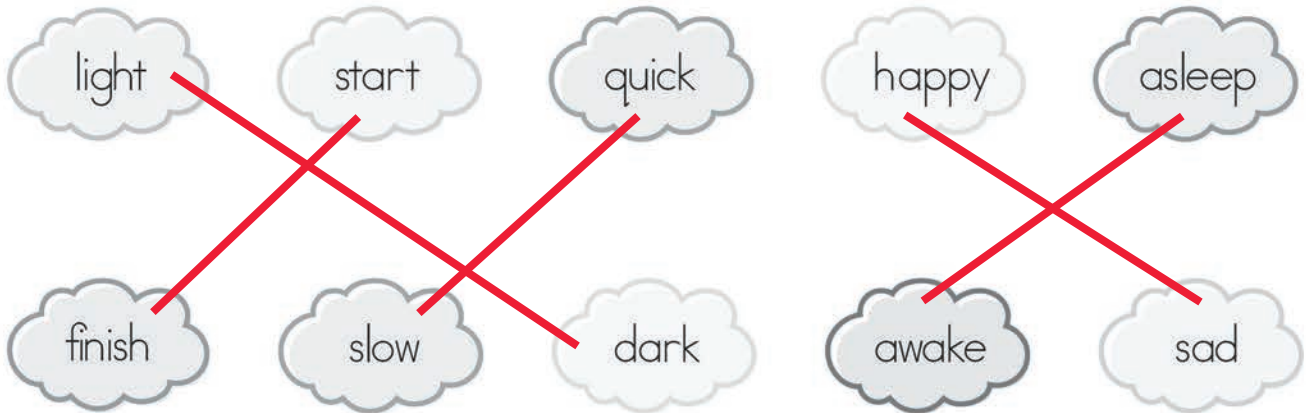
# Grammar

## Antonyms

Antonyms are words that have the opposite meaning.

Example: happy and angry

Draw a line to match each word to its antonym.



Draw pictures of two words that are antonyms. Write the words under your pictures.


Draw pictures of two words that are synonyms. Write the words under your pictures.

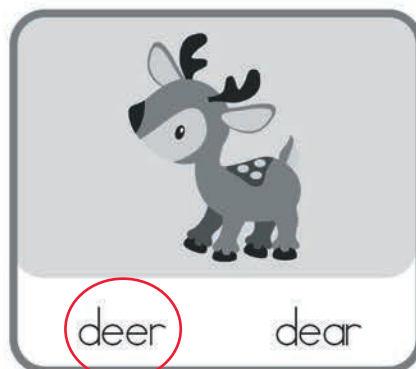
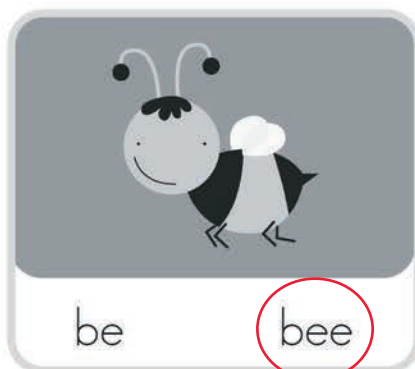
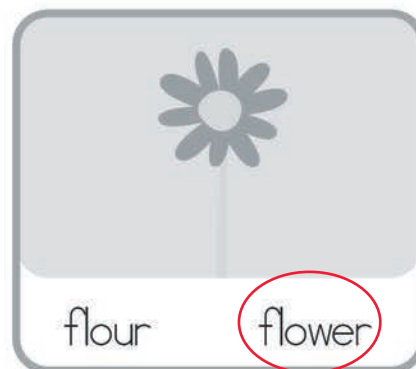
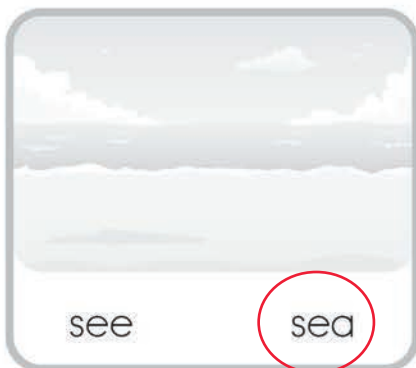

# Grammar

## Homophones

Homophones are words that sound the same but have different meanings.

Example: sun and son

Look at the pictures below and circle the correct word that matches the picture.



Find and circle the homophones in the sentences. Then write the correct word on the lines below.

I bought a new pear of shoes today! pair

Eye am going skating at the rink tonight. I

Let's right a letter to a friend. write

I can't weight for my birthday party next week. wait

Did you sea that shooting star in the sky? see

I'm going to pick some flours for my mom. flowers

# Grammar

## Common and Proper Nouns

A proper noun is a noun that is the name of something. Proper nouns always have a capital letter at the beginning of the word.

Example: teacher is a common noun.

Mrs. Everett is a proper noun because it is your teacher's name.

Read the words in the box below. Colour the common nouns green. Colour the proper nouns blue.

