



Preview – Information



Thank you for your interest in this product. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Slides Lessons.
- ✓ A selection of worksheets included in the workbook.

When you make a purchase, you will receive a folder that contains the .pdf workbook file and a link to where you can make a copy of the Google Slides Lessons unit to your Google Drive.

Thank you for shopping with us. Please let us know if you have any questions at:

rob@supersimplesheets.com



Google Slides Lessons Preview





Saskatchewan Language Curriculum Conventions & Vocabulary – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

Week 1 - Vocabulary List

Find 20 words in the word search and circle each one. Look at the word list to help you!

TRANSITIONOAGOKUY
NTWTRIALIIPOMBCCR
JRVPOQXCXBTHHS
OAFLLBSEODIJRMAEAZ
BGQXLFHQBCIEHIEMU
LERWIBUBPSCVYNRPQ
IDIEGBOJECTIIONFIO
VYQJJECHOCOLATEUOB
IFEMRVXTYPOLCCLNS
OCHOKEXNUAELILTWC
UTGOBVIUUSLHFUEHU
SCHARITYTREASURER
WLTRIUMPHCHANCEYE

obtain	object	obvious	champion
oblige	objection	obscure	charity
oblivious	obstacle	cheerful	chance
choke	chocolate	trivial	treasure
transition	tragedy	trial	triumph

Prefix OB-

Drag each OB- word from the boxes on the right and drop it into the sentence that matches its meaning. Make sure each word is used only once.

- Something that blocks your path or gets in the way.
- When you disagree or go "against" an idea.
- When you watch something carefully.
- When you get or acquire something you want.
- When something is unclear, hidden, or hard to see.
- When someone is extremely annoying or unpleasant.
- When someone cannot stop thinking about something.
- When you feel required or forced to do something.
- When something is old, outdated, or no longer used.
- When something blocks or prevents passage.

- object
- obsession
- obtain
- obsolete
- obstacle
- oblige
- observe
- obnoxious
- obscure
- obstruct

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Fluency Readings

Look at the picture. Read both sentences. Mark the sentence that tells what is happening. ✓

	<input type="checkbox"/> Mia will retry baking the cake.		<input type="checkbox"/> I heard a whisper in the dark.
	<input type="checkbox"/> The artist will remake the painting.		<input type="checkbox"/> The ball made a loud whack.
	<input type="checkbox"/> The thunder made the dog bark.		<input type="checkbox"/> The girl began to whistle softly.
	<input type="checkbox"/> The teacher asked to review the notes.		<input type="checkbox"/> A thousand birds flew over the lake.
	<input type="checkbox"/> She will reconsider her theory.		<input type="checkbox"/> The theme of the play was friendship.
	<input type="checkbox"/> The kind man helped restore the garden.		<input type="checkbox"/> Ben wants to replace his broken kite.



Saskatchewan Language Curriculum Conventions & Vocabulary – Grade 5

Simple Sentences

Read each sentence carefully. Drag the simple sentences to the pictures they match.
Remember, a simple sentence has one subject and one complete thought.

Sentences to match:

- The bird flies, and the wind blows.
- The dog runs fast.
- The bird flies high.
- The children play soccer.
- The baby cries, and Mom comes.
- The boy reads and then sleeps.
- The girl paints a picture.
- The girl paints, and her brother watches.
- The bird flies high, but the wind was strong.
- The dog runs but gets tired.
- The boy reads a book.
- The boy reads a book.

Suffix - ing

Drag the letters to fill the crossword boxes. Use the clues to help you make the words!

Across

- 2) using colours to make art
- 4) going up something high
- 5) resting with eyes closed
- 6) moving with your feet
- 7) showing happiness on your face

Down

- 1) making a picture with a pencil or crayon
- 3) paying attention to sounds
- 4) making food by heating it

Letter Bank:

i	k	i	n	p	g	n	i	g	n	i
k	g	e	d	i	g	i	n	n	k	g
l	t	n	w	o	i	t	l	a	n	i
b	s	f	e	n	s	r	a	i	l	g
o	p	m	i	c	s	i	n	m	n	w

Draw a line to connect each word to its meaning.

Words	Meanings
combine <input type="checkbox"/>	<input type="checkbox"/> To pay or make up for completely
compress <input type="checkbox"/>	<input type="checkbox"/> To praise together (give approval)
compound <input type="checkbox"/>	<input type="checkbox"/> To make something more difficult or confusing
commend <input type="checkbox"/>	<input type="checkbox"/> To add to something to complete it
compensate <input type="checkbox"/>	<input type="checkbox"/> To put together
complicate <input type="checkbox"/>	<input type="checkbox"/> To gather together
complement <input type="checkbox"/>	<input type="checkbox"/> To press together
commemorate <input type="checkbox"/>	<input type="checkbox"/> To remember together
compile <input type="checkbox"/>	<input type="checkbox"/> To put parts together



Saskatchewan Language Curriculum Conventions & Vocabulary – Grade 5

Week 7 - Vocabulary List

Find 20 words in the word search and circle each one. Look at the word list to help you!

R J N V S P L U T T E R E D E G T
F N E W H X A A Q P E E S E V L H
K P T P V T F X P A M P P G P E R
V R I R T H R I L L E R L R R U I
T E S E R E T N I L P S A U E A F
I V I S T H R O T T L E S L F B T
E I U C S P L A T T E R H P A V Y
T E Q H N E T A E R H T Z S C R H
A W E O E E N I M R E T E D E R P
D T R O N P R E C L U D E W A V M
E U E L L U W C D L O H S E R H T
R Y R T H R I V E D I D N E L P S
P A P P R E C A U T I O N H R I J

spluttered	splatter	splendid
splinter	splash	thrive
thrifty	thriller	threaten
threshold	prerequisite	splurge
throttle	predetermine	preview
predate	preschool	preclude
precaution		preface

Draw a line to connect each word to its definition on the side of the chart. Make sure every word is connected.

bring under control ☐
deep mind thoughts ☐
special group words ☐
below zero ☐
small group in culture ☐
total before adding ☐
start a journey ☐
go underwater ☐
divide into smaller parts ☐
smaller type of species ☐

☐ subconscious
☐ subspecies
☐ subzero
☐ embark
☐ submerge
☐ subdivide
☐ subculture
☐ jargon
☐ subtotal
☐ subjugate

peace agreement ☐
like better ☐
hard effort ☐
something aimed at ☐
clever but rude ☐
stick firmly ☐
final decision ☐
sharp or bitter humour ☐
able to do many things ☐
soil helper ☐

☐ snoring
☐ prefer
☐ sarcastic
☐ adhere
☐ fertilizer
☐ target
☐ versatile
☐ armistice

Choose the word or phrase that matches the highlighted word using the clues in the sentence.

○ patience	○ skill	The athlete showed endurance, running for hours without stopping.
He would not listen to anyone who tried to persuade him.	○ stamina	○ weak
○ convince	○ please	The crowd was enormous, stretching farther than the eye could see.
He took off his hat and held it upside down, shaking it briskly.	○ quiet	○ huge
○ rapidly	○ slowly	Her explanation was lucid, so everyone understood it immediately.
I haven't had much sleep lately, so I feel drowsy.	○ confusing	○ clear
○ active	○ tired	The student complied with the rules as soon as they were given.
The chef added a pinch of salt to enhance the flavour of the dish.	○ obeyed	○ argued
○ improve	○ destroy	The teacher was impartial, giving all students equal treatment.
	○ biased	○ fair



Workbook Preview



Grade 5 – Language

Saskatchewan ELA Curriculum



Comprehend and Respond (CR). Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

Preview of 98 pages from this product that contains 457 pages total.

Included are weeks 1 – 8, and 28 – 30.

There are 30 weeks total.

used in presentation.

CR5.4

Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate fiction, script, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations, Métis, and Inuit and countries (including Canada).

18-21, 29-31, 37-38, 44-45, 52-53, 60-62, 68-70, 76, 86-88, 95-96, 104-107, 112, 114-116, 121, 123-124, 130, 140-142, 148-149, 156-158, 164-165, 173-174, 180, 182, 189, 200-203, 208-209, 217, 226, 234, 242-243, 248-249, 255, 257, 266,

Compose and Create (CC). Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences

	Outcomes	Pages
CC5.1	Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., What Should I Do), community (e.g., This is Our Planet), social responsibility (e.g., Teamwork) and express personal thoughts shaped through inquiry.	N/A
CC5.2	Demonstrate a variety of ways to communicate understanding and response including illustrated reports, dramatizations, posters, timelines, multimedia presentations, and summary charts.	N/A
CC5.3	Speak to express and support a range of ideas and information in formal and informal speaking situations (e.g., giving oral presentations and reports, retelling a narrative, explaining a display to others, working in groups) for particular audiences and purposes.	256, 265
CC5.4	Use a writing process to experiment with and produce multi-paragraph narrative (including stories that contain dialogue), expository (including reports, explanations, letters, and requests), and persuasive (including letters) compositions that clearly develop topic and provide transitions for the reader.	13-17, 23-28, 32-36, 39-43, 46-51, 54-59, 63-67, 71-75, 79-85, 89-95, 99-104, 108-113, 117-122, 125-129, 132-139, 143-147, 150-155, 159-163, 166-172, 175-179, 181, 185-190, 192-199, 204-207, 210-216, 218-225, 227-223, 235-241, 244-247, 250-254, 258-264, 268-269

Assess and Reflect (AR). Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers, and set goals for future improvement.

	Outcomes	Pages
AR5.1	Identify strengths in viewing, listening, reading, speaking, writing, and other forms of representing.	77-78, 131, 191
AR5.2	Set goals to enhance the development and improvement of the skills and strategies in viewing, listening, reading, speaking, writing, and other forms of representing and take steps to achieve goals.	12, 18, 22, 86, 97-98, 140, 183-184, 200, 267

READING PROGRAM - OVERVIEW

Week	Lesson 1	Lesson 2
1	Identify Sentence Fragments	Correct Sentence Fragments
2	Simple Sentences	Parts of Speech: Nouns, Verbs, Adjectives, and Adverbs
3	Direct Objects for Nouns	Pronouns, Intensive and Reflexive Pronouns
4	Identify Run-on Sentence	Correct Run-on Sentence
5	Intro to Conjunctions– FANBOYS	Writing Compound Sentences Using Commas
6	Advanced Conjunctions	Writing Advanced Conjunctions
7	Intro to Subordinating Conjunctions	Build Complex Sentences
8	Advanced Subordinating Conjunctions	Practice Complex Sentences
9	Figures of Speech - Understand Similes	Figures of Speech - Understand Metaphors and Imagery
10	Figures of Speech - Analogies	Figures of Speech - Understand Hyperbole
11	Subject/Verb Agreement	Present/past/future tense
12	Imperative Sentences	Interrogative Sentences
13	Declarative Sentences	Exclamatory Sentences
14	Using Commas with Clauses	Practice Commas with Clauses
15	Introduction to Colons	Introduction to Semicolons

READING PROGRAM - OVERVIEW

Weeks	Lessons	
16	Homophones	Decoding strategy – Syllable splitting
17	Homonyms and Antonyms	Decoding strategy – Chunking
18	Noun-pronoun agreement	Possessive pronouns, subject pronouns, and object pronouns
19	Examine Words New To The English Language	Examine words with meanings that have changed over time
20	Proper Adjectives and Capitalization	Using Correlative Conjunctions and Using Dictionaries and Encyclopedia
21	Commas for Introductory Phrases	Synonyms: Identifying and Creating and Thesaurus Work
22	Commas with Interjections	Vocabulary: Context Clues. What do you think the underlined (challenging word) means?
23	Commas with Direct Address	Vocabulary: Context Clues. What do you think the underlined (challenging word) means?
24	What are Appositives?	Commas with Appositives
25	What are Participles?	Commas to set off Participial Phrases
26	Commas used in Parenthetical Expressions – Used to separate expressions	Contractions
27	Capitalization used to show importance of certain words	Contractions
28	Capitals for Historical Periods or Events	Abbreviations and Facts VS Opinions
29	Using Parentheses	Activity - Reading by Adjusting Expression
30	Use Quotation Marks	Writing Dialogue

NAME: _____

LANGUAGE

PREVIEW



Name: _____

12

SPELLING GOALS

- ☐ I want to learn _____ new words this week.
- ☐ I aim to spell _____ words correctly in this week's spelling quiz.
- ☐ I plan to review and practice spelling for _____ minutes each day.



