Grade 8 – Language

A. Literacy Connections and Applications

Throughout Grade 8, in connection with the learning in strands B to D, students will:



Preview of 111 pages from this product that contains 446 pages total.

Included are weeks 1 – 5, 20 – 22 and 30.

There are 30 weeks total.

A3	**Applications, Connections, and Contributions** Apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations	14 – 15, 57 – 58, 100 – 101, 143 – 144, 186 - 187

Grade 8 – Language

B1. Oral and Non-Verbal Communication



	Curriculum Expectations	Pages
B1.1	**Effective Listening Skills** evaluate and use various effective listening skills to enhance comprehension, including paraphrasing, asking open-ended questions, making relevant responses in group discussions, and reflecting on what has been said, and use these skills in formal and informal contexts and for various purposes	238 – 244
B1.2	**Listening Strategies for Comprehension** select and use a variety of listening strategies before, during, and after listening to analyze and comprehend information communicated orally and non-verbally, seek clarification, and identify relevant evidence to support a response appropriate to the context	245 – 252
B1.3	**Speaking Purposes and Strategies** analyze the purpose and audience for speaking in formal and informal contexts, and select and adapt speaking strategies to communicate clearly and coherently	253 – 273
B1.4	**Oral and Non-Verbal Communication Strategies** identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and evaluate and compare the effectiveness of these strategies in supporting understanding or communication, including how their use may vary across cultures	274 – 279
B1.5	**Word Choice, Syntax, and Grammar in Oral Communication** use precise and descriptive word choice, including domain-specific vocabulary from various subjects, and cohesive and coherent sentences during formal and informal communication, to support audience comprehension	280 - 285

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Grade 8 – Language

B2. Language Foundations for Reading and Writing



	Curriculum Expectations – Overall Expectations	Pages
B2.1	**Word-Level Reading and Spelling: Using Morphological Knowledge** use consolidated knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell complex words with accuracy and automaticity	16, 23, 30, 37, 44, 51, 59, 66, 73, 80, 87, 94, 102, 109, 116, 123, 130, 137, 145, 152, 159, 166, 173, 180, 188, 195, 202, 209, 211, 216, 227
B2.2	**Vocabulary** demonstrate an understanding of a wide variety of words, acquire and use explicitly taught vocabulary flexibly in various contexts, including other subject areas, and use consolidated morphological knowledge to analyze and understand new words in context	14 – 15, 19, 22, 26, 29, 33, 36, 40, 43, 47, 50, 54, 57 – 58, 62, 65, 69, 72, 76, 79, 83, 86, 90, 93, 97, 100 – 101, 105, 108, 112, 115, 119, 122, 126, 129, 133, 136, 140, 143 – 144, 148, 151, 155, 158, 162, 165, 169, 172, 176, 179, 183, 186 – 187, 191, 194, 198, 201, 204 – 205, 208, 212, 215, 223, 226, 234
B2.3	**Reading Fluency: Accuracy, Rate, and Prosody** read a variety of complex texts fluently, with accuracy and appropriate pacing, to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading	20, 27, 34, 41, 48, 55, 63, 70, 77, 84, 91, 98, 106, 113, 120, 127, 134, 141, 149, 156, 163, 170, 177, 184, 192, 196 – 197, 203, 206, 210, 213, 217 – 222, 224, 228 – 233, 235

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Grade 8 – Language

B3. Language Conventions for Reading and Writing



	Curriculum Expectations	Pages
B3.1	**Syntax and Sentence Structure** use their knowledge of sentence types and forms to construct increasingly complex sentences that connect and communicate ideas accurately and effectively	17 – 18, 24, 31, 38 – 39, 45, 52, 60 – 61, 67 – 68, 117 – 118,
B3.2	**Grammar** demonstrate an understanding of the functions of parts of speech in sentences, refine their understanding of grammar, and use this knowledge to support comprehension and communicate meaning clearly and precisely	25, 32, 46, 53, 74 – 75, 81 – 82, 88 – 89, 95 – 96, 103 – 104, 110 – 111, 124 – 125, 131 – 132, 153, 167 – 168, 174 - 175
B3.3	**Capitalization and Punctuation** use and refine their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, when reading and writing	138 – 139, 146 – 147, 154, 160 – 161, 181 – 182, 189 - 190

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Curriculum Connection
D2.2

SCIENCE OF READING - OVERVIEW

Understanding the Science of Reading
The science of reading is an evidence-based approach that outlines effective literacy instruction. It is derived from a multitude of studies, all pointing to similar conclusions, thereby providing a robust basis for teaching early reading skills.