Monday	January	snake	Max	orange
hedgehog	Melissa	doctor	purple	school
cat	Canada	Mars	skates	car

Write a proper noun in place of each common noun on the lines below.

Common Noun	Proper Noun
friend	Todd
province	Ontario
day of the week	Wednesday
month	July
movie	Frozen
holiday	Thanksgiving

# Grammar

## Pronouns

A personal pronoun is a word that takes the place of a common noun or proper noun.

Example: Tammy and I went to the store.

We went to the store.

We is the pronoun.

we	I	me	you	he	him
us	she	her	it	they	them

Replace the nouns with pronouns in the sentences by writing the pronouns on the lines below. Use the pronouns above to help you.

My sister's class had a party. Her

I had a sleepover with Connor. him

My dad and I bought roses for my mom. We

My mom baked cookies for my friends. them

Skylar and Missy have twin babies. They

Mandy played a game with the boys. She

My brother is a hockey player. He

We asked James and Monica for the kayaks. them

Pat and Gail love to travel. They

Maddy is a scientist. She



# Grammar

## Adjectives

An adjective is a word that describes a noun.

Example: yellow, bright, and hot are all good adjectives to describe the sun.

Take the adjective challenge! Complete each challenge below. Then check each box as you complete the challenge.

1. Write three adjectives that describe a dragon.



green, big, scaly

2. Write three adjectives that describe a princess.



pink, happy, nice

3. Write three adjectives that describe your favourite food.



4. Write three adjectives that describe a porcupine.



brown, spiky, short

5. Write three adjectives that start with the letter S.



shy, silly, smart

6. Write three adjectives that describe snow.



white, cold, wet

7. Write three adjectives that describe your favourite place.



# Grammar

## Verbs

Verbs are action words. They are something you do!

Example: run jumped talk sleeping

Circle the verbs in the sentences below.

1. Last night I dreamed that I had wings and flew through the clouds.
2. We ate dinner on the beach and then watched the sun go down.
3. I ran to the park to meet my friend Sarah.
4. My baby brother broke my toy train and my dad fixed it.
5. After soccer practice, I was so tired that I fell asleep.
6. I dropped my eraser in math class.
7. All of my friends laughed at my joke.
8. My mom baked a cake for my birthday.



Write two sentences on the lines below and circle the verbs in each one.


Draw a picture to match each of your sentences.

--	--

# Grammar

## Present Tense and Past Tense Verbs

Present tense means it is something you are doing right now.  
Those verbs end in ing.

Past tense means it is something that you did in the past.  
Those verbs end in ed.

Read the verbs below and rewrite them with ed and ing to make them past tense and present tense.

verb	past tense	present tense
jump	jumped	jumping
laugh	laughed	laughing
play	played	playing
open	opened	opening
kick	kicked	kicking
talk	talked	talking

Read the sentences below and write the words with the correct verb tense on the lines below.

1. Sam is paddling the kayak quickly.  
(paddled or paddling)
2. Jack jumped on the trampoline for one hour yesterday.  
(jumping or jumped)
3. I am helping my mom fold the laundry.  
(helped or helping)

# Grammar

## Adverbs

Adverbs describe verbs. Adverbs answer the questions when, where, and how.

Example: She ran today. She ran away. She ran quickly.

Read the sentences below and circle the adverbs.

1. The snake slithered quickly.
2. My friends sang outside.
3. I waited patiently.
4. Samantha performed beautifully.
5. We will go to the movies tomorrow.
6. Come here and get your dinner.
7. The juice spilled everywhere.
8. Yesterday we saw a shark.



Read the sentences below and add an adverb that tells when, where, or how.

1. The spider spun its web today. (When?)
2. Let's go play outside! (Where?)
3. The green turtle walked slowly. (How?)





# Grammar

## Subjects and Predicates

Every complete sentence has a subject and a predicate. The subject of a sentence is who or what the sentence is about. The predicate is the part that tells something about the subject.

Example: Justin likes to sing and dance.

Read the sentences below. Circle the subject of the sentence and underline the predicate.

1. (Max) played guitar in the recital.
2. (Zac) went skateboarding in the park.
3. (Kristin) played music all night long.
4. (The babies) played together in the splash pool.
5. (Paul) rode his motorcycle on the winding road.
6. (Barry) went skating at the rink.
7. (Sophia and Nolan) had a picnic on the beach.
8. (Connor and Jason) went tobogganing on the big hill.
9. (Aadya and Muhammad) went for a walk this afternoon.
10. (Mia) is reading a good book.
11. (Louise and Jayden) are dancing to the music.
12. (Kate) is laughing with her friends.



# Writing Sentences

## Sentences

Every sentence starts with a capital letter and ends with punctuation.

Statement sentences tell the reader something. They start with a capital letter and end with a period.

Question sentences ask the reader a question. They start with a capital letter and end with a question mark.

Commands or exclamation sentences tell the reader to do something or tell them something exciting or surprising. They start with a capital letter and end with an exclamation mark.