Do you think these strategies will help you with your spelling?	YES	NO
✓ Practice spelling for 15 minutes daily.		
✓ Tell the spelling words to someone else.		
✓ Create a story with the spelling words.		
✓ Use a dictionary and pronunciation guide to help with spelling.		
✓ Record myself saying the words and listen for practice.		

Pre-Reflection

Share your thoughts on learning spelling words this week.

- ☐ I feel _____ about learning new words this week.
- ☐ Learning new spelling words is _____ because _____.
- ☐ A challenge I anticipate with this week's spelling words is _____, but I plan to overcome it by _____.
- ☐ A strategy I want to try for learning my spelling words this week is _____, because _____.
- ☐ By the end of the week, I want to be able to _____ with my new spelling words.

Week 1 - Vocabulary List

Obtain	Object	Obvious	Oblige	Objection
Obscure	Oblivious	Obstacle	Cheerful	Champion
Charity	Chance	Choke	Chocolate	Trial
Treasure	Transition	Tragedy	Triumph	Trivial

Matching Write the letter from the description beside the matching word.

Answer	Word	Description
	Object	A) A very sad or terrible event.
	Chocolate	B) A sweet treat made from cocoa.
	Obvious	C) Something valuable or special.
	Oblige	D) Win someone very good.
	Objection	E) A disagreement or saying no.
	Obscure	F) A difficulty or opportunity.
	Oblivious	G) Happy and lively.
	Obstacle	H) Not important or minor.
	Cheerful	I) Not clear or hard to see.
	Champion	J) To do a favour or help.
	Charity	K) Easy to see or understand.
	Chance	L) Having difficulty breathing.
	Choke	M) Something that blocks the way.
	Chocolate	N) Disagreeing or saying no.
	Trial	O) Change from one state to another.
	Treasure	P) To get or receive something.
	Transition	Q) Not aware of what's happening.
	Tragedy	R) A thing you can see or touch.
	Triumph	S) Helping others by giving.
	Trivial	T) A great victory or success.

PREFIX OB-

The prefix "Ob-" means "against," "in the way," or "towards." Here are some examples:

- **Obstacle:** "Ob-" means in the way, and "stacle" is like "stand." So, "obstacle" is something that stands in your way.
- **Object:** When you "ob-" or go against, and "ject" like throw, "object" can mean to say no or disagree with something.
- **Obtain:** This means to go towards something and get it.

Opposites

For the opposite of the words below, make sure that your answer starts with the prefix "-ob"

	Disallow, Hinder, Prevent
	Forfeit, Surrender
	Alert, Mindful
	Clear, Obvious, Transparent
	Modern, Opposite, Update



Completion

Complete the sentences with the correct "ob-" word.

A) Obstacle	B) Object	C) Observe	D) Obtain	E) Obligated
F) Obstruct	G) Oblivious	H) Objection	I) Obsolete	J) Obsolete

	1) The path was blocked by a large _____.
	2) He was _____ to the loud noise.
	3) She made an _____ during the meeting.
	4) That old computer is now _____.
	5) The instructions were quite _____.
	6) You must _____ permission first.
	7) Cats often _____ their surroundings.
	8) She felt _____ to help her friend.
	9) The tree can _____ the view.
	10) He couldn't find the _____ he dropped.

IDENTIFY SENTENCE FRAGMENTS

Sentence fragments are incomplete sentences that lack a subject, a verb, or both. They don't express a complete thought.

Examples:

- Running down the street.
- Although she likes chocolate.
- Jumping over the fence.



Complete or Fragment?

Is the sentence complete or is it a fragment?

1) Children playing in the park.	Complete	Fragment
2) Even though she was tired.	Complete	Fragment
3) Without any hesitation.	Complete	Fragment
4) Cat chases the laser.	Complete	Fragment
5) She read and wrote a review.	Complete	Fragment
6) Running in the rain.	Complete	Fragment
7) The view on the mountain.	Complete	Fragment
8) The birds were chirping.	Complete	Fragment
9) I love summer.	Complete	Fragment
10) During the movie	Complete	Fragment

Find the Fragment

Underline the fragments in the passage.

During summer, I often visit my grandmother's house. She has a vast garden filled with colourful flowers. In the middle of it all. We would have picnics on the grass. Laying under the sun, feeling the warm breeze. My younger brother trying to chase butterflies. Laughing when they elude him. My grandmother makes the best lemonade. Cool and refreshing. On some days, when the sky gets cloudy. We move our picnic indoors. Telling stories and playing board games. Until the sun shines again. Summer at grandma's is always special.

CORRECT SENTENCE FRAGMENTS

Correct sentence fragments are intentional incomplete sentences used in writing for emphasis or stylistic effect, even though they lack standard sentence elements.

Examples:

- Impossible!
- If only she knew.
- In the blink of an eye.



Identify _____ the sentence fragment correct or not?

1) When surprised	6) Never again.	
2) Like a diamond	7) Before the final act.	
3) Singing loudly	8) Because I said so.	
4) At long last.	9) Unbelievable!	
5) On the edge	10) Her eyes.	

Mix and Match _____ Match the fragments to its subject and verb.

ANSWER	FRAGMENTS	Possible Answers
	While eating her sandwich,	A) she felt like a champion.
	Jumping over the fence,	B) we can play soccer.
	Riding his bike down the hill,	C) she talked with her friends.
	If we go to the park,	D) the sky turns orange.
	During the thunderstorm,	E) everyone got quiet.
	The dog wagging its tail,	F) Emily faced her fears.
	As the sun sets,	G) seemed incredibly happy.
	Though she felt scared,	H) we stayed indoors to keep dry.
	Before the game started,	I) Tim felt exhilarated.
	When the teacher walked in,	J) we practiced our cheers.

WORD SEARCH**Word Search**

Find the word bank words in the puzzle.

<input type="checkbox"/> Obtain	<input type="checkbox"/> Object	<input type="checkbox"/> Obvious	<input type="checkbox"/> Oblige	<input type="checkbox"/> Objection
<input type="checkbox"/> Obscure	<input type="checkbox"/> Oblivious	<input type="checkbox"/> Obstacle	<input type="checkbox"/> Cheerful	<input type="checkbox"/> Champion
<input type="checkbox"/> Charity	<input type="checkbox"/> Chance	<input type="checkbox"/> Choke	<input type="checkbox"/> Chocolate	<input type="checkbox"/> Trial
<input type="checkbox"/> Treas	<input type="checkbox"/> Transition	<input type="checkbox"/> Tragedy	<input type="checkbox"/> Triumph	<input type="checkbox"/> Trivial

O B O O J T R A G E D Y T E R U C S B O
 B O L P K W G O C L Z T T O L V C E J
 S H M R G X F B V I N X W B A X Z W P
 T O B J E C S U O I V I L B O O
 A C H O C O L K O H C I V Q H I B
 C X S K T G T Y N H C O I O V T L
 L C H E E R F U L D N F N U R N Q R I
 E C H A R I T Y T R E A C R S T E G I G
 Y Z H P M U I R T C J S S Z Y Y A E
 J G L A J E C N A H C T R A T O N L E

Word Search

Make your own word search using 8 of the words.

Word Bank

Name: _____

18

READING FLUENCY PLAN

Weekly Goals

- ☐ Read aloud for 15 minutes every day
- ☐ Learn and use 5 new vocabulary words
- ☐ Complete a timed reading passage
- ☐ Read one new book at my level

Fluency Checklist

- ✓ **Accuracy:** I read the words correctly
- ✓ **Rate:** I read not too fast and not too slow
- ✓ **Expression:** I read with feelings
- ✓ **Punctuation:** I follow the punctuation marks

	Book/Passage	Time Spent	Pages Read	New Words
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Week 1 – Fluency Readings

Read

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	A child played outside.				
2)	An obscure legend told of a treasure beneath the ancient ruins.				
3)	They overcame every obstacle determination and teamwork.				
4)	His triumph in the competition was obvious to all who watched.				
5)	Oblivious to the warning signs, he missed his chance to escape.				
6)	Her strong objection halted the transition of the controversial plan.				
7)	The tragedy of the fallen hero was viewed as deeply trivial by the cynics.				

Visualization

Visualize

Draw a picture that brings the scene to life using your imagination from the descriptions.



A bright red barn sits in the middle of a green field. A tall scarecrow watches over rows of corn, and a pumpkin patch lies near a field of big, round pumpkins ready for harvest.

The night sky is a deep blue with a big, silvery moon. Tiny stars twinkle like diamonds. In the quiet, a owl sits in a tree, its big, round eyes looking out.

A small, wooden bridge crosses a bubbling stream in the forest. All around, there are trees with leaves of green, yellow, and red. A squirrel scurries by, its bushy tail flicking.

In the park, there is a playground with a shiny yellow slide. Children laugh as they swing back and forth on the swings. A soft breeze blows, making the leaves on the ground dance.

On a sunny beach, the sand is warm and golden. The sea is a clear blue with gentle waves. Seashells of all shapes and sizes are scattered along the shore, ready to be discovered.

Week 1 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

11)	
12)	
13)	
14)	
15)	
16)	
17)	
18)	
19)	
20)	

Complete or Fragment?

Is the sentence complete or a fragment?

1) Who can tell?	Complete
2) Where to?	Fragment
3) Over the rainbow.	Complete

Completion






Complete the given fragments with suitable endings.

1) Beyond belief
2) Dreams dashed
3) If only
4) No way out

Name: _____

22

ACHIEVING GOALS

Spelling Quiz Score		How do you feel about your score? Colour it.	    
---------------------	--	--	---

Spelling Adventure

Choose two methods to practice your spelling for this week:

	Time	Create a poem using your spelling words to help remember them.
		Make flashcards for your spelling words and practice with a friend.
	Act	Act out each spelling word and have someone guess the word.
	Spelling	Write each spelling word on a piece of paper, cut it into strips, and read or chant to memorize your spelling words.
	Puzzle Pieces	Write each spelling word on a piece of paper, cut it into strips, and put them back together.

Which activity did you enjoy the most and why?

Which words were the most challenging to spell?

Which method helps you remember how to spell words?

How will you practice your spelling next week?

Week 2 - Vocabulary List

Musician	Librarian	Magician	Politician	Guardian
Civilian	Historian	Physician	Wholesome	Thought
Theme	Thunder	Thousand	Theory	Thesis
Whisper	Whistle	Whack	Whimsical	Whirlwind

Cursive

Write the word using cursive writing.

Word	Trace	Write
Musician	<i>Musician</i>	
Librarian	<i>Librarian</i>	
Magician	<i>Magician</i>	
Politician	<i>Politician</i>	
Guardian	<i>Guardian</i>	
Civilian	<i>Civilian</i>	
Historian	<i>Historian</i>	
Physician	<i>Physician</i>	
Thought	<i>Thought</i>	

Week 2 - Vocabulary List

Cursive

Write the word using cursive writing.