Simple View of Reading
An essential model within this scientific approach is the simple view of reading. This model suggests that reading comprehension is a product of two elements: decoding (the process of recognizing words) and language comprehension (the process of understanding the meaning of words and sentences).

Despite reading having additional complexities, this model offers a clear depiction of the fundamental elements of reading development.

Key Areas for Early Literacy Instruction
The science of reading identifies five critical areas for early literacy instruction: phonological awareness, phonics and word recognition, fluency, vocabulary and oral language comprehension, and text comprehension.

Phonological awareness involves teaching students to identify and manipulate sounds within words. In contrast, phonics and word recognition require explicit and systematic teaching of letter sounds and sound-spelling patterns.

Fluency is developed by providing frequent opportunities for students to read aloud from connected text. Vocabulary and oral language comprehension are enriched through language-rich interactions in instruction.

To teach text comprehension, educators use rich texts to teach students metacognitive strategies such as setting a purpose, monitoring for meaning, and building inferences while reading.

Applying the Science of Reading in the Classroom
In a classroom applying the science of reading, teachers provide systematic instruction on sound-spelling patterns. Comprehension is taught using a rich, complex text for all students, with multiple reads of the same text.

High-quality conversations about the text are encouraged, focusing on language, structure, and deepened understanding. In conclusion, the science of reading champions evidence-based practices for effective literacy instruction.

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Curriculum Connection
D1.2

SCIENCE OF READING - OVERVIEW

The **Science of Reading** Program requires explicit instruction of phonological, orthographic, and morphological knowledge so students can decode and encode regular words and irregular words.

In grade 8, the focus in the curriculum is on decoding and understanding affixes (prefixes and suffixes).

Therefore, our reading program will be broken down into 30 weekly word lists that align with the expectations in the grade 8 foundations of language curriculum. Each week, teachers will focus on one affix and two letter blend sounds.

The other words in the word list will align with the vocabulary overall expectation, which states tier 2 and tier 3 words should be used. **Tier 2 words** are found in written language as well as in oral language in the classroom and are useful across many different content areas. These words have high utility for students and will be the focus of explicit vocabulary instruction. **Tier 3 words** are words used in specific subject matter. Students will work with these words to improve their vocabulary.

Weekly Plan		
Week Number	**Prefix/Suffix**	**Letter Blends**
Week 1	prefix: un-	ea, ee
Week 2	suffix: -ing	bl, br
Week 3	prefix: re-	ch, sh
Week 4	suffix: -ly	ai, ay
Week 5	prefix: dis-	st, sp
Week 6	suffix: -able	tr, dr
Week 7	prefix: pre-	wh, qu
Week 8	suffix: -less	ou, ow
Week 9	prefix: ex-	ir, ur
Week 10	suffix: -ment	oa, oi
Week 11	prefix: in-	gr, gl
Week 12	suffix: -ful	str, spr

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Curriculum Connection
D1.2

Reading Program - Overview

Weekly Plan		
Week	**Prefix/Suffix**	**Blend/Digraph/Diphthong**
Week 13	prefix: non-	ar, er
Week 14	suffix: -ness	pl, pr
Week 15	prefix: sub-	cr, cl
Week 16	suffix: -tion	sn, sm
Week 17	prefix: inter-	ie, igh
Week 18	suffix: -ous	ew, ue
Week 19	prefix: anti-	fl, fr
Week 20	suffix: -y	ui, ue
Week 21	prefix: mis-	wr, kn
Week 22	suffix: -ize	au, aw
Week 23	prefix: super-	mp, mb
Week 24	suffix: -ship	th, ph
Week 25	prefix: auto-	ce, ci
Week 26	suffix: -er	or, ore
Week 27	prefix: co-	lt, ld
Week 28	suffix: -al	pt, ft
Week 29	prefix: trans-	ck, ke
Week 30	suffix: -ist	gn, ng