Read the sentences. Then rewrite them on the lines below. Be sure to begin with a capital letter and end with the correct punctuation mark.

she went to the park to play

She went to the park to play.

can we go skating tomorrow

Can we go skating tomorrow?

i won the race

I won the race!

my favourite food is pizza

My favourite food is pizza.

do you like reading books

Do you like reading books?

i can do skateboard tricks

I can do skateboard tricks.

# Writing Sentences

## Capital Letters for Proper Nouns

Sentences begin with capital letters, but we also use capital letters in many other ways.

Proper nouns are always capitalized.

Example: Connor Paul Hayes  
Vancouver, British Columbia

Read the sentences below and circle the words that should be capitalized.  
Then rewrite the sentences correctly on the lines below.

My brother's name is santiago.

My brother's name is Santiago.

We went to our family cottage in barrie ontario.

We went to our family cottage in Barrie, Ontario.

Days, months, and holidays are always capitalized.

Example: Monday, October 31st is Halloween.

Read the sentences below and circle the words that should be capitalized.  
Then rewrite the sentences correctly on the lines below.

My birthday is on november 11th.

My birthday is on November 11th.

thanksgiving is in october every year.

Thanksgiving is in October every year.

The word I is always capitalized.

Example: I love chocolate. My sister and I love to sing.

Read the sentences below and circle the words that should be capitalized.

Did you know that i love trips? i can't wait to go on vacation in july!



# Writing Sentences

## Capital Letters for Titles

Movies, book titles, and titles of plays or poems are also capitalized. Almost every word in a title is capitalized except for the small words like to, in, if, and, or, and on—unless one of those words comes at the beginning or end of the title.

Example: Humpty Dumpty  
The Book That I Love to Read

Look at the covers below and circle the ones with correct capitalization.



Rewrite these titles with the correct capitalization on the lines below.

the bad guys

The Bad Guys

dog man

Dog Man

ivy and bean

Ivy and Bean

Write your own book title on the lines below. Be sure to capitalize it properly.



# Writing Sentences

## All About Me

Fill in the all about me boxes below. Make sure to use capital letters when needed.

### All About Me

My name is...

---

My birthday is...

---

My favourite movie is...

---

My favourite holiday is...

My favourite book is...

Draw a picture of yourself!

# Writing Sentences

## Using Commas

We use commas in so many ways. When we are making a list of more than two items, we put a comma between the items.

Example: I like reading, writing, and science.

Read the sentences below and add commas where they are needed.

We went camping, hiking, and fishing last week.

I played on the swings, slide, and monkey bars at the park.

Addresses have commas between the street name, the city, and the province.

Example: 123 Main Street, Winnipeg, Manitoba

Read the addresses below and add commas where they are needed.

456 Front Street, Toronto, Ontario

789 River Valley Road, Edmonton, Alberta

Commas are also used in letters. There is a comma after the greeting and after the closing.

Read the letter below and add commas where they are needed.

Dear Manny,

I had fun at your party. Let's do it again!

Your friend,

Hugo



# Writing Sentences

## Using Quotation Marks

Quotation marks go around all of the words that people are saying.

Example: "Come over to my house," said Grace.  
"Ok," said Ella, "but I can't stay very long."

Read the sentences below. Put the quotation marks around what the people are saying.

"I'm hungry," said Jacob.  
Aaron said, "Let's go for a swim."  
"When will we get to the beach?" asked Sammy.  
"We are almost there," replied Lucas.  
"What time is it?" asked Stacy.  
Oscar said, "This is my favourite song!"

Sometimes quotation marks go around titles of short stories, songs, poems, and chapters.

Example: My favourite song is "Twinkle, Twinkle, Little Star."

Read the sentences below. Put the quotation marks where they are needed.

I read a lovely poem called "My Hungry Heart."  
My favourite story is "The Princess and the Pea."  
I can't get the "Chicken Dance" song out of my head!  
I read chapter eight, "The Big Adventure," last night.  
Have you ever read "The Tortoise and the Hare?"  
"If You're Happy and You Know It" is my favourite song.

# Brainstorming for Writing

## Brainstorming Lists

Authors write about things they know and like. Make a list of things you know a lot about. This will help you get ideas for what to write about.

Write a list of things you know about on the lines below.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.





# The Writing Process

## The Writing Process

Good writers follow these steps in the writing process.



### Brainstorm

Think about what you want to write about and what you want to say. Use a graphic organizer to plan out your ideas.

### Draft

Look at your graphic organizer and write out the first draft of your story.

### Revise

Read your draft and make changes to improve your writing.

### Edit

Proofread your revised draft and correct any mistakes.

### Publish

Write and present your final copy!

# Narrative Writing

## Brainstorming for Narrative Writing

Narrative writing is writing a story with a beginning, middle, and end.

Fill in the graphic organizer to help you brainstorm ideas. Think of a time you got hurt. What happened first, next, then, and last? Write a few words or sentences in each box to tell the story.

Title

First

Next

Then

Last

# Narrative Writing

Let's Write a Narrative Story!

This will be the first draft. Look at your graphic organizer and write the story on the lines below from your ideas.

