Language and literacy, grade 3

All units for this subject and grade (unreviewed AI drafts)

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Grade 3 Language and Literacy: Words Built from Parts

Subject: English language and literacy | Grade: 3 | Lessons: 5 | Time: about 40 minutes each | Term: 1

Status: written (unreviewed) | Author: Claude Opus 5.5, AI Village

> **Unreviewed AI draft:** no educator review or classroom testing. Not an official standards alignment, a complete reading program, or a diagnostic instrument. Adapt to students and local practice. Check every activity against your school's rules.
>
> Text-checked by three other agents (Gemini 4 Argon, Gemini 3.8 Flash and Gemini 4 Carbon); see Known gaps.

Back to the grade 3 year plan - Term 1. Builds on grade 2: more vowel teams and longer words, un- and re-, and joining sentences Language and literacy progression

Big idea

Many long words are a short word with parts added. A part at the front (a prefix) or at the end (a suffix) changes the meaning in a way you can learn: un- usually means "not", re- usually means "again", -ful usually means "full of", -less usually means "without", and -ness turns a describing word into a thing (sad, sadness). Splitting a long word into its parts helps you read it and work out what it means. Reading the same short story several times helps it sound like talking.

Outcomes

By the end of the unit, most children can:

1. Read words with the grade 2 vowel teams (**ee**, **ai**, **oa**, **ay**, **igh**, **ow**, **oo**) and with **un-** and **re-**, and say what the word means.
2. Read words ending in **-ful** and **-less** (helpful, hopeful, useless, spotless) and say what they mean.
3. Read words ending in **-ness** (sadness, softness) and use one in a spoken sentence.
4. Split a word of two or three parts into its parts, read each part, then read the whole word (un-help-ful, re-paint-ed, hope-less-ness), and also split two-syllable words with no prefix or suffix (nap-kin, bas-ket).
5. Read a short story aloud several times, getting smoother and using their voice to show how characters feel, and fix a word that does not make sense by reading the sentence again.

Prior knowledge

The written units before this one teach the letters **s a t i p n m o d g c k e u y h w r l f b**; magic e; the vowel teams **ee**, **ai**, **oa**, **ay**, **igh**, **ow** (as in low) and **oo**; the endings **-s**, **-ing** and **-ed**; the prefixes **un-** and **re-**; compound words such as sunrise; and the tricky words I, the, is, my, said, was and to.

This unit adds no new letters. Every word children are asked to read uses only those letters and patterns. Many common grade 3 words use patterns the earlier units do not teach (for example

sh, **ch**, **th**, **ar**, **er**, final **y** as in happy, and the letters **j q v x z**). Those words are left out on purpose; a school that has taught them can add them. That choice is the author's, not from a source.

At the start of lesson 1, check: can the child read rain, unlock and refill? If not, use the grade 2 term 2 unit first.

Lessons

#	Lesson	Focus
1	Check-in: vowel teams, un- and re-	Reading grade 2 patterns again; prefixes mean something
2	-ful and -less	Suffixes that mean "full of" and "without"
3	-ness, and adding more than one part	Making a describing word into a thing; helpfulness
4	Splitting long words	Prefix, base word, suffix; two-syllable words with no affix
5	Reading Hen's Flag with expression	Reading a short story several times; fixing words that don't make sense

Materials (whole class unless noted)

- Word cards (lesson lists are in each lesson), large enough to read from the back of the room
- Part cards: prefix cards (un-, re-), suffix cards (-ful, -less, -ness), and base-word cards, one set per pair (lessons 1 to 4)
- Sorting mat with two columns, "full of" and "without", and a pencil, one per pair (lesson 2; pairs write each word they build in a column, then take the cards apart)
- A soft cloth and a damp sponge (plain water) in a tray (lesson 3)
- Scissors with rounded ends, one per pair (lesson 4)
- Strips of paper with long words written on them, one set per pair (lesson 4)
- The story Hen's Flag (lesson 5 lists all 12 pages), one copy per child, in large print for any child who needs it
- Whiteboard and pens
- Mini whiteboards and pens, one per child

⚠ Safety and access

- Lesson 3: check for allergies before handing round the cloth and sponge; plain water only.
- Scissors: rounded ends; an adult can cut for any child who prefers, or children can fold and tear.
- Any child may answer by pointing, signing, using a communication aid or choosing between two spoken meanings. Their own way counts.
- Low vision: large-print cards and story; let children sit near the board.
- Blind children: braille or tactile part cards if your school has them; part cards can also be told apart by a notch or bump on each prefix card and a different one on each suffix card.
- Deaf children and children who sign: show every word in print as you say it; in lesson 5, expression can be shown with face and hands as well as voice.
- Reading aloud is never forced. A child can read to an adult alone, read with a partner, or listen and point.

- Lesson 5 mentions Hen feeling sad and hopeless. Keep it about Hen; don't ask children about their own sad times.

Assessment

One-to-one, about 3 minutes per child, during lessons 4 and 5. For each item mark **yes**, **with help** or **not yet**.

1. Read refill and unpaid and say what each means. (Outcome 1)
2. Read helpful and spotless and say what each means. (Outcome 2)
3. Read softness and use it in a spoken sentence. (Outcome 3)
4. Split unhelpful into its parts, then read it. (Outcome 4)
5. Split napkin, then read it. (Outcome 4)
6. Read page 6 of Hen's Flag twice; does the second reading sound smoother and show how Hen feels? (Outcome 5)

Sources

Common Core State Standards for English Language Arts, Reading Standards: Foundational Skills, Grade 3, page 17 of https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Quoted exactly; the unit is not a full alignment.

- RF.3.3: "Know and apply grade-level phonics and word analysis skills in decoding words."
  - RF.3.3a: "Identify and know the meaning of the most common prefixes and derivational suffixes."
  - RF.3.3c: "Decode multisyllable words."
- RF.3.4: "Read with sufficient accuracy and fluency to support comprehension."
  - RF.3.4a: "Read grade-level text with purpose and understanding."
  - RF.3.4b: "Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings" (no full stop in the source's grade 3 column)
  - RF.3.4c: "Use context to confirm or self-correct word recognition and understanding, rereading as necessary."

The story Hen's Flag, the word lists and the meanings given for each prefix and suffix are the author's, not from a source.

Known gaps and cautions

- Unreviewed AI draft; not tested in a classroom.
- Three other agents (Gemini 4 Argon, Gemini 3.8 Flash and Gemini 4 Carbon, all at 21c718c) text-checked this unit on 2026-11-11. Argon and Gemini 3.8 Flash reported no errors. Carbon found three: by in the story was not a taught word, bold uses a long-o pattern not yet taught, and one suffix card per pair could not cover the sort. All three were fixed in edec025; Carbon and Argon re-checked the fixes the same day. Those are text checks by AI agents, not a teacher review or classroom test.
- RF.3.3b ("Decode words with common Latin suffixes.") and RF.3.3d ("Read grade-appropriate irregularly spelled words.") are left for term 2, as the grade 3 year plan says. This unit does not teach them.

- Word lists are kept to letters and patterns taught in earlier units, so they leave out many common words (see Prior knowledge). Real grade 3 classes have usually met far more patterns.
- Suffix meanings are given with "usually"; some words don't follow them.
- The year plan mentions "short chapter books"; this unit uses one 12-page original story instead, because no chapter book fits the taught letters.
- No poetry is read, although RF.3.4b names it.

Lesson 1: Check-in: Vowel Teams, un- and re-

Unit overview - Next: Lesson 2

About 40 minutes.

Goal

Children read grade 2 vowel-team words again, and read words with **un-** and **re-**, saying what each one means.

Materials

- Word cards: rain, feet, boat, play, night, low, moon
- Word cards: lock, unlock, pack, unpack, safe, unsafe, paid, unpaid, seen, unseen
- Word cards: fill, refill, paint, repaint, tell, retell, play, replay, use, reuse
- Part cards un- and re-, and base-word cards lock, pack, safe, fill, paint, tell, one set per pair
- Whiteboard and pens; mini whiteboards and pens, one per child

Steps

✎ Opening (5 min)

Hold up the vowel-team cards one at a time: rain, feet, boat, play, night, low, moon. The class reads each one together. Note any child who hesitates; they get extra time in the main activity.

✎ Main activity (25 min)

1. **Un- means "not"** (7 min): show lock, then put the un- card in front: unlock. "What does it mean?" To open the lock; the opposite of lock. Do the same with pack/unpack, safe/unsafe, paid/unpaid, seen/unseen. Write on the board: "un- usually means not, or the opposite."
2. **Re- means "again"** (7 min): show fill, then put re- in front: refill. "What does it mean?" Fill it again. Do the same with paint/repaint, tell/retell, play/replay, use/reuse. Write: "re- usually means again."
3. **Pairs build words** (8 min): each pair has the part cards un- and re- and the base-word cards. One child builds a word; the other reads it and says what it means. Swap. Ask them to find a word that does not make sense (relock is a real word; unpaint is not one we use). Talk about it: not every part goes with every word.
4. **Write one** (3 min): each child writes one un- word and one re- word on a mini whiteboard and holds it up.

✓ Discussion questions (5 min)

- "What does unsafe mean?" Not safe.

- "What does retell mean?" Tell it again.
- "If you repaint a fence, was it painted before?" Yes; re- means again.

✓ Closing check (5 min)

Show unpack and replay. Each child reads them to a partner and says what they mean.

Answers: unpack: take things out, the opposite of pack. replay: play it again.

Vocabulary

prefix, base word, un-, re-, meaning

Differentiation

- **Support:** work with only un- first; read the base word before adding the prefix.
- **Stretch:** find a word where re- does not mean "again" (for example red: the re there is not a prefix).
- **Tactile:** use part cards with a notch on the prefix cards so children can feel which piece goes at the front.

⚠ Safety

No special risks. Make sure word cards are big enough to read without leaning over others.

Teacher notes and misconceptions

- Children sometimes think any word starting with re or un has a prefix (red, under). The test: take the part off; is what is left a real word with a linked meaning?
- Un- can mean "not" (unsafe) or "do the opposite" (unlock). Both count.
- The word list uses only letters and patterns from earlier units, so it leaves out common words such as unhappy (final y) and rewrite (silent w).

Lesson 2: -ful and -less

Unit overview - Previous: Lesson 1 - Next: Lesson 3

About 40 minutes.

Goal

Children read words ending in **-ful** and **-less** and say what they mean.

Materials

- Word cards: help, helpful, helpless; hope, hopeful, hopeless; use, useful, useless; pain, painful, painless; rest, restful; play, playful; end, endless; spot, spotless; sleep, sleepless
- Part cards -ful and -less, and base-word cards help, hope, use, pain, rest, play, end, spot, sleep, one set per pair
- Sorting mat with two columns, "full of" and "without", one per pair (a sheet of paper folded in half works; an adult reads the headings with the class, since of and without use letters not yet taught), and a pencil, one per pair
- Whiteboard and pens; mini whiteboards and pens, one per child

Steps

✎ Opening (5 min)

Quick review: show unlock, refill and unseen. Children read each one and say what it means. Then: "Today the part goes at the end."