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Reading Program - Overview

Week	Lesson 1	Lesson 2
1	Identify Sentence Fragments	Correct Sentence Fragments
2	Sentence Form: Simple Sentences	Parts Of Speech: Nouns, Verbs, Adjectives, And Adverbs
3	Identify Run-on Sentence	Parts Of Speech – Interjection, Conjunction, Preposition
4	Correct Run-on Sentence	Independent Clauses
5	Sentence Form: Compound Sentences	Coordinating Conjunctions
6	Intro To Subordinating Conjunctions	Sentence Form: Complex Sentences
7	Complex Sentences With Relative Clauses	Complex Sentences With Prepositional Clauses
8	Compound-complex Sentences	Compound-complex Sentences
9	Forms Of The Verb "To Be" (E.G., Am, Are, Be, Was, Being)	Linking Verbs (E.G., To Be, To Become, To Seem)
10	Perfect Tense	Relative Pronouns (E.G., The Woman *Who* Called Earlier Did Not Leave A Message.)
11	Imperative Verbs (E.G., *Place* Your Order In The Next Five Minutes.)	Interrogative Verbs (E.G., *Did* You Break My Favourite Toy?)
12	Intensive Pronouns (E.G., *He Himself* Was Responsible For His Success In Sports.)	Reflexive Pronouns (E.G., She Bought *Herself* A Mango.)
13	Proper Adjectives	Correlative Conjunctions
14	Gerunds As Nouns	Prepositional Phrases
15	Passive Versus Active Voice For Verbs	Converting Active And Passive Voice For Verbs

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Reading Program - Overview

Weeks	Lessons	
16	Predicate Nouns	Predicate Adjectives
17	Adverbial Phrases	Indirect Objects (E.G., They Gave *Me* A Pencil.)
18	Capital Letters In Dialogue	Commas And Quotation Marks To Mark Direct Speech And Direct Quotations From Texts
19	Capital Letters In Dialogue	Commas To Set Off Nouns Of Direct Address
20	Participles	Commas To Set Off Advanced Phrases Or Clauses, Such As Appositives And Participles
21	Commas After Transitional Words Or Phrases	Commas To Set Off Conjunctive Adverbs
22	Colons To Indicate New Speakers In Script Dialogue	Colons In Formal Letters And Memo Salutations
23	Colons To Introduce A Quotation After A Complete Sentence	Colons For Introducing A List After A Complete Sentence
24	Semicolons To Separate Two Independent Clauses	Semicolons To Separate Two Independent Clauses
25	Ellipses Or Dashes To Indicate An Admission, A Pause, Or A Break	Ellipses Or Dashes To Indicate An Admission, A Pause, Or A Break
26	Commonly Misspelled Words	Commonly Misspelled Words
27	Adjusting Expression For Different Genres	Thesaurus Skills: Expanding Word Choices
28	Adjusting Expression For Different Genres	Morpheme Scavenger Hunt: Spotting Bases, Prefixes, And Suffixes In Texts
29	Reader's Theatre - Performance Reading: Adjusting Tone And Pacing For Audiences	Fluency Readings – Providing A List Of Sentences That Get More Difficult To Read
30	Reader's Theatre - Performance Reading: Adjusting Tone And Pacing For Audiences	Fluency Readings – Providing A List Of Sentences That Get More Difficult To Read

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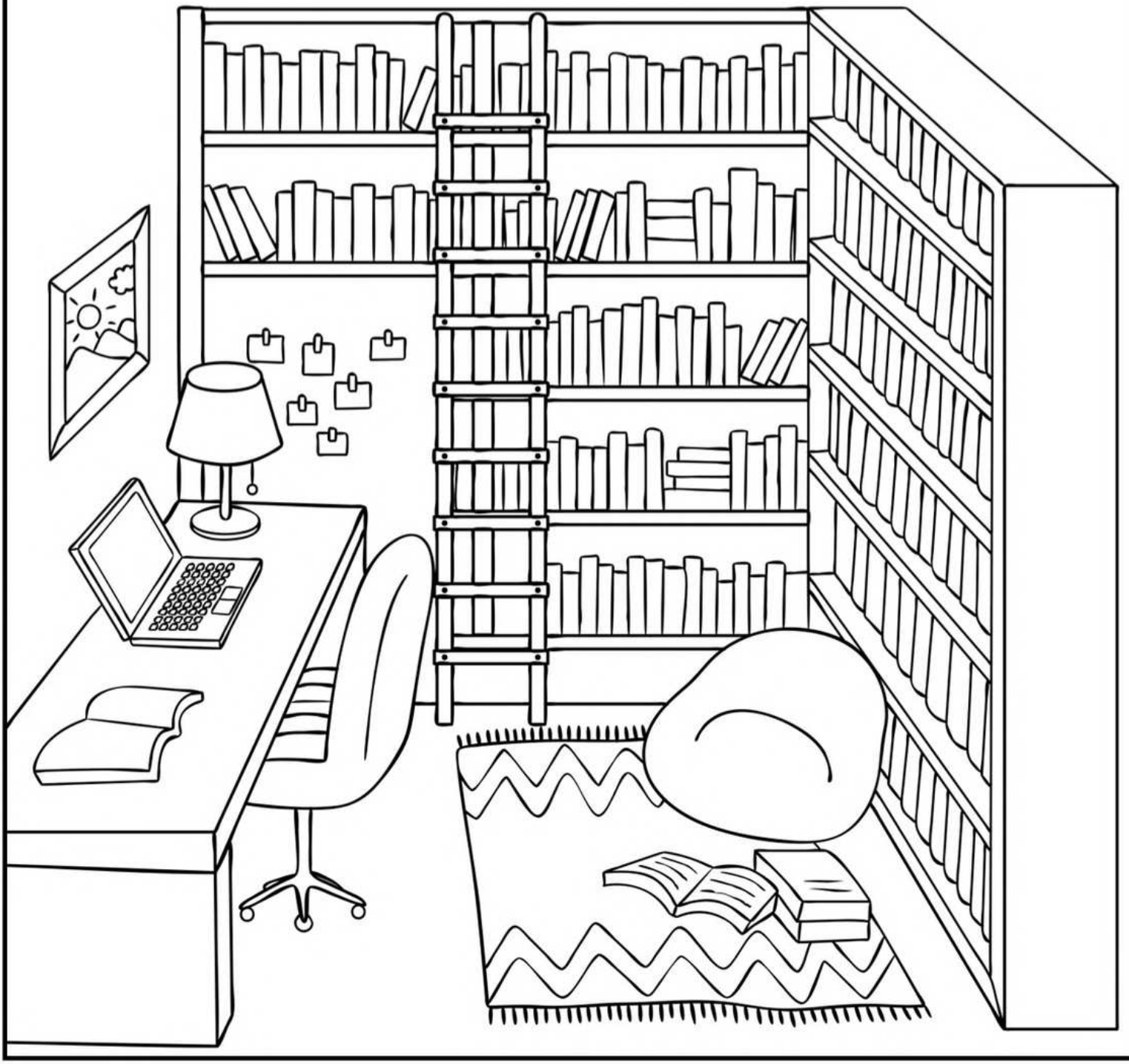
FOUNDATIONS OF LANGUAGE



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Curriculum Connection
A3, B2.2

Week 1 - Vocabulary List

Unprecedented	Unanimous	Unscrupulous	Unparalleled	Unrelenting
Unattainable	Uninhibited	Unsubstantiated	Eavesdrop	Veneer
Weary	Deafening	Treason	Earliest	Foreseeable
Employee	Greenery	Deepen	Feeble	Freestyle

Cursive Write the word using cursive writing.

PREVIEW

Word	Trace	Write
Unprecede	Unprecedented	
Unanimous	Unanimous	
Unscrupulous	Unscrupulous	
Unparalleled	Unparalleled	
Unrelenting	Unrelenting	
Unattainable	Unattainable	
Uninhibited	Uninhibited	
Unsubstantiated	Unsubstantiated	
Eavesdrop	Eavesdrop	

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Curriculum Connection
A3, B2.2

Week 1 - Vocabulary List

Cursive Write the word using cursive writing.