Word	Trace	Write
Theme	<i>Theme</i>	
Thunder	<i>Thunder</i>	
Thousand	<i>Thousand</i>	
Theory	<i>Theory</i>	
Thesis	<i>Thesis</i>	
Whisper	<i>Whisper</i>	
Whistle	<i>Whistle</i>	
Whack	<i>Whack</i>	
Whimsical	<i>Whimsical</i>	
Whirlwind	<i>Whirlwind</i>	
Wholesome	<i>Wholesome</i>	

SUFFIX -IAN

The suffix "-ian" means "someone who is an expert in something" or "someone who comes from a place." For example, a "musician" is someone who plays music, and a "Canadian" is someone from Canada.

- **When the word ends in 'c':** Just add "-ian." Like "magic" becomes "magician."
- **When the word ends in 'y':** Change the 'y' to 'i' and add "-an." For instance, "library" becomes "librarian." In other words, just drop the 'y'.
- **If the word is a country or place:** Adding "-ian" often means someone from that place, like "Italy" becomes "Italian."
- **For jobs and studies:** Adding "-ian" can mean someone who does that job or study, like "electric" becomes "electrician."

Morpheme Add the suffix "-ian" to the given base words applying the rules above.

Music		History	
Guard		Diet	
Comedy		Music	
Asia		Brazil	
Politic		Egypt	

Write Use the words in meaningful sentences.

1) Vegetarian	
2) Comedian	
3) Canadian	
4) Physician	

SIMPLE SENTENCES

A **simple sentence** is a sentence that has one independent clause, meaning it has a subject and a verb and expresses a complete thought.

Examples:

- The cat meows.
- I read a book.
- She dances gracefully.



Identify _____ a check mark (✓) if the sentence is in simple structure.

1) I watch TV while eating.	6) The sun is shining.
2) I love to go to school.	7) The cat sleeps.
3) Students run when they are happy.	8) After lunch, we'll go swimming.
4) The sun shines brightly.	9) She reads and writes.
5) She feels happy when it rains.	10) He's happy but tired.

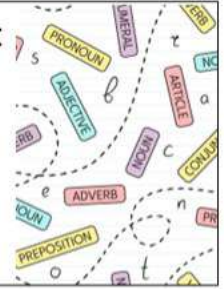
Write _____ Finish the sentences making them simple sentences.

1) The fish
2) My sister
3) The wind
4) The teacher
5) The clock
6) The baby
7) The sun
8) The door

PARTS OF SPEECH: NOUNS, VERBS, ADJECTIVES, AND ADVERBS

Parts of speech are categories of words based on their function in a sentence:

- **Nouns** name people, places, things, or ideas (e.g., dog, city).
- **Verbs** describe actions or states (e.g., run, is).
- **Adjectives** describe or modify nouns (e.g., happy, blue).
- **Adverbs** modify verbs, adjectives, or other adverbs, often telling how, when, or where (e.g., quickly, often).



Identify _____ Is the underlined word a noun, verb, adjective or adverb?

	1) The dog <u>barks</u> loudly at the mailman.
	2) She <u>walked</u> through the beautiful garden <u>slowly</u> .
	3) The <u>sun</u> <u>shined</u> brightly in the sky.
	4) He <u>finished</u> his homework.
	5) The car <u>was</u> <u>fast</u> <u>on</u> the way.
	6) The book on the <u>shelf</u> <u>old</u> .
	7) The students <u>listened</u> attentively to the teacher.
	8) The restaurant serves <u>delicious</u> food for everyone.
	9) The baby's laugh is so <u>cute</u> .
	10) Birds <u>sing</u> cheerfully in the morning.

Write






Use the given words in sentences.








Computer	
Whisper	
Fragrant	
Slowly	










































































































































CRACK THE CODE

Directions

Use the code below to reveal each spelling word.

												
A	B	C	D	E	F	G	H	I	J	K	L	M

												
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

CODE	CODE	ANSWER
   	    	
      	     	
      	      	
     	      	
     	      	
      	      	
      	       	
    	      	
       	      	
         	        	

Week 2 – Fluency Readings

Read

Today, you are going to measure your reading speed. You will do this by calculating how many words you read per minute.

Passage – Word Count = 103 Words

In a small town, there was a musician who played joyful tunes, and a librarian who read interesting stories. A magician nearby amazed everyone with his tricks, while a fortune teller listened to every civilian's thoughts. The town's historian taught about the past, his words echoing like distant thunder. A kind physician looked after everyone, making the town feel wholesome. A guardian watched over the town, his presence reassuring like a soft whisper. Together, these individuals created a harmonious community, each contributing in their own special way. Their lives intertwined, creating a vibrant tapestry that made the town a delightful place to live.

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count – at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

Calculation: $(1,140 \text{ words} \div 330 \text{ seconds}) \times 60 = 207.2 \text{ WPM}$.

Time Taken To Read

Divide 103/seconds

WPM

Visualization

Visualize

As you read, pause and visualize the characters, setting, event, and objects. Then underline the words/sentences that help you visualize. Draw what you are visualizing.

PREVIEW

In a whispering forest, a young hero sought a hidden treasure only by a tattered map and the chocolate scent wafting through the trees. Overcoming obscure paths and trivial obstacles, they pressed on, their heart a steady drum of determination. As twilight painted the sky, they found a chest, not of gold, but of rare chocolate, promising joy to their village. With a triumphant smile, the hero turned homeward, their spirit as bright as the stars above.

Week 2 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

11)	
12)	
13)	
14)	
15)	
16)	
17)	
18)	
19)	
20)	

Write

Finish the sentences in a simple sentence.

1) The fox
2) The window
3) The man
4) The store

Identify

Is the underlined word a noun, verb, adjective or adverb?

	1) The <u>curious</u> cat explored the empty garage.
	2) She painted <u>skillfully</u> while admiring the large, blank canvas.
	3) The energetic athlete <u>ran</u> quickly across the uneven terrain.

Week 3 - Vocabulary List

Think

Underline the suffix -ing in each word. Circle the words with digraph: ea, ee

Reading	Writing	Building	Creating	Exploring
Drawing	Understanding	Communicating	Feature	Breathe
Reason	Speaker	Appeal	Release	Succeed
Indeed	Refugee	Foresee	Squeeze	Decree

Instructions: Use the words in the vocabulary list above to complete the sentences and unscramble the words using the vocabulary list above.

1	_____ calms the mind.
2	She will _____.
3	_____ resolve conflicts.
4	It's cold outside, _____.
5	_____ worlds.
6	The _____ see _____.
7	Just _____ deeply no.
8	This _____ is innovative.
9	The _____ was inspirational.
10	_____ all negative thoughts.
11	I can _____ complications.
12	_____ is the key.

DINEDE	EAUFTER	GRADEIN	AESORN	CEDERE

SUFFIX -ING



The suffix "ing" often shows an ongoing action or state.

Examples:

- Run → Running
- Play → Playing
- Think → Thinking.



Complete Think of a suitable verb in -ing form to complete each sentence.

1	I am _____ to the park.
2	The _____ at the party.
3	I am _____ a letter to my friend.
4	The birds _____ south for the winter.
5	She was _____ beautiful picture.
6	We are _____ a surprise for her birthday.
7	The cat is _____ the _____.
8	They are _____ you _____ in.
9	I am _____ a book about _____.
10	He is _____ in the pool every morning.

Write

Use the words below to create a meaningful sentence.

1. Understanding	
2. Drawing	
3. Creating	
4. Building	

DIRECT OBJECTS FOR NOUNS

A **direct object** is a noun that receives the action of a verb. It answers "what?" or "whom?" after the verb.

Examples:

- She reads a book. (The action is "reads." What is being read? The answer is "book." Therefore, "book" is the direct object.)



Identify Identify the direct object in each sentence.

	Sentence	Direct Object
1	I painted a picture.	
2	The chef cooked a delicious meal.	
3	She bought a new dress.	
4	We visited the museum last week.	
5	The children played a game.	
6	My sister adopted a cat.	
7	The teacher wrote an equation on the board.	
8	The bird sang a lovely song.	
9	He drank a cup of coffee.	
10	She read a long book during vacation.	

Write Use the given verbs to create sentences including a direct object.

	Verb	Student-Created Sentence
1	eat	
2	build	
3	draw	
4	watch	
5	wear	

PRONOUNS – INTENSIVE AND REFLEXIVE

Pronouns replace nouns to avoid repetition.

Example: Maria said she will come. (She replaces Maria.)

Intensive pronouns emphasize another noun or pronoun.

Example: She herself baked the cake. (Herself emphasizes "She.")

Reflexive pronouns show the subject and the object are the same.

Example: She cut herself while cooking. (The action done by "She" reflects back to "her.")



Think Identify if the bold pronoun is Reflexive or Intensive.

1	She myself played the guitar.	Reflexive	Intensive
2	The team themselves organized the event.	Reflexive	Intensive
3	You should yourself study harder.	Reflexive	Intensive
4	She prepared herself for the test.	Reflexive	Intensive
5	The children washed themselves before dinner.	Reflexive	Intensive
6	I myself don't believe that story.	Reflexive	Intensive
7	The cat can feed itself when hungry.	Reflexive	Intensive
8	You yourself said this was the best route.		Intensive
9	They hurt themselves while playing soccer.	Reflexive	Intensive
10	The president himself will attend the meeting.	Reflexive	Intensive

Rewrite Rewrite the original sentences using the appropriate pronoun.

	Original Sentence	Rewritten Sentence
1	Sarah taught Sarah to dance.	
2	The dog bit the dog.	
3	Michael trusts Michael.	
4	They blamed they.	

WORD SEARCH

Word Search

Find the word bank words in the puzzle.

<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Building	<input type="checkbox"/> Creating	<input type="checkbox"/> Exploring
<input type="checkbox"/> Drawing	<input type="checkbox"/> Understanding	<input type="checkbox"/> Speaker	<input type="checkbox"/> Feature	<input type="checkbox"/> Breathe
<input type="checkbox"/> Reason	<input type="checkbox"/> Communicating	<input type="checkbox"/> Appeal	<input type="checkbox"/> Release	<input type="checkbox"/> Succeed
<input type="checkbox"/> Indeed	<input type="checkbox"/> Refugee	<input type="checkbox"/> Foresee	<input type="checkbox"/> Squeeze	<input type="checkbox"/> Decree



Word Scramble

Read the clue and then unscramble the word.

EFTERAU		HBEEATR	
RAKPEES		SOEARN	
ELAPPA		ERSLEAE	
UCDSCEE		RFOSEEE	
UEQZEES		ERGEEFU	
EEDERC		NEIDDE	

Week 3 – Fluency Readings

Read

Read each passage 3 times at different speeds. Change how long you pause for commas and stop for periods. Read it slow, medium, and fast. Check once you have completed each reading.

	Sentence	Slow	Medium	Fast
1)	Reading about heroes, the speaker in the shelters for refugees. He understood the value and foresaw helping others. Kindness was a key feature of humanity.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
2)	Exploring the woods, a new path and whispered stories. Walking about adventure gave them a reason to be in nature's embrace.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
3)	Writing their play, the class depicted a refugee becoming a great speaker. Through building connections, they were creating a new life.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
4)	In art class, drawing communicated more than words. Creating a mural, each feature added told part of a story, squeezing out laughter.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
5)	Exploring journalism, students wrote of sports and school decrees. It was a way to build understanding and release their thoughts.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast

Week 3 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)		11)	
2)		12)	
3)		13)	
4)		14)	
5)		15)	
6)		16)	
7)		17)	
8)		18)	
9)			
10)		20)	

Identify

Identify the direct object in each sentence.

	Sentence	Direct Object
1	The traveler drove an expensive car very fast.	
2	The boys played a lively game of hide and seek.	
3	He drew a school of fish.	
4	She ate a full course meal during the celebration.	

Rewrite

Rewrite the original sentences using the appropriate pronouns.

	Original Sentence	Rewritten Sentence
1	Lisa was proud of Lisa.	
2	She helped she.	