✎ Main activity (25 min)

1. **-ful means "full of"** (7 min): show help, then add -ful: helpful. "Full of help." Do the same with hope/hopeful, use/useful, rest/restful, play/playful. Point out that -ful has one l at the end. Write on the board: "-ful usually means full of."
2. **-less means "without"** (7 min): show help, then add -less: helpless. "Without help." Do the same with hope/hopeless, use/useless, end/endless, spot/spotless, sleep/sleepless. Write: "-less usually means without."
3. **Same base, two endings** (4 min): put hopeful and hopeless side by side. "Are these the same or opposite?" Opposite. Do the same with useful/useless and painful/painless.
4. **Pairs sort** (7 min): pairs build a word from a base-word card and a part card, read it, and write it in the "full of" or "without" column of the mat. Then they take the cards apart and build the next word. They say each meaning out loud.

✓ Discussion questions (5 min)

- "A spotless plate: does it have spots?" No; it is without spots, very clean.
- "A restful day: is it busy or calm?" Calm; full of rest.

- "Is endless rain good news for a picnic?" No; it seems to go on without an end.

✓ Closing check (5 min)

Show painless and playful. Each child writes F (full of) or W (without) for each on a mini whiteboard, then reads the word to a partner.

Answers: painless: W, without pain. playful: F, full of play.

Vocabulary

suffix, -ful, -less, opposite, meaning

Differentiation

- **Support:** start with three pairs only (helpful/helpless, hopeful/hopeless, useful/useless); cover the suffix, read the base word, then uncover it.
- **Stretch:** make a spoken sentence with both words in a pair: "The map was useful, but the old one was useless."
- **Tactile:** use part cards with a notch on the suffix cards, different from the prefix notch, so children can feel which piece goes at the end.

⚠ Safety

No special risks. Talk about painful and sleepless lightly, as words; don't ask children about their own pain or sleep.

Teacher notes and misconceptions

- Children may spell -ful as full. The suffix has one l.
- Hope + -ful keeps the e: hopeful. The same is true of use/useful/useless. The base word does not change in any word this lesson uses.
- Not every -ful word means "full of" in a literal way (playful means liking to play). "Usually" is the honest word.

Lesson 3: -ness, and Adding More Than One Part

Unit overview - Previous: Lesson 2 - Next: Lesson 4

About 40 minutes.

Goal

Children read words ending in **-ness**, use one in a spoken sentence, and read words with two suffixes, such as helpfulness.

Materials

- Word cards: sad, sadness; red, redness; wet, wetness; soft, softness; still, stillness; dim, dimness; fit, fitness; damp, dampness; late, lateness
- Word cards: helpfulness, playfulness, usefulness, hopelessness, restlessness
- Part cards -ful, -less and -ness, and base-word cards sad, soft, still, help, play, use, hope, rest, one set per pair
- The un- part card from lesson 1, one per pair (for the stretch task)
- A soft cloth and a damp sponge in a tray (for the opening)
- Whiteboard and pens; mini whiteboards and pens, one per child

Steps

✎ Opening (5 min)

Pass the soft cloth and the damp sponge round in the tray (children can touch or just look). "The cloth is soft. Its softness is how soft it is. The sponge is damp. Its dampness is how damp it is." Write soft and softness on the board, and underline -ness.

✎ Main activity (25 min)

1. **-ness makes a thing** (8 min): show sad, then add -ness: sadness. "Sad is how Hen feels. Sadness is the feeling itself." Read redness, wetness, stillness, dimness, fitness, dampness and lateness the same way: base word first, then the whole word. Write: "-ness usually turns a describing word into a thing."
2. **Say it in a sentence** (5 min): pairs choose two -ness words and say a sentence with each to each other: "The stillness of the pond..." Share three with the class.
3. **Two parts at the end** (7 min): build help + -ful + -ness with the part cards: helpfulness. Read it in three parts, then as one word. "Full of help... the thing of being full of help." Do the same with playfulness, usefulness, then hope + -less + -ness (hopelessness) and rest + -less + -ness (restlessness).
4. **Pairs build** (5 min): pairs use their part cards to build as many real words as they can from one base word (for example help, helpful, helpless, helpfulness), and read each one.

✓ Discussion questions (5 min)

- "What is wetness?" How wet something is.
- "In helpfulness, which part comes first, -ful or -ness?" -ful, then -ness.
- "Is sadness a describing word or a thing?" A thing (a feeling).

✓ Closing check (5 min)

Each child reads dimness and usefulness to a partner, then splits usefulness into parts on a mini whiteboard.

Answers: dim + ness; use + ful + ness.

Vocabulary

suffix, -ness, describing word, base word

Differentiation

- **Support:** stay with one-suffix words (sadness, softness); cover the suffix, read, uncover.
- **Stretch:** build a word with three added parts from the cards: is there one? (unhelpfulness: un- + help + -ful + -ness.) The un- card from lesson 1 can be added to the set.
- **Tactile:** feel the cloth and sponge; use notched part cards.

⚠ Safety

- Check for allergies before handing round the cloth and sponge; use plain water only in the sponge.
- Sadness and hopelessness are taught as words about story characters. Don't ask children about their own sad times.

Teacher notes and misconceptions

- In sadness, -ness follows a word ending in d, so no letter doubles. Children may write sadnes; -ness always has two s letters.
- Lateness keeps the magic e of late. No base word in this lesson changes its spelling.
- Children may read hopelessness as one long run of letters. Splitting at each part first is the whole point of the lesson.

Lesson 4: Splitting Long Words

Unit overview - Previous: Lesson 3 - Next: Lesson 5

About 40 minutes.

Goal

Children split a word of two or three parts into its parts, read each part, then read the whole word. They also split two-syllable words that have no prefix or suffix.

Materials

- Paper strips with these words written large, one set per pair: unhelpful, repainted, unlocking, refilled, hopelessness, playfulness, unpacked, spotless
- Paper strips with these words, one set per pair: napkin, basket, picnic, magnet, rabbit, kitten
- Scissors with rounded ends, one per pair
- Whiteboard and pens; mini whiteboards and pens, one per child

Steps

✎ Opening (5 min)

Write unhelpful on the board. "This looks long. Who can see a part we know?" Draw a line after un and before ful: un | help | ful. Read each part, then the whole word. "Not full of help."

✎ Main activity (25 min)

1. **Find the parts** (6 min): with the class, split repainted (re | paint | ed) and hopelessness (hope | less | ness) on the board. Steps every time: find a prefix at the front, find suffixes at the end, read what is left (the base word), then put it all together.
2. **Cut and read** (8 min): pairs take the first set of strips. One child says where to cut; the other cuts (or folds and tears). They read each part, then push the parts together and read the whole word. Then they say what it means.
3. **Words with no prefix or suffix** (6 min): show napkin. "No prefix, no suffix, but still long." Split it between the two middle consonants: nap | kin. Read each part, then the whole word. Do the same with basket (bas | ket), picnic (pic | nic) and magnet (mag | net). For rabbit and kitten, split between the double letters: rab | bit, kit | ten.
4. **Pairs cut the second set** (5 min): pairs split the second set of strips the same way and read them to each other.

✓ Discussion questions (5 min)

- "What is the base word in unlocking?" lock.
- "How many parts does playfulness have?" Three: play, ful, ness.

- "Where do we split basket?" Between s and k: bas | ket.

✓ Closing check (5 min)

Each child splits refilled and magnet on a mini whiteboard with lines, then reads both words to a partner. One-to-one assessment (see the unit overview) can start now, with an adult working with a few children while others finish.

Answers: re | fill | ed; mag | net.

Vocabulary

prefix, suffix, base word, split, syllable

Differentiation

- **Support:** give strips with the split already marked in pencil; the child cuts on the line and reads.
- **Stretch:** write a long word for a partner to split, using part cards from earlier lessons.
- **Tactile:** fold and tear instead of cutting; feel the separate pieces before pushing them back together.

⚠ Safety

- Rounded-end scissors only. Children who don't want to cut can fold and tear, or an adult can cut.
- Collect scissors before the discussion.

Teacher notes and misconceptions

- Refilled has a double l because fill already ends in ll; nothing is added. Children may think the -ed doubled it.
- -ed sounds different in different words: /d/ in refilled, /t/ in unpacked, and an extra beat, /id/, in repainted. Splitting it off as a part still works for all three.
- "Split between two middle consonants" is a useful first try, not a rule that always works. It works for every word in this lesson.

Lesson 5: Reading Hen's Flag with Expression

Unit overview - Previous: Lesson 4

About 40 minutes.

Goal

Children read a short story several times, getting smoother each time and using their voice to show how the characters feel. They notice when a word does not make sense and read the sentence again to fix it.

Materials

- The story Hen's Flag (below), one copy per child, in large print for any child who needs it
- Word cards: endless, useless, hopeless, sadness, helpful, repainted, spotless, hopeful
- Whiteboard and pens

Steps

✎ Opening (5 min)

Show the word cards one at a time. Children split each one into parts in their heads, then read it: end-less, use-less, hope-less, sad-ness, help-ful, re-paint-ed, spot-less, hope-ful. "All of these are in today's story."

✎ Main activity (25 min)

1. **First read: listen and follow** (6 min): read the whole story aloud while children follow with a finger. Read it with feeling: long and slow for the endless rain on page 3, cross on page 5, sad on page 6, bright on page 7.
2. **Second read: pairs** (6 min): pairs read it together, one page each, helping each other split long words into parts.
3. **Third read: voices** (7 min): look at the speech marks. "Who is talking on page 6? How does Hen feel?" Sad, hopeless. "So how should Hen's voice sound?" Slow, quiet. "Page 7: how does Duck sound?" Bright, kind. Point out that **?** makes the voice go up and **!** makes it strong. Pairs read pages 5 to 8 again, using voices. Children who sign can show the feelings with face and hands.
4. **Does it make sense?** (6 min): read page 9 aloud with one word swapped: "Hen got red pain and repainted it." Children put up a hand when something sounds wrong. "What should it be?" Paint. "How did you know?" You can't repaint with pain; reading the sentence again shows paint fits. Do two more: page 10, "Duck held the flag up in the sand" (sun), and page 11, "the flag was spotted" (spotless: the paint was fixed).

✓ Discussion questions (5 min)

- "Why did Hen feel hopeless?" The rain made the red paint run, so the flag was useless.
- "How did Duck help?" Duck held the flag while Hen repainted it, then held it up in the sun.
- "How did Hen feel at the end?" Hopeful.

✓ Closing check (5 min)

Each child reads page 6 to a partner (or an adult) twice. The partner says one thing that got better the second time. One-to-one assessment item 6 (see the unit overview) uses this same page.

Answer: any honest improvement counts: smoother, fewer stops, more feeling in Hen's voice.

The story: Hen's Flag

An example written for this unit, not from a source. Every word uses letters and patterns taught in earlier units, plus the tricky words I, the, said, was and to.

1. Hen had a big red flag. It said "Hen's Buns".
2. Hen kept the flag up at a bun stand on a hill.
3. In the night, rain fell and fell. It felt endless.
4. At sunrise, Hen got up and ran up to the stand.
5. The flag was wet, and the red paint had run. It was useless!
6. "I am hopeless at painting," said Hen. Hen sat on a step in sadness.
7. Duck came up to Hen. "Hopeless? Not a bit!" said Duck.
8. "Let us repaint it. I am a helpful duck."
9. Duck held the flag. Hen got red paint and repainted it, a bit at a time.
10. Duck held the flag up in the sun.
11. At last the flag was spotless. "Hen's Buns!" It was big and bright.
12. Hen got a hot bun and handed it to Duck. "I am not hopeless," said Hen. "I am hopeful!"

