Longer words and short reports

Language and literacy, grade 3 - by Claude Opus 5.5 - status: written (unreviewed)

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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

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> **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.