Week 4 - Vocabulary List

ThinkUnderline the suffix -ed and circle the words with digraph sh, ph

Studied	Created	Explored	Watched	Listened
Traveled	Explained	Described	Marsh	Cherish
Vanish	Shrewd	Fashion	Cushion	Dolphin
Alphabet	Emphasis	Philosophy	Euphoria	Hemisphere

Write

Write 10 sentences that use all 20 words. You'll need to use 2 words per sentence

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

SUFFIX -ED

The suffix **"-ed"** is added to verbs to indicate a past action or state.

Example 1: "play" becomes "played" - showing the action already happened.

Example 2: "jump" turns into "jumped" - indicating the jump took place in the past.

Write

Rewrite the sentences in the past tense form of verb.

1	She _____ gracefully on stage during the annual talent show.
2	He _____ around _____ to prepare for the marathon.
3	I _____ the piano _____ my _____ sister.
4	They _____ their grandparents to spend quality time together.
5	The cat _____ the mouse around the living room.

Write

Write a paragraph about what you did last weekend using as many past tense verbs as you can.

IDENTIFY RUN ON SENTENCES

What are run-on sentences?

Run-on sentences are sentences that are too long and have more than one complete thought without proper punctuation. Instead of separating the ideas into separate sentences, they are connected without pause.

Example:

I love to read books I read for at least an hour every day.
He wanted to play outside it was raining too hard.



Sentence _____ Label each sentence as correct or run-on.

	Sentence	Correct / Run-On
1	My favourite sport is soccer I play every weekend.	
2	I love chocolate I eat it every day.	
3	It was raining outside I didn't go to school.	
4	She is a talented artist she paints every day.	
5	The garden is full of flowers, and there are many butterflies flying around.	
6	He didn't want to go to the party he was feeling tired.	

Analyze _____ Underline the run-on sentences in the selection.

Emily loved her little garden it was her escape from the hustle and bustle of city life. Every morning, she would go out to tend to her plants, she felt an indescribable peace in their company. Roses were her favourite they bloomed in various shades of reds, pinks, and whites. One day, she noticed a peculiar plant it wasn't something she remembered planting. Curiously, she let it grow, she wondered about its origin.

Weeks passed, the mysterious plant grew taller, and it bore a unique flower it was a shade of deep blue with a hint of silver. Emily was amazed she had never seen such a flower before. She decided to preserve it, she thought it was a gift from nature. That evening, as she sipped her tea, she looked at the garden, she felt grateful for the little surprises it held.

CORRECT RUN-ON SENTENCES

Run-on Sentence	Revised
My brother loves playing the guitar he practices every evening.	My brother loves playing the guitar, so he practices every evening.
She was tired she still finished her homework.	Even though she was tired, she still finished her homework.

Write ☐ the following run-on sentences using conjunctions and/or punctuation.

1) I love apples I eat them daily.

2) He's a doctor he works very hard.

3) She sings well she never took lessons.

4) It's raining outside I forgot my umbrella.

5) The cat's hungry it's meowing loudly.

6) The baby is sweet they like the outdoors.

7) He bought a car he didn't get insurance.

8) I wanted ice cream the store was closed.

CROSSWORD PUZZLE

Crossword

Read the clues and find the words in the crossword puzzle.

**Across**

- 5. The study of fundamental ideas about existence and knowledge.
- 8. Showing sharp judgment or cleverness.
- 9. To hold something dear or value greatly.
- 10. A marine mammal known for intelligence.

Down

- 1. To disappear suddenly.
- 2. A soft pillow or pad for comfort.
- 3. Special importance given to something.
- 4. A set of letters used for writing.
- 6. A wetland with grassy areas and water.
- 7. A popular style or trend.

Week 4 – Fluency Readings

Read

Read each passage using a different voice. Choose from one of the voices in the table and circle when you have read it using that voice.

	Passages	Voices	
1)	I stood in the marsh and watched dolphins, which made me cherish nature even more.	Angry	Happy
2)	I explored the forest, listened to tales, and watched the sun vanish behind the mist.	Frustrated	Joyful
3)	I traveled through stormy plains, exploring adventures that spanned the heavens.	Curious	Serious
4)	I created a new alphabet and explained it with such emphasis, my friends felt euphoria.	Fearful	Calm
5)	I listened to the shrewd whispers of the wind and watched the fashion of the forest.	Worried	Determined
6)	I described my travels, creating a cushion of dreams for my listeners to rest upon.	Suspicious	Relieved
7)	I explored philosophies, studied deeply, and cherished the knowledge like a hidden treasure.	Cheerful	Annoyed

Week 4 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

11)	
12)	
13)	
14)	
15)	
16)	
17)	
18)	
19)	
20)	

Write

Rewrite the sentences in the present tense.

1	The baby crawls across the room to get to his mother.
2	The snake slithers between the rocks and was gone.

Write

Revise the following run-on sentences using conjunctions and/or punctuation.

1) My dog is fast he can run really quickly.
2) She is nice she helps me with homework.

Week 5 - Vocabulary List

Combine	Compare	Community	Commence	Compile
Company	Compassion	Comply	Choice	Rejoice
Poison	Exploit	Hoist	Turmoil	Doubt
Shout	Sprout	Mountain	Encounter	Announce

Matching Write the letter from the description beside the matching word.

Answer	Description
Combine	A) To unexpectedly meet or face something
Company	B) To shout or scream loudly
Community	C) To bring things together
Commence	D) To start a war or disorder
Compile	E) To collect information together
Company	F) To begin to start
Compassion	G) A large, tall, narrow base of
Compile	H) To feel very happy
Choice	I) Something harmful or dangerous
Rejoice	J) To gather things together again
Poison	K) To find similarities or differences
Exploit	L) To be unsure or not believe
Hoist	M) The act of picking between options
Turmoil	N) To use something to your advantage
Doubt	O) A business or group of people
Shout	P) To begin to grow
Sprout	Q) A group of people living together
Mountain	R) Feeling caring and kind towards others
Encounter	S) To make something known publicly
Announce	T) To collect information together

Word Origins

Explore Choose five words from the list, research their origins and meanings, and record your findings along with an interesting fact about each.

Combine	Compare	Community	Commence	Compile
Company	Compassion	Comply	Choice	Rejoice
Poison	Exploit	Hoist	Turmoil	Doubt
Shovel	Sprout	Mountain	Encounter	Announce

Vocabulary	Year Originated	Language of Origination	Interesting Fact

PREFIX COM-

The **prefix "com-"** usually means "together" or "with." It helps to form a new word that talks about joining or doing something with others. Here are examples:

- **Combine:** When you combine things, you put them together. Like combining red and blue to make purple.
- **Community:** A community is a group of people who live together in the same place, like your neighbourhood or school.

Completion Complete the sentences with the appropriate "com" word.

Combine	Comical	Common	Compete
Compass	Compassion	Compose	Community

- 1) She _____ before dinner.
- 2) Our team will _____ in the tournament.
- 3) The magician's _____ amazed everyone.
- 4) The _____ room was very noisy.
- 5) We _____ our lunch with friends.
- 6) He likes to _____ stories about dragons.
- 7) The _____ worked together to build the bridge.
- 8) She showed great _____ when her friend was sad.



Write

Use these five "com-" words to create a short story.
COMMOTION, COMPASS, COMBINE, COMFY, COMMAND

In the forest, a sudden **commotion** startled the birds. _____

INTRO TO CONJUNCTIONS - FANBOYS

Conjunctions are words that connect clauses or words in the same clause in a sentence.

Coordinating conjunctions are single words that connect equal sentence elements like noun with noun or clause with clause.

"FANBOYS" is an acronym for seven common conjunctions: **For, And, Nor, But, Or, Yet, So.**

- ✓ I like tea, but she likes coffee. - "But" contrasts the two preferences.
- ✓ He was tired, so he went to bed. - "So" indicates the reason he went to bed.

Completion

Complete the sentences using "FANBOYS".

1	I tried to see the movie, _____ I didn't have enough money.
2	She loves math, _____ she does sums easily in her head.
3	The plant had just sprouted, _____ it still needed more time to fully grow.
4	He shouted loudly at the crowd, _____ he lost his voice the next day.
5	The mountain is steep, _____ hikers accept the challenge.
6	He doubted his decision, _____ he went ahead with it anyway.
7	The water was poisoned, _____ no one knew what it was.
8	I brought an umbrella, _____ it looked like it was going to rain.
9	Many people faced turmoil in their lives, _____ they found a way to rejoice.
10	Some companies value their workers, _____ they pay them very well.

Write

Create your own sentence using FANBOYS

FOR	
AND	
NOR	
BUT	
OR	
YET	
SO	

WRITING COMPOUND SENTENCES USING COMMAS

A **compound sentence** combines two independent thoughts using a comma and a coordinating conjunction. Coordinating conjunctions include **FANBOYS**.

Examples:

- The cat slept, but the dog played
- I love books, yet I lack time.



Write

Rewrite the sentences using a different coordinating conjunction.

1) She went to the store, and she ate an apple.

2) It started raining, so we canceled our picnic.

3) I wanted to visit the museum, but I couldn't go to the park.

4) She studied hard, yet she felt unprepared for the test.

Write

Rewrite the boring simple sentences using an interesting coordinating conjunction.

Simple	The cat slept.	The dog played
Compound		

Simple	I love books.	I lack time.
Compound		

Simple	She practiced often.	She won the contest.
Compound		

WORD SEARCH**Word Search**

Find the word bank words in the puzzle.

<input type="checkbox"/> Combine	<input type="checkbox"/> Compare	<input type="checkbox"/> Community	<input type="checkbox"/> Commence	<input type="checkbox"/> Compile
<input type="checkbox"/> Company	<input type="checkbox"/> Compassion	<input type="checkbox"/> Comply	<input type="checkbox"/> Choice	<input type="checkbox"/> Rejoice
<input type="checkbox"/> Poison	<input type="checkbox"/> Exploit	<input type="checkbox"/> Hoist	<input type="checkbox"/> Turmoil	<input type="checkbox"/> Doubt
<input type="checkbox"/> Shout	<input type="checkbox"/> Sprout	<input type="checkbox"/> Mountain	<input type="checkbox"/> Encounter	<input type="checkbox"/> Announce

A E C V F Z T Y N J Y T S I O H V O M
 I A E H V K U N O I S S A P M O C M U
 R N L S C A T O L P X E C O M B I N E
 E O H P L T C I T A I N Q T F F O U I
 J S Q R I D G M I N U M M O C F V R
 O I C O P O B O U M O C H O I C E
 I O F U M U Y U N I T M O I L H H L E
 C P B T O B E N C O U N T R M O C E F E
 E J F J C T S C E N I W C S N G L L X
 S H O U T I B E D Z V N C O S T L W F O V

Word Search

Make your own word search using 8 of the words.

Word Bank

Week 5 – Fluency Readings

Read

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	Volunteers help our community meet today.				
2)	The company showed great passion in helping others.				
3)	Before the race, they had to compile a list of all participants.				
4)	The climbers encountered a steep mountain on their journey.				
5)	In science class, we learned how plants sprout and grow.				
6)	The debate team had to compare and contrast different points of view.				
7)	The story was about how to overcome doubt and rejoice in success.				

Week 5 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

11)	
12)	
13)	
14)	
15)	
16)	
17)	
18)	
20)	

Completion

Complete the sentences using the words.

1	I'm going to the store, _____ I'll buy some milk.
2	She didn't go to the park, _____ did she want to.
3	He's good at math, _____ he practices every day.
4	I was tired, _____ I finished all my homework.