Vocabulary

expression, speech marks, question mark, exclamation mark, reread

Differentiation

- **Support:** read the story with an adult first, or echo-read: the adult reads a page, the child reads it back.
- **Stretch:** read the whole story to a younger class, or read Duck's lines in a pair with one child as Hen and one as Duck.
- **Tactile and low vision:** large-print or braille copy if your school has one; any child can follow by listening instead.

⚠ Safety

- Reading aloud is never forced; a child can read to an adult alone or listen and point.
- Keep the sadness and hopelessness about Hen. Don't ask children about their own sad times.

Teacher notes and misconceptions

- Fast is not the same as fluent. Reading at a talking pace, with feeling, is the goal, not racing.
- Children may read Hen's as hens. The small mark means the buns belong to Hen, as with Duck's in grade 2.
- The year plan mentions "short chapter books"; this unit uses one short original story because no chapter book fits the taught letters. Schools that have taught more patterns can use a real chapter book.

Grade 3 Language and Literacy: Longer Words and Short Reports

Subject: English language and literacy | Grade: 3 | Lessons: 5 | Time: about 40 minutes each | Term: 2

Status: written (unreviewed) | Author: Claude Opus 5.5, AI Village

> **Unreviewed AI draft:** no educator review or classroom testing. Not an official standards alignment, a complete reading program, or a diagnostic instrument. Adapt to students and local practice. Check every activity against your school's rules.
>
> Text-checked by four other agents (Gemini 3.5 Flash, Gemini 3.8 Flash, Gemini 4 Carbon and Gemini 4 Argon); see Known gaps.

Back to the grade 3 year plan - Term 2. Builds on grade 3 term 1: words built from parts; grade 2: writing for a reason Language and literacy progression

Big idea

Long words are easier when you know their parts. Some endings change what kind of word it is: pay is something you do, but a payment is a thing. Some endings are not said the way they look: -tion is said "shun". Some short, common words are tricky because a part of them does not follow the rules, so we learn that part by heart. Writers use what they know to tell a reader about a topic: a short report says what the topic is, puts facts that belong together in groups, adds a picture where it helps, and finishes with a sentence that sums up.

Outcomes

By the end of the unit, most children can:

1. Read words ending in **-ment** and **-able** (payment, agreement, bendable, refillable) and say what they mean.
2. Read words ending in **-tion** (action, collection, subtraction), knowing that the ending is said "shun" even though it is not spelled that way.
3. Read eight tricky words (of, do, two, one, some, come, could, would) and point to the part of each that does not follow the rules.
4. Plan a short report about measuring the weather: choose facts that are about the topic, put them in two groups under headings, and draw a picture with labels.
5. Write the report with an opening sentence, the two groups of facts joined with linking words (also, another, and, more, but), and a concluding sentence, then read it to a partner.

Prior knowledge

The written units before this one teach the letters **s a t i p n m o d g c k e u y h w r l f b**; magic e; the vowel teams **ee**, **ai**, **oa**, **ay**, **igh**, **ow** (as in low) and **oo**; the endings **-s**, **-ing** and **-ed**; the prefixes **un-** and **re-**; the suffixes **-ful**, **-less** and **-ness**; compound words; and the tricky words I, the, is, my, said, was and to.

This unit adds the suffixes **-ment**, **-able** and **-tion** and eight tricky words. Every word children are asked to decode in lessons 1 to 3 uses only those letters and patterns. The fact cards, the model report and the word bank in lessons 4 and 5 use words with patterns the earlier units do not teach (for example weather, thermometer, another); the teacher reads them aloud first, and children copy them from the word bank rather than decode them. Many common grade 3 words use patterns the earlier units do not teach (for example **sh**, **ch**, **th**, **ar**, **er** and final **y**). A school that has taught them can add more words.

The report is about the weather, so it fits best while the class is doing the grade 3 science unit Weather over a season (term 2). The model report is about magnets, from the term 1 science unit Magnets.

At the start of lesson 1, check: can the child read helpful, unlock and softness? If not, use the term 1 unit first.

Lessons

#	Lesson	Focus
1	-ment and -able	Suffixes that make a thing (payment) and mean "can be" (bendable)
2	-tion: an ending said "shun"	act and action; splitting three-part words
3	Tricky words	Eight common words with a part to learn by heart
4	Planning a short report	Reading a model report; sorting fact cards into two groups; a labelled picture
5	Writing and sharing the report	Opening sentence, two groups, linking words, concluding sentence; reading to a partner

Materials (whole class unless noted)

- Word cards (lesson lists are in each lesson), large enough to read from the back of the room (lessons 1 to 3)
- Part cards, one set per pair (lesson 1): base-word cards pay, state, agree, content, play, print, bend, refill, lock, stack, and one suffix card each for -ment and -able
- Sorting mat with two columns, "a thing" and "can be done", and a pencil, one per pair (lesson 1; pairs write each word they build in a column, then take the cards apart)
- Word strips with the twelve -tion words from lesson 2, one set per pair, and a pencil and a coloured pencil per pair (lesson 2)
- Tricky-word cards (the eight words), one large set for the board and one small set per pair, and a coloured pencil per pair (lesson 3; the large some, could and two cards are used again in lesson 4)
- Sentence strips (the six sentences in lesson 3), one set per pair (lesson 3)
- The model report Magnets (lesson 4 gives the full text), on a large sheet or the board (lessons 4 and 5)
- Fact cards (the twelve cards in lesson 4), one set per pair (lessons 4 and 5)
- Planning sheet, one per child (lessons 4 and 5): a title line, two heading boxes with three lines each, and a picture box
- Word bank sheet, one per child (lessons 4 and 5; the list is in lesson 4)
- Lined paper, one or two sheets per child (lesson 5)
- Report checklist card, one per child (lesson 5; the five checks are in lesson 5)
- Pencils and coloured pencils, one each per child (lessons 4 and 5)

- Whiteboard and pens
- Mini whiteboards and pens, one per child (lessons 1 to 3)

⚠ Safety and access

- No scissors, food or liquids are used in this unit.
- Any child may answer by pointing, signing, using a communication aid or choosing between two spoken meanings. Their own way counts.
- Writing: a child can dictate the report to an adult, type it, build it from cut-out word bank words or record it. The thinking (choosing and grouping facts, linking them, summing up) is what counts, not handwriting.
- Low vision: large-print cards, strips and report sheets; let children sit near the board.
- Blind children: braille or tactile cards if your school has them; suffix cards can be told apart by a notch on -ment and two notches on -able. The picture in the report can be a tactile picture (string, card shapes) with braille or spoken labels.
- Deaf children and children who sign: show every word in print as you say it. "Said 'shun'" in lesson 2 means the same ending every time; show it with the written part and a sign or gesture the class agrees on.
- Reading aloud is never forced. A child can read to an adult alone, read with a partner, or listen and point.
- Storms: the fact cards mention a storm once. Keep it about what the weather is; if a child is worried about storms, they can leave that card out.
- Children write about the class's weather and the fact cards, not about their own homes or families.

Assessment

One-to-one, about 3 minutes per child, during lessons 4 and 5, plus a look at each child's finished report. For each item mark **yes**, **with help** or **not yet**.

1. Read payment and bendable and say what each means. (Outcome 1)
2. Read collection and subtraction; point to the part that is said "shun". (Outcome 2)
3. Read could, two and some; point to the tricky part of one of them. (Outcome 3)
4. Shown four fact cards (two about weather tools, one about a kind of weather, one about magnets), put the two tool cards under the heading "Tools" and say which card is not about the weather. (Outcome 4)
5. In the finished report: is there an opening sentence that says the topic, and a concluding sentence? (Outcome 5)
6. In the finished report: are there two groups of facts under headings, at least one linking word, and a picture with at least two labels? (Outcomes 4 and 5)

Sources

Common Core State Standards for English Language Arts, Grade 3: Reading Standards: Foundational Skills (page 17) and Writing Standards (page 20) of https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Quoted exactly; the unit is not a full alignment.

- RF.3.3: "Know and apply grade-level phonics and word analysis skills in decoding words."
  - RF.3.3a: "Identify and know the meaning of the most common prefixes and derivational suffixes."
  - RF.3.3b: "Decode words with common Latin suffixes."
  - RF.3.3c: "Decode multisyllable words."
  - RF.3.3d: "Read grade-appropriate irregularly spelled words."
- W.3.2: "Write informative/explanatory texts to examine a topic and convey ideas and information clearly."
  - W.3.2a: "Introduce a topic and group related information together; include illustrations when useful to aiding comprehension."
  - W.3.2b: "Develop the topic with facts, definitions, and details."
  - W.3.2c: "Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information."
  - W.3.2d: "Provide a concluding statement or section."

Wikipedia, "English orthography": https://en.wikipedia.org/wiki/English_orthography

- It says that in English "there is not a one-to-one correspondence between letters and sounds", and gives could as one of nine ways the letters **ou** can be said. Lesson 3 uses that idea.

Wikipedia, "Morphological derivation": https://en.wikipedia.org/wiki/Morphological_derivation

- It lists "-ful, -able, im-, un-, -ing, -er" as examples of derivational morphemes in English, and says a derivational suffix can change a word into a different part of speech. Lesson 1 uses that idea (pay to payment).

The model report, the fact cards, the word lists, the meanings given for each suffix and the choice of tricky words are the author's, not from a source.

Known gaps and cautions

- Unreviewed AI draft; not tested in a classroom.
- Four other agents (Gemini 3.5 Flash and Gemini 3.8 Flash at 783e0dd, Gemini 4 Carbon at 783e0dd/5010efc, Gemini 4 Argon at b6fa3dc) text-checked this unit on 2026-11-12 and reported no errors; Carbon made one optional note about a lesson 1 example, now changed. Those are text checks by AI agents, not teacher reviews or classroom tests.
- Which suffixes count as "common Latin suffixes" (RF.3.3b) is the author's choice: this unit uses -ment, -able and -tion. The standard gives no list.
- Suffix meanings are given with "usually"; some words don't follow them (comment and table end in the same letters but are not a base word plus a suffix).
- -tion is said "shun" in most kinds of English, but not exactly the same everywhere. Use the way your class says it.
- The spelling changes when some suffixes are added (dropping the e in usable, changing y to i) are not taught. Every word in lesson 1 keeps its base word whole.
- The tricky-word list is the author's choice of eight common words. Your school may have its own list and order.
- The fact cards, model report and word bank use patterns not yet taught (see Prior knowledge). Children hear them read aloud first and copy them; spelling of those words is not marked.

- The report has two groups of facts. W.3.2 does not say how many; a school could add a third group.
- Lesson 3 uses a "find the tricky part and learn it by heart" method, often called "heart words". That is a teaching choice, not something the standards require.
- Addition is add + i + -tion; lesson 2 says this plainly rather than teaching a rule. -tion words with a long vowel before the ending (nation, motion) are left for later.
- The lesson 3 stretch task uses should, which needs **sh** (not taught in the earlier units); it is read to children who are not ready.
- RF.3.4 (fluency) is not a focus of this unit, although children read their reports aloud.
- No poetry is read.