Title \_\_\_\_\_

First

---

---

---

---

---

Next

---

---

---

---

---

Then

---

---

---

---

---

Last

---

---

---

---

---

# Narrative Writing

## Edit and Revise

Revising is reading your writing and seeing where it can improve.

Editing is looking for mistakes and marking them to be corrected.

Read the information below and then revise and edit your draft on the previous page.

### Revise

Add sentences or words.

Remove unneeded sentences or words.

Move sentences around to make your story make more sense.

Change boring words to exciting words.

### Edit

Be sure you capitalized the beginning of sentences, names, titles, and proper nouns.

Be sure you used complete sentences.

Be sure you used periods, question marks, exclamation marks, commas, and quotation marks correctly.

Be sure you checked the spelling of all words.

### Editing Marks

When you reread your writing, you will need a pencil crayon or pen. Use your editor's checklist to look for mistakes. When you see a mistake, mark it with one of the proofreading marks.

### PROOFREADING MARKS



Capitalize



Add Period



Add Question Mark



Spelling Error



Lowercase Letter



## Narrative Writing

## Publish

Publishing your story means taking the changes that you made when you revised and edited it and writing out a final copy that is your best work.

Rewrite your final story on the lines below. When you're done, share your story with a family member or a friend.

Title\_

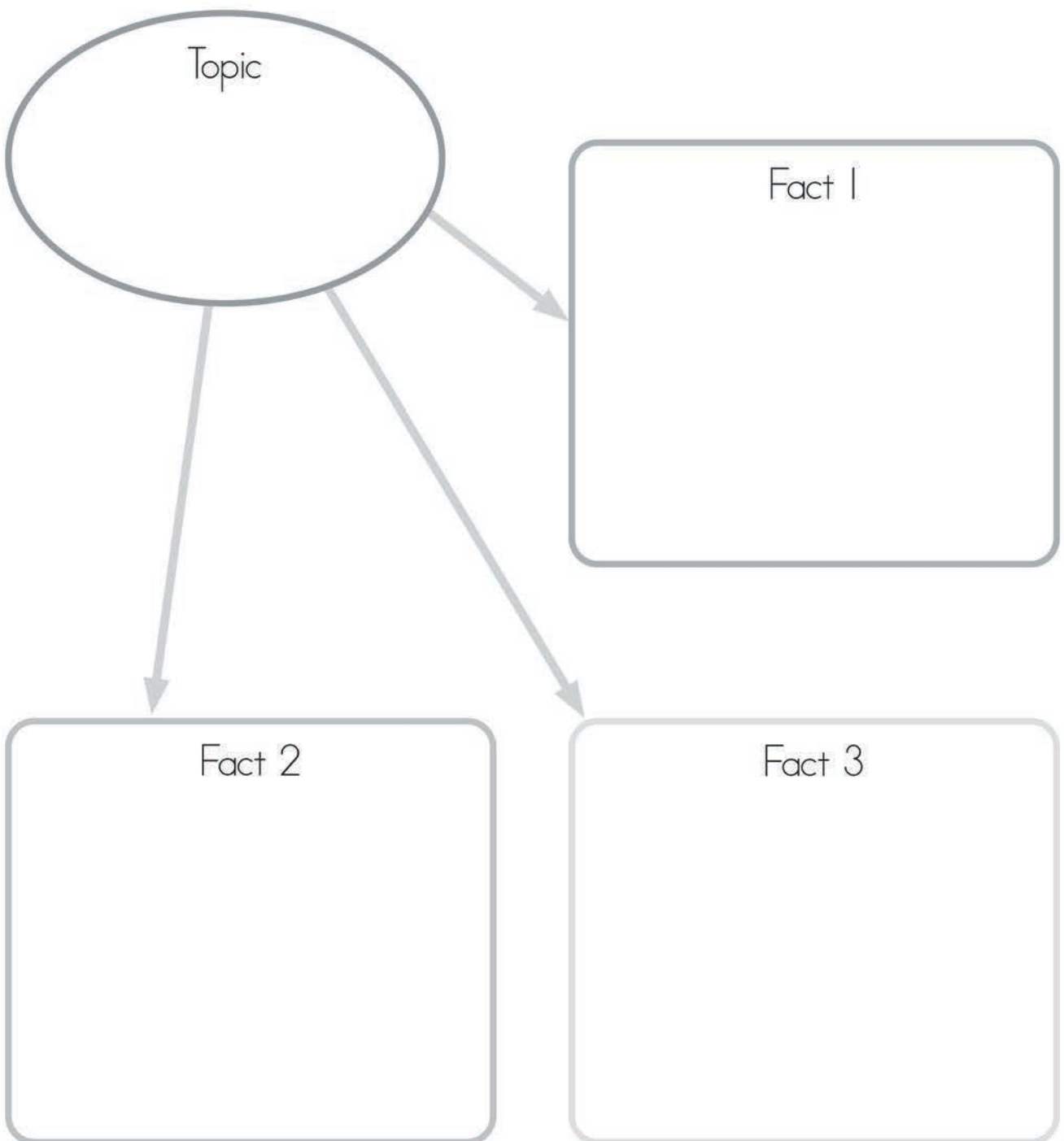
# Expository Writing

## Brainstorming for Expository Writing

Expository writing is writing about something you know about in detail and explaining the topic to the reader.

Let's write about something you know a lot about!

Write about an animal or a hobby that you know a lot about. Write the topic you decided on in the first box. Then write a few words or sentences in each fact box to organize your thoughts.



## Expository Writing

## Let's Write About What You Know!

This will be the first draft. Look at your graphic organizer and write the story on the lines below from your ideas.

Title\_\_\_\_\_

[illegible]

# Expository Writing

## Edit and Revise

Read the information below and then revise and edit your draft on the previous page.

Reread and revise your story.



Add sentences or words.

Remove unneeded sentences or words.

Move sentences around to make your story make more sense.

Change boring words to exciting words.

Now it is time to edit!

Did you capitalize the beginning of sentences, names, titles, and proper nouns?

Did you use complete sentences?

Did you use the correct punctuation marks?

Did you check your spelling?

Get out your pencil crayon or pen! It is time to make editing marks.

Use your editor's checklist to look for mistakes.

When you see a mistake, mark it with one of the proofreading marks.

## PROOFREADING MARKS



Capitalize



Add Period



Add Question Mark



Spelling Error



Lowercase Letter



# Expository Writing

## Publish

Rewrite your final story on the lines below. When you're done, share your story with a family member or a friend.

Title \_\_\_\_\_

# Opinion Writing

## Brainstorming for Opinion Writing

Opinion writing is writing about something you believe and giving reasons why you believe that particular thing.

What is your opinion about when kids should go to bed? Write your opinion in the first box. Then write a few words or sentences in each reason box to organize your thoughts.

Opinion

Reason 1

Reason 2

Reason 3

# Opinion Writing

Let's Write Your Opinion!

This will be the first draft. Look at your graphic organizer and write sentences on the lines below from your ideas.

Title \_\_\_\_\_

# Opinion Writing

## Edit and Revise

Do you remember how to revise and edit your story?

Read the steps below and fill in the missing parts. Look at page 39 if you need help.

Reread and revise your story.



Add sentences or words.

Remove unneeded sentences or words.

Move sentences around to make your story make more sense.

Change boring words to exciting words.

Now it is time to edit!

Did you capitalize the beginning of sentences, names, titles, and proper nouns?

Did you use complete sentences?

Did you use proper punctuation marks?

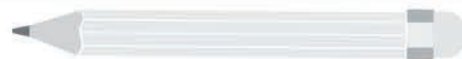
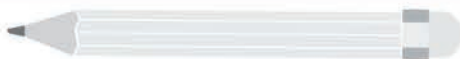
Did you check your spelling?

Get out your pencil crayon or pen! It is time to make editing marks.

Use your editor's checklist to look for mistakes.

When you see a mistake, mark it with one of the

proofreading marks.





## Opinion Writing

Publish

Rewrite your final story on the lines below. When you're done, share your story with a family member or friend.

Title \_\_\_\_\_

[illegible]

# Reading Response Writing

## Narrative Writing

Read the story below and think while you read.

### Our Field Trip to the Farm

My class is riding the bus to a farm this morning. We are excited and the bus is loud. The teacher sits at the front and has us play a game called, "Raise Your Hand and Stop Talking Every Time the Bus Comes to a Stop." The class gets points for every time we all do it. If we get ten points, we get extra recess after the field trip!

When we get to the farm, we all pile out and listen to the farmer give directions. Today we will plant wheat, learn about the farm, and go on a scavenger hunt! First, we head to the barn. We get a list of clues that take us all over to find items and bring them back to the farmer. We use a compass to follow the directions. It is harder than you think!

Next, we head to the field where we meet the farmer's wife. She tells us all about how they plant and harvest corn and wheat on the farm. Then we get a pot, soil, and seeds and start planting our own little crop to take home. I can't wait to see how fast it grows! The farmer's wife says we will see sprouts in less than a week!

Then we are off to meet the farmer's son. He talks about how his family has worked this farm for four generations. That's more than 100 years! Then he says when they dig new crops, they sometimes find cool stuff from a long time ago. He shows us arrowheads, tools, and even animal bones that were dug up on the farm.

The last thing we do is head back to an open field, lay out blankets, and have our picnic lunches. It is a cool, sunny day. Perfect for a picnic! When the teacher calls us back to the bus, I am disappointed we have to leave. On the bus ride back to school, no one needs to play the game. Lots of us are sleeping and the others are daydreaming about our wonderful day at the farm.

# Reading Response Writing

## Reading Response

When we read a story, we can write about what we read. This is called a reading response. A reading response can retell the story or tell how we felt when we read the story.

Answer the questions about "Our Field Trip to the Farm" and write your answers on the lines below.

Who are the characters in the story?

The narrator, the class, the teacher, the farmer,  
the farmer's wife, and the farmer's son.

