

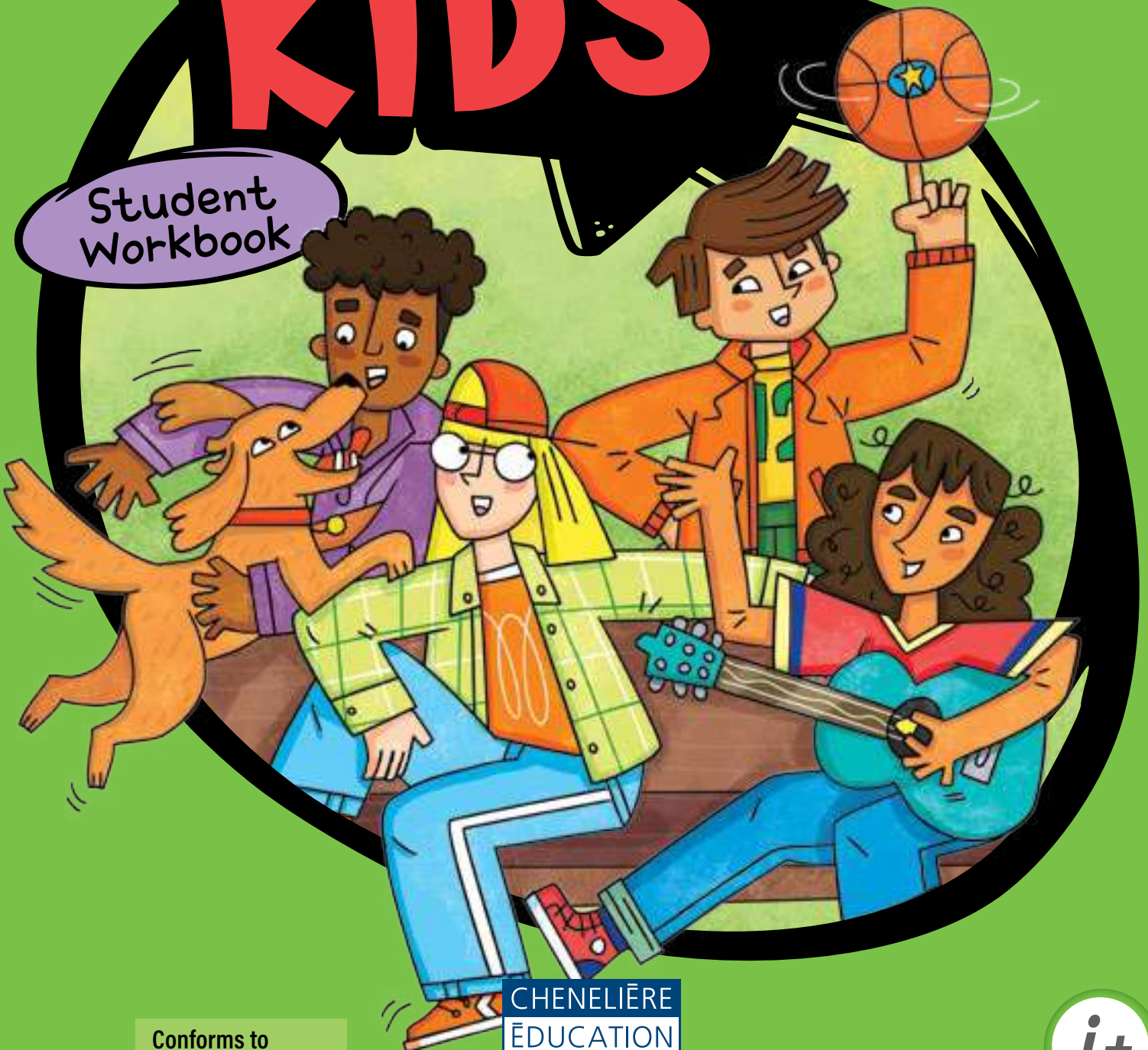
English as a Second Language

GRADE 3

# WHIZ KIDS

Cynthia Beyea  
Isabelle Giroux  
Mariève Lecompte

Student  
Workbook



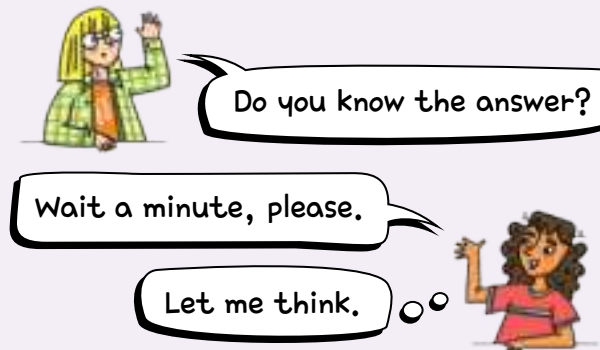
Conforms to  
the PROGRESSION  
of Learning

CHENELIÈRE  
ÉDUCATION

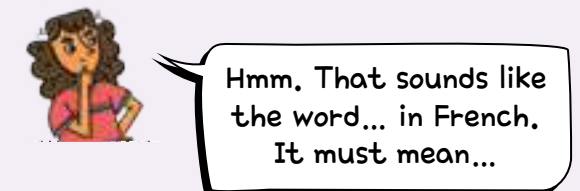
i+

# Language Help

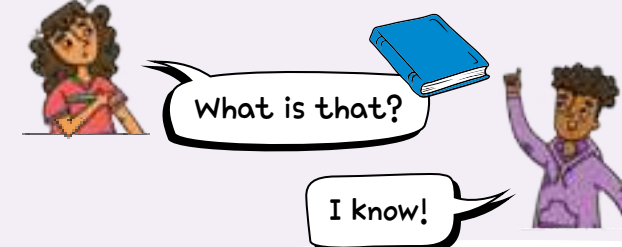
## Take time to think.