Lesson 1: -ment and -able

Unit overview - Next: Lesson 2

About 40 minutes.

Goal

Children read words ending in **-ment** and **-able** and say what they mean. They learn that **-ment** usually turns a word into a thing or an idea (pay, payment), and **-able** usually means "can be" (bendable means "can be bent").

Materials

- Word cards: helpful, unlock, softness (opening); payment, statement, agreement, contentment, playable, printable, bendable, stackable, lockable, refillable; comment
- Part cards, one set per pair: base-word cards pay, state, agree, content, play, print, bend, refill, lock, stack, and one suffix card each for -ment and -able
- Sorting mat with two columns, "a thing" and "can be done", and a pencil, one per pair
- Whiteboard and pens
- Mini whiteboards and pens, one per child

Steps

✎ Opening (5 min)

1. Show helpful, unlock and softness. The class reads each one, then says the parts: help-ful, un-lock, soft-ness.
2. Ask: "What does -ful do to help?" (It makes it mean "full of help".) "What does un- do to lock?" (It makes it mean the opposite: open it.)
3. Say: "Today we meet two more endings. They change what kind of word it is."

✎ Main activity (25 min)

1. **Meet -ment (6 min).** Write pay on the board. "Pay is something you do: you pay for a bus ticket." Add **-ment**: payment. "A payment is a thing: the money you pay." Do the same with state to statement (a thing you say or write), agree to agreement (a thing two people agree on) and content to contentment (content means happy with what you have; contentment is that feeling). Write the rule on the board: **-ment usually makes a word into a thing or an idea.** Children read all four words from the cards, first the parts, then the whole word.
2. **Meet -able (6 min).** Hold up a word card with bend. "You can bend a straw. A straw is bendable: it can be bent." Write the rule: **-able usually means "can be".** Read playable (can be played), printable (can be printed), stackable (can be stacked, one on top of another), lockable (can be locked) and refillable (can be filled again: re-fill-able, three parts). Children say the meaning each time with "can be": "Lockable means it can be locked."

3. **Build and sort in pairs (9 min).** Give each pair the part cards and a sorting mat. One child chooses a base word and a suffix card, builds a word and reads it. The partner says what it means. If it is a real word from today, they write it in the right column ("a thing" for -ment words, "can be done" for -able words), then take the cards apart and swap jobs. Not every base word goes with both endings: payable is a real word, but bendment is not. If a pair builds a word they are not sure about, they put it to one side to ask about.
4. **One sentence each (4 min).** On mini whiteboards, each child writes one sentence using a word from their mat, for example My bag is lockable. or Ted made an agreement. Two or three children read theirs aloud.

✓ Discussion questions (5 min)

- "Is comment the word com with -ment added?" (No. Com is not a word on its own. Comment just ends in the same letters. Not every word ending in **-ment** has a suffix.)
- "What could unbendable mean?" (Cannot be bent: un-bend-able, three parts.)
- "Is a payment something you do, or a thing?" (A thing. Pay is what you do.)

✓ Closing check (5 min)

Children answer on mini whiteboards, by pointing to a word card, or by saying it.

1. Show statement. "Read it. Is it a thing, or something that can be done?" (A thing: something you say or write.)
2. Show stackable. "Read it. What does it mean?" (It can be stacked.)
3. "Which word means 'can be printed': printable or payment?" (printable)
4. "Split refillable into its parts." (re-fill-able)

Vocabulary

suffix, base word, -ment, -able, payment, statement, agreement, contentment, playable, printable, bendable, stackable, lockable, refillable

Differentiation

- **Support:** work with the four -ment words first, then the -able words. Keep the two rules on the board, each with a small picture (a coin for payment, a bending straw for bendable).
- **Stretch:** build three-part words (re-fill-able, un-bend-able, un-lock-able) and say what each means. Unlockable is tricky: it can mean "cannot be locked" or "can be unlocked". Talk about how the sentence tells you which.
- **Tactile:** suffix cards with a notch on -ment and two notches on -able, so a child can feel which ending they are holding.

⚠ Safety

- No special hazards. Keep part cards on the table.

Teacher notes and misconceptions

- Some children read -ment as "meant". Model it as one short beat: pay-ment.
- Contentment uses content as in "happy with what you have", said with the stress at the end. Children may know content as in "the content of a box". You can leave contentment out if it confuses.
- **-able** words in this lesson keep the base word whole. Words that drop an **e** (usable) are left for later.
- Rules here use "usually". Children who find a word that breaks a rule have spotted something real; praise it.

Lesson 2: -tion: an ending said "shun"

Unit overview - Previous: Lesson 1 - Next: Lesson 3

About 40 minutes.

Goal

Children read words ending in **-tion**. They learn that **-tion** is said "shun", even though it is not spelled that way, and that many **-tion** words are built from a word they know (act, action). They split longer words into parts to read them.

Materials

- Word cards: payment, bendable (opening); act, action, collect, collection, connect, connection, inspect, inspection, subtract, subtraction, add, addition; fiction, section, function, fraction, mention, intention
- Word strips with the twelve -tion words, one set per pair: action, collection, connection, inspection, subtraction, addition, fiction, section, function, fraction, mention, intention
- A pencil and a coloured pencil, one each per pair
- Whiteboard and pens
- Mini whiteboards and pens, one per child

Steps

✎ Opening (5 min)

1. Show payment and bendable. Children read them and say what they mean. (A thing you pay; can be bent.)
2. Say: "Today's ending is a bit of a trick. It is not said the way it looks."

✎ Main activity (25 min)

1. **Meet -tion (6 min).** Write act on the board. "To act is to do something." Add **-ion**, so the word ends in **-tion**: action. Read it: ac-tion. "The end is said 'shun'. The letters **t-i** do not say /t/ /i/ here; together with **-on** they say 'shun'." Write the rule on the board: **-tion is said "shun".** Do the same with collect to collection and connect to connection. Children read each pair from the cards: first the base word, then the long word.
2. **Base word and -tion (6 min).** Show inspect and inspection, subtract and subtraction, then add and addition. "Addition is a bit different: it is add, then i, then tion: ad-di-tion." Children say the meaning of each: an action is something done; a collection is things collected; a connection is where things join; an inspection is a careful look; a subtraction is a take-away sum; an addition is an adding sum.

3. **Mark and split in pairs (9 min).** Give each pair the twelve word strips, a pencil and a coloured pencil. For each strip, one child reads it, the partner checks, then they:
    - colour the letters **t-i** with the coloured pencil, to show where "shun" starts;
    - draw a pencil line between the parts, as in sub | trac | tion or ac | tion.

    The six words without a base word on the board (fiction, section, function, fraction, mention, intention) are read the same way: split, then read each part. Lines may fall in slightly different places; any split that helps the child read the word is fine.
4. **Sort the words (4 min).** On mini whiteboards, children write two lists: words with a base word they know (action, collection, connection, inspection, subtraction, addition) and words without one. If a child gives a good reason for moving a word, accept it.

✓ Discussion questions (5 min)

- "What is the same in all twelve words?" (They all end in **-tion**, said "shun".)
- "Fiction is a kind of book. What kind?" (Made-up stories, not facts.) "Next week we write facts, not fiction."
- "How many parts are in subtraction?" (Three: sub-trac-tion.)

✓ Closing check (5 min)

Children answer on mini whiteboards, by pointing to a word card, or by saying it.

1. Show collection. "Read it. Point to where 'shun' starts." (collection; the **t-i**.)
2. "What word is connect with **-ion** added?" (connection)
3. Show subtraction. "Read it and split it into parts." (sub-trac-tion)
4. Show mention. "Read it." (mention)

Vocabulary

-tion, base word, part, action, collection, connection, inspection, subtraction, addition, fiction, section, function, fraction, mention, intention

Differentiation

- **Support:** work with the six word pairs first (act and action and so on), covering the end of the long word and then showing it. Use the base word to read the start of the long word.
- **Stretch:** find which base words take both **-tion** and an ending from lesson 1 or the term 1 unit (connect, connection, connected; collect, collection, collectable) and write a sentence using two of them.
- **Tactile:** word strips with a raised line or a fold between the parts, so a child can feel the parts before reading.

⚠ Safety

- No special hazards. Children draw lines on the strips; nothing is cut.

Teacher notes and misconceptions

- Some children read **-tion** as "tee-on" or "tie-on". Point to the coloured **t-i** each time and say "shun".
- The words in this lesson have a short vowel before **-tion** (ac-tion, sec-tion, fic-tion), so the earlier letters read as taught. Words like nation and motion have a long vowel before **-tion** and are left for later.
- Addition has an extra i between add and -tion; say this plainly rather than making a rule.
- Function and intention may be new words for some children. Give a short meaning (a function is a job something does; an intention is what you mean to do) and do not test them on meanings.
- The lesson uses only **-tion**. Other endings said "shun" or "zhun" (-sion in mansion and vision) are left for a later year.

Lesson 3: Tricky words

Unit overview - Previous: Lesson 2 - Next: Lesson 4

About 40 minutes.

Goal

Children read eight common words that have a part that does not follow the rules: of, do, two, one, some, come, could and would. For each word, they sound out the parts that do follow the rules and learn the tricky part by heart.

Materials

- Word cards: action, subtraction (opening); said, was (review)
- Tricky-word cards (of, do, two, one, some, come, could, would): one large set for the board and one small set per pair
- A coloured pencil, one per pair
- Sentence strips, one set of six per pair (the sentences are in step 3 below)
- Whiteboard and pens
- Mini whiteboards and pens, one per child

Steps

✎ Opening (5 min)

1. Show action and subtraction. Children read them and point to where "shun" starts.
2. Show said and was, two tricky words from earlier years. "Which part of said is tricky?" (The **ai** says /e/, not /ay/.) "Which part of was?" (The **a** does not say /a/ as in cat, and the **s** says /z/.)
3. Say: "Today we learn eight more tricky words. Most of each word follows the rules. We find the tricky part and learn just that bit by heart."

✎ Main activity (25 min)

1. **Find the tricky part (10 min).** Take the large cards one at a time. For each word, say it, sound the letters that follow the rules, and ask the class which part does not. Draw a heart above the tricky part on the board.
    - of: the **o** says /u/ and the **f** says /v/.
    - do: the **o** says /oo/.
    - two: the **w** is silent and the **o** says /oo/. Two means the number 2.
    - one: the whole word is said "wun". One means the number 1.
    - some and come: the **o** says /u/, and the **e** at the end does not make the **o** long. They look like magic e words, but they are not.
    - could and would: the **oul** says /oo/ as in good; the **l** is silent. They rhyme.

2. **Mark the hearts in pairs (6 min).** Give each pair the small set of cards and a coloured pencil. One child reads a card, the partner checks against the board, then they draw a small heart above the tricky part with the coloured pencil. They swap after each card.

3. **Read the sentence strips (6 min).** Give each pair the six sentence strips. Partners take turns to read a strip aloud. All the other words in the strips use only letters and patterns the class has been taught.

    1. Can I get one of the red pens?
    2. Some cats come to the mill.
    3. Two dogs ran to the pond.
    4. Would Ted like to do the test?
    5. I could not get up the hill.
    6. "Come in!" said Meg.

4. **Write them (3 min).** On mini whiteboards, the teacher says three words (two, some, could). Children write each one, then check it against the card and put a heart over the tricky part.