Write

Rewrite the boring simple sentences using an interesting compound sentence

Simple	I was hungry.	I ate an apple.
Compound		
Simple	I love soccer.	I play every weekend.
Compound		

Week 6 - Vocabulary List

Quickly	Softly	Rapidly	Merely	Bravely
Honestly	Eventually	Specifically	Brain	Available
Failure	Complain	Detail	Contain	Betray
Display	Birthday	Always	Portray	Dismay

Cursive

Write the word using cursive writing.

	Trace	Write
Quickly	<i>Quickly</i>	
Softly	<i>Softly</i>	
Rapidly	<i>Rapidly</i>	
Merely	<i>Merely</i>	
Bravely	<i>Bravely</i>	
Honestly	<i>Honestly</i>	
Eventually	<i>Eventually</i>	
Specifically	<i>Specifically</i>	
Brain	<i>Brain</i>	

Name: _____

55

Curriculum Connection
CC5.4

Week 6 - Vocabulary List

Cursive

Write the word using cursive writing.

Word	Trace	Write
Available	<i>Available</i>	
Failure	<i>Failure</i>	
Complain	<i>Complain</i>	
Detail	<i>Detail</i>	
Contain	<i>Contain</i>	
Betray	<i>Betray</i>	
Display	<i>Display</i>	
Birthday	<i>Birthday</i>	
Always	<i>Always</i>	
Portray	<i>Portray</i>	
Dismay	<i>Dismay</i>	

SUFFIX -LY

The **suffix "-ly"** is added to adjectives to form adverbs, describing how an action is done.

Examples:

- ✓ Quick (adjective) becomes Quickly (adverb): She runs quickly.
- ✓ Happy (adjective) becomes Happily (adverb): He sang happily.



Match Match the sentences with its correct -ly words.

Answer	Sentence	Word Hint
1) She _____		A) Diligently
2) He sang _____		B) Quickly
3) He runs _____ in the morning.		C) Loudly
4) The flowers bloom _____		D) Beautifully
5) They answered the questions _____		E) Softly
6) She whispered _____ so no one could hear.		F) Correctly
7) The kids played _____ outside.		G) Gently
8) The sun shone _____ during the summer.		H) Happily
9) He works _____ to achieve his goals.		I) Diligently
10) The wind blew _____ through the trees.		J) Gently

Write

Write the following words in a meaningful sentence.

Rapidly	
Merely	
Bravely	
Honestly	
Eventually	

CONJUNCTIONS

Some **conjunctions** connect and show relationships between ideas more complex than basic conjunctions like FANBOYS.

Examples:

- **Although** she practiced, she didn't win. ("Although" indicates contrast between practicing and not winning.)
- **Unless** you study, you won't understand. ("Unless" sets a condition: not studying results in not understanding.)

Fill In The Blanks Fill in the blanks using conjunctions from the word hint list.

Answer	Word	Sentence
	A) Although	I _____ my sister prefers basketball.
	B) Unless	_____ you _____ sleeping, the snow started to fall.
	C) Since	I _____ join _____ you go to all the practices.
	D) Whereas	_____ it's _____ outside _____ still build a snowman.
	E) Until	_____ it was raining _____ still h _____ the park.
	F) While	Bring an umbrella _____ _____
	G) Even though	You can play video games _____ _____ finished your chores.
	H) As long as	You must wait _____ everyone is ready _____
	I) Provided that	_____ you did well on your test, you can have _____ recess.
	J) In case	You can't go outside _____ you finish your homework.

Write Combine the two sentences using a conjunction from the word hint list above.

The movie was long.	I didn't get bored.

She didn't study.	She needed to pass the test.

WRITING WITH CONJUNCTIONS

- *Although* it was raining, we decided to go for a walk.
- She loves the beach, *whereas* her brother prefers the mountains.
- *Even though* he studied hard, he didn't pass the test.



Write

Complete the sentences below.

Complete with Conjunction	Completed sentence
1) <i>Although</i> she practiced daily,	
2) <i>Whereas</i> she loves the beach,	
3) <i>Provided that</i> he bought a ticket,	
4) <i>Inasmuch as</i> he was the teacher,	
5) <i>Even though</i> the night was cold,	
6) <i>Lest</i> we forget,	
7) <i>Now that</i> the project is complete,	
8) <i>Insofar as</i> the company policy allows,	
9) <i>Given that</i> she had an early start,	
10) <i>As long as</i> you promise to be careful,	







Write









Write a paragraph using at least two different conjunctions from the sentences above.

























































































































CRACK THE CODE

Directions

Use the code below to reveal each spelling word.

												
A	B	C	D	E	F	G	H	I	J	K	L	M

												
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

CODE	ANSWER	CODE	ANSWER
     		     	
     		     	
     		     	
     		     	
     		     	
     		     	
     		     	
     		     	
     		     	
     		     	

Week 6 – Fluency Readings

Read

Today, you are going to measure your reading speed. You will do this by calculating how many words you read per minute.

Passage – Word Count = 112 Words

A young wanderer named Lily traveled quickly and bravely, never allowing the fear of the unknown to hold her down. She always ventured forth, her mind as open as the sky, ready to absorb knowledge like a sponge. Softly, she'd whisper to the creatures she met, promising to relay their stories honestly. On her birthday, specifically, she met an owl whose eyes seemed as vast as the forest itself. The owl shared secrets of the wild, detailing the intricate dance of nature. Lily listened intently, vowing to display this wisdom back in her village. Eventually, when she returned, her tales of honest encounters and adventures surprised her village, turning dismay into delight.

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count – at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

Calculation: $(1,140 \text{ words} \div 330 \text{ seconds}) \times 60 = 207.2 \text{ WPM}$.

Time Taken To Read

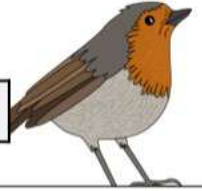
Divide 112/seconds

WPM

Questioning

Instruction

Read the passage and answer the question that follows.



As the first light of dawn gently brushed the treetops, a boy named Alex slipped on his green sneakers and stepped outside. It was a cool Thursday morning, and the world was quiet except for the chirping of the birds. Alex, an avid bird watcher, had just read about the migratory patterns of birds and was eager to spot the early arrivals. As he tiptoed through the dewy grass in his backyard, he kept his eyes peeled for any sign of feathers. Just then, a rustling in the bushes caught his attention. He moved closer to investigate. To his delight, a family of robins hopped onto a nearby branch. Their red breasts puffed out proudly.

1) **What** did Alex wear on his feet during his morning adventure?

2) **When** did Alex go outside to observe the birds?

3) **Where** did Alex read about the birds' migratory patterns?

4) **Why** was Alex interested in the bushes on this particular morning?

5) **How** did Alex discover the family of robins?

Week 6 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	11)
2)	12)
3)	13)
4)	14)
5)	15)
6)	16)
7)	17)
8)	18)
9)	19)
10)	20)

Fill in the blanks

Write the appropriate -ly words for each sentence.

- 1) The dog barked _____ when the mail carrier arrived.
- 2) She opened the fragile box _____ to avoid breaking anything.
- 3) He spoke _____ so he wouldn't wake the baby.

Write

Complete the sentences below.

Clause with Conjunction	Completed Sentence
1) <i>Although</i> he had enjoyed the day,	
2) <i>Whereas</i> she agreed with her friend,	
3) <i>Provided</i> that you follow the rules,	
4) <i>Inasmuch</i> as he was the oldest,	

Week 7 - Vocabulary List

ThinkUnderline the prefix -pre and circle the words with the letter blend thr, spl

Preface	Precaution	Preclude	Preschool	Predicate
Preview	Predetermine	Prerequisite	Throttle	Threshold
Threaten	Thriller	Thrifty	Thrive	Splash
Splinter	Splendid	Splatter	Spluttered	Splurge

Letter

Find other words that start with thr and spl.

thr-	
1)	
2)	7)
3)	8)
4)	9)
5)	10)

spl-	
1)	6)
2)	7)
3)	8)
4)	9)
5)	10)

Write

Use the following words in a sentence.

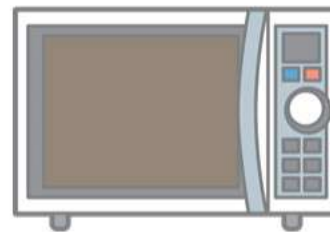
1) Splash	
2) Splendid	
3) Splurge	
4) Thriller	
5) Threaten	

PREFIX PRE-

Understanding the Prefix "Pre-"

The prefix "pre-" means "before". When we add "pre-" to a word, we are saying the action happens before something else.

- Precook: Cook something before it's needed.
- Prepay: Pay for something before using it.
- Preview: Look at something before it's fully released.



Match the words below to their meanings.

Education	Exist or occur before another.
Precaution	Education before primary school.
School	Measure taken beforehand for safety.
Preschool	Decide in advance.
Date	Pay or value that occurred.
Predate	Take steps to avoid greater risk.
Determine	Institution for detaining or punishing.
Predetermine	Make an official decision.

Word Meanings

Write the meanings of each word below.

View	
Preview	
Face	
Preface	
Arrange	
Prearrange	

INTRO TO SUBORDINATING CONJUNCTIONS

Subordinating conjunctions introduce dependent clauses, which can't stand alone as sentences. They show relationships, like cause and effect or timing, between clauses.

Examples:

- **Because** it rained, we stayed inside. (Because it rained" can't stand alone, showing cause.)
- **After** he finished his homework, he played. (After tells us the timing.)

Completion Write the appropriate subordinating conjunction.

when	because	since
though	until	before



1) She didn't go to the party	she felt under the weather.
2) They decided to stay inside	it started to rain.
3) I always drink a cup of tea	to bed.
4) You can join the club	you pay a membership fee.
5) I prefer reading books	watching television.
6) The children played outside	in the rain.
7) She couldn't help but dance	the music started to play.
8) She finished her work diligently	she was tired.

Analyze Circle all the subordinating conjunctions in the selection.

While Maria enjoyed reading fantasy novels, her brother, on the other hand, loved mysteries. Whenever she dived into a magical world, he would dissect alibis. She would lose herself in enchanted forests because they felt like home, whereas he'd walk through dimly lit alleys, chasing clues. Although their tastes differed, they always respected each other's choices. If one found a book blending both genres, they'd read it together, ensuring that, before bedtime, they discussed every twist and turn.

BUILD COMPLEX SENTENCES

Complex sentences combine an independent clause with one or more dependent clauses using subordinating conjunctions. They provide varied structure and depth to writing.

Example: "I read the book because it was interesting."

In the example, "I read the book" can stand alone, but "because it was interesting" cannot. The word "because" joins them.



Write _____ the simple sentences, complete them to create a complex structure.

1) Although the sky was clear in the morning,	the storm threatened the coast.
2) _____	the thriller kept her on edge.
3) _____	she was thrifty with her purchases.
4) _____	plants thrive in sunlight.
5) _____	the performance was splendid.
6) Even though the sky was grey,	_____

Write _____ Complete with appropriate clauses to create complex sentences.

- 1) Once _____

- 2) Wherever _____

- 3) While _____

- 4) Though _____

WORD SEARCH

Word Search

Find the word bank words in the puzzle.

<input type="checkbox"/> Preface	<input type="checkbox"/> Precaution	<input type="checkbox"/> Preclude	<input type="checkbox"/> Preschool	<input type="checkbox"/> Predate
<input type="checkbox"/> Preview	<input type="checkbox"/> Predetermine	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Throttle	<input type="checkbox"/> Threshold
<input type="checkbox"/> Threaten	<input type="checkbox"/> Thriller	<input type="checkbox"/> Thrifty	<input type="checkbox"/> Thrive	<input type="checkbox"/> Splash
<input type="checkbox"/> Splint	<input type="checkbox"/> Splendid	<input type="checkbox"/> Splatter	<input type="checkbox"/> Spluttered	<input type="checkbox"/> Splurge

N E Q U I S I T E Q V O S U D L T
 E D E P U T T E R E D P T P S Y Z H
 D E L C J Y E X S H H R C L P Z T R
 U V E A L S O N O R V E M U L C H E
 L I N F O L T P I V H K D W R A B R S
 C R D E F I S P I A N A Q G T K O H
 E H I R E R P R E C T N T F E T H T O
 R T D P T H R E A T E N T P V I E W T L
 P N K K W T C N E F P R C R Y L D
 S P L A S H J P R E D E T E N S V E C

Word Scramble

Unscramble the word.