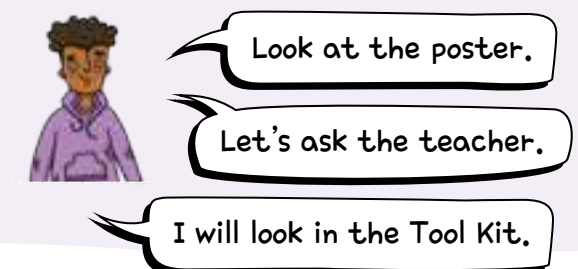
## Think about what you already know.



## Use gestures.



## Use your resources.



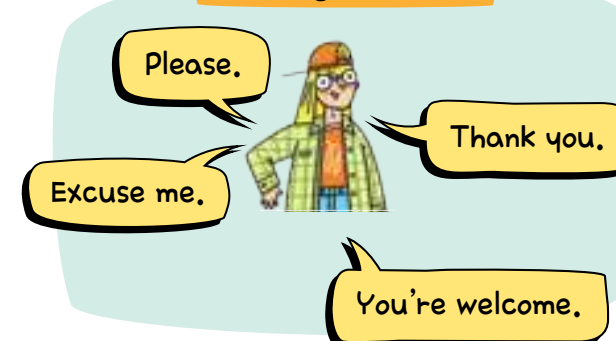
## Greetings



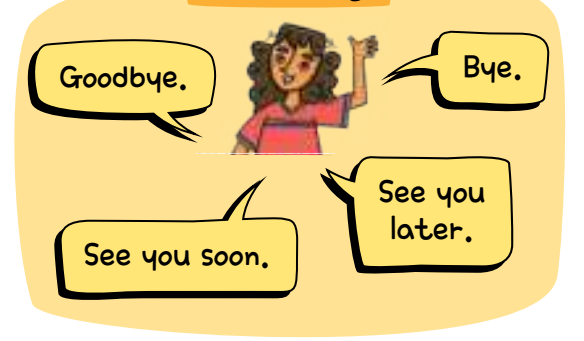
## Introductions



## Being Polite



## Leaving





# Language Help

## In the Classroom

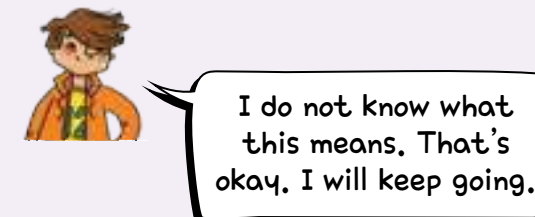


## Working With a Classmate

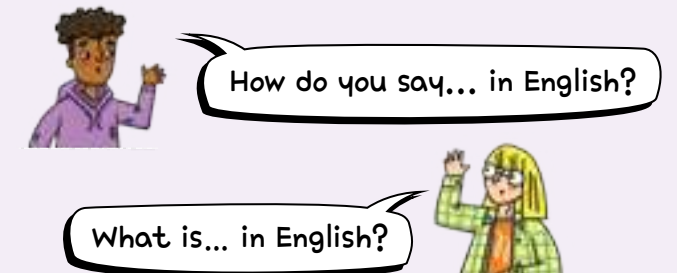


# Language Help

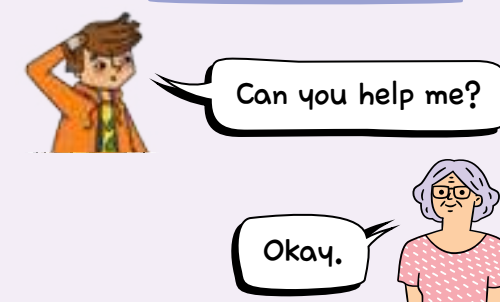
## Accept not being able to understand.



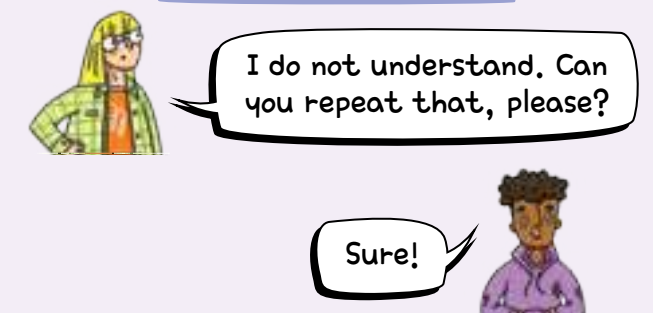
## Ask to clarify.



## Ask for help.



## Ask to repeat.



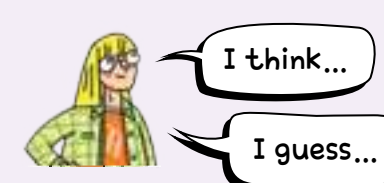
## Cooperate.