✓ Discussion questions (5 min)

- "Which two words rhyme and are spelled almost the same?" (could and would)
- "Some and come end in **e**. Why don't they say sohm and cohm?" (They are tricky words; the **e** does not change the **o** here. We learn them by heart.)
- "Two and to sound the same. How do you know which one to write?" (Two is the number 2; to is as in ran to the pond.)

✓ Closing check (5 min)

Children answer on mini whiteboards, by pointing to a card, or by saying it.

1. Show could. "Read it. Which letter is silent?" (The **l**.)
2. Show of. "Read it. Which letter says /v/?" (The **f**.)
3. "Write the word that means the number 2." (two)
4. Show one and come. "Read them." (one, come)

Vocabulary

tricky word, tricky part, by heart, silent letter, of, do, two, one, some, come, could, would

Differentiation

- **Support:** learn four words first (of, do, two, one), then the other four in a later session. Keep the large cards with hearts on the wall.
- **Stretch:** find should, which follows the same pattern as could and would, and say what is different at the start (**sh**). Write a sentence using could and would.
- **Tactile:** tricky-word cards with a small notch cut by an adult in the edge above the tricky part, so a child can feel where it is.

⚠ Safety

- No special hazards.

Teacher notes and misconceptions

- This "find the tricky part and learn it by heart" method is often called "heart words". It is a teaching choice made for this unit, not something the standards quoted in the unit overview require.
- How the tricky parts are said can differ with accent (for example the vowel in one, some, come and was). Say the words the way your class does, and mark the part that does not match the letters.
- The eight words were chosen because they are common in children's reading and writing; the list is the author's choice. Other tricky words (any, many, friend, who) can be added the same way.
- Should in the stretch task uses **sh**, which the earlier units do not teach; read it to children who are not ready.

Lesson 4: Planning a short report

Unit overview - Previous: Lesson 3 - Next: Lesson 5

About 40 minutes.

Goal

Children read a short model report and find its parts: a title, an opening sentence, two groups of facts under headings, linking words, a concluding sentence and a labelled picture. They then plan their own report, "Measuring the weather", by choosing fact cards that are about the topic and sorting them into two groups.

Materials

- The large tricky-word cards some, could and two from lesson 3
- The model report Magnets (below), on a large sheet or the board
- Fact cards (the twelve cards below), one set per pair
- Planning sheet, one per child: a title line, two heading boxes with three lines each, and a picture box
- Word bank sheet, one per child (the list is below)
- Pencils and coloured pencils, one each per child
- Whiteboard and pens

The model report

The teacher reads it aloud first. It uses some words with patterns the class has not been taught; children listen and follow, and are not asked to decode it.

> **Magnets**
>
> A magnet is a thing that pulls some metal things to it.
>
> **What magnets pull**
>
> Magnets pull things made of iron and steel, like paper clips and nails. They can also pull through thin paper. But magnets do not pull all metals. A magnet does not pull aluminium foil.
>
> **Poles**
>
> Every magnet has two ends called poles: a north pole and a south pole. Two poles that are the same push apart. Another fact is that a north pole and a south pole pull together.
>
> So a magnet pulls iron and steel, and its poles can push or pull.
>
> Picture: a bar magnet with a paper clip stuck to one end. Labels: "north pole", "south pole", "paper clip".

The fact cards

The teacher reads every card aloud before pairs sort them. The cards are numbered so children can find them again.

1. Weather is what the air outside is like: hot or cold, wet or dry, still or windy.
2. A thermometer measures how hot or cold the air is. We read it in degrees Celsius (°C).
3. A rain gauge collects rain. We measure how much rain fell in millimetres (mm).
4. A wind streamer is a ribbon on a stick. It shows which way the wind is blowing.
5. A compass shows which way is north, so we can say where the wind comes from.
6. Each day we write what we measured in our class weather table.
7. Rain is drops of water that fall from clouds.
8. Fog is a cloud near the ground. In fog, it is hard to see far.
9. Snow falls when the air is very cold.
10. A storm has strong wind and often heavy rain. In a storm, we stay inside.
11. A magnet pulls things made of iron and steel.
12. Two north poles push apart.

Answers: cards 2 to 6 are about tools and measuring; cards 7 to 10 are about kinds of weather; card 1 says what weather is and fits best in the opening sentence; cards 11 and 12 are about magnets, not the weather, so they do not go in this report.

The word bank

weather, measure, measured, thermometer, degrees Celsius, rain gauge, millimetres, wind streamer, compass, north, weather table, rain, cloud, fog, snow, storm, wind, air, hot, cold; headings Tools for measuring, Kinds of weather; linking words also, another, and, more, but

Steps

✎ Opening (5 min)

1. Hold up the tricky-word cards some, could and two from lesson 3; the class reads them.
2. Ask: "In lesson 2 we met fiction: made-up stories. What do we call writing that tells true facts about a topic?" (A report, or information writing.) "This lesson and the next, we write a report."

✎ Main activity (25 min)

1. **Read the model report (7 min).** Read Magnets aloud while children follow. Then find the parts together and mark each one on the large sheet in a different colour: the title; the opening sentence (what the report is about); the two headings; the linking words (also, but, another, and); the concluding sentence (it starts with So and sums up); the picture labels. Ask: "Why are there two headings?" (The facts are in two groups: what magnets pull, and poles.)
2. **Sort the fact cards (8 min).** Read all twelve cards aloud. Pairs then sort them into three piles: **Tools for measuring**, **Kinds of weather**, and **Not about the weather**. Check the piles together using the answers above. Point out card 1: it does not fit either heading, but it says what weather is, so it makes a good opening sentence.

3. **Plan the report (7 min).** Each child writes the title Measuring the weather on their planning sheet, copying from the word bank, then the two headings in the heading boxes. Under each heading they write two or three facts in short notes, chosen from the cards, for example thermometer - hot or cold - °C. Notes do not need to be full sentences yet.
4. **Plan the picture (3 min).** In the picture box, each child sketches one tool (a thermometer, a rain gauge or a wind streamer) and adds two labels from the word bank, for example rain gauge and mm. The sketch can be simple; the labels are what matter.

✓ Discussion questions (5 min)

- "Why did we leave out the magnet cards?" (They are true facts, but they are not about the weather. A report sticks to its topic.)
- "Where could card 1 go in your report?" (At the start, as the opening sentence.)
- "Which linking word in Magnets tells you that the next fact is different?" (But: magnets do not pull all metals.)

✓ Closing check (5 min)

Children answer by pointing to a card or a part of their plan, or by saying it.

1. "Show me your two headings." (Tools for measuring and Kinds of weather, or the child's own clear headings.)
2. Hold up card 3 and card 12. "Which one goes in your report?" (Card 3, the rain gauge.)
3. "Point to the opening sentence in Magnets." (A magnet is a thing that pulls some metal things to it.)
4. "Show me one label on your picture." (Any label that names a part or tool.)

Vocabulary

report, topic, fact, heading, group, opening sentence, concluding sentence, linking word, label, picture

Differentiation

- **Support:** sort only cards 2 to 10, with the two headings already written on the planning sheet. An adult can scribe the notes as the child says them.
- **Stretch:** add a third fact under each heading, and, if the class keeps a weather table in the science unit, add one real fact from it, such as the warmest day so far.
- **Tactile:** fact cards with a raised dot (tools) or a raised line (kinds of weather) on the back that children can check after sorting. A child can make the picture as a tactile picture (see the unit overview) instead of a sketch.

⚠ Safety

- No special hazards. If a child is worried about storms, they can leave card 10 out; this is fine.

Teacher notes and misconceptions

- The model report is about magnets so that children see the shape of a report without copying its facts. Its facts come from the grade 3 science unit Magnets.
- Steel is mostly iron, so a magnet pulls most steel things, but a few kinds of steel are not pulled. The report keeps to everyday things.
- The report headings (Tools for measuring, Kinds of weather) are a suggestion. A child who chooses other clear headings that fit their facts has done the task.
- Children choose facts; they do not need to use every card in a group.
- The planning sheet and fact cards are kept for lesson 5.

Lesson 5: Writing and sharing the report

Unit overview - Previous: Lesson 4

About 40 minutes.

Goal

Children write their report "Measuring the weather" from their plan: an opening sentence, two groups of facts under headings joined with linking words, a labelled picture and a concluding sentence. They check it with a five-point checklist and read it to a partner.

Materials

- The model report Magnets from lesson 4, on a large sheet or the board
- Each child's planning sheet from lesson 4
- Fact cards (the twelve cards in lesson 4), one set per pair
- Word bank sheet, one per child (from lesson 4)
- Lined paper, one or two sheets per child
- Report checklist card, one per child (the five checks are below)
- Pencils and coloured pencils, one each per child
- Whiteboard and pens

The report checklist

1. My title and opening sentence say what the report is about.
2. I have two headings, with facts under each one.
3. I used at least one linking word: also, another, and, more or but.
4. My picture has at least two labels.
5. I have a concluding sentence that sums up.

Steps

✎ Opening (5 min)

1. Re-read Magnets together. Children point to the opening sentence, the two headings, one linking word and the concluding sentence.
2. Write two example openings on the board, made up for this lesson: Weather is what the air outside is like. and We use tools to measure the weather. "Both say what the report is about. You can use one of these, or write your own."

✎ Main activity (25 min)

1. **Opening sentence (4 min).** Each child writes the title Measuring the weather and an opening sentence at the top of the lined paper. Card 1 or one of the examples on the board can help.

2. **First group (7 min).** Children copy their first heading from the planning sheet, then turn their notes into full sentences. Model one on the board: notes thermometer - hot or cold - °C become A thermometer measures how hot or cold the air is. We read it in °C.
3. **Second group with linking words (7 min).** Children write the second heading and its sentences. Ask them to join facts with at least one linking word, and model it: Rain falls from clouds. Fog is also a cloud, but it is near the ground. Words are copied from the word bank or the fact cards.
4. **Picture and concluding sentence (3 min).** Children copy the picture from their planning sheet onto the lined paper, or draw a new one, with at least two labels. Then they write a concluding sentence that sums up, for example So we use tools to find out what the weather is like each day.
5. **Check (4 min).** Each child reads their report against the checklist card and puts a tick by each check they have done. If a check is missing, they add it now. Ticks are for the child, not a score.

✓ Discussion questions (5 min)

Partner reading: children sit in pairs and take turns to read their report aloud, or have an adult read it with them. The listener answers one of these:

- "What is one fact you learned from your partner's report?"
- "Which linking word did your partner use?"
- "Does the concluding sentence sum up the report?" (Answers will vary; a good concluding sentence says something about the whole topic, not just one fact.)

✓ Closing check (5 min)

Children answer by pointing to a part of their report, or by saying it.

1. "Point to your opening sentence." (The first sentence after the title.)
2. "Point to your two headings." (The two headings over the groups of facts.)
3. "Point to one linking word." (also, another, and, more or but.)
4. "Read your concluding sentence." (The last sentence, which sums up.)

Vocabulary

opening sentence, heading, linking word, concluding sentence, label, sum up, checklist, report

Differentiation

- **Support:** write one sentence under each heading, using sentence starters on the board (A thermometer ..., Fog is ...). A child can dictate the report to an adult, type it or record it; the choosing, grouping and summing up are what count.
- **Stretch:** use three different linking words and add a third fact to each group.
- **Tactile:** the picture can be a tactile picture with spoken or braille labels (see the unit overview).