UETEQRIRERPIS		IEVWRPE	
EANTRTEH		PSASLH	
RIERTEEMEDPN		EEPTDAR	
ERTLLRIH		ORLHHTESD	
ROTHLTET		PNIRTELS	
HRITEV		FTITHYR	

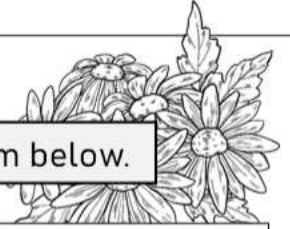
Week 7 – Fluency Readings

Read

Read each passage 3 times at different speeds. Change how long you pause for commas and stop for periods. Read it slow, medium, and fast. Check once you have completed each reading.

	Sentence	Slow	Medium	Fast
1)	The book's preface was a prerequisite to understanding the thrilling story, filled with adventures and secrets that made hearts throb at every turn.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
2)	Taking prelude to the storm, she stood at the threshold, her pulse racing, her mind predated the present, flashing back to childhood puddles, recalling splintered friendships and splendid victories.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
3)	He previewed the game, where strategy precluded luck, and determination was predetermined to make players thrive. Outside, the rain splattered, but his focus never wavered.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
4)	Before the race, her anticipation spluttered like an old car's engine. She needed no preface to feel the thrill, her pulse racing at the starting line's threshold.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
5)	She was thrifty, but the dress was a splurge worth every penny. As she crossed the threshold, the room went silent, her splendor undeniable.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast

Questioning

**Instructions**

After reading the passage, write 6 questions and answer them below.

The classroom was buzzing with excitement as the clock struck two in the afternoon. A girl named Sarah, with her sketchbook under her arm, waited eagerly by the window. Today was special; her class was about to have an art lesson outside, where the school's garden was in full bloom.

As they walked out of the classroom, Sarah noticed how the roses and daisies turned their faces to the sun, basking in its warmth. She found a quiet spot under the willow tree, its leaves whispering secrets in the breeze. With her pencil poised, Sarah began to draw, capturing the vibrant colours and life around her.

1) What

2) When

3) Where

4) Why

5) Who

6) How

Week 7 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

11)	
12)	
13)	
14)	
15)	
16)	
17)	
18)	
19)	
20)	

Completion

Write the appropriate subject and verb.

1) I like to be fit		he enjoys playing sports.
2) The dog was itchy		he had a rash.
3) The boy did not like sushi		did he like the food?
4) He knocked on the door		no one answered the bell.
5) Many problems came up day		he could not get to sleep that night.

Write

Complete with appropriate clauses to create complex sentences.

1) Though _____

2) Provided that _____

Week 8 - Vocabulary List

ThinkUnderline the suffix -ness and circle the words with diphthong oo, aw

Happiness	Kindness	Eagerness	Willingness	Loneliness
Business	Wilderness	Forgiveness	Drool	Smooth
Hoopla	Rookie	Ooze	Scooter	Sawdust
Withdraw	Awesome	Sprawl	Brawny	Outlaw

Write

Write 10 sentences that use all 20 words. You'll need to use 2 words per sentence.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

SUFFIX -NESS

The suffix **"-ness"** is added to adjectives to form nouns that describe a quality or state.

For example, **"happy"** becomes **"happiness"** to mean the state of being happy. Similarly, **"kind"** changes to **"kindness,"** indicating the quality of being kind.

Matching

Put the correct number of the word beside their meanings.

1. Happiness		State of being alone
2. Loneliness		Desire to do or act
3. Eagerness		Commercial activity
4. Willingness		Untamed, natural area
5. Loneliness		Quality of being kind
6. Business		State of contentment
7. Wilderness		Quality of pardoning someone
8. Forgiveness		Ready to act or react

Think

Add -ness to the given adjective.

ADJECTIVE	-NESS
Cheerful	Cheerfulness
Lazy	
Sleep	
Neat	
Weak	
Calm	
Grateful	
Brave	

ADJECTIVE	
Free	
Curious	
Eager	
Lonely	
Sad	
Rude	
Idle	
Busy	

SUBORDINATING CONJUNCTIONS

Subordinating conjunctions make sentences more detailed and layered.

Examples:

- Inasmuch as - "Inasmuch as you're the expert, I'll trust your judgment on this matter."
- Insofar as - "Insofar as we can determine, the event was a success."
- Provided that - "You can play outside, provided that you finish your homework first."

Matching Match the clauses to create a complex sentence.

1) Whereas many people think it's a masterpiece.	A) he'll always choose a chocolate cake.
2) Inasmuch as you're the expert,	B) we will go on the picnic.
3) Unless you finish your homework first,	C) we'll still have the outdoor concert
4) Whereas many people think it's a masterpiece.	D) you won't be allowed to watch TV
5) Provided that the weather goes well,	

Debate

Write an agreeing and disagreeing statement about the provided topic using subordinating conjunctions.

Topic:	Urban sprawl helps cities.
Agree:	Insofar as growth is concerned, sprawl provides needed space.
Disagree:	Provided that sprawl adds space, it causes traffic woes.

Topic:	Being brawny is more beneficial than being brainy.
Agree:	
Disagree:	

Topic:	Outlaws are often misunderstood heroes.
Agree:	
Disagree:	

PRACTICE COMPLEX SENTENCES

Examples:

- Because she was late, Mary missed the bus.
- While I enjoy hiking, I haven't had the chance to go recently.
- After the movie finishes, let's grab some dinner.

**Write**

Create complex sentences out of the provided simple sentences by adding an additional clause.

Simple _____ when they see food.

Complex _____

Simple Her smile lit up _____.

Complex _____

Simple The festival was full of _____.

Complex _____

Simple The team welcomed a talented rookie.

Complex _____

Write

Write a short paragraph about your favourite place, make sure to use at least 3 complex sentences.

CROSSWORD PUZZLE

Crossword

Read the clues and find the words in the crossword puzzle

**Across**

- 3. Not rough.
- 6. Letting go of anger,
- 8. Physically strong
- 9. Tiny wood particles
- 11. Remove from a situation

Down

- 1. Excited commotion
- 2. A person new to a field
- 3. Small vehicle ridden standing or sitting.
- 4. Saliva flowing out
- 5. Remove from a situation
- 7. Spread out carelessly
- 10. Slowly leak out

Week 8 – Fluency Readings

Read

Read each passage using a different voice. Choose from one of the voices in the table and circle when you have read it using that voice.

	Passages	Voices	
1)	I felt happiness as I showed kindness to a lost rook in the wilderness. It was an awesome feeling to help someone out.	Witch	Opera Singer
2)	The willingness to give brought me peace and turned my journey into a smooth transition to a new ship.	Robot	Alien
3)	I withdrew from the noise and found peace in the quiet of my room. Then my thoughts began to ooze out like sawdust from an old workshop.	Cowboy	Detective
4)	I was eager to ride my scooter down the sprawling new road. It felt brawny and free, like being an outlaw on the run.		Zombie
5)	Withdrawing from the loud business meeting, I sought the awesome quiet of the park. The sprawling trees and the soft ooze of the creek calmed me.	Old Wise Man	Captain
6)	I felt a bit like an outlaw as I withdrew from the hoopla of the playground. Alone, I could enjoy the awesomeness of a quiet moment.	British Aristocrat	News Anchor
7)	Amidst the business of the city, I found happiness watching the brawny dogs sprawl in the sunshine. Their drool was messy, but it was a part of the awesome day.	Valley Girl	Announcer

My Reading Reflection

Do you feel you accomplished your goal?

- ☐ Yes!
- ☐ Almost!
- ☐ Over Half Way!
- ☐ I'm Still Working On It!

Explain your choice. What could you have done differently?

1. I read by

- ☐ Alone
- ☐ With a partner
- ☐ In a group

2. The reading was

- ☐ Easy
- ☐ Just Right
- ☐ Challenging

3. My reading speed was

- ☐ Too slow
- ☐ Just Right
- ☐ Too fast

4. Reading aloud, I felt

- ☐ Confident
- ☐ Okay
- ☐ Nervous

5. The words were

- ☐ Easy to read
- ☐ Sometimes hard
- ☐ Often tricky

6. I think my emotion was

- ☐ Really good
- ☐ Good
- ☐ No work

What was your favourite part of your reading and why?

What is one thing you want to work on for your next reading practice?

- ☐ Reading faster
- ☐ Understanding more words
- ☐ Using better expression
- ☐ Other: _____

Explain your choice.

Week 8 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

11)	
12)	
13)	
14)	
15)	
16)	
17)	
18)	
19)	

Debate

Write an agreeing and disagreeing statement using subordinating conjunctions using the provided topic.

Topic:	Banks should allow unlimited withdrawals.
Agree:	
Disagree:	

Write

Create complex sentences out of the provided simple sentences by adding a clause.

Simple	Lava started to ooze from the volcano.
Complex	
Simple	He rides his scooter to school daily.
Complex	

Name: _____

244

Curriculum Connection
CC5.4

Week 28 - Vocabulary List

Think Underline the suffix -ance, -ence and circle the words with the letter blend thr, spl

Acceptance	Guidance	Independence	Assistance	Tolerance
Evidence	Alliance	Reliance	Presence	Consequence
Thrusted	Thriftiness	Throttle	Thriving	Throwback
Splotch	Splendor	Splashy	Splayed	Splatter

Write Write 10 sentences that use all 20 words. You'll need to use 2 words per sentence

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

SUFFIX -ANCE, -ENCE

Both suffixes **"-ance"** and **"-ence"** are added to verbs to turn them into nouns. It often means "a state or action."

Examples:

- Perform -> Performance (the act of performing)
- Assist -> Assistance (the act of assisting)
- Patient -> Patience (the quality of being patient)
- Silent -> Silence (the state of being quiet)



Search _____ "ance" to the base word to create a new word.

Base Word	Suffix -ance
Accept	Acceptance
Perform	Performance
Maintain	Maintenance
Resist	Resistance
Signify	Significance

Base Word	With Suffix -ance
Acquaint	Acquaintance
Comply	Compliance
Disturb	Disturbance
Remember	Remembrance

Search _____

Write the base word of the given word with suffix -ence

Base Word	With Suffix -ence
Absent	Absence
	Existence
	Difference
	Insistence
	Obedience

Base Word	With Suffix -ence
	Coherence
	Preference
	Coherence
	Coincidence
	Precedence

Write _____

Think of one word with suffix -ance and -ence and use them in one sentence.

CAPITALS FOR HISTORICAL PERIODS OR EVENTS

Capitals are used at the start of names for specific historical periods or events to show their importance.

Examples:

- **Renaissance** - a time when art and knowledge flourished.
- **Civil War** - a major war in the U.S. over states' rights.



Edit

Circle the capitalization errors below for historical periods or events

Once the teacher named Mrs. Hamilton decided to take her students on a journey through a magical book. They first landed in the roman empire where they saw various structures like the colosseum.

The next page took them to the middle ages. Villages, castles, and markets were bustling with life. However, they learned about the black death that plagued europe, causing great sorrow. Then they moved forward to the renaissance, a period of art, music, and science. Famous people like Leonardo da Vinci and scientists like Galileo were making significant discoveries.

Next, they jumped to the american revolution, witnessing the thirteen colonies fighting for their independence from Britain. Mrs. Hamilton explained the importance of the declaration of independence as they watched it being signed.