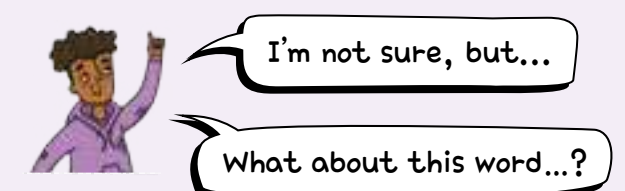
## Practise.



## Predict.



## Take risks.



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Halloween, Groundhog Day, St. Patrick's Day, English Language Day	Look at vocabulary from each of the units.	Explore key grammar for the year.





# OVERVIEW

Every unit in the **Whiz Kids** series is an adventure and an opportunity to improve your English! Find engaging activities in the workbook and dynamic online content on the **i+ elementary** platform.

## PRE-UNIT

Get ready for Grade 3 and meet the Whiz Kids.

**Pre-Unit HELLO! MY NAME IS...**

My name is Navid. It is nice to meet you.

Hi I am Billie. It is nice to meet you.

I am Elliot. What is your name?

Hello! My name is Lily.

**Game!** Play the Name Game with your class. Stand in a circle with a ball. Say your name when you have the ball. Ask a classmate, "What is your name?" Throw them the ball.

My name is... What is your name? I am...

**Words!** Write the names of the Whiz Kids below. Use the Words! box.

Write the names of their items.

Take turns and take risks.

Take risks when you try to speak English. It is okay to make errors.

**Help!** What does this word mean? ...

**Show What You Know**

I can say words in English.

I take risks when I speak English.

**Step Out** Make a name card for your desk.

**All About You**

**How-to!** Punctuation Put a capital letter at the beginning of a sentence. Put a period at the end. My name is Navid.

Write your favourite day.

My lucky number is...

My favourite day is...

Billie

Learn **functional language, vocabulary, learning strategies** and **grammar**. Refer back to this section for help throughout the year.

## THE UNITS

Follow the Whiz Kids' adventures. Complete the tasks and solve puzzles across six themed units.

### Unit Opener

Learn new words and play a game with the Whiz Kids at the start of each unit.

Read the **driving question** to learn the focus of the unit.

Read descriptions of the **unit tasks**.

**Unit 2 ADOPT ME**

**What pet is right for me?**

**In this unit:** Describe different pets. Find out what pet Elliot adopts. Create a pet information card.

**Game!** Label the animals and items. Use the Words! box. Answer the question with classmates.

**Words!** Write the names of the Whiz Kids below. Use the Words! box.

Write the names of their items.

Take turns and take risks.

Take risks when you try to speak English. It is okay to make errors.

**Help!** What does this word mean? ...

**Show What You Know**

I can say words in English.

I take risks when I speak English.

**Step Out** Make a name card for your desk.

**Explore a scene featuring the Whiz Kids.**

Use the **Words! box** and **speech bubbles** to help you play the game.

## Tasks

Complete four to six engaging tasks, including a fun puzzle task, in each unit.

Follow a **story** featuring the Whiz Kids.

Watch an **authentic video** and listen to a **song** in every unit.

Read or listen to the **Model Dialogues** to help you talk with classmates.

Self-evaluate and show your teacher what you can do with the **Show What You Know** box.

## Wind Up!

Use what you learned in the unit to complete the Wind Up! task.

Follow **clear steps** to organize your information and complete the final task.

Look at the **model** for help.

**Follow the step-by-step instructions for each task.**

**Elliot Wants a Pet**

1. Read the conversation between Elliot and Lily.

2. Watch the video.

3. Look at the illustration on pages 22 and 23. Talk about other pet needs on a class.

4. Write four more pet needs.

**The Guessing Game**

1. Read the Model Dialogue with a classmate.

2. Write a description of one pet from the unit. Write the pet's name in the name tag. Use your resources for help.

**Show What You Know**

I can describe a pet.

I can put the adjective before the body part.

**What Pet Does Elliot Adopt?**

1. Look back in the unit for the puzzle pieces. Write the two pieces of information about the kind of pet Elliot wants.

2. Read the conversation between Elliot and Navid.

3. Put all the pieces together! Guess what pet Elliot adopts. Look at the animals on pages 22 and 23 for help.

4. Draw Elliot's new pet.

**Wind Up! The Pet for Me**

1. Read the model of an information card. Circle:

- the name and type of the pet
- the colour and size of the pet
- two body parts with two adjectives

2. Plan your information card about the pet you want to adopt. Choose a pet from the unit or another pet.

3. Write a draft of your information card.

4. Use the Check What You Did box to check your draft. Make at least two changes.

5. Use your draft to make your final information card. Add drawings or images for decoration.

6. Share your information card with your classmates.

**Check What You Did**

My information card has:

- the name of the pet
- the colour
- the size
- two body parts with two adjectives
- a quality
- two needs

I checked my draft using the checklist.

I checked my word order.

I checked my use of capital letters and periods.

I checked my use of capital letters and periods.