⚠ Safety

- No special hazards. Children write about the class's weather and the fact cards, not about their own homes or families.
- Reading aloud is never forced. A child may read to an adult alone, or listen and point.

Teacher notes and misconceptions

- Some children copy whole fact cards word for word. That is acceptable in grade 3, as long as the facts are grouped under the right headings; praise any fact put in their own words.
- Some children write the concluding sentence as one more fact (Snow is cold.). Ask: "Does that sentence talk about the whole report, or one part?"
- Linking words in the standard are examples (also, another, and, more, but); other clear links count.
- Use the finished reports for assessment items 5 and 6 in the unit overview.

Grade 3 Language and Literacy: Opinions with Reasons

Subject: English language and literacy | Grade: 3 | Lessons: 5 | Time: about 40 minutes each | Term: 3

Status: written (unreviewed) | Author: Claude Opus 5.5, AI Village

> **Unreviewed AI draft:** no educator review or classroom testing. Not an official standards alignment, a complete reading program, or a diagnostic instrument. Adapt to students and local practice. Check every activity against your school's rules.
>
> Text-checked by four other agents (Gemini 3.5 Flash, Gemini 3.8 Flash, Gemini 4 Argon and Gemini 4 Carbon); see Known gaps.

Back to the grade 3 year plan - Term 3. Builds on grade 3 term 2: longer words and short reports; grade 3 term 1: words built from parts Language and literacy progression

Big idea

A fact can be checked. An opinion is what someone thinks or likes, and two people can hold different opinions about the same thing. A good opinion piece says what the writer thinks and gives reasons, so a reader can see why. Linking words such as because, therefore, since and for example join an opinion to its reasons. The piece starts by saying the topic and the opinion, lists the reasons in order, and ends by saying the opinion again.

Outcomes

By the end of the unit, most children can:

1. Sort short sentences into facts (can be checked) and opinions (what someone thinks or likes), and say that people can have different opinions.
2. Choose reasons that support an opinion, and set aside sentences that are off the topic or support a different opinion.
3. Read the linking words because, since, therefore and for example as heart words, and use them to join an opinion and a reason.
4. Plan an opinion piece on a class topic (A pond or a sandpit?): an opening that says the topic and the opinion, three reasons in a list, and an ending.
5. Write the piece with an opening, at least two reasons joined with linking words, and a concluding sentence, then read it to a partner and listen to theirs.

Prior knowledge

The written units before this one teach the letters **s a t i p n m o d g c k e u y h w r l f b**; magic e; the vowel teams **ee**, **ai**, **oa**, **ay**, **igh**, **ow** (as in low) and **oo**; the endings **-s**, **-ing** and **-ed**; the prefixes **un-** and **re-**; the suffixes **-ful**, **-less**, **-ness**, **-ment**, **-able** and **-tion**; compound words; and the tricky words I, the, is, my, said, was, to, of, do, two, one, some, come, could and would.

The sentence cards that children read in lessons 1 and 2 use only those letters, patterns and tricky words. The linking words this unit needs (because, since, therefore, for example) use patterns the earlier units do not teach, so lesson 3 teaches them as heart words: the teacher reads each one, children find the part that does not follow the rules they know, and they learn it by heart. The teacher's story of the problem, the model opinion piece in lesson 4 and some word-bank words are read aloud first; children copy those words rather than decode them.

At the start of lesson 1, check: can the child read payment, action and could? If not, use the term 2 unit first.

The class topic

Every lesson uses one made-up problem, read aloud by the teacher: Mayor Hen of Little Hill has a patch of land by the bridge. It could become a pond or a sandpit. She asks the class: which is best, and why? Either answer is fine. Children write about the made-up town, not about their own homes, gardens or families.

Lessons

#	Lesson	Focus
1	Fact or opinion?	Sorting sentence cards; facts can be checked, opinions can differ
2	Reasons that help	Choosing reasons that support an opinion; setting aside ones that don't
3	Linking words	because, since, therefore and for example as heart words; building linked sentences
4	Planning an opinion piece	Reading a model piece; a plan with an opening, three reasons and an ending
5	Writing and sharing the opinion piece	Writing from the plan; a five-point checklist; reading to a partner

Materials (whole class unless noted)

- A picture of the patch of land by the bridge in Little Hill, drawn on the board or a large sheet, with a pond drawn on one side and a sandpit on the other (lessons 1 to 4)
- Fact-or-opinion sentence cards (the twelve cards in lesson 1), one large set for the board and one small set per pair (lesson 1; two of the cards are used again for assessment item 1)
- Sorting mat with two columns, "fact" and "opinion", one per pair (lesson 1)
- Opinion cards The pond is best. and The sandpit is best., one large pair for the board (lessons 2 and 3)
- Reason cards (the twelve cards in lesson 2), one set per pair (lessons 2 to 4; three are used again for assessment item 2)
- Sorting mat with three spaces, "helps the pond", "helps the sandpit" and "does not help", one per pair (lesson 2)
- Linking-word cards because, since, therefore and for example, one large set for the board and one small set per pair, and a coloured pencil per pair (lesson 3; the large set is used again in lessons 4 and 5)
- Paper strips and a pencil, one each per pair, four strips per pair (lesson 3; the strips are used again in lessons 4 and 5)

- The model opinion piece The Sandpit Is Best (lesson 4 gives the full text), on a large sheet or the board (lessons 4 and 5)
- Planning sheet, one per child (lessons 4 and 5): an opening box, three reason boxes numbered 1 to 3, and an ending box
- Word bank sheet, one per child (lessons 4 and 5; the list is in lesson 4)
- Lined paper, one or two sheets per child (lesson 5)
- Opinion checklist card, one per child (lesson 5; the five checks are in lesson 5)
- Pencils, one per child (lessons 4 and 5)
- Whiteboard and pens
- Mini whiteboards and pens, one per child (lessons 1 to 3)

⚠ Safety and access

- No scissors, food, sand or water are used in this unit. The pond and sandpit are only pictures.
- Any child may answer by pointing, signing, using a communication aid or choosing between two cards. Their own way counts.
- Writing: a child can dictate the opinion piece to an adult, type it, build it from cut-out word-bank words and cards, or record it. The thinking (an opinion, reasons that support it, linking words and an ending) is what counts, not handwriting.
- Low vision: large-print cards and sheets; let children sit near the board.
- Blind children: braille or tactile cards if your school has them; the two sides of the sorting mats can be told apart by a raised line or a notch. The picture of the land can be a tactile picture (a smooth card shape for the pond, sandpaper or rough card for the sandpit).
- Deaf children and children who sign: show every card in print as you read it, and agree a sign or gesture for "fact", "opinion" and each linking word.
- Reading aloud is never forced. A child can read to an adult alone, read with a partner, or listen and point.
- Different opinions: say often that both the pond and the sandpit are fine answers, and that disagreeing with an opinion is not disagreeing with the person. No child has to say their opinion in front of the class, and there is no class vote.
- Water: the pond is in a made-up town. If it comes up, say that real ponds need an adult nearby. Don't ask children whether they can swim or about times near water.

Assessment

One-to-one, about 3 minutes per child, during lessons 4 and 5, plus a look at each child's finished opinion piece. For each item mark **yes**, **with help** or **not yet**.

1. Shown two cards, Ducks can swim. and Frogs look odd., say which is a fact and which is an opinion, and how you could check the fact. (Outcome 1)
2. Shown three reason cards (one for the pond, one for the sandpit, one off the topic), choose the card that helps The pond is best. (Outcome 2)
3. Read because and therefore; point to the part of one that does not follow the rules you know. (Outcome 3)
4. Look at the child's planning sheet: is there an opinion in the opening box and a reason in at least two reason boxes? (Outcome 4)

5. In the finished piece: is there an opening that says the topic and the opinion, and a concluding sentence? (Outcomes 4 and 5)
6. In the finished piece: are there at least two reasons that support the opinion, and at least one linking word joining an opinion and a reason? (Outcome 5)

Sources

Common Core State Standards for English Language Arts, Grade 3: Writing Standards (page 20) of https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Quoted exactly; the unit is not a full alignment.

- W.3.1: "Write opinion pieces on topics or texts, supporting a point of view with reasons."
  - W.3.1a: "Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons."
  - W.3.1b: "Provide reasons that support the opinion."
  - W.3.1c: "Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons."
  - W.3.1d: "Provide a concluding statement or section."

The class topic, the sentence cards, the reason cards, the model opinion piece, the word bank, the checklist and the "fact can be checked" rule of thumb are the author's, not from a source.

Known gaps and cautions

- Unreviewed AI draft; not tested in a classroom.
- Four other agents (Gemini 3.5 Flash and Gemini 3.8 Flash at 63d4770, Gemini 4 Argon at 63d4770/65ddbce, Gemini 4 Carbon at 63d4770/7891338) text-checked this unit on 2026-11-12 and reported no errors. Carbon made two phonics notes, now fixed: a lesson 1 card used Digging (doubling a consonant before -ing is not taught; the card now says Playing), and lesson 3 now marks the **be** of because as a heart part, matching this list. Those are text checks by AI agents, not teacher reviews or classroom tests.
- W.3.1 says "topics or texts". This unit only writes about a topic. An opinion about a book the class has read is left for later; the stretch task in lesson 5 points to it.
- "A fact can be checked; an opinion is what someone thinks or likes" is a simple classroom rule of thumb, not a full definition. Some sentences are hard to sort (Sand gets hot in the sun is a fact, but "hot" is a matter of degree). Lesson 1 says this to children who notice it.
- The linking words because, since, therefore and for example use patterns the earlier units do not teach (for example the **be** of because, said like bee; **au**; **ce**; **th**; **ere** and **ore**; **or**; **x**; **le**). This unit teaches them as heart words, a teaching choice, not something the standards require. Since is taught only in its "because" meaning (Since ducks can swim, the pond is best.), not its time meaning.
- The model piece, the teacher's story and some word-bank words use patterns not yet taught (see Prior knowledge). Children hear them read aloud and copy them; spelling of those words is not marked.
- The plan has three reasons; W.3.1 does not say how many. Children who need it can write two.
- The grade 3 year plan also mentions revising the piece with a partner. This unit has a self-check with a checklist and partner reading with polite agreeing and disagreeing, but no full partner revision step; a school could add one before the final copy.
- Speaking and listening standards are not quoted, although children read their pieces to a partner and practise disagreeing politely.

- Persuading a real audience (for example, writing to a real person) is not part of this unit. Mayor Hen and Little Hill are made up.
- No poetry is read.

Lesson 1: Fact or opinion?

Unit overview - Next: Lesson 2

About 40 minutes.

Goal

Children hear the class topic (A pond or a sandpit?), learn that a fact can be checked and an opinion is what someone thinks or likes, and sort twelve sentence cards into facts and opinions. They hear that two people can hold different opinions and both be fine.

Materials

- The picture of the patch of land by the bridge in Little Hill, with a pond on one side and a sandpit on the other, on the board or a large sheet
- Fact-or-opinion sentence cards (the twelve cards below), one large set for the board and one small set per pair
- Sorting mat with two columns, "fact" and "opinion", one per pair
- Mini whiteboards and pens, one per child
- Whiteboard and pens

The sentence cards

Every word on these cards uses only taught letters, patterns and tricky words.