What are the characters doing?

The class is visiting the farm and the  
farmer's family is showing them the farm.

Where does the story take place?

the farm

When did this happen?

one school morning

Why did it happen?

The teacher had planned a field trip  
for the day.



# Reading Response Writing

## Expository Writing

Read the story below and think as you read.

### Crawford Lake

Crawford Lake is in the Crawford Lake Conservation Area in Halton County, Ontario. This special lake has very clear water with very little oxygen in the deepest parts. That means that things that sink to the bottom of the lake rot very, very slowly.

When scientists discovered that this was true of Crawford Lake, they got samples from the bottom of the lake to study. They found out that corn had been grown near the lake 600 years ago. Scientists were excited about this discovery because it means someone lived there 600 years ago. They searched and searched in the area and discovered there had been eleven longhouse villages there. They were built by the Neutral Confederacy People of the Iroquois Nation in the 1400s.

To celebrate this discovery, they made it a conservation area and have built three longhouses to teach about the people who lived there and about Crawford Lake. There is also a boardwalk and hiking paths all around the lake. It is a great place to visit. You can walk through the longhouses and actually see how the Neutral Nation lived and learn a lot about their culture. You can walk the boardwalk around the lake and think about the treasure hunt the scientists went on when they discovered this special lake and uncovered this fascinating bit of Canada's history.





# Reading Response Writing

## Reading Response

Write about what you read.

Answer the questions about "Crawford Lake" and write your answers on the lines below.

What is the main idea?

The history of Crawford Lake Conservation Area  
and what visitors can see when they go there.

Write three things you learned from the story.

People lived there 600 years ago. You  
can see longhouses when you visit the  
lake. Scientists study Crawford Lake.

What questions do you still have about the story?



# Poetry Writing

## Poetry

There are many different kinds of poetry. Three fun examples are acrostic poems, shape poems, and haikus.

### Acrostic Poems

An acrostic poem has a word vertically down the left side. The word is the subject of the poem. Each letter in the word becomes the first letter of a line in the poem.

Example: Lending art to words;  
One's thoughts held out for inspection.  
Voicing thoughts and their connection.  
Exposing thoughts like freeing birds.

### Shape Poems

A shape poem is a poem that takes the shape of something. It is a poem and an illustration at the same time.

Example:



PIE  
CUT  
INTO 8  
TASTY SLICES  
MAKES FRIENDS  
SMILE AND LAUGH  
AND GOES GREAT WITH  
A NICE COLD GLASS OF MILK



### Haikus

A haiku is a Japanese poem. It has three lines that follow a pattern of syllables.

Line 1: 5 syllables

Line 2: 7 syllables

Line 3: 5 syllables

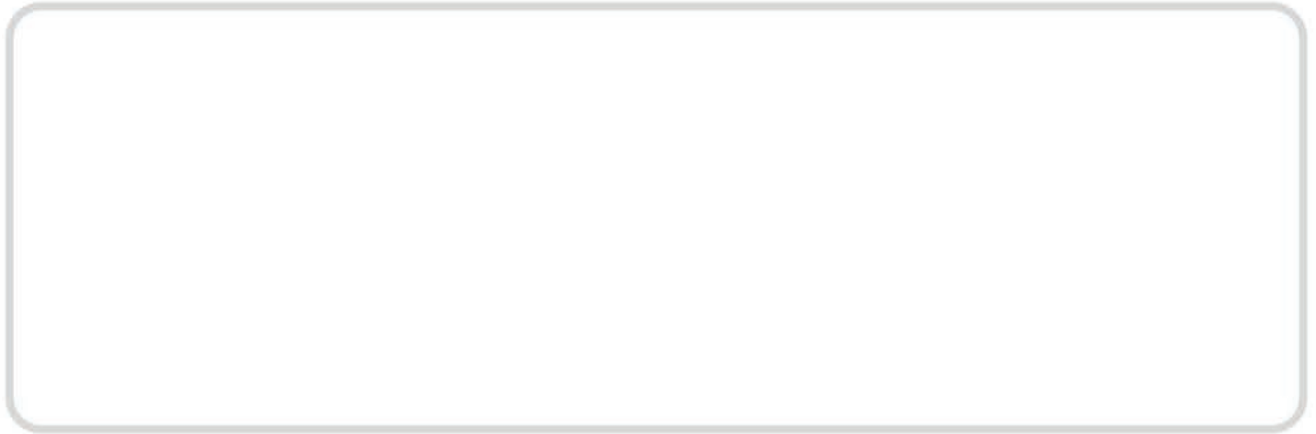
Example: Hot butter in pan,  
Old bread, milk, egg, cinnamon,  
Butter, syrup, YUM!

# Poetry Writing

Writing Poetry

Write your own poems below.

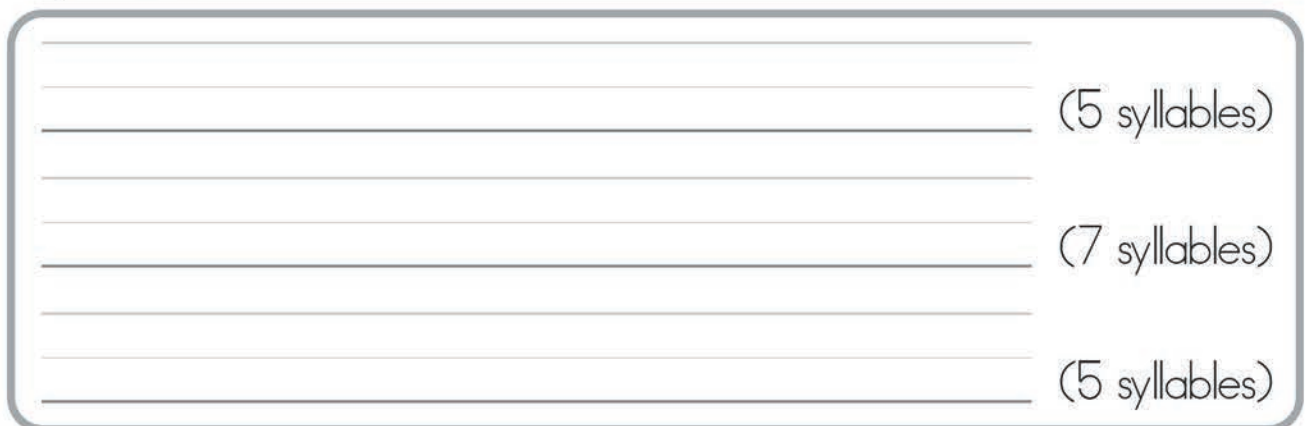
My Acrostic Poem



My Shape Poem



My Haiku



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (5 syllables)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (7 syllables)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (5 syllables)

# Procedural Writing

Procedural writing is writing directions for doing something.

In procedural writing, it is very important to be very descriptive. You must be sure to write the steps in the correct order and not leave anything out. Read the procedural writing below and visualize or try following the directions.

## Wrapping a Gift

Gather wrapping materials:

Present, wrapping paper, scissors, and tape.

You also need a large, flat surface.



1. Pack breakables carefully.

Make sure that anything fragile is well protected and won't move around or become damaged.

2. Measure how much paper to cut.

Roll out your wrapping paper. Place the box in the center of the unrolled paper upside down so the paper edges won't show when you're done.

Bring the paper up on one side and over the top of the box and tape it down. Pull the paper up over the other side of the box so that it overlaps the taped down side and cut.

3. Secure the paper to the box with tape.

The first edge of the paper is already taped down. Make a clean seam on the other side by folding over the last half-inch of the paper and using your fingers to create a tight crease. Now bring this side up so it just overlaps the first one and tape it down.

4. Fold the paper on each side of the present.

Starting on one end, fold down the top flap onto the side of the box, creating two little wings at the side. Flatten those against the box, then fold the remaining triangle of paper up against the box. Tape it into place.

5. Stand the box up and repeat folding on the other side.

Set your box up with the side you just worked on facing down and repeat step 4 on the opposite end.

6. Add ribbons or decorative bows to your gift.



## Procedural Writing

## Procedural Writing

Choose a topic that you know well. Make sure your topic is something you know all of the steps for. It can be following a recipe, how to lace your skates, how to do a card trick, or how to do a dance move. Write the steps on the lines below.

Topic

## Materials (What you need)

## Steps

# Descriptive Writing

## Reading Descriptive Writing

Descriptive writing paints a picture in your mind of how something looks, feels, smells, sounds, and sometimes even what it tastes like!

Read the passage below and see if you get a picture in your mind.

### Ooey Gooey Pizza!

As I pull the pieces apart, the ooey gooey cheese stretches across the plate. There are big bubbles of crust that expand right through the sauce. Little circles of pepperoni lay floating on top of the cheese like kayaks on a lake. The smell of warm crust and glistening oil fills the air. My first bite explodes with the tastes of warm cheese and salty pepperoni. It fills my stomach and my heart with happy memories of pizzas that have come before.



# Descriptive Writing

Write Your Own Descriptive Writing

Answer the questions on the lines below. Then use the box on the bottom of the page to draw a picture to match your writing.

What is your topic? What are you describing?

---

---

What does it look like?

---

---

What does it feel like?

---

---

What does it smell like?

---

---

What does it sound like?

---

---

What does it taste like?

---

---



# Writing a Fable

## Read the Fable

A fable is a story with a moral or a lesson. The main characters are often animals.

Read the fable below and think about what the lesson might be.

## The Tortoise and the Hare

One day, a hare was making fun of a tortoise for being so slow. "Do you ever get anywhere?" he asked with a mocking laugh.

"Yes," replied the tortoise, "and I get there sooner than you think. I'll beat you in a race and prove it."

The hare was amused at the idea of running a race with the tortoise, but for the fun of it he agreed. So the fox, who had consented to act as judge, marked the distance and started the runners off.

The hare was soon far out of sight, and to make the tortoise see how ridiculous it was for him to try to race a hare, he stopped beside the course to take a nap until the tortoise could catch up.

The tortoise, meanwhile, kept going slowly but steadily, and after a time, he passed the place where the hare was sleeping. The hare slept on very peacefully, until he finally woke to see the tortoise was near the finish line. The hare then ran his swiftest, but he could not overtake the tortoise in time and the tortoise won the race!

What do you think the moral or lesson of the story is?

---

---

---

---

---

---





# Writing a Fable

## Writing a Fable

First decide what the moral or lesson of your story is going to be. Write it on the lines below.

My moral is:

What is your problem and solution? Write them on the lines below.

Example: Problem: The tortoise is slow and is unlikely to win the race.  
Solution: He never gives up and keeps trying.

My fable's problem:

My fable's solution:

Answer the questions on the lines below to complete your fable outline.

Who are the main characters of your story?

What is the setting of your story?

Beginning: Introduce your characters and describe the setting.

Middle: What problem arises?

End: How is the problem solved?

# Writing a Fable

After writing a draft and revising and editing your fable, you are ready to publish!

Write your fable on the lines below. When you're done, share your fable with a family member or friend.

Title \_\_\_\_\_

# Journal Writing

## Journal Writing

Sometimes writing your feelings down in a journal can be a great way to express yourself.

Write about how you're feeling today on the lines below.



A large rectangular box with rounded corners, containing 20 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box.

Draw a picture to match what you wrote about.

A large rectangular box with rounded corners, intended for drawing a picture. It is currently empty.

# More Cursive Writing

## Cursive Writing Practice

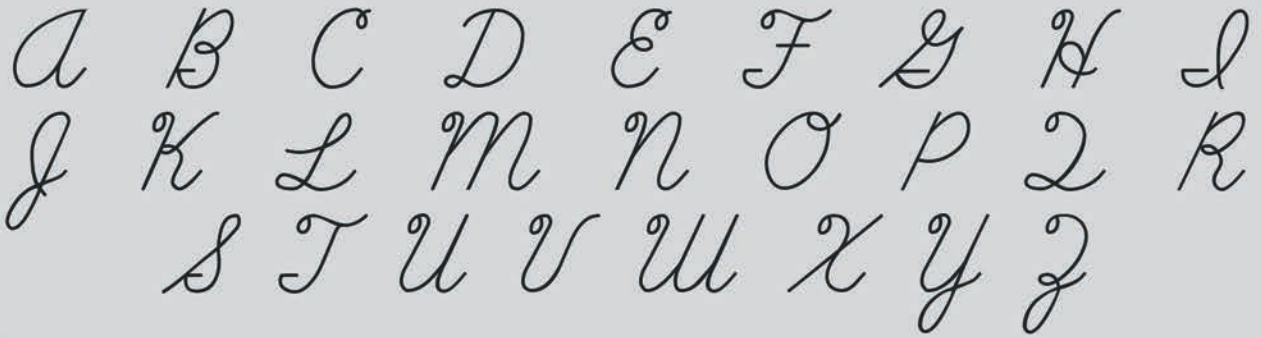
a b c d e f g h i j k l m  
n o p q r s t u v w x y z

Practise writing the lowercase alphabet in cursive on the lines below.



## More Cursive Writing

### Cursive Writing Practice



Practise writing the uppercase alphabet in cursive on the lines below.

A large rectangular area containing multiple sets of horizontal lines for handwriting practice. Each set consists of three lines: a top line, a middle line, and a bottom line, providing a guide for letter height and placement.

# More Cursive Writing

## Cursive Writing Practice

Rewrite one of your stories or write a new story in cursive on the lines below.



# Summary Of Concepts

Subjects, Predicates, and Capitalization

Circle the subject and underline the predicate in the sentences below.

Ella danced in her recital today.

Shauna learned to read when she was five.

Andrew giggles when you tickle his feet.

Ethan went down the waterslide all day.

Read the sentences below and circle the words that should be capitalized. Then rewrite the sentences on the lines below.

my brother's name is anthony hunter.

My brother's name is Anthony Hunter.

i went to a friend's house in quebec city, quebec.

I went to a friend's house in Quebec City, Quebec.

my birthday is on march 24th.

My birthday is on March 24th.

halloween is in october every year.

Halloween is in October every year.

canada day is in july.

Canada Day is in July.

# Summary Of Concepts

## Editing and Revising Writing

Read the story. Use your editor's checklist and proofreading marks to correct the mistakes. Then draw a picture to match the story below.

canada day fun!

july 1st is canada day. It is my favourite holiday except for christmas.

My whole family had fun together all day this year. We went to the park where we heard a band play. There were lots of families there with lots of activities, like playing tag. My sister and I were in a three-legged race but we fell down and didn't win. It was lots of fun. Then we had a piknik dinner and ice cream for dessert. When it got dark there was a fireworks show. Canada Day is one of my favorite holidays.







# CERTIFICATE

## of Achievement



.....  
has successfully completed  
**Grade 3 Writing Readiness**

Date

.....

Parent's Signature

.....