**Navid**

**Listen to an audio recording of every reading in the unit.**

**Look for the puzzle pieces in different tasks. Gather the clues and solve a puzzle!**

**Learn a fun fact about the unit's theme!**

**Jump out of your workbook with fun Step Out tasks.**

**Verify your work with the Check What You Did checklist.**

**Watch The Whiz Kids Break Out miniseries.**



Elliot

Look at the ways you can get out of your workbook.

### Break Out



Watch an episode of **The Whiz Kids Break Out** miniseries after Units 2, 4 and 6. Follow the Whiz Kids' adventures, help them with cool **interactive animations** and complete a fun project.

### Step Out

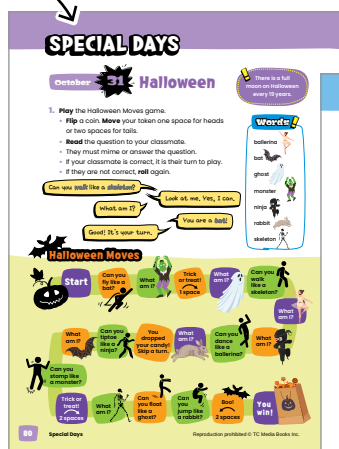


Get out of your workbook with **Step Out games and activities** that can be **differentiated** for different levels.

Go to the **i+ Interactive elementary** platform for a **digital version** of your workbook. Play **online group games**, sing along to the unit **songs**, watch **videos**, do **interactive activities** and so much more.

## SPECIAL DAYS AND PICTURE DICTIONARY

Complete fun activities in **Special Days** and make English class a special occasion.



### PICTURE DICTIONARY

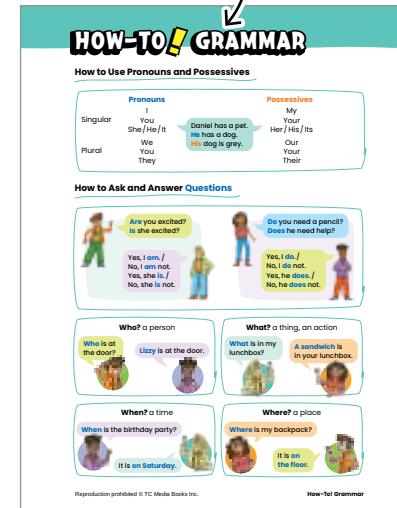


Find words easily in the **Picture Dictionary**.

## HOW-TO! GRAMMAR AND TOOL KIT

The **How-To! Grammar** and **Tool Kit** put key vocabulary, language, strategies and grammar at your fingertips. Just flip open the front and back of your workbook whenever you need some help!

Review and improve your **grammar**.



Lizzy

Look at this cool Tool Kit!

Improve your **vocabulary**.



Find useful **language** for interacting with others and using **learning strategies**.



## BOXES AND ICONS

Different boxes and icons offer guidance and learning support throughout each unit.

### Help!

The **Help!** box gives **tips** and **strategies** to help you in your learning.

### Words!

Find the **vocabulary** you need for the task in the **Words!** box.

### How-To!

The **How-To!** box shows you how to use **grammar** to complete the task.

**Functional Language** speech bubbles give you **language** for the task.

The **Fun Fact!** box shares a cool **fact** on the unit's theme.



**Audio** icons tell you that there is an audio recording to listen to.



**Watching** icons tell you that there is a video or animation to watch.



**Puzzle** icons tell you that there is a clue to help you in the unit's puzzle task.








What helps  
you have  
a good day  
at school?

**In this unit:**

Talk about school items.

Play games.

Solve a secret  
message. 

Describe and draw the items  
in your perfect backpack.

**Game!**

Label the classroom items.

Use the Words! box.

Play I Spy with a classmate.

Choose an item in the illustration.

Say "I spy with my little eye  
something that is..." and say the colour.

Your classmate must guess the item.

Take turns.

**Words!**

backpack	eraser	notebook
binder	interactive	pencil
book	whiteboard	pencil case
desk	lunchbox	poster

Is it the... ?

I spy with my little eye  
something that is **red**.

I know! It's the... !