Facts:

1. Ducks can swim.
2. A pond has mud at the bottom.
3. Sand gets hot in the sun.
4. Frogs lay eggs in ponds.
5. A spade can dig a hole.
6. Rain fills a pond.

Opinions:

1. A sandpit is fun.
2. Frogs look odd.
3. Ducks look the best.
4. Wet mud is yuck.
5. Playing in sand is the best game.
6. A hot day is good.

Mix the cards before giving them out; the numbers are for the teacher only.

Steps

✎ Opening (5 min)

1. Show the picture and read the class topic aloud: Mayor Hen of Little Hill has a patch of land by the bridge. It could become a pond or a sandpit. She asks the class: which is best, and why?
2. "Think about which you would pick. Don't say it yet. We will find out how to say it well, with reasons, over the next five lessons."
3. Write two sentences on the board and read them together: Ducks can swim. and A sandpit is fun. "One of these we can check. One is what someone thinks."

✎ Main activity (25 min)

1. **Fact and opinion (5 min).** Teach the rule of thumb and write it on the board:
    - A **fact** can be checked: by looking, by testing, or in a book.
    - An **opinion** is what someone thinks or likes. People can have different opinions, and that is fine.

    Go back to the two board sentences. "Can we check Ducks can swim?" (Yes: watch a duck, or look in a book about ducks. It is a fact.) "Can we check A sandpit is fun?" (Not really: some people think it is fun and some don't. It is an opinion.)

2. **Model two cards (3 min).** Read card 5 (A spade can dig a hole.) and card 8 (Frogs look odd.) from the large set. Think aloud: "Could I check this? Could two people disagree, and both be fine?" Put card 5 under "fact" and card 8 under "opinion" on the board.

3. **Pairs sort (10 min).** Each pair gets the twelve small cards and a sorting mat. They take turns: one child reads a card aloud, both decide, and they place it in a column. If they disagree, they ask the two questions again: "Could we check it? Could two people disagree, and both be fine?"
4. **How could we check it? (4 min).** Go through the facts together. For each one, a pair says how it could be checked (for example: Rain fills a pond - watch a pond after rain; Frogs lay eggs in ponds - look in a book about frogs).
5. **Your own fact and opinion (3 min).** On mini whiteboards, each child writes one fact and one opinion about the pond or the sandpit. Give two frames on the board: A pond has ... and The ... is best. Children hold up their boards; the class says which line is the fact and which is the opinion.

✓ Discussion questions (5 min)

- "Two children read Wet mud is yuck. One says yes, one says no. Who is right?" (Both can be; it is an opinion. They just think differently.)
- "Is Sand gets hot in the sun a fact or an opinion?" (A fact: you can feel sand on a sunny day, or check with a thermometer. Some children may say "but how hot?"; that is a good question, and the card only says it gets hot.)

- "If you disagree with someone's opinion, does that mean you don't like them?" (No. You can disagree with an opinion and still be friends.)

✓ Closing check (5 min)

Read each sentence aloud while showing it. Children show "fact" or "opinion" with the agreed sign or gesture, or by pointing to the word on the board.

1. Frogs lay eggs in ponds. (Fact.)
2. Ducks look the best. (Opinion.)
3. A spade can dig a hole. (Fact.)
4. A hot day is good. (Opinion.)

Vocabulary

fact, opinion, check, agree, disagree, different

Differentiation

- **Support:** sort six cards (three facts, three opinions) with an adult, who reads each card if needed. Use the two questions every time.
- **Stretch:** write one sentence that is hard to sort, and explain why (for example Ponds are deep - some are and some are not).
- **Tactile:** braille or tactile cards; the two columns of the mat can be told apart by a raised line or a notch.

⚠ Safety

- No special hazards. Children talk about the made-up town, not about their own homes or gardens.
- No child has to say which they would pick in front of the class.

Teacher notes and misconceptions

- Some children think a fact is "something true that I agree with" and an opinion is "something wrong". Keep coming back to "Could we check it?" and "Could two people disagree, and both be fine?"
- Some children call any sentence with best or fun an opinion, which works for this set. Others call any sentence about animals a fact; card 8 (Frogs look odd.) is there to catch that.
- A few cards are a little fuzzy (Sand gets hot in the sun). The rule of thumb is for grade 3, not a full definition; praise children who notice that.
- Keep the sorted cards: the class uses the topic and the picture in every lesson.

Lesson 2: Reasons that help

Unit overview - Previous: Lesson 1 - Next: Lesson 3

About 40 minutes.

Goal

Children learn that a reason says why someone holds an opinion. They sort twelve reason cards into reasons that help The pond is best., reasons that help The sandpit is best. and sentences that do not help either opinion.

Materials

- The picture of the patch of land by the bridge in Little Hill, on the board or a large sheet
- Opinion cards The pond is best. and The sandpit is best., one large pair for the board
- Reason cards (the twelve cards below), one set per pair
- Sorting mat with three spaces, "helps the pond", "helps the sandpit" and "does not help", one per pair
- Mini whiteboards and pens, one per child
- Whiteboard and pens

The reason cards

Every word on these cards uses only taught letters, patterns and tricky words.

Helps the pond:

1. Ducks and frogs can swim in it.
2. It has plants and bugs to look at.
3. It is a cool spot on a hot day.
4. Boats can sail on it.

Helps the sandpit:

1. It is fun to dig in sand.
2. Sand is soft if a kid trips.
3. Lots of kids can play in it.
4. It is safe and not deep.

Does not help:

1. A clock has hands.
2. A snail is slow.
3. The bus is red.
4. Cats nap in the sun.

Mix the cards before giving them out; the numbers are for the teacher only. Keep each pair's set for lesson 3.

Steps

✎ Opening (5 min)

1. Re-read the class topic with the picture. Put the two opinion cards on the board and read them together.
2. "Last time we learned that an opinion is what someone thinks or likes. Today: a **reason** says **why**. If I say The pond is best, you might ask: why?"

✎ Main activity (25 min)

1. **Model (4 min).** Hold up reason card 1 (Ducks and frogs can swim in it.). "Does this tell us why the pond might be best?" (Yes.) Put it under The pond is best. Then card 9 (A clock has hands.). "Is this about the pond or the sandpit?" (No. It is true, but it does not help either opinion.) Put it under "does not help".
2. **Pairs sort (10 min).** Each pair sorts their twelve cards onto the three-space mat. One child reads a card aloud; both ask "Does it say why the pond is best, or why the sandpit is best, or neither?"
3. **Check together (5 min).** Read the cards space by space. Pairs move any card that is in the wrong space and say why. Answers: cards 1 to 4 help the pond; cards 5 to 8 help the sandpit; cards 9 to 12 do not help.
4. **Reason on a whiteboard (6 min).** Each child picks the pond or the sandpit, keeping it private if they want, and writes the opinion and one reason on their mini whiteboard. Frames on the board: The pond is best. ... and The sandpit is best. ... They may copy a reason card or write their own. Children turn to a partner and read their two sentences; the partner says whether the reason helps the opinion.

✓ Discussion questions (5 min)

- "A snail is slow is true. Why did we say it does not help?" (It is not about the pond or the sandpit, so it does not say why either is best.)
- "Can a reason for the pond and a reason for the sandpit both be good reasons?" (Yes. Both choices have good reasons; that is why people can have different opinions.)
- "Is It is safe and not deep a fact or an opinion?" (Answers will vary. It is a reason; how safe something is can be checked, so many children call it a fact. A reason can be a fact.)

✓ Closing check (5 min)

Read each card aloud while showing it. Children show "helps the pond", "helps the sandpit" or "does not help" by pointing to the three spaces on a mat or the board.

1. Boats can sail on it. (Helps the pond.)
2. Lots of kids can play in it. (Helps the sandpit.)
3. Cats nap in the sun. (Does not help.)
4. It has plants and bugs to look at. (Helps the pond.)

Vocabulary

reason, why, opinion, helps, does not help, topic

Differentiation

- **Support:** sort six cards (two from each group) with an adult, who reads each card if needed.
- **Stretch:** write one more reason for each opinion that is not on the cards, and one sentence that does not help.
- **Tactile:** braille or tactile cards; the three spaces of the mat can be told apart by one, two and three notches.

⚠ Safety

- No special hazards. Children write about the made-up town, not about their own homes or gardens.
- Choosing the pond or the sandpit is private if a child wants it to be. There is no class vote.

Teacher notes and misconceptions

- Some children put true-but-off-topic sentences (The bus is red.) under an opinion because they are true. Ask: "Does it say **why** the pond is best?"
- Some children think a reason must be an opinion too. A reason can be a fact (Boats can sail on it.); facts often make the best reasons.
- Card 6 uses kid, an informal word. A school can use child on a word card instead; child has **ch** and the **i** of mild, which the earlier units don't teach.

Lesson 3: Linking words

Unit overview - Previous: Lesson 2 - Next: Lesson 4

About 40 minutes.

Goal

Children learn to read because, since, therefore and for example as heart words, and use each one to join an opinion and a reason in a sentence.

Materials

- The picture of the patch of land by the bridge in Little Hill, on the board or a large sheet
- Opinion cards The pond is best. and The sandpit is best., one large pair for the board
- Each pair's reason cards from lesson 2
- Linking-word cards because, since, therefore and for example, one large set for the board and one small set per pair, and a coloured pencil per pair
- Paper strips and a pencil, one each per pair (four strips per pair)
- Mini whiteboards and pens, one per child
- Whiteboard and pens

Steps

✎ Opening (5 min)

1. Hold up The pond is best. and reason card 1 (Ducks and frogs can swim in it.). "Last time we found reasons. Today we learn words that **join** an opinion and a reason, so the reader can see they go together. They are called **linking words**."
2. Read the four large linking-word cards aloud. "These four words have parts that don't follow the rules we know yet. We will learn those parts by heart, like said and could."

✎ Main activity (25 min)

1. **Heart parts (8 min).** For each word, read it, say it slowly, and ask children to point to the part they cannot sound out with the letters they know. Mark that part on the large card with a heart or a colour. One way to mark them (other ways are fine if they are explained):

    - because: the **be** (said like bee; words like be and me are not taught yet), the **au** (said like the o in dog in many kinds of English) and the **se** at the end (said "z")
    - since: the **ce** at the end (said "s")
    - therefore: the **th**, the **ere** and the **ore**
    - for example: the **or** in for, the **x** and the **le** at the end

    Pairs mark the heart parts on their small cards with the coloured pencil. Children write each word once on their mini whiteboard while saying it.

2. **What each word does (6 min).** Build one sentence for each word on the board with the large cards, and read it together:
    - because comes before the reason: The pond is best because ducks and frogs can swim in it.
    - since can start the sentence, with the reason first: Since it is fun to dig in sand, the sandpit is best.
    - therefore comes after the reason, before the opinion, and here it starts a new sentence: Lots of kids can play in it. Therefore, the sandpit is best.
    - for example gives an example that backs up a reason: A pond has lots to look at. For example, it has plants and bugs.

    "Because and since say: here is why. Therefore says: so this is my opinion. For example says: here is one case of it."

3. **Pairs build sentences (11 min).** Each pair chooses the pond or the sandpit and takes the four reason cards that help it. They build four sentences, one with each linking word, by laying out the opinion card, a linking-word card and a reason card, then write each sentence on a paper strip. For for example, they write a short reason first (A pond has lots to look at. or A sandpit is fun.), then For example, and a reason card. They read each strip aloud to check it makes sense.

✓ Discussion questions (5 min)

- "Which word comes **before** the reason in The pond is best because ducks and frogs can swim in it?" (because.)
- "In Lots of kids can play in it. Therefore, the sandpit is best., which comes first, the reason or the opinion?" (The reason. Therefore comes before the opinion.)
- "Why do writers use linking words?" (So the reader can see which reason goes with which opinion. Without them, the sentences can sound like a list.)

✓ Closing check (5 min)

Read each sentence aloud with one word missing, and show the four cards. Children point to the word that fits. More than one may fit; accept any that makes sense.

1. The sandpit is best ... sand is soft if a kid trips. (because or since.)
2. Boats can sail on it. ..., the pond is best. (Therefore.)
3. A pond has lots to look at. ..., it has plants and bugs. (For example.)
4. "Point to the heart part in since." (The **ce** at the end.)

Vocabulary

linking word, join, because, since, therefore, for example, heart word, heart part

Differentiation

- **Support:** use only because, joining an opinion card and a reason card. An adult can read each strip back.

- **Stretch:** write two sentences that use two linking words, for example The pond is best because it has lots to look at. For example, it has plants and bugs.
- **Tactile:** braille or tactile linking-word cards; heart parts can be marked with a raised dot.

⚠ Safety

- No special hazards.

Teacher notes and misconceptions

- The heart parts above are one way to mark them, using only what earlier units teach. If your school has taught **th** or **or**, those parts are not tricky for your class; mark fewer.
- Since can also be about time (since lunch). This unit only uses its "because" meaning; mention the other meaning only if a child asks.
- Some children put therefore before the reason (Therefore, ducks can swim in it.). Read it back and ask: "Is that the reason, or the opinion?"
- A sentence that starts with Since or Because needs both parts: Since it is fun to dig in sand is not finished on its own.
- Keep the strips for lessons 4 and 5.

Lesson 4: Planning an opinion piece

Unit overview - Previous: Lesson 3 - Next: Lesson 5

About 40 minutes.

Goal

Children read a model opinion piece and find its parts: an opening that says the topic and the opinion, three reasons in order joined with linking words, and an ending. They plan their own piece on the class topic.

Materials

- The picture of the patch of land by the bridge in Little Hill, on the board or a large sheet
- The model opinion piece The Sandpit Is Best (below), on a large sheet or the board
- Each pair's reason cards from lesson 2 and sentence strips from lesson 3
- Linking-word cards because, since, therefore and for example, one large set for the board
- Planning sheet, one per child: an opening box, three reason boxes numbered 1 to 3, and an ending box
- Word bank sheet, one per child (the list is below)
- Pencils, one per child
- Whiteboard and pens

The model opinion piece

Made up for this unit. The teacher reads it aloud first; it uses some words with patterns the earlier units don't teach.

> **The Sandpit Is Best**
>
> by Mo
>
> Mayor Hen asked us if the land by the bridge should be a pond or a sandpit. I think the sandpit is best, and I have three reasons.
>
> First, it is fun to dig in sand. For example, you can make hills and tunnels with a spade.
>
> Second, the sandpit is safe since it is not deep. Lots of kids can play in it at the same time.
>
> Third, a kid who trips will not get hurt much, because sand is soft.
>
> Therefore, the sandpit is the best thing for the land by the bridge. I hope Mayor Hen picks it!

The word bank

Words marked * use patterns the earlier units don't teach; children copy them rather than decode them.

- Topic words: pond, sandpit, sand, land, bridge, Mayor Hen, Little* Hill
- Things: ducks, frogs, plants, bugs, boats, spade, kids, hills
- Doing words: swim, sail, dig, play, look, trip
- Describing words: soft, safe, deep, cool, hot, fun, best, wet
- Linking words (heart words from lesson 3): because, since, therefore, for example
- Order words: First, Second, Third*, Last
- Opinion starters: The ... is best. I like the ... best. I think* the ... is best.

Steps

✎ Opening (5 min)

1. "Today we read an opinion piece by Mo, who lives in Little Hill. Listen: what is Mo's opinion?" Read The Sandpit Is Best aloud while pointing to the words. (The sandpit is best.)
2. "Mo picked the sandpit. Someone else could pick the pond, with different reasons. Both are fine."

✎ Main activity (25 min)

1. **Find the parts (8 min).** Read the piece again, and ask children to find each part. Mark each one on the large sheet with a box or a colour:
    - the **opening**: says the topic (the land by the bridge: a pond or a sandpit?) and Mo's opinion (the sandpit is best)
    - **three reasons**, in order, each starting with an order word: First, Second, Third
    - the **linking words**: For example, since, because, Therefore
    - the **ending**: says the opinion again (Therefore, the sandpit is the best thing for the land by the bridge.)
2. **Model a plan (5 min).** On the board, draw the planning sheet and fill it in for Mo's piece in short notes, thinking aloud: opening box sandpit is best; reason 1 fun to dig; reason 2 safe, not deep; reason 3 soft if a kid trips; ending box sandpit is best (say it again). "A plan uses short notes. We write full sentences next time."
3. **Children plan (12 min).** Each child chooses the pond or the sandpit; either is fine, and they may choose the one Mo did not. They fill in their own planning sheet in short notes, using their reason cards, lesson 3 strips and the word bank:

    - opening box: the topic and their opinion
    - reason boxes 1 to 3: one reason each (two are enough if a child needs it)
    - ending box: their opinion again, in a few words

    Go round and ask each child: "Does each reason help your opinion?" Use this time for assessment item 4 in the unit overview.

✓ Discussion questions (5 min)

- "Which order words did Mo use?" (First, Second, Third.)
- "Why does Mo say the opinion again at the end?" (To remind the reader and finish the piece; the end sums up.)
- "Mo's second reason has two sentences. What does the second one add?" (More about why the sandpit is good: lots of kids can play at once.)

✓ Closing check (5 min)

Children answer by pointing to their planning sheet, or by saying it.

1. "Point to your opinion." (In the opening box.)
2. "Read one of your reasons." (Any reason that helps their opinion.)
3. "Point to the box that says your opinion again." (The ending box.)

Vocabulary

opinion piece, opening, reason, ending, order word, first, second, third, plan, notes

Differentiation

- **Support:** plan two reasons, using reason cards to copy from. An adult can scribe the notes as the child says them.
- **Stretch:** add a for example note to one reason box.
- **Tactile:** the planning sheet can be five card boxes with raised edges; children place braille or tactile reason cards in the boxes.

⚠ Safety

- No special hazards. Children write about the made-up town, not about their own homes or gardens.
- The choice of pond or sandpit is the child's own and can stay private.

Teacher notes and misconceptions

- Some children write a reason for the other side in one box. Ask: "Does it say why **your** choice is best?"
- Some children write the ending as a new reason. Ask: "Does this box say your opinion again?"
- Keep the planning sheets and the model piece for lesson 5.

Lesson 5: Writing and sharing the opinion piece

Unit overview - Previous: Lesson 4

About 40 minutes.

Goal

Children write their opinion piece from their plan: an opening that says the topic and the opinion, reasons joined with linking words, and a concluding sentence. They check it with a five-point checklist, read it to a partner and practise disagreeing politely.

Materials

- The model opinion piece The Sandpit Is Best from lesson 4, on a large sheet or the board
- Each child's planning sheet from lesson 4
- Linking-word cards because, since, therefore and for example, one large set for the board
- Word bank sheet, one per child (from lesson 4)
- Lined paper, one or two sheets per child
- Opinion checklist card, one per child (the five checks are below)
- Pencils, one per child
- Whiteboard and pens

The opinion checklist

1. My opening says the topic and my opinion.
2. I give at least two reasons that help my opinion.
3. I used at least one linking word: because, since, therefore or for example.
4. My reasons are in order (First, Second, Third, or numbered).
5. My ending says my opinion again.

Steps

✎ Opening (5 min)

1. Re-read The Sandpit Is Best together. Children point to the opening, the three reasons, one linking word and the ending.
2. Write two example openings on the board, made up for this lesson: Mayor Hen asked if the land should be a pond or a sandpit. The pond is best. and The land by the bridge could be a pond or a sandpit. I like the sandpit best. "Both say the topic and the opinion. You can use one of these, or write your own."

✎ Main activity (25 min)

1. **Opening (4 min).** Each child writes a title (The Pond Is Best or The Sandpit Is Best) and an opening at the top of the lined paper.

2. **Reasons with linking words (12 min).** Children turn each reason note into a full sentence, starting with an order word. Model one on the board: the note ducks, frogs swim becomes First, the pond is best because ducks and frogs can swim in it. Ask children to use at least one linking word; words come from the word bank, the cards and their lesson 3 strips.
3. **Ending (4 min).** Children write a concluding sentence that says their opinion again, for example Therefore, the pond is the best thing for the land by the bridge.
4. **Check (5 min).** Each child reads their piece against the checklist card and ticks each check they have done. If a check is missing, they add it now. Ticks are for the child, not a score.

✓ Discussion questions (5 min)

Partner reading: children sit in pairs and take turns to read their piece aloud, or have an adult read it with them. The listener then:

- says back one of their partner's reasons ("One of your reasons was ...")
- says whether they agree, using a polite frame written on the board and read aloud by the teacher: I agree, because ... or That is a good reason. I see it a different way, because ...

Then ask the class: "Did anyone hear a good reason for the choice they did not make?" (Answers will vary. The point is that a good reason can come from either side.)

✓ Closing check (5 min)

Children answer by pointing to a part of their piece, or by saying it.

1. "Point to your opinion in the opening." (The sentence that says which is best.)
2. "Point to one linking word." (because, since, therefore or for example.)
3. "Read the reason you think is strongest." (Any reason that helps their opinion.)
4. "Read your ending." (The last sentence, which says the opinion again.)

Vocabulary

opinion piece, opening, reason, linking word, order word, concluding sentence, ending, agree, disagree, checklist

Differentiation

- **Support:** write an opening, two reasons with because, and an ending, using sentence starters on the board (The ... is best because ...). A child can dictate the piece to an adult, type it or record it; the opinion, reasons, linking and ending are what count.
- **Stretch:** use all four linking words, or write a second short opinion piece about a story the class has read (for example, which character made the best choice, and why).
- **Tactile:** the checklist card can have five raised dots, one per check, for children to touch as they go.

⚠ Safety

- No special hazards. Children write about the made-up town, not about their own homes or gardens.
- Reading aloud is never forced. A child may read to an adult alone, or listen and point.
- Disagreeing is about the opinion, not the person. Stop any comment about a child rather than their reasons.

Teacher notes and misconceptions

- Some children write reasons for both sides. Praise the thinking, then ask which side the piece is for and which sentences help it.
- Some children use because with no reason after it (The pond is best because.). Read it back: "Because what?"
- Linking words in the standard are examples (because, therefore, since, for example); other clear links (so, also) count.
- Use the finished pieces for assessment items 5 and 6 in the unit overview.