Word	Trace	Write
Veneer	Veneer	
Weary	Weary	
Deafening	Deafening	
Treason	Treason	
Earliest	Earliest	
Foreseeable	Foreseeable	
Employee	Employee	
Greenery	Greenery	
Deepen	Deepen	
Feeble	Feeble	
Freestyle	Freestyle	

PREVIEW

Name: _____ 16

Curriculum Connection
B2.1

PREFIX UN-

The prefix "un-" is used to give the opposite meaning to the word it's attached to. Think of it as a way to turn a word into its negative or reverse form.



Examples:

- Known - Something that is recognized or familiar.
- Unknown - Something that is not recognized, not familiar, or mysterious.
- Tie - To connect things together with a rope, string, etc.
- Untie - To remove the rope or string, separating the things that were connected.

Unscramble Unscramble the "un-" words using their definitions as hints.

ANSWER	SCRAMBLED	DEFINITION
1)	NCEA	Not easy to understand or see.
2)	NL	Remove contents from a vehicle or container.
3)	AL[illegible]A	[illegible]al or against nature.
4)	NEUGFR[illegible]AT	[illegible]ation for help or kindness.
5)	UUNLUSFE	[illegible]t helpf[illegible]al.

Completion Complete the sentences w[illegible]he [illegible]ord.

A. Unanimous	B. Unrelenting	C. Unattain[illegible]	D. [illegible]ted
E. Unparalleled	F. Unscrupulous	G. Uninhibited	[illegible]ed

	1) The rumor was _____ and lacked any real e[illegible]ence.
	2) His _____ effort in studying led to great results.
	3) The athlete's achievement was _____ in school history.
	4) The class decision to go on a field trip was _____.
	5) Beware of _____ sellers when shopping online.
	6) He danced _____ at the party, enjoying every moment.
	7) Her talent in art is _____ in her grade.
	8) Some thought the goal was _____, but she proved them wrong.

PREVIEW

Name: _____ 17

Curriculum Connection
B3.1

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 fast toward the bus.
- Without knowing the full story.
- In the garden all day.



Complete [illegible]ment?

Is the sentence complete or is it a fragment?

1) In [illegible]ark, sp[illegible]ay.	Complete	Fragment
2) The cat ju[illegible]	Complete	Fragment
3) Laughing at th[illegible]y jok[illegible]	Complete	Fragment
4) Under the old, creak[illegible]e a qui[illegible]	Complete	Fragment
5) She read her book quietly [illegible]e co[illegible]	Complete	Fragment
6) During the long summer vacation.	C[illegible]mplete	Fragment
7) The sun sets beautifully over the mountain[illegible]	C[illegible]	Fragment
8) Beside the flowing river.	C[illegible]plete	Fragment

PREVIEW

Fragment Repair

Repair each fragment to form a c[illegible]plet[illegible]

1) Perfect for a picnic.

2) Walking through the dense forest.

3) Heading back to our campsite.

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Curriculum Connection
B3.1

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:
- At last!
- Beyond words!
- No turning back!

PREVIEW

Identify

Identify the sentence fragment that best conveys each given emotion

a) Excitement	b) Disbelief	c) Hope	d) Anger	e) Joy
f) Curiosity	g) Sadness	h) Surprise	i) Fear	j) Nostalgia

1.	Bright days ahead!	6.	Didn't see that coming!
2.	Remember those days?	7.	Tears fall silently.
3.	Laughter everywhere!	8.	Can't wait!
4.	What lies beyond?	9.	Shadows lurking!
5.	Lost, alone.	10.	Trembling with rage!

Write

Create a correct sentence fragment for the given sentences.

Sentence	I am so excited that I can barely wait.
Fragment	Just can't wait!

Sentence	The long and stressful day is finally over.
Fragment	

Sentence	After all the effort, it turned out to be for nothing.
Fragment	

Sentence	I wonder what mysteries lie beyond the visible horizon.
Fragment	

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