

GRADES 3-4 • AGES 8-10

THE 30-DAY ENGLISH MASTERY SYSTEM

A Complete Guided Reading, Vocabulary, Grammar & Writing Programme



Reading Comprehension

Vocabulary Builder

Grammar & Sentence Building

Writing Practice

Includes 30-Day Learning Planner
& Answer Keys • 220+ Printable Pages

What's Inside

Cover	<u>Title Page</u>	1 page
Start	<u>How to Use This Bundle</u>	1 page
Part 1	<u>30-Day Learning Planner</u>	11 pages
Part 2	<u>Reading Comprehension Workbook</u>	61 pages
Part 3	<u>Vocabulary Builder Workbook</u>	61 pages
Part 4	<u>Grammar & Sentence Building</u>	36 pages
Part 5	<u>Writing Practice Workbook</u>	31 pages
Part 6	<u>Answer Keys & Sample Responses</u>	39 pages

How to Use This Bundle

1. Start with the Planner

Open Part 1 (the 30-Day Learning Planner). It tells you exactly which Reading, Vocabulary, Grammar, and Writing pages to do each day.

2. Follow one day at a time

Each day pairs one reading passage with matching vocabulary words, a focused grammar skill, and a short writing task — all synced together.

3. Work through the four workbooks

Parts 2–5 are the full student workbooks. Use them in order for each day, or jump to the pages listed in the planner.

4. Check answers last

Answer Keys and Writing Sample Responses are at the back (Part 6). Keep them closed until the day's work is finished.

5. Print tip

All pages are A4 print-ready. Print single-sided or double-sided. Black-and-white friendly throughout.

You're looking at a sample

This preview includes 35 real pages from the complete 242-page bundle — enough to see the planner, every workbook style, and how the answer keys work.

What's included here

- Cover, full Contents, and How to Use
- Several pages of the 30-Day Learning Planner
- Reading, Vocabulary, Grammar, and Writing sample days
- One answer-key page from each section

What's in the full product

- All 242 pages — 30 complete days across four workbooks
- Full planner, every lesson page, and complete answer keys
- Print-ready A4 · Grades 3–4 · synced day themes

About this file

- Pages are watermarked SAMPLE / PREVIEW — not for resale
- Layout and activities match the paid bundle exactly

Get the complete system at PrintableBazaar.com

GRADES 3-4

The 30-Day English Learning Planner

A Guided Reading, Vocabulary,
Grammar & Writing Programme

Reading

Vocabulary

Grammar

Writing

Name: _____

Start date: _____

Welcome

How to use this planner with your four workbooks

This planner connects your child's four workbooks into one 30-day programme. It does not add new exercises. It tells you what to open each day, which pages to use, and how to keep track of progress.

The four workbooks

Reading

One short passage a day, followed by questions

Vocabulary

Five new words a day, linked to that day's passage

Grammar & Sentence Building

One grammar skill a day, with the same day-number as the passage

Writing Practice

One guided writing task a day, matching the day's number and page

A simple daily routine

1. **Read** the day's passage, then answer the questions.
2. **Learn** the day's five vocabulary words. They come from the passage, so the story helps them stick.
3. **Practise** the day's grammar skill.
4. **Write** the day's writing task, using new words where they fit.

Getting set up

Keep all four workbooks together. Write the start date on the cover. Each day, find that day's row in the Daily Tracker, open the pages it lists, and tick each box when that part is done. Write one new word or idea in the takeaway space.

Go at your child's pace

A full day has six workbook pages. If that is too much, finish Reading and Vocabulary today and the rest tomorrow. Steady progress matters more than ticking every box. If a day goes badly, repeat it rather than rushing on.

Use the answer keys (at the back of each workbook or in the companion Answer Key booklet) to check work together, and talk about mistakes calmly. They show what to practise next.

Your 30-Day Roadmap

Days 1–15. Page numbers are the pages printed in each workbook.

Day	Reading	Vocabulary	Grammar	Writing
1	The Lost Lunchbox pp. 1–2	Words for Feelings pp. 1–2	Complete Sentences p. 1	Make a Complete Sentence p. 1
2	A Garden on the Balcony pp. 3–4	Words from the Garden pp. 3–4	Subjects and Predicates p. 2	Add Describing Words p. 2
3	The New Student pp. 5–6	Personality and Behaviour pp. 5–6	Building Complete Sentences p. 3	Add Where, When and How p. 3
4	The Clever Crow pp. 7–8	Problem-Solving Words pp. 7–8	Common and Proper Nouns p. 4	Join Ideas Together p. 4
5	The Missing Puppy pp. 9–10	Animal and Rescue Words pp. 9–10	Singular and Plural Nouns p. 5	Describe a Special Place p. 5
6	A Rainy-Day Surprise pp. 11–12	Words for Weather pp. 11–12	Pronouns p. 6	Describe an Animal p. 6
7	The Helpful Neighbour pp. 13–14	Words for Kindness pp. 13–14	Action and Helping Verbs p. 7	Describe a Helpful Person p. 7
8	Why Bees Matter pp. 15–16	Nature and Science Words pp. 15–16	Adjectives p. 8	Describe a Favourite Object p. 8
9	The Giant Pumpkin pp. 17–18	Words for Size and Quantity pp. 17–18	Adverbs p. 9	What Is Happening? p. 9
10	A Trip to the Museum pp. 19–20	Words for Discovery pp. 19–20	Present-Tense Verbs p. 10	A Visit to the Museum p. 10
11	How a Seed Grows pp. 21–22	Words for Growth pp. 21–22	Past-Tense Verbs p. 11	Planting on the Balcony p. 11
12	The Secret of the Old Map pp. 23–24	Words for Direction pp. 23–24	Future Tense and Tense Choice p. 12	The Garden Treasure Hunt p. 12
13	The Day the Lights Went Out pp. 25–26	Words for Solutions pp. 25–26	Subject–Verb Agreement p. 13	Plan a Story: Beginning, Middle, Ending p. 13
14	A Visit to the Fire Station pp. 27–28	Words for Helpers pp. 27–28	Articles: A, An and The p. 14	A Problem and Its Solution p. 14
15	The Turtle's Long Journey pp. 29–30	Words for Movement pp. 29–30	Prepositions p. 15	An Animal Adventure Story p. 15