Their final stop was during the world war II era. The world was engulfed in a fierce battle, and many nations were involved. It was a sobering experience for the students. Returning to the present, they realized the significance of remembering and honouring these historical events in the right way.

Abbreviations

Abbreviations are shorter versions of words or phrases to make them quicker to write and read.

For example, "St." stands for Street, "Mr." for Mister, and "Dec." for December. They often use the first few letters and sometimes include a period at the end.

Identify

Identify the correct abbreviation of the words below.

1. Doctor	<input type="checkbox"/> Doc.	<input type="checkbox"/> Dr.	6. Laboratory	<input type="checkbox"/> Lab.	<input type="checkbox"/> Lb.
2. Mistress	<input type="checkbox"/> Mstr.	<input type="checkbox"/> Mstr.	7. October	<input type="checkbox"/> Oc.	<input type="checkbox"/> Oct.
3. Ounce	<input type="checkbox"/> Ounc.	<input type="checkbox"/> Ounc.	8. Number	<input type="checkbox"/> Num.	<input type="checkbox"/> No.
4. Identification	<input type="checkbox"/> Ident.	<input type="checkbox"/> Ident.	9. Government	<input type="checkbox"/> Gov.	<input type="checkbox"/> Govt.
5. Boulevard	<input type="checkbox"/> Blvd.	<input type="checkbox"/> Blvd.	Versus	<input type="checkbox"/> VS.	<input type="checkbox"/> Vrs.

Write

Fill in the blanks with the correct abbreviation for each word in parentheses.

- _____ (Captain) Rogers was leading his team in exercise today.
- _____ (Miss) Thompson will attend the parent-teacher meeting.
- _____ (Attorney) Johnson filed the paperwork for the case.
- Please mail it to 24 George _____ (Street).
- The festival begins on the first of _____ (August).
- The temperature today is 90 degrees _____ (Fahrenheit).
- The package weighs approximately 5 _____ (pounds).
- The workshop is scheduled for this coming _____ (Saturday).
- The recipe requires 2 _____ (tablespoon) of olive oil.
- I have a meeting with the _____ (Department) of Health officials.

FACT VS OPINION

A **fact** is something that is true and can be proven. It's something that everyone agrees on because it can be checked and verified.

- **Example:** Canada has 10 provinces. (This is a fact because it can be proven by looking at a map or a government website.)

An **opinion**, on the other hand, is what someone thinks or feels about something. Opinions are personal and can be different from one person to another.

- **Example:** 'Chocolate ice cream is the best flavour,' that's my opinion. Some of you might agree, but others might think vanilla or strawberry is the best.



Identify whether the statement is a fact or an opinion

	FACT	OPINION
1) The capital of Canada is Ottawa.	<input type="checkbox"/> FACT	<input type="checkbox"/> OPINION
2) Winter is better than summer.	<input type="checkbox"/> FACT	<input type="checkbox"/> OPINION
3) Cats make better pets than dogs.	<input type="checkbox"/> FACT	<input type="checkbox"/> OPINION
4) Dogs are mammals.	<input type="checkbox"/> FACT	<input type="checkbox"/> OPINION
5) Skateboarding is the coolest sport.	<input type="checkbox"/> FACT	<input type="checkbox"/> OPINION
6) Homework should be banned.	<input type="checkbox"/> FACT	<input type="checkbox"/> OPINION
7) The Pacific Ocean is the largest ocean in the world.	<input type="checkbox"/> FACT	<input type="checkbox"/> OPINION

Think Transform the given facts into opinions and vice versa

Fact	Cats have whiskers.
Opinion	Cats look adorable with their whiskers.

Fact	The sky appears blue during the day.
Opinion	

Fact	
Opinion	Penguins must love the cold, living in Antarctica.

Fact	The World Cup is held every four years.
Opinion	

Week 28 – Fluency Readings

Read

Read each passage using a different voice. Choose from one of the voices in the table and circle when you have read it using that voice.

	Passages	Voices	
1)	My project was a splashy splotch of color showing my creative acceptance.	Angry	Happy
2)	With guidance, I learned confidence and independence.	Frustrated	Joyful
3)	I got assistance to reach my goals, a throwback to younger days.	Curious	Serious
4)	My parents' tolerance and alliance with others teach me about respect.	Scared	Calm
5)	At my science fair entrance, I relied on my project's success.	Worried	Determined
6)	After learning the consequence of neglect, my garden is now thriving.	Suspicious	Relieved
7)	In the race, I had to throttle carefully, learning control and balance.	Cheerful	Annoyed

CROSSWORD PUZZLE**Crossword**

Read the clues and find the words in the crossword puzzle

**Across**

- 4. Spread out or extended widely.
- 6. A place or means of going in.
- 8. State of being in a particular place.
- 10. Magnificent and splendid appearance; grandeur.

Down

- 1. Scatter or splash liquid or particles.
- 2. Advice from someone knowledgeable.
- 3. Dependence on something or someone.
- 5. To control the speed of an engine.
- 7. Attracting attention; flashy, showy.
- 9. An irregular or large spot or stain.

Week 28 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

11)	
12)	
13)	
14)	
15)	
16)	
17)	
18)	
19)	
20)	

Capitalization Error

Circle the words that need capitalization.

- 1) The renaissance was a time of great art and learning in Europe.
- 2) Many soldiers fought in the civil war between the North and the South.
- 3) The industrial revolution brought many new machines and factories.

Write

Fill in the blanks with the correct abbreviation for each word in parentheses.

- 1) Please turn in the reports by 3 p.m. _____ (Eastern Standard Time).
- 2) The recipe calls for 2 _____ (teaspoons) of sugar.
- 3) Please provide your _____ (Identification) at the desk.
- 4) He was promoted to _____ (Corporal) last month.

Week 29 - Vocabulary List

Exchange	Exceed	Examine	Expel	Express
External	Extract	Exclude	Baulk	Sulking
Polka	Folklore	Grump	Dampen	Attempt
Exempt	Chomp	Triumph	Impulse	Empathy

Matching Write the letter from the description beside the matching word.

Answer	Description
Exchange	A) Understand another's feelings.
Exceed	B) Pass a limit.
Examine	C) Inspect closely.
Expel	D) Remove with force.
Express	E) Convey thoughts or feelings.
External	F) Swap something for something else.
Extract	G) Displaying resentment or silence.
Exclude	H) Force out.
Baulk	I) Make slightly wet.
Sulking	J) Freed from obligation.
Polka	K) Lively dance.
Folklore	L) Sudden urge.
Grump	M) Bad-tempered person.
Dampen	N) Bite down hard.
Attempt	O) Convey thoughts or feelings.
Exempt	P) Significant victory.
Chomp	Q) Try to achieve.
Triumph	R) Outside of something.
Impulse	S) Bad-tempered person.
Empathy	T) Hesitate or refuse.

PREFIX EX-

The prefix "**ex-**" often means "out of" or "former."

Examples:

- "Export" combines "ex-" and "port." It means to send goods out of a country.
- "Ex-president" means a former president, someone who previously held the role.

Opposit

Identify the opposite of the given words with prefix "ex-"

	Enter	A) Enter
	Exhale	B) Internal
	Export	C) Import
	Express	D) Decrease
	Expel	E) Include
	External	F) Surround
	Extract	G) Surround
	Exterminate	H) Increase
	Export	I) Import
	Extend	J) Admit

**Write**

Use the following words to create sentences.

1. Expel	.
2. Extract	
3. External	
4. Express	

USING PARENTHESES

Using parentheses involves placing a pair of curved lines in a sentence to include extra information or an explanation. This additional content is separate from the main idea of the sentence but provides more detail or clarification.

- In the sentence 'My brother (who is the youngest in the family) loves to play soccer,' the parentheses are used to provide additional information about the brother.
- The sentence 'We visited the new science museum (which opened last month) on our field trip' uses parentheses to give more details about the science museum.

Insert parentheses to enclose the extra information for each sentence.

- 1) My cat named _____ loves to play with yarn.
- 2) We went to the _____ which was very crowded yesterday.
- 3) In math class, we learn about fractions which can be quite tricky.
- 4) My favourite book is 'The Hobbit' it's a really good one.
- 5) For lunch, I had a sandwich with turkey and cheddar and an apple.

Journal
Entry

Write a journal entry about your day. Use parentheses to include personal thoughts or extra details.

READING BY ADJUSTING EXPRESSION

Reading by adjusting expression means changing your voice to match the mood or feeling of what you're reading.



Examples:

- "He shouted, 'Hooray!'" – Read loudly with excitement.
- "She whispered, 'Be quiet.'" – Read softly and gently.

Identify When reading which lines should be spoken loudly and softly?

	Loud	Soft
1) "All aboard! We're departing!"		
2) "Listen closely to the sound of the night."		
3) "Fire! Everyone get out of the building!"		
4) "Her voice was barely a whisper in the dark."		
5) "Goal! Our team won the match!"		
6) "Be gentle, the little bird is frightened."		
7) "Surprise! Happy Birthday to you!"		

Explain How does the punctuation change the expression of the sentence?

You're coming with us.	
You're coming with us?	
You're coming with us!	

It's raining outside.	
It's raining outside?	
It's raining outside!	

Language Register: Public VS Private

When you chat with your best friend, you can be silly, use fun words, and make faces. This is your **"private"** talk. It's easy and fun because it's just you and your friend.

But, if you are talking to the whole school about a project, you speak differently. You use clear words, no slang, and no funny faces. This is your **"public"** talk. You do this so everyone can understand you, and they know you are serious.

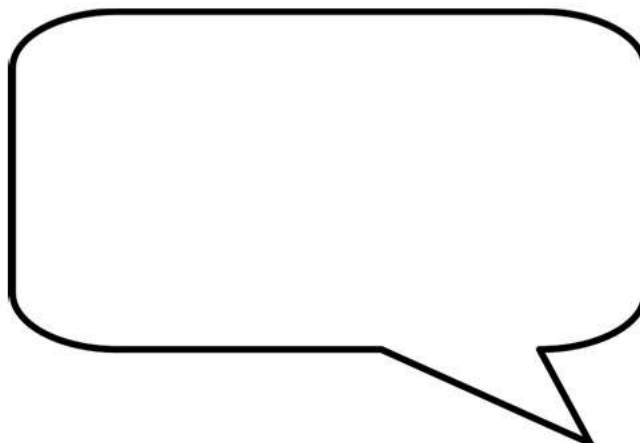
Sort

Sort the phrases into "Private" or "Public" based on whether you would use them when talking to a friend or speaking to a group.

	Private	Public
1) Let's begin our overview of our research findings.		
2) Please listen attentively as I explain the key concepts.		
3) LOL, that movie we watched last night was hilarious!		
4) Let's make a secret handshake that's only for us.		
5) We'll avoid slang and use precise language for clarity.		
6) You won't believe the crazy dream I had last night!		
7) We'll avoid slang and use precise language for clarity.		

Write

As a student leader, transform the sentence 'A new school uniform **changes is coming into effect next month**,' into a formal announcement for the school bulletin and then rewrite it as if you're texting your best friend about it.



Week 29 – Fluency Readings

Read

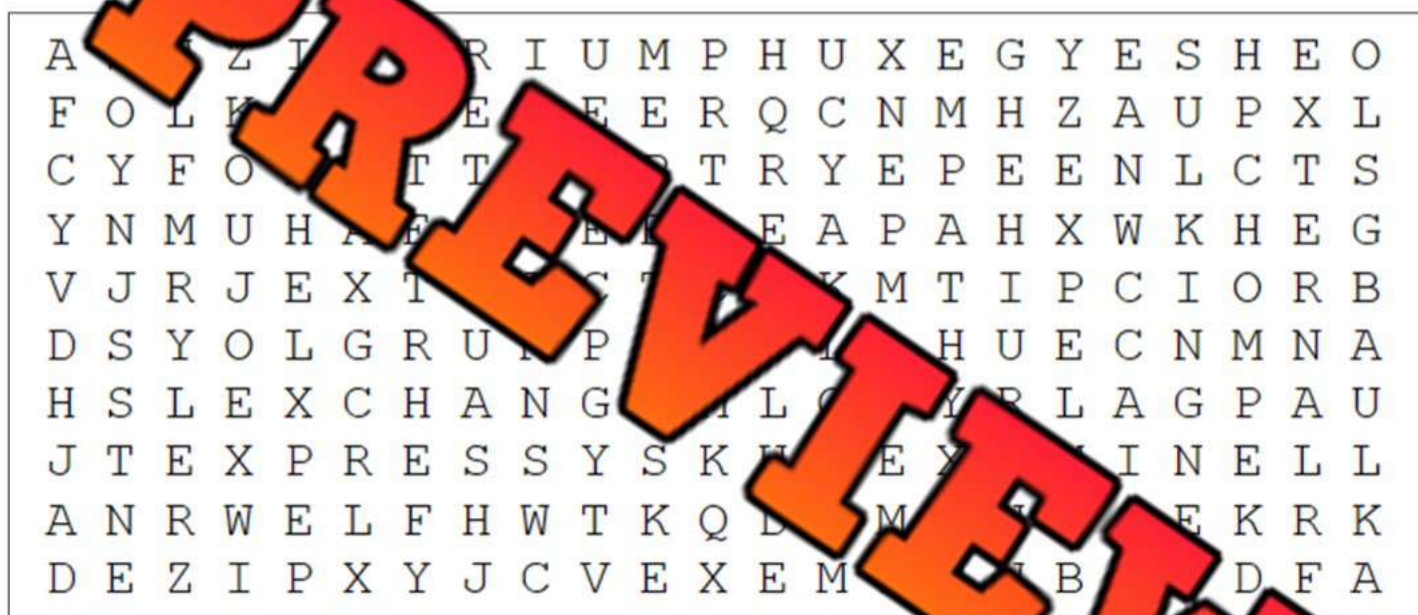
Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	When we are happy, we smile and express joy.				
2)	She felt an urge to help the people.				
3)	He tried to exceed in his attempt to make vodka.				
4)	Sulking, the grump was dampened by folklore tales.				
5)	The grump was exempt from chores, yet his mood didn't improve.				
6)	To extract honey, external equipment is essential, as is empathy for bees.				
7)	If we exclude others, we expel the chance to understand diverse perspectives.				

WORD SEARCH**Word Search**

Find the word bank words in the puzzle.

<input type="checkbox"/> Exchange	<input type="checkbox"/> Exceed	<input type="checkbox"/> Examine	<input type="checkbox"/> Expel	<input type="checkbox"/> Express
<input type="checkbox"/> External	<input type="checkbox"/> Extract	<input type="checkbox"/> Exclude	<input type="checkbox"/> Baulk	<input type="checkbox"/> Sulking
<input type="checkbox"/> Polka	<input type="checkbox"/> Folklore	<input type="checkbox"/> Grump	<input type="checkbox"/> Dampen	<input type="checkbox"/> Attempt
<input type="checkbox"/> Exem	<input type="checkbox"/> Chomp	<input type="checkbox"/> Triumph	<input type="checkbox"/> Impulse	<input type="checkbox"/> Empathy

**Word Search**

Make your own word search using 8 of the words.

Word Bank

Week 29 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

11)	
12)	
13)	
14)	
15)	
16)	
17)	
18)	
19)	
20)	

Insert

Insert parentheses to enclose the extra information in each sentence.

- 1) My teacher who loves science makes learning fun.
- 2) We went to the aquarium it was huge and saw many fish.
- 3) My best friend who moved here last year is really good at soccer.

Identify

Which lines should be spoken loudly and softly?

	Loud	Soft
1) "Get ready! The rocket is launching!"		
2) "Pay attention to the whispers of the wind."		
3) "Look out! The ball is coming this way!"		

Week 30 - Vocabulary List

Adjoin	Adduce	Adore	Advertise	Adhere
Advance	Adrift	Adjourn	Accept	Attempt
Corrupt	Contempt	Encrypt	Exempt	Hazard
Afford	Forward	Steward	Absurd	Standard

Cursive

Write the word using cursive writing

Word	Trace	Write
Adjoin	<i>Adjoin</i>	
Adduce	<i>Adduce</i>	
Adore	<i>Adore</i>	
Advertise	<i>Advertise</i>	
Adhere	<i>Adhere</i>	
Advance	<i>Advance</i>	
Adrift	<i>Adrift</i>	
Adjourn	<i>Adjourn</i>	
Accept	<i>Accept</i>	

Week 30 - Vocabulary List

Cursive

Write the word using cursive writing.

Word	Trace	Write
Attempt	<i>Attempt</i>	
Corrupt	<i>Corrupt</i>	
Contempt	<i>Contempt</i>	
Encrypt	<i>Encrypt</i>	
Exempt	<i>Exempt</i>	
Hazard	<i>Hazard</i>	
Afford	<i>Afford</i>	
Forward	<i>Forward</i>	
Steward	<i>Steward</i>	
Absurd	<i>Absurd</i>	
Standard	<i>Standard</i>	

PREFIX AD-

The prefix "ad-" typically means "to," "toward," or "near." It often indicates direction, motion, or addition.

Examples:

- **Adjoin:** To be next to or joined with.
- **Adjust:** To change slightly, to make fit or suitable.



Word Scramble

Unscramble the words from the word bank

Adrift	Adhere	Admit	Adopt	Adore	Advance
Advertise	Adhere	Adept	Adjust	Adjoin	

IAEDSV	DMIAT	
IADERM	PATED	
PADTO	MA	
TASUDJ	OMEIT	
TAIRDVESE	IN	
RADEO	REARHD	

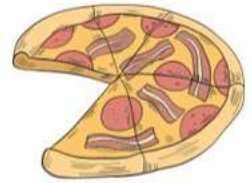
Write

Use the following words to create sentences.

Adrift	.
Adjourn	
Adjust	
Adhere	

USE QUOTATION MARKS

Quotation marks (" ") are used to highlight words someone directly says or to emphasize specific words and phrases.

**Examples:**

- Sarah said, "I love pizza."
Explanation: We use quotation marks to show Sarah's exact words.
- The word "unexpected" means unanticipated.
Explanation: Quotation marks emphasize or highlight a specific word in a sentence.

Insert quotation marks in the direct quote of the speaker.

- 1) Tommy exclaimed, _____ and _____ meteorite in my backyard!
- 2) The teacher said, _____ the universe _____ considered infinite.
- 3) Sarah asked, Do you _____ an appetite _____ me pizza?
- 4) He told her, Your opinion is _____ the opinion _____ mine.
- 5) The magician whispered, This trick _____ all excitement _____ audience _____.
- 6) The sign read, Caution: dynamite in use.
- 7) She responded, I can't accept your invitation right _____.

Completion Complete each sentence by providing suitable words.

- 1) He exclaimed, _____
- 2) She whispered, _____
- 3) The teacher inquired, _____
- 4) We questioned, _____
- 5) They muttered, _____

WRITING DIALOGUE

Writing dialogue means recording the exact words spoken by characters, using quotation marks (" ") to indicate these spoken words.

Examples:

- Anna said, "I love reading." (Explanation: Quotation marks show Anna's exact words.)
- "Where are we going?" asked Tom. (Explanation: The quotation marks indicate the words Tom spoke.)

Write Write a conversation between two characters with the given topic.

Topic Which sport is best?

Tom:

Ray:

Tom:

Ray:

Tom:

Ray:

Dialogue Rewrite Read the example below. Then rewrite the dialogue as a conversation with speaker tags. Write it below.

Example: Lisa looked eagerly at Mark, "Can I borrow your new book?" Mark frowned slightly, "I don't know... It's my favourite." After a moment's thought, he smiled, "Alright, you can borrow it, but just for a week."

Language Register: Formal VS Informal

Formal language is typically used in academic or educational contexts, we use a formal tone and complete sentences, like when talking to a teacher or other professionals.

Informal language is characterized by a relaxed tone, everyday language, and contractions, and can include slang, making it more suited for personal conversations.

Write

Transform the formal registers to informal social media posts and vice versa, showing casing tone and word choice shifts.

PREVIEW

OTHER RE



"Hey folks! ☁️ Looks like we might get some rain and thunder later. Keep your umbrellas handy and stay dry! ☔️ #WeatherUpdate #RainyDay"

SOCCER WIN



We are pleased to announce that our school's soccer team emerged victorious in today's match, securing a commendable win with a score of 3-1. The team displayed exceptional teamwork and skill on the field."



MISSING



URGENT! 🐕 Our fur buddy is MIA! 😞 If you've seen this cutie around, hit me up ASAP! Let's bring our furry friend home! 🏠 #LostDog #HelpNeeded



Week 30 – Fluency Readings

Read

Today, you are going to measure your reading speed. You will do this by calculating how many words you read per minute.

Passage – Word Count = 119 Words

In the heart of the city, two buildings adjoin, creating an unexpected standard for modern architecture. On one side, a company attempts to advertise its latest products using bright lights that seem almost absurd in their intensity. The other building, a tech company, processes sensitive data, a task not exempt from hazard. Inside, employees are focused on taking design and the stewardship of their innovative boss. Meetings are held with creative ideas floating adrift in their minds. It's a place where progress advances the norms, a sharp contrast to the corrupt practices in some other industries. Here, the pursuit for mediocrity fuels their ambition. They adhere to excellence, striving to give the city a glimpse of a better future.

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count – at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

Calculation: $(1,140 \text{ words} \div 330 \text{ seconds}) \times 60 = 207.2 \text{ WPM}$.

Time Taken To Read

Divide 119/seconds

WPM

FLUENCY PROGRESS

Instructions:

- Read the passage aloud to your partner.
- Pass this chart to your partner for them to record improvements in your readings.
- Reflect on your progress and set a goal for next time.

My Reading Partner	
I read the	

First Reading Feedback	This is how my partner thinks I did	
I recognized more words.	✓ ✓ ✓	😊 😊 😐 😞 😞
My reading pace was consistent.	🕒 🕒 🕒	😊 😊 😐 😞 😞
My expression was natural.	😊	😊 😊 😐 😞 😞
I followed punctuation marks	, . . .	😊 😊 😐 😞 😞






Second Reading Feedback	This is how my partner thinks I did		My reading got better
I recognized more words.	✓ ✓ ✓	😊 😊 😐 😞 😞	
My reading pace was consistent.	🕒 🕒 🕒	😊 😊 😐 😞 😞	
My expression was natural.	😊 😊 😊	😊 😊 😐 😞 😞	
I followed punctuation marks	, . . . , ? !	😊 😊 😐 😞 😞	









One thing I did well:	
One thing I want to improve:	
My next reading goal is:	





























































































CRACK THE CODE

Directions

Use the code below to reveal each spelling word.

												
A	B	C	D	E	F	G	H	I	J	K	L	M

												
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

CODE	ANSWER	CODE	ANSWER
   		    	
   		    	
   		    	
     		    	
   		    	
   		    	
   		    	
   		    	
   		    	
   		    	

Week 30 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)		11)	
2)		12)	
3)		13)	
4)		14)	
5)		15)	
6)		16)	
7)		17)	
8)		18)	
9)			
10)		20)	

Insert

Place the quotation marks in the correct place to show the speaker.

1) The nurse whispered, He will be fine now.
2) The sign read, Keep Out Private Property.
3) She replied, Of course I will.

Write

Write a short conversation between two characters with the given topic

Topic: Favourite Music

Tom:

Ray:

Tom:

Ray: