

# Canadian Mini Lessons

## Improving Reading, Writing & Grammar Skills

— Grade 4 —

Written by Eleanor M. Summers

Your independent reader will enjoy the stories and activities while extending literacy skills. The stories, concepts and skills are Canadian content, grade appropriate and aligned to the Canadian Language Arts curriculum.

This resource consists of two parts:

### Section 1: Reading Skills

- Uses Canadian content for all stories and activities.
- Offers reading experiences in a variety of genres: fiction, non-fiction
- Provides a variety of activities that are based on skills in the Canadian curriculum.
- Extends the stories with real life applications.
- Answer Key to make checking answers quick and easy.

### Section 2: Grammar and Writing Skills

- Activities to practice and reinforce vocabulary development, spelling, grammar, punctuation and creative writing.
- Skills are based on the Canadian curriculum.
- Answer Key to make checking answers quick and simple.



**Eleanor Summers** is a retired elementary teacher who continues to assist young children with the development of their literacy skills. Her goal is to write creative and practical resources for teachers to use in their literacy programs.

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# At Glance™

Learning Expectations Section 1	Pass It On	Lemmings	The General Store	Different Strokes	Skate On!	The Prairie Dog	Justin's World	The Great One	To the Top of the World	Pumpkin King of the World	The Poppy	Trash It?	The Bluenose	Ride / Em Cowboy!
	<b>Comprehension Skills</b>													
• Locating Details/Facts	•		•			•								
• Classifying Information		•										•		•
• Finding Proof		•		•								•		
• Noting Details					•						•			
• Recalling Information					•		•	•					•	
• Sequential Ordering							•						•	
• Brainstorming							•							
• Using Context Clues								•						
• Interpreting Text									•					
• Cause and Effect										•				
• Following Directions														•
• Evaluation														•
<b>Word Study / Language Skills</b>														
• Word Meanings	•	•	•	•		•			•		•	•		•
• Parts of Speech	•	•	•	•	•	•	•	•	•			•	•	
• Creative Thinking/Writing	•	•	•	•	•	•	•	•	•	•	•	•		•
• Syllabication					•									
• Word Identification							•						•	
• Antonyms, Synonyms										•				
• Possessives										•	•			



# At Glance™

<b>Learning Expectations Section 2</b>	Pure Maple Syrup	An Amazing Escape Artist	Timber!	The Phantom of Percé Rock	The Town That Moved	Ouch! My Aching Tooth!	The Travelling Shoemaker	The Strongest Man in the World	The McIntosh Apple	Ah-h-h! That Feels Better!	Hello! Hello! Hello!	Graveyard of the Atlantic	How Cheesy!	Billy Bishop	Light Up Our World	Go Girl!!
<b>Grammar Skills</b>																
• Identifying, Kinds of Sentences	•										•	•				
• Writing Kinds of Sentences	•											•				
• Identifying Simple/Compound Sentences		•														
• Writing Compound Sentences		•														
• Identifying Conjunctions			•													
• Using Conjunctions in Sentences			•													
• Identifying Prepositions				•												
• Using Prepositions in Sentences				•												
• Identifying Adjectives/Adverbs					•											
• Identifying and Using Homonyms					•											
• Using “its” or “it’s”						•										
• Using “Can” or “May”						•										
• Expressing Ideas in Written Form						•					•					
• Using Homonyms: “they’re, their, there”							•									
• Using Adjectives: “this, these”							•									
• Capitalization								•								
• Using the Comma								•								
• Using Quotation Marks									•							
• Using Abbreviations									•							
• Using Interrogative Words										•						
• Identifying Imperative Sentences										•						
• Identifying Exclamatory Sentences											•					
• Identifying Punctuation												•				
• Proofreading													•	•		
• Writing Kinds of Sentences															•	•



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# Pass It On

Today we may think that the idea of recycling is somewhat new, but it is not. Canadians have been recycling for years. Early settlers were expert recyclers. They knew it was easier and cheaper to make things out of old materials. They were not always able to buy or make something new.

Clothing was always recycled. In early times, clothes were made from old curtains or flour sacks. Coats, hats, dresses, shirts and pants were handed down from older children to younger brothers and sisters. Sometimes old clothes were too small to fit anyone in the family. Other clothes had too many holes to be used. These items were used to make new things.

For example:

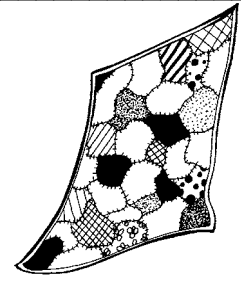
- If a sweater was worn out, it was unravelled. Then the yarn was used to knit socks, mittens and scarves.
- Material from old clothes was used to patch torn dresses, shirts and pants. Buttons were cut off and kept in a jar or box until they were needed.
- Old clothes were woven into colourful rugs. The clothes were torn into strips. The ends of the strips were sewn together. The long strips were rolled into a ball. When there were enough balls of strips, the weaving began. Sometimes the strips were braided, coiled or sewn into the shape of a rug.
- Many people also made their own quilts. Old clothing was cut into shapes and sewn together. Pieces of fabric from new clothes were always kept and used in quilt making. Several women would work on a quilt at one time so it could be finished sooner.

In these early times, people did not have much money. They used and reused everything they could. Nothing was wasted. They were taking the first steps in saving our environment.





## Pass It On



### A. Word Power

1. Match these words from the story to their meanings.

Write the number of the word in front of the correct meaning.

Word	#	Meaning
a) braided		To undo yarn that has been knit into something.
b) coiled		A person who knows a great deal about something.
c) expert		Making something ready to be reused.
d) quilt		Wound in rings or a spiral.
e) recycling		A bedcovering that is stuffed with soft material.
f) unravelled		Making a strip by weaving together three or more pieces (of cloth).

### 2. Nouns

A **common** noun names a person, place, thing or animal.

A **proper** noun names a specific person, place, thing or animal. It always begins with a capital.

Write the nouns under the proper heading.

Nouns		Common Nouns	Proper Nouns
Canada	Ontario		
Canadians	Quebec		
children	quilts		
curtains	sweater		

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

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



## Pass It On



### B. Understanding the Story

We read a story carefully to understand the words and the ideas.

If we want to find answers quickly, we can **skim** the story.

To **skim** a story means to **glance through** it to find details or facts.

1. **Skim** the story "Pass It On" to find the answers to these questions.

Write one or more words on the blanks.

a) What item was always recycled? \_\_\_\_\_

b) Name two things that were used to make clothes. \_\_\_\_\_

c) What was done with worn out sweaters? \_\_\_\_\_

d) What did people do with the strips of cloth? \_\_\_\_\_

e) Why did several women work on one quilt at a time? \_\_\_\_\_

2. Why do you think the early settlers recycled as much as they could?

\_\_\_\_\_  
\_\_\_\_\_

3. Do people recycle clothing today? Give an example to prove your answer.

\_\_\_\_\_  
\_\_\_\_\_

4. Name three things that your family recycles.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