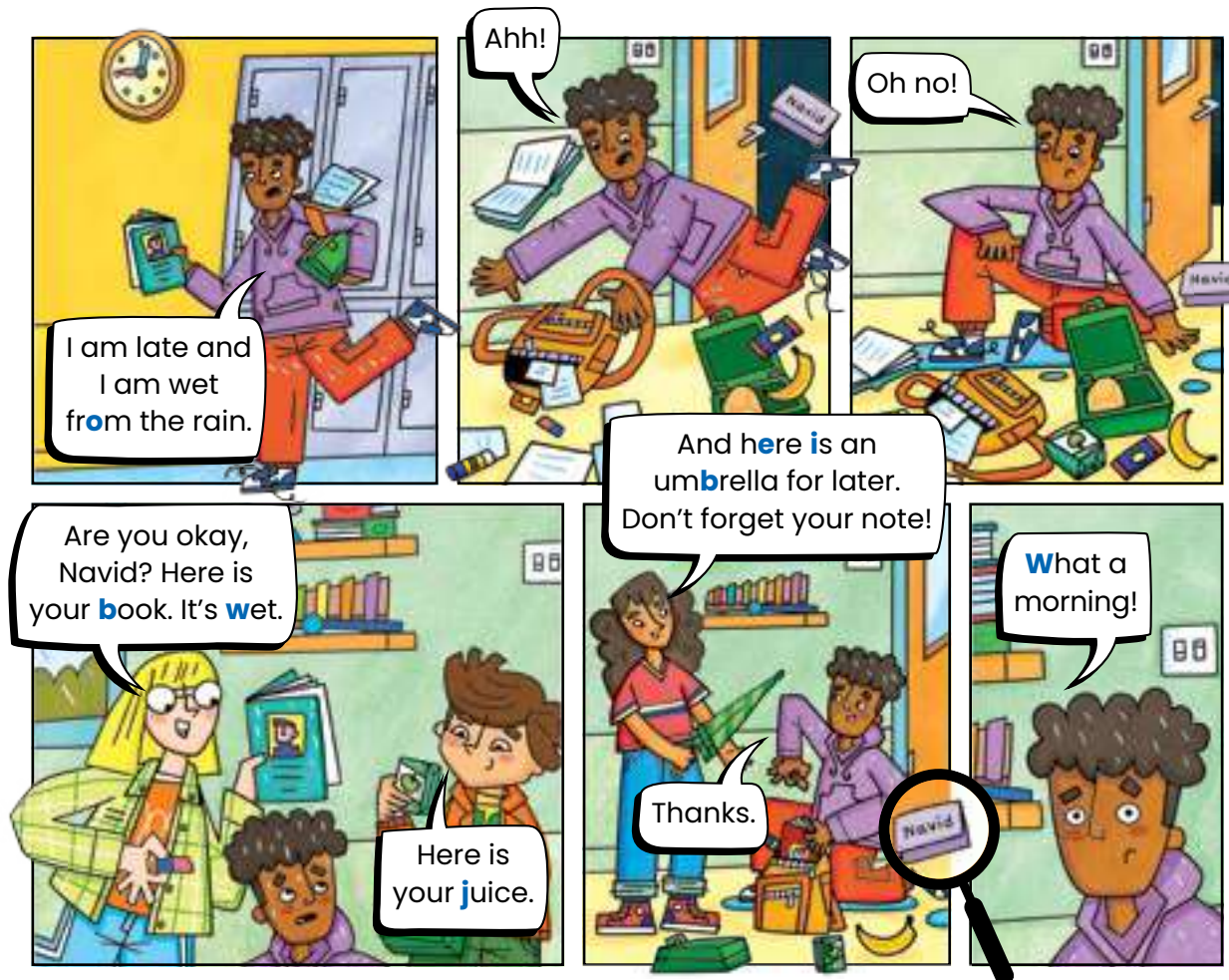
No, it is not.

Yes, it is!



# 1 What a Morning!

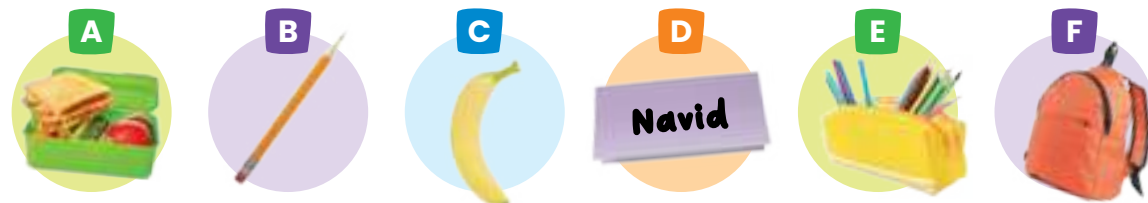
1. Read the comic.



2. Where does Navid drop his school supplies?

- a. in the cafeteria      b. in the gymnasium      c. in the classroom

3. Circle the items that Navid drops.



4. What does Navid's note say?

Find the blue mystery letters in the comic.

Write them in the order they appear.

\_\_\_\_\_

# 2 Friends to the Rescue

1. Listen to the song about Navid's day.



2. Circle the items that are in the song.



3. Listen to the song again with a group of four classmates.

Complete the sentences with the items that each friend picks up.

Ask your classmates for help if you do not know the answer.

- a. Lizzy found my six \_\_\_\_\_.
- b. Elliot grabbed my five \_\_\_\_\_.
- c. Billie picked up my four \_\_\_\_\_.

## How-To!

### Plurals

Add an **s** to the end of the word.

one school → two schools

one desk → three desks

## Help!

Ask for help if you do not know the right word.

I need help, please.

Can you help me?

What does this mean?

## Show What You Know

I can write with plurals.



I can speak with plurals.



Write four different school items that are in your classroom.

Put the items in the plural form.

Write the quantity.

Model six desks

\_\_\_\_\_

\_\_\_\_\_

## Step Out

Play the Show Me game with your classmates.

# 3 Letter Run

1. Read about Navid's discovery.



Oh no! We have a squirrel in the school! It has my note. We need to catch the squirrel!



2. Read the words on the Letter Run board as a class.

**Letter Run**

<b>START</b> 	<b>A</b> apple	<b>B</b> binder	<b>C</b> cafeteria
<b>G</b> gym	<b>F</b> field	<b>E</b> eraser	<b>D</b> desk
<b>H</b> highlighter	<b>I</b> instrument	<b>J</b> jump rope	<b>K</b> keyboard
<b>O</b> office	<b>N</b> notebook	<b>M</b> music room	<b>L</b> library
<b>P</b> pencil	<b>Q</b> quiz	<b>R</b> ruler	<b>S</b> stapler
<b>W</b> washroom	<b>V</b> vest	<b>U</b> umbrella	<b>T</b> table
<b>X</b> xylophone	<b>Y</b> yoga mat	<b>Z</b> zipper	<b>Catch the Squirrel!</b>

3. Find the blue mystery letters on the board.

Write them in the order they appear. \_\_\_\_\_

4. Write two places or items you have at school.

**Model** We have a cafeteria.

a. We have a \_\_\_\_\_.

b. We have an \_\_\_\_\_.

5. Write two places or items you do not have at school.

**Model** We do not have an umbrella.

a. We do not have a \_\_\_\_\_.

b. We do not have an \_\_\_\_\_.

## How-To!

### A and An

Use **a** before words that start with a **consonant**.

**a** pencil

Use **an** before words that start with a **vowel** (a, e, i, o, u).

**an** apple

6. Prepare to play the Letter Run game.

Read the Model Dialogue with a classmate.

**Model Dialogue**

Roll the die.

I got the letter **B**. We have a **binder**.

Yes, you are right. My turn. I got **F**. We do not have a **field**.

## Show What You Know

I can say what we have at school.



I can use a and an.



Play Letter Run with a classmate.

- Roll the die. Move your token and count out loud.
- Say what you have and what you do not have at school. Use **a** and **an**.
- Use the Model Dialogue.
- Take turns.

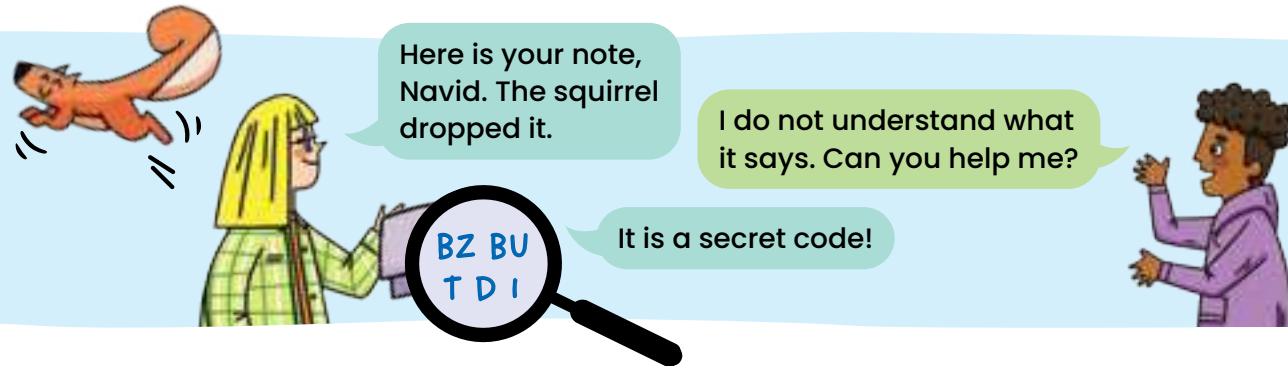
## Step Out

Play I Have, Who Has as a class.



# 4 The Code

1. Read the conversation.



2. Look at the **blue** mystery letters on Navid's note.

Write them in the order they appear.

\_\_\_\_\_

3. Watch Ms. Morin's video about how to make a secret message decoder wheel.

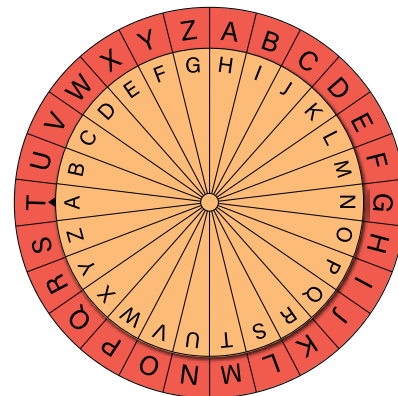
A secret code is a way to hide a message. Many people use codes like spies, scientists and computer programmers.

4. Check (✓) if the statements are *True* or *False*.

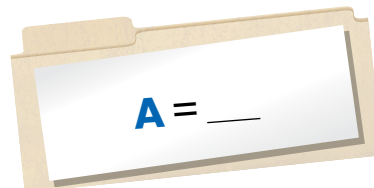
	True	False
a. Encode means to make something into a code.	<input type="checkbox"/>	<input type="checkbox"/>
b. Decode means to take something out of a code.	<input type="checkbox"/>	<input type="checkbox"/>
c. A secret message decoder wheel needs three circles.	<input type="checkbox"/>	<input type="checkbox"/>

5. What is Ms. Morin's secret message?

- I like secret messages.
- You are a very good friend.
- You are special.



6. What is Ms. Morin's secret code key?



**Step Out**

Play Bingo with your class.

# What Is the Secret Message?

1. Read Navid's mom's clue.



Psst! The final mystery letters are: **PPMNP**

2. Look back in the unit for the puzzle pieces.

Write the **blue** mystery letters from Navid's lost note.

Page 14: \_\_\_\_\_ Page 16: \_\_\_\_\_

Page 18: \_\_\_\_\_ Page 19: \_\_\_\_\_

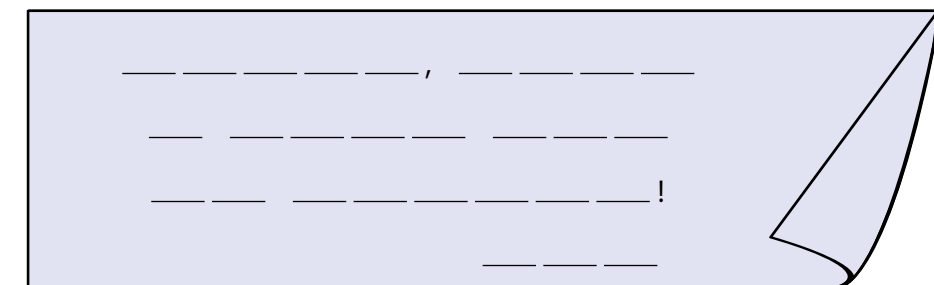
3. Look at the top secret code key.



4. Put the pieces together!

Use the top secret key to decode the secret message.

Remember to write the letters in the order that they appear in Step 1.







# Your Perfect Backpack

Describe your perfect backpack and what is inside.

- 1. **Read** the model of Navid’s backpack description.  
**Circle** the colour of the backpack.  
**Underline** the names of the items in the backpack.

Model

Navid’s Backpack

My perfect backpack is orange.  
In my backpack, I have a calculator  
and an agenda.  
I also have three apples and two pencils.  
I have a note from my mom.

- 2. **Plan** the description of your backpack.  
**Write** the colour of your backpack.  
**Write** what is inside.  
**Use** singulars and plurals.

Colour: \_\_\_\_\_

• \_\_\_\_\_  
a or an

• \_\_\_\_\_  
a or an

• \_\_\_\_\_  
quantity

• \_\_\_\_\_  
quantity

\_\_\_\_\_ school item

\_\_\_\_\_ school item

\_\_\_\_\_ school items

\_\_\_\_\_ school items

I have a note from \_\_\_\_\_.

- 3. **Write** the first draft of your description.

My perfect backpack is \_\_\_\_\_

In my backpack, I have \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I also have \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I have a note from \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 4. **Use** the Check What You Did box to check your draft.  
**Make** at least two changes.

Check What You Did

My backpack description has:

☐ a colour

☐ two singular items

☐ two plural items

☐ a note

I checked my draft using the checklist.

I checked my use of singulars and plurals.

I checked my use of capital letters and periods.

- 5. **Use** your draft to write your final description.  
**Draw** your backpack with the items.
- 6. **Share** your backpack with your classmates.

20

Unit 1

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What a Day!

21

# SPECIAL DAYS

October

31

## Halloween

1. **Play** the Halloween Moves game.

- **Flip** a coin. **Move** your token one space for heads or two spaces for tails.
- **Read** the question to your classmate.
- They must mime or answer the question.
- If your classmate is correct, it is their turn to play.
- If they are not correct, **roll** again.

Can you *walk* like a *skeleton*?

Look at me. Yes, I can.

What am I?

You are a *bat*!

Good! It's your turn.

### Halloween Moves



There is a full moon on Halloween every 19 years.

### Words!

ballerina

bat

ghost

monster

ninja

rabbit

skeleton

February

2

## Groundhog Day

1. **Listen** to the descriptions of groundhogs.

① **Match** the descriptions with the images.



People watch groundhogs on Groundhog Day. If a groundhog sees its shadow, there will be six more weeks of winter. If it does not, spring will come early.



2. **Hold** your pencil straight in the middle of the red spot.

**Check** the box on the side with the shadow.

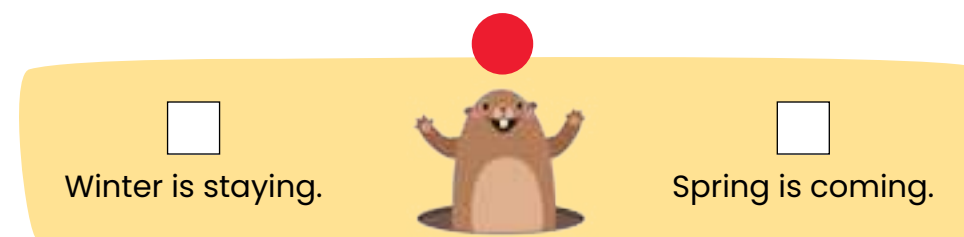
**Share** your answer with a classmate.

Do you want spring to come?

Do you want winter to continue?

I prefer spring / winter.

The shadow is on the left / right.



3. **Read** the tongue twister.

**Practise** saying it out loud with a classmate or in a group.

**Try** to say it three times fast!

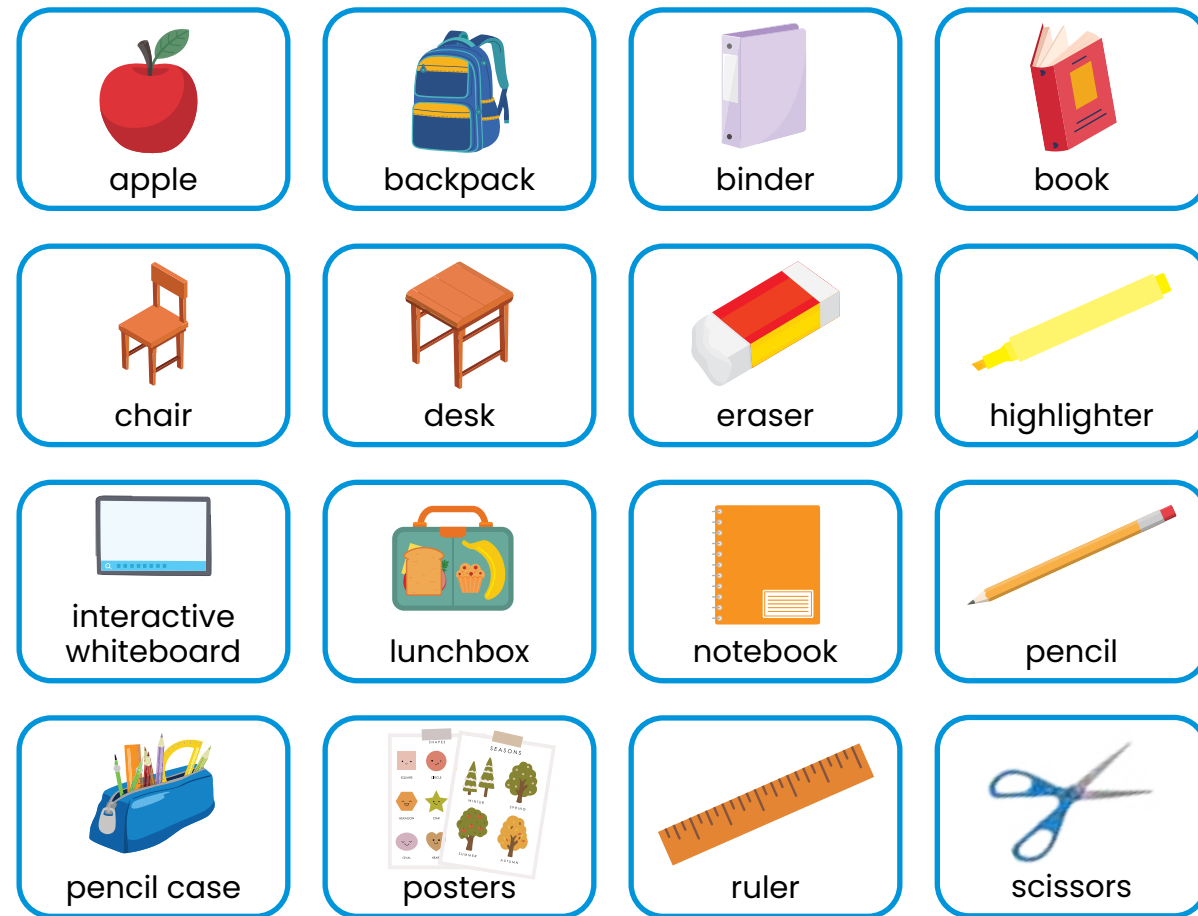
How much wood would a woodchuck chuck if a woodchuck could chuck wood?



# PICTURE DICTIONARY

## Unit 1

### School Items



### School Places



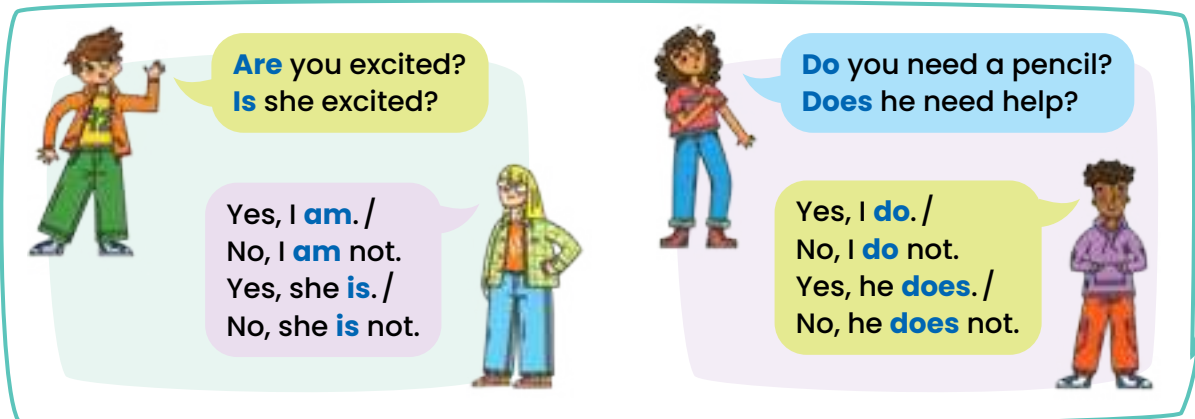
# HOW-TO! GRAMMAR

## How to Use Pronouns and Possessives

	Pronouns	Possessives
Singular	I You She/He/It	My Your Her/His/Its
Plural	We You They	Our Your Their

Daniel has a pet.  
**He** has a dog.  
**His** dog is grey.

## How to Ask and Answer Questions



### Who? a person

**Who** is at the door?  
**Lizzy** is at the door.

### What? a thing, an action

**What** is in my lunchbox?  
**A sandwich** is in your lunchbox.

### When? a time

**When** is the birthday party?  
It is **on Saturday**.

### Where? a place

**Where** is my backpack?  
It is **on the floor**.