Your 30-Day Roadmap

Days 16–30. Page numbers are the pages printed in each workbook.

Day	Reading	Vocabulary	Grammar	Writing
16	How Bridges Work pp. 31–32	Words for Building pp. 31–32	Conjunctions p. 16	Write a Short Story p. 16
17	The School Talent Show pp. 33–34	Words for the Stage pp. 33–34	Capitals and End Marks p. 17	Write a Topic Sentence & Details p. 17
18	The Mystery of the Footprints pp. 35–36	Words for Mysteries pp. 35–36	Commas and Apostrophes p. 18	Solve a Mystery Paragraph p. 18
19	The Water-Saving Challenge pp. 37–38	Words for Saving Water pp. 37–38	Statements and Questions p. 19	Ways to Save Water p. 19
20	A Day in Ancient India pp. 39–40	Words for Ancient Times pp. 39–40	Commands and Exclamations p. 20	Write a Paragraph p. 20
21	The Inventor's Big Idea pp. 41–42	Words for Invention pp. 41–42	Four Types of Sentences p. 21	A Time I Helped Someone p. 21
22	Life Beneath the Sea pp. 43–44	Words Beneath the Sea pp. 43–44	Expanding Simple Sentences p. 22	A Memorable Trip or Outing p. 22
23	The Mountain Rescue pp. 45–46	Words for Teamwork pp. 45–46	Combining Sentences p. 23	Working Together as a Team p. 23
24	The Amazing Human Body pp. 47–48	Words for the Body pp. 47–48	Using Precise Words p. 24	Explain a Healthy Habit p. 24
25	The Case of the Broken Birdhouse pp. 49–50	Words for Clues pp. 49–50	Editing Capitals and Punctuation p. 25	Explain How Something Grows or Works p. 25
26	A Journey Through Space pp. 51–52	Words for Space pp. 51–52	Editing Grammar and Verb Errors p. 26	Write an Informational Report p. 26
27	The Festival of Lights pp. 53–54	Words for Celebrations pp. 53–54	Proofreading Short Passages p. 27	A Tradition or Celebration p. 27
28	Should Children Have Homework? pp. 55–56	Words for Opinions pp. 55–56	Review: Sentences, Nouns & Verbs p. 28	Write an Opinion Paragraph p. 28
29	The Forest Needs Our Help pp. 57–58	Words for the Forest pp. 57–58	Review: Tenses, Agreement & Articles p. 29	Revise and Edit Weak Writing p. 29
30	The Day I Solved a Big Problem pp. 59–60	Words for Success pp. 59–60	Review: Punctuation & Combining p. 30	My Final Story p. 30

Daily Tracker

Days 1–10. Tick each part when it is done.

Day	Date	Today's pages	Done?	Takeaway
1	Date	Focus: Complete Sentences Reading pp. 1–2 · Vocab pp. 1–2 Grammar p. 1 · Writing p. 1	☐ ☐ ☐ ☐ Read Vocab Gram. Write	One new word or idea:
2	Date	Focus: Subjects and Predicates Reading pp. 3–4 · Vocab pp. 3–4 Grammar p. 2 · Writing p. 2	☐ ☐ ☐ ☐ Read Vocab Gram. Write	One new word or idea:
3	Date	Focus: Building Complete Sentences Reading pp. 5–6 · Vocab pp. 5–6 Grammar p. 3 · Writing p. 3	☐ ☐ ☐ ☐ Read Vocab Gram. Write	One new word or idea:
4	Date	Focus: Common and Proper Nouns Reading pp. 7–8 · Vocab pp. 7–8 Grammar p. 4 · Writing p. 4	☐ ☐ ☐ ☐ Read Vocab Gram. Write	One new word or idea:
5	Date	Focus: Singular and Plural Nouns Reading pp. 9–10 · Vocab pp. 9–10 Grammar p. 5 · Writing p. 5	☐ ☐ ☐ ☐ Read Vocab Gram. Write	One new word or idea:
6	Date	Focus: Pronouns Reading pp. 11–12 · Vocab pp. 11–12 Grammar p. 6 · Writing p. 6	☐ ☐ ☐ ☐ Read Vocab Gram. Write	One new word or idea:
7	Date	Focus: Action and Helping Verbs Reading pp. 13–14 · Vocab pp. 13–14 Grammar p. 7 · Writing p. 7	☐ ☐ ☐ ☐ Read Vocab Gram. Write	One new word or idea:
8	Date	Focus: Adjectives Reading pp. 15–16 · Vocab pp. 15–16 Grammar p. 8 · Writing p. 8	☐ ☐ ☐ ☐ Read Vocab Gram. Write	One new word or idea:
9	Date	Focus: Adverbs Reading pp. 17–18 · Vocab pp. 17–18 Grammar p. 9 · Writing p. 9	☐ ☐ ☐ ☐ Read Vocab Gram. Write	One new word or idea:
10	Date	Focus: Present-Tense Verbs Reading pp. 19–20 · Vocab pp. 19–20 Grammar p. 10 · Writing p. 10	☐ ☐ ☐ ☐ Read Vocab Gram. Write	One new word or idea:

GRADES 3-4

Reading Comprehension

30 Daily Passages with Questions
Words synced to the Vocabulary Builder

30 Days

60 Pages

Printable

Name: _____

Start date: _____

The Lost Lunchbox

Tara unzipped her school bag as soon as the break bell rang. She had been looking forward to lunch all morning. Her mother had packed lemon rice, crunchy carrot sticks and a juicy orange. But when Tara reached inside, her fingers found only books and a pencil case. The lunchbox had vanished!

She searched under her desk and behind the classroom door. She even checked the dusty shelf near the window. Still, there was no sign of her green lunchbox. Tara's stomach felt tight. She was feeling **anxious**.

"Try to remember where you were this morning," said her **curious** friend Imran in a calm, **confident** voice.

Tara closed her eyes. Suddenly, she remembered. Before the first lesson, she had stopped at the library corner to return a storybook. She must have put her lunchbox down so she could carry the heavy book with both hands.

The two friends hurried to the library corner. There, beside the book basket, sat the green lunchbox. Tara hugged it tightly. She felt **relieved**, and she was **grateful** to Imran for helping her stay calm.



Words to Notice

anxious — feeling worried or nervous

relieved — feeling better because a worry has ended

grateful — feeling thankful for help or kindness

curious — wanting to learn or find something out

confident — believing that you can do something

The Lost Lunchbox

Name: _____

Date: _____

A**Find the answer**

1. What did Tara find in her school bag instead of her lunchbox?

2. Where did Tara find her lunchbox in the end?

B**Think more deeply**

3. How did Imran help Tara find her lunchbox, and why was this a good idea?

C**Vocabulary in context**

4. In the passage, the word **relieved** means:

☐ **A.** angry and loud☐ **B.** tired and sleepy☐ **C.** happy because a worry has gone☐ **D.** surprised and confused**D****Write in your own words**

5. Retell the story in two or three complete sentences.

A Garden on the Balcony

Rohan lived on the fourth floor of a busy apartment building. He wished he had a big backyard where he could grow flowers and vegetables. Seeing his disappointment, his grandmother smiled and pointed to their sunny balcony. "We can make a **miniature** garden right here," she said.

On Saturday morning, they filled clay pots with rich, dark **soil**. Grandmother showed Rohan how to press tiny tomato and marigold seeds gently into the earth. Every morning before school, Rohan sprinkled water over the pots so the soil stayed **moist**.

After a week of patient waiting, tiny green **sprouts** pushed up toward the warm sunlight. Rohan measured them with his ruler every Sunday and drew pictures of their leaves in his notebook.

By the end of the second month, bright yellow marigolds had begun to **blossom**, and small green tomatoes hung like marbles on the vines. Bees and butterflies visited the balcony almost every afternoon. Rohan realised that even a small space could hold a wonderful world of nature.



Words to Notice

soil — the top layer of earth where plants grow

moist — slightly wet and damp

sprout — a new green shoot growing from a seed

blossom — to open into bright, healthy flowers

miniature — very small; a tiny version of something

A Visit to the Fire Station

Name: _____

Date: _____

A**Find the answer**

1. Name three pieces of equipment kept inside the side compartments of the fire engine.

2. How fast must the firefighters get dressed and into the fire engine when the alarm sounds?

B**Think more deeply**

3. Why do firefighters keep their boots and jackets neatly arranged right next to the truck?

C**Vocabulary in context**

4. In the passage, the word **equipment** means:

☐ **A.** stories told to schoolchildren☐ **B.** special tools and gear needed for a particular job☐ **C.** rules written on a classroom poster☐ **D.** streets around a neighbourhood**D****Write in your own words**

5. Summarise what the Grade 3 students saw and learned at the fire station in two or three sentences.

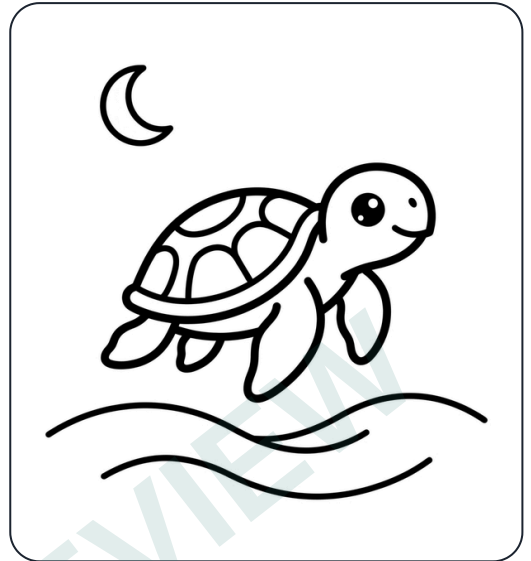
The Turtle's Long Journey

On a quiet moonlit night along the coast of Odisha, an Olive Ridley sea turtle crawled slowly out of the surf. Using her strong front **flippers**, she pulled her heavy shell across the cool sand until she was safely above the high-tide line. There, she scooped out a deep nest, laid nearly one hundred round white eggs, and covered them gently with sand.

For almost 7 weeks, the warm sand acted like a blanket while the baby turtles grew inside their shells. Then, one starry evening, tiny **hatchlings** broke through their eggshells and dug their way up to the surface together.

Guided by the bright reflection of moonlight on the water, the little turtles **scrambled** across the beach toward the foaming waves. Once in the sea, they began to **migrate** across thousands of kilometres of open ocean, swimming through strong **currents** to find seaweed and jellyfish.

Most amazing of all, when those tiny hatchlings grow into adults many years later, they will find their way back to the very same beach where they were born.



Words to Notice

flippers — broad, flat limbs used by sea animals for swimming

hatchlings — young animals that have just come out of their eggs

scrambled — moved quickly and eagerly over rough or sandy ground

migrate — to travel a long distance from one region to another

currents — steady, powerful flows of water moving through the sea

GRADES 3-4

Vocabulary Builder

30 Daily Word Sets with Practice
Words synced to each Reading passage

30 Days

60 Pages

Printable

Name: _____

Start date: _____

Words for Feelings

Name: _____

Date: _____

1

Learn the Words

1. **anxious**

feeling worried or nervous

Mia felt **anxious** before her first day at a new school.2. **relieved**

feeling better because a worry has ended

Dev felt **relieved** when he found his lost pencil case.3. **grateful**

feeling thankful for help or kindness

We were **grateful** to the neighbour who helped us carry the bags.4. **curious**

wanting to learn or find something out

The **curious** puppy sniffed every corner of the room.5. **confident**

believing that you can do something

After lots of practice, Anika felt **confident** about her spelling test.

2

Match the Words

Write the letter of the correct meaning on each line.

1. curious _____

A. believing that you can do something

2. grateful _____

B. feeling thankful for help or kindness

3. anxious _____

C. wanting to learn or find something out

4. confident _____

D. feeling worried or nervous

5. relieved _____

E. feeling better because a worry has ended

3

Fill in the Blanks

relieved • grateful • curious • confident • anxious

1. I felt _____ when the doctor said my test result was fine.

2. The _____ boy asked many questions about how magnets work.

3. Tanya felt _____ because she had practised her speech many times.

4. Dad felt _____ because the train was very late.

5. Leela was _____ to her teacher for helping her after class.

Words for Feelings

Name: _____

Date: _____

4

Clues in the Sentence

Read each passage. Use the clues to circle the meaning of the bold word.

Rohan's hands were shaking and he kept checking the clock. He felt **anxious** about the race.

anxious means: worried sleepy proud

Mira could not find her key. Then she saw it in her coat pocket and let out a big sigh. She felt **relieved**.

relieved means: cross glad the worry is over tired

Anika had practised her song every day. When her turn came, she stood tall and smiled. She felt **confident**.

confident means: sure she could do it afraid bored

5

Word Relationships

Circle the correct word.

a) The **opposite** of **anxious**: calm nervous worried

b) Almost the **same** as **grateful**: thankful unkind tired

c) Almost the **same** as **curious**: bored interested sleepy

6

Use Your Words

Choose three words from today's list. Write one sentence for each word. Use two lines if you need them.

Words from the Garden

Name: _____

Date: _____

1

Learn the Words

1. **soil** the top layer of earth where plants grow
Rohan filled the clay pots with rich, dark **soil**.
2. **moist** slightly wet and damp
We watered the garden so the ground stayed **moist**.
3. **sprout** a new green shoot growing from a seed
A tiny green **sprout** pushed up through the earth.
4. **blossom** to open into bright, healthy flowers
The yellow marigolds began to **blossom** in the warm sun.
5. **miniature** very small; a tiny version of something
Grandmother helped Rohan build a **miniature** garden on the balcony.

2

Match the Words

Write the letter of the correct meaning on each line.

- | | |
|--------------------|---|
| 1. sprout _____ | A. slightly wet and damp |
| 2. miniature _____ | B. to open into bright, healthy flowers |
| 3. soil _____ | C. the top layer of earth where plants grow |
| 4. moist _____ | D. a new green shoot growing from a seed |
| 5. blossom _____ | E. very small; a tiny version of something |

3

Fill in the Blanks

moist • blossom • soil • miniature • sprout

1. The doll's house had a _____ table and four tiny chairs.
2. Keep the sponge _____ so you can wipe the chalkboard easily.
3. In spring, the cherry trees _____ with pink flowers.
4. We planted the bean seeds two centimetres deep in the _____.
5. After a week of rain, a green _____ appeared in the pot.

Words for Movement

Name: _____

Date: _____

4

Clues in the Sentence

Read each passage. Use the clues to circle the meaning of the bold word.

Just minutes after cracking open their eggshells, the tiny baby turtles wiggled out onto the sand. The **hatchlings** were ready for the sea.

hatchlings means: old sea shells babies just out of their eggs large fishing boats

Using both hands and feet, the boys climbed quickly up the steep pile of rocks. They **scrambled** to the top.

scrambled means: slept quietly climbed quickly and eagerly walked backward

Every autumn, monarch butterflies fly thousands of kilometres to warmer forests for the winter. They **migrate** together.

migrate means: travel a long distance by season build a brick wall sink to the bottom

5

Word Relationships

Circle the correct word.

a) Almost the **same** as **scrambled**: hurried strolled slept

b) Almost the **same** as **migrate**: journey stay hide

c) The **opposite** of strong ocean **currents**: waves still water storms

6

Use Your Words

Choose three words from today's list. Write one sentence for each word. Use two lines if you need them.

Words for Building

Name: _____

Date: _____

1

Learn the Words

1. **engineers** people trained to design and build machines, roads and bridges
Before building a bridge, **engineers** measure the river carefully.
2. **support** to hold up weight and keep something from falling
Strong stone piers **support** the flat beam bridge above the stream.
3. **arch** a curved structure that is strong enough to hold weight above it
Some stone **arch** bridges built centuries ago are still standing today.
4. **suspension** hanging something from above using strong ropes or cables
A **suspension** bridge uses tall towers and cables to cross wide bays.
5. **cables** thick, strong ropes twisted from steel wires
Giant steel **cables** hold up the roadway high above the water.

2

Match the Words

Write the letter of the correct meaning on each line.

- | | |
|---------------------|---|
| 1. support _____ | A. thick, strong ropes twisted from steel wires |
| 2. arch _____ | B. people trained to design and build machines, roads and bridges |
| 3. cables _____ | C. to hold up weight and keep something from falling |
| 4. engineers _____ | D. a curved structure that is strong enough to hold weight above it |
| 5. suspension _____ | E. hanging something from above using strong ropes or cables |

3

Fill in the Blanks

cables • engineers • support • arch • suspension

1. Four sturdy wooden legs _____ the heavy dining table.
2. The _____ drew detailed plans for the new railway tunnel.
3. We walked under a curved stone _____ at the entrance of the old fort.
4. The mountain cable car hangs from thick steel _____.
5. The Golden Gate Bridge is a famous _____ bridge with two tall towers.

GRADES 3-4

Grammar & Sentence Building

Daily Grammar Skills with Guided Practice
Matched to each day's Reading and Writing

30 Skills

35 Pages

Printable

Name: _____

Start date: _____

Complete Sentences

Name: _____

Date: _____

1

Quick Reminder

A sentence tells a complete thought. It has a **subject** (who or what the sentence is about) and a **predicate** (what the subject does). It begins with a capital letter and ends with a full stop, question mark or exclamation mark.

SENTENCE • SUBJECT UNDERLINED

The small bird **sings**.

FRAGMENT • NOT A COMPLETE THOUGHT

Under the old tree.

2

Identify

Write **C** for a complete sentence or **F** for a fragment.

1. The baby laughed loudly. _____

2. After the football game ended. _____

3. My cousins visit on Sunday. _____

4. The green frog on the log. _____

3

Choose the Correct Answer

Circle the best answer.

1. Which is a complete sentence?

- ☐ A. In the blue bag.
☐ B. The keys are in the blue bag.

2. What is the subject of this sentence?

My sister reads a book.

- ☐ A. My sister
☐ B. reads a book

4

Fix or Complete

Rewrite each item as a complete, correctly written sentence. Add words where needed.

1. the dog ran to the gate

2. Because the rain stopped.

3. my brother at the library

5

Write Your Own

Write **two** complete sentences about your school day. Underline the subject in each one.

Subjects and Predicates

Name: _____

Date: _____

1

Quick Reminder

Every complete sentence has two main parts: the **subject** tells who or what the sentence is about, and the **predicate** tells what the subject does or is.

SUBJECT UNDERLINED

Rohan's grandmother watered the clay pots.

PREDICATE UNDERLINED

Tiny green sprouts pushed through the soil.

2

Identify

Write **S** if the underlined part is the subject or **P** if it is the predicate.

1. The yellow marigolds opened in the sun.

2. Tara found her green lunchbox.

3. Busy honeybees visited the balcony.

4. The damp soil stayed cool and moist.

3

Choose the Correct Answer

Circle the best answer.

1. What is the **subject** of this sentence?

The curious puppy sniffed the flowerpot.

☐ A. The curious puppy

☐ B. sniffed the flowerpot

2. What is the **predicate** of this sentence?

My grandfather planted tomato seeds.

☐ A. My grandfather

☐ B. planted tomato seeds

4

Fix or Complete

Add a subject or a predicate to make each fragment a complete sentence.

1. _____ watered the garden every morning.

2. The bright yellow flowers _____.

3. _____ packed lemon rice for lunch.

5

Write Your Own

Write **two** complete sentences about a plant or garden. Circle the subject and underline the predicate.

Building Complete Sentences

Name: _____

Date: _____

1

Quick Reminder

A sentence is only complete when it has both a **subject** and a **predicate**, begins with a **capital letter**, and ends with the correct **end mark** (. ? !). Avoid joining two sentences without a joining word.

INCOMPLETE FRAGMENT

Shared her coloured pencils.

COMPLETE SENTENCE

Generous Meera shared her coloured pencils.

2

Identify

Write **C** if the sentence is complete and correct, or **F** if it is a fragment.

1. Mrs Nair welcomed the new student. _____
2. Standing quietly near the chalkboard. _____
3. When the recess bell rang at noon. _____
4. Kabir smiled at his new classmates. _____

3

Choose the Correct Answer

Circle the best answer.

1. Which group of words is a **fragment**?

- ☐ A. The timid boy opened his notebook.
☐ B. With a box of bright blue pencils.

2. Which sentence is written **correctly**?

- ☐ A. meera invited Kabir to play hopscotch
☐ B. Meera invited Kabir to play hopscotch.

4

Fix or Complete

Turn each fragment or unpunctuated group of words into a complete sentence.

1. shared her wooden pencil box

2. kabir hopped to the last square

3. In the school courtyard at recess.

5

Write Your Own

Write **two** complete sentences about helping a classmate. Check capitals and full stops.

Commas and Apostrophes

Name: _____

Date: _____

1

Quick Reminder

Use **commas (,)** to separate three or more items in a list (*apples, oranges and bananas*). Use an **apostrophe (')** to show ownership (*Tara's bag*) or to show where letters are missing in a contraction (*do not* → *don't*, *it is* → *it's*).

COMMAS IN A LIST

Mother packed lemon rice, carrot sticks and an orange.

APOSTROPHE • OWNERSHIP & CONTRACTION

Rhea's magnifying glass | didn't (did not)

2

Identify

Write the contraction for the underlined words, or write **P** if the apostrophe shows possession (ownership).

- The crow could not reach the water. _____
- Biscuit's collar caught on a twig. _____
- We are saving water at home. _____
- Grandfather's map was in a tin. _____

3

Choose the Correct Answer

Circle the best answer.

1. Which sentence uses **commas in a list** correctly?

- ☐ A. Bees pollinate apples, almonds, strawberries and pumpkins.
- ☐ B. Bees, pollinate apples almonds strawberries, and pumpkins.

2. Which sentence uses the apostrophe correctly?

- ☐ A. The childrens' books were on the table.
- ☐ B. Uncle Vikram's strawberries were missing.

4

Fix or Complete

Add the missing commas and apostrophes as you rewrite each sentence.

1. Rhea found bird tracks black feathers and yellow seeds.

2. Kiran wanted to help her grandmothers sore knees.

3. Dont leave the tap running while brushing your teeth.

5

Write Your Own

Write **two** sentences: one with a list of three foods or animals, and one with a possessive noun (like *my friend's book*).

Statements and Questions

Name: _____

Date: _____

1

Quick Reminder

A **statement** tells a fact or idea and ends with a **full stop (.)**. A **question** asks something and ends with a **question mark (?)**. Questions often begin with question words (*Who, What, Where, When, Why, How*) or helping verbs (*Is, Are, Do, Did, Can, Will*).

STATEMENT • TELLS A FACT

Fresh water is precious for all living things.

QUESTION • ASKS SOMETHING

How can our family conserve water at home?

2

Identify

Write **S** if the sentence is a statement or **Q** if it is a question.

1. Less than one percent of Earth's water is fresh.

2. Where did Sameer put the bucket? _____

3. Did Father tighten the leaking garden tap?

4. Mother watered the ferns on the veranda.

3

Choose the Correct Answer

Circle the best answer.

1. Which question asks about the **time** something happened?

- ☐ A. When did the rain shower begin?
☐ B. Where did the rain shower begin?

2. How do you turn *The birdhouse is intact.* into a question?

- ☐ A. Is the birdhouse intact?
☐ B. The birdhouse intact is.

4

Fix or Complete

Change each statement into a question, or each question into a statement.

1. Change to a question: Coral reefs are built by tiny polyps.

2. Change to a question: The turtle hatchlings can follow the moonlight.

3. Change to a statement: Did Sameer tape reminder cards above the sink?

5

Write Your Own

Write one **statement** and one **question** about saving water or caring for nature.

GRADES 3-4

Writing Practice

30 Guided Writing Tasks
Building on each day's Reading and Vocabulary

30 Days

30 Pages

Printable

Name: _____

Start date: _____

Make a Complete Sentence

Today: I can turn a short fragment into a complete sentence.

Name: _____

Date: _____

1

Learn from the Model

FRAGMENT

Under the tree.

COMPLETE SENTENCE

→ A brown dog sleeps under the tree.

FRAGMENT

Ran fast.

COMPLETE SENTENCE

→ The girl ran fast to catch the bus.

A fragment is missing **who or what**, or **what happened**.

2

Ask Yourself

Use these questions to build your sentence.

Who or what?

What happened?

Where?

When?

3

Make Each One a Sentence

Rewrite each fragment as a complete sentence. Add the missing details.

1. After lunch.

2. The tall boy.

3. Jumped over the fence.

4

Check

- ☐ It tells who or what.
- ☐ It tells what happened.
- ☐ It starts with a capital letter and ends with a full stop.

Add Describing Words

Today: I can make a basic sentence clearer by adding describing words.

Name: _____

Date: _____

1

Learn from the Model

BASIC SENTENCE

The sprout grew in the pot.

WITH DESCRIBING WORDS

→ The tiny green sprout grew in the clay pot.

BASIC SENTENCE

Flowers opened in the sun.

WITH DESCRIBING WORDS

→ Bright yellow marigolds opened in the warm sun.

Describing words (adjectives) tell **what kind**, **what colour** or **what size**.

2

Word Bank

Try using some of these describing words, or choose your own.

rich, dark

crunchy, sweet

bright yellow

soft, spotted

cool, shady

3

Improve Each Sentence

Rewrite each sentence by adding at least two describing words.

1. Rohan poured water on the soil.

2. A butterfly landed on the flower.

3. Grandmother picked tomatoes from the vine.

4

Check

- ☐ I added at least two describing words to each sentence.
- ☐ My describing words make a clear picture for the reader.
- ☐ I checked my capital letters and full stops.

Write a Paragraph

Today: I can write a paragraph with a topic sentence, details and a closing sentence.

Name: _____

Date: _____

1

Learn from the Model

Monsoon is my favourite season. First, the cool rain washes away the heat. Also, I love jumping in puddles with my cousins. Finally, the air smells fresh and green. **That is why monsoon is the best time of the year.**

underlined = topic sentence · bold = closing sentence

2

Plan

Choose a topic you love, such as a food, a game or a place.

Topic sentence: _____

Detail 1: _____

Detail 2: _____

Closing sentence: _____

3

Write

Write your paragraph. Start with your topic sentence.

4

Edit

- ☐ My topic sentence tells the main idea.
- ☐ Every detail matches my topic.
- ☐ My closing sentence finishes the paragraph.
- ☐ I checked my capital letters and full stops.

A Time I Helped Someone

Today: I can write a personal narrative about a real experience using 'I' and 'my'.

Name: _____

Date: _____

1

Learn from the Model

EXAMPLE PLAN

BEGINNING

My grandmother's knees hurt when she bent down to pick up dropped sewing pins.

MIDDLE

I sketched and built a bamboo reaching tool with a magnet and clips.

ENDING

My tool swept up the pins easily, and Grandmother beamed with joy.

2

Plan

Think of a time you helped a family member, neighbour or friend. Plan your narrative.

BEGINNING

Who needed help?
What was the situation?

MIDDLE

What did you do to help them?

ENDING

How did they react, and how did you feel?

3

Write

Write your personal narrative in the first person (using **I**, **me**, **my** and **we**).

4

Edit

- ☐ I wrote in the first person (I, my, we) about a helpful act.
- ☐ I described what happened in clear time order.
- ☐ I shared how I felt at the end of the experience.
- ☐ I checked my capital letters and full stops.

Answer Key & Sample Responses (Days 1–3)

DAY 01 The Lost Lunchbox

Pages 1–2 • Feelings and everyday words

1. **(Find the answer)** She found only her books and a pencil case inside her school bag.
2. **(Find the answer)** She found her green lunchbox beside the book basket in the library corner.
3. **(Think more deeply)** Imran calmly asked her to retrace her steps from that morning. This helped Tara stop panicking and remember where she had set the lunchbox down.
4. **(Vocabulary — relieved)** C. happy because a worry has gone
5. **(Write in your own words)** *Sample response: When the lunch bell rang, Tara realised her green lunchbox was missing from her bag. Her friend Imran helped her remember that she had visited the library corner earlier that morning. Together they checked beside the book basket and found the lunchbox safe and sound.*

DAY 02 A Garden on the Balcony

Pages 3–4 • Plants and nature

1. **(Find the answer)** They planted tomato seeds and marigold seeds.
2. **(Find the answer)** He measured the sprouts with a ruler every Sunday and drew pictures of their leaves in his notebook.
3. **(Think more deeply)** The balcony was a good place because it received plenty of warm sunlight and Rohan watered the pots daily so the soil stayed moist.
4. **(Vocabulary — sprouts)** B. new young shoots growing from seeds
5. **(Write in your own words)** *Sample response: Rohan and his grandmother planted tomato and marigold seeds in clay pots on their sunny apartment balcony. Rohan watered the soil every morning and tracked the plants as they grew. Soon, yellow flowers blossomed and small tomatoes appeared on the vines.*

DAY 03 The New Student

Pages 5–6 • Personality and behaviour

1. **(Find the answer)** Kabir had forgotten his coloured pencils at home during art period.
2. **(Find the answer)** They played a game of hopscotch in the school courtyard.
3. **(Think more deeply)** In the morning, Kabir felt timid and nervous because the school was unfamiliar. By the afternoon, he felt happy and confident because Meera shared her pencils and included him at recess.
4. **(Vocabulary — generous)** A. happy to share things with others
5. **(Write in your own words)** *Sample response: When Kabir joined the class feeling shy, Meera shared her coloured pencils with him during art class. At recess, she invited him to play hopscotch and patiently taught him the rules. Her kindness helped Kabir feel welcome and happy on his first day.*

Vocabulary Builder — Answer Key (Days 1–3)

DAY 01 Words for Feelings

Pages 1–2 • Linked to Reading Day 1: The Lost Lunchbox

Section 2 (Match): 1. C (curious), 2. B (grateful), 3. D (anxious), 4. A (confident), 5. E (relieved)

Section 3 (Fill in the Blanks): 1. relieved, 2. curious, 3. confident, 4. anxious, 5. grateful

Section 4 (Clues in the Sentence): **anxious:** worried; **relieved:** glad the worry is over; **confident:** sure she could do it

Section 5 (Word Relationships): a) calm; b) thankful; c) interested

Section 6 (Sample Sentences): *Tara felt anxious when she could not find her green lunchbox. / She was relieved to see it sitting beside the library basket. / I am grateful to my friend for sharing his umbrella with me.*

DAY 02 Words from the Garden

Pages 3–4 • Linked to Reading Day 2: A Garden on the Balcony

Section 2 (Match): 1. D (sprout), 2. E (miniature), 3. C (soil), 4. A (moist), 5. B (blossom)

Section 3 (Fill in the Blanks): 1. miniature, 2. moist, 3. blossom, 4. soil, 5. sprout

Section 4 (Clues in the Sentence): **moist:** slightly wet; **miniature:** very small; **blossom:** open into flowers

Section 5 (Word Relationships): a) dry; b) giant; c) bloom

Section 6 (Sample Sentences): *We pressed the marigold seeds gently into the warm soil. / Rohan smiled when he saw the first green sprout in his pot. / The miniature garden attracted colourful butterflies every afternoon.*

DAY 03 Personality and Behaviour

Pages 5–6 • Linked to Reading Day 3: The New Student

Section 2 (Match): 1. C (timid), 2. E (patiently), 3. B (welcomed), 4. A (generous), 5. D (invited)

Section 3 (Fill in the Blanks): 1. patiently, 2. timid, 3. welcomed, 4. generous, 5. invited

Section 4 (Clues in the Sentence): **timid:** shy and nervous; **patiently:** calmly without getting cross; **generous:** happy to share

Section 5 (Word Relationships): a) shy; b) selfish; c) impatiently

Section 6 (Sample Sentences): *Our class welcomed the new student and showed him around the library. / My generous friend let me borrow her favourite storybook. / The teacher waited patiently for everyone to finish writing.*

Grammar & Sentence Building — Answer Key (Pages 1–3)

PAGE 01 Complete Sentences

Complete Sentences • Day 1: The Lost Lunchbox (anxious, relieved, grateful)

Section 2 (Identify): 1. C, 2. F, 3. C, 4. F

Section 3 (Choose the Correct Answer): 1. B (The keys are in the blue bag.), 2. A (My sister)

Section 4 (Fix or Complete): 1. The dog ran to the gate. | 2. We went outside because the rain stopped. | 3. My brother reads quietly at the library.

Section 5 (Write Your Own — Sample): *My best friend shared her coloured pencils with me. / Our class played hopscotch in the sunny courtyard.*

PAGE 02 Subjects and Predicates

Complete Sentences • Day 2: A Garden on the Balcony (soil, moist, sprout)

Section 2 (Identify): 1. S, 2. P, 3. S, 4. P

Section 3 (Choose the Correct Answer): 1. A (The curious puppy), 2. B (planted tomato seeds)

Section 4 (Fix or Complete): 1. Rohan watered the garden every morning. | 2. The bright yellow flowers blossomed on the balcony. | 3. Tara's mother packed lemon rice for lunch.

Section 5 (Write Your Own — Sample): *(The green sprout) grew taller in the warm sunlight. / (My grandmother) planted marigold seeds in a clay pot.*

PAGE 03 Building Complete Sentences

Complete Sentences • Day 3: The New Student (welcomed, timid, generous)

Section 2 (Identify): 1. C, 2. F, 3. F, 4. C

Section 3 (Choose the Correct Answer): 1. B (With a box of bright blue pencils.), 2. B (Meera invited Kabir to play hopscotch.)

Section 4 (Fix or Complete): 1. Meera shared her wooden pencil box with Kabir. | 2. Kabir hopped to the last square. | 3. The children played in the school courtyard at recess.

Section 5 (Write Your Own — Sample): *I helped my classmate find his lost eraser under the desk. / We read a storybook together during library period.*

Writing Practice — Sample Responses & Guide (Days 1–5)

DAY
01

Make a Complete Sentence

Complete Sentences & Adding Detail • Day 1: The Lost Lunchbox (anxious, relieved, grateful)

Goal: I can turn a short fragment into a complete sentence.

Sample Response: 1. After lunch, our class read storybooks in the library corner. / 2. The tall boy helped Tara search for her green lunchbox. / 3. The playful puppy jumped over the low garden fence.

Checkpoints: It tells who or what. • It tells what happened. • It starts with a capital letter and ends with a full stop.

DAY
02

Add Describing Words

Complete Sentences & Adding Detail • Day 2: A Garden on the Balcony (soil, moist, sprout, blossom)

Goal: I can make a basic sentence clearer by adding describing words.

Sample Response: 1. Rohan poured cool water on the rich, dark soil. / 2. A colourful butterfly landed on the bright yellow flower. / 3. Grandmother picked ripe red tomatoes from the green vine.

Checkpoints: I added at least two describing words to each sentence. • My describing words make a clear picture for the reader. • I checked my capital letters and full stops.

DAY
03

Add Where, When and How

Complete Sentences & Adding Detail • Day 3: The New Student (welcomed, timid, generous, patiently)

Goal: I can expand a short sentence by telling where, when and how.

Sample Response: 1. After Meera shared her pencils, the new student smiled gratefully at his desk. / 2. On Monday morning, Mrs Nair warmly welcomed the class at the classroom door. / 3. At recess, Kabir hopped skillfully across the chalk squares in the courtyard.

Checkpoints: I added where, when or how details to every sentence. • Each sentence sounds smooth and complete. • I checked my capital letters and full stops.

DAY
04

Join Ideas Together

Complete Sentences & Adding Detail • Day 4: The Clever Crow (narrow, reach, examine, pebbles, clever)

Goal: I can combine two short sentences using joining words.

Sample Response: 1. The crow tried to push the pitcher, but it was too heavy to move. / 2. Because the crow was very thirsty, he looked everywhere for water. / 3. He dropped smooth pebbles inside, so the water rose to the rim.

Checkpoints: I used a suitable joining word (and, but, so, because) in each item. • Each combined sentence expresses a clear, complete thought. • I checked my capital letters, commas and full stops.

DAY
05

Describe a Special Place

Descriptive Writing • Day 2 & Day 5: A Garden on the Balcony / The Missing Puppy (soil, blossom, pawprints, trail)

Goal: I can describe a place using sights, sounds, smells and feelings.

Sample Response: Our sunny apartment balcony is my favourite place to relax after school. In the corners stand rows of clay pots filled with green tomato vines and bright yellow marigolds. Every afternoon, a cool breeze carries the sweet scent of flowers while honeybees buzz softly from blossom to blossom. Sitting in our miniature garden makes me feel peaceful and happy.

Checkpoints: I used sensory details (sights, sounds and feelings). • I explained why this place is special to me. • I checked my capital letters and full stops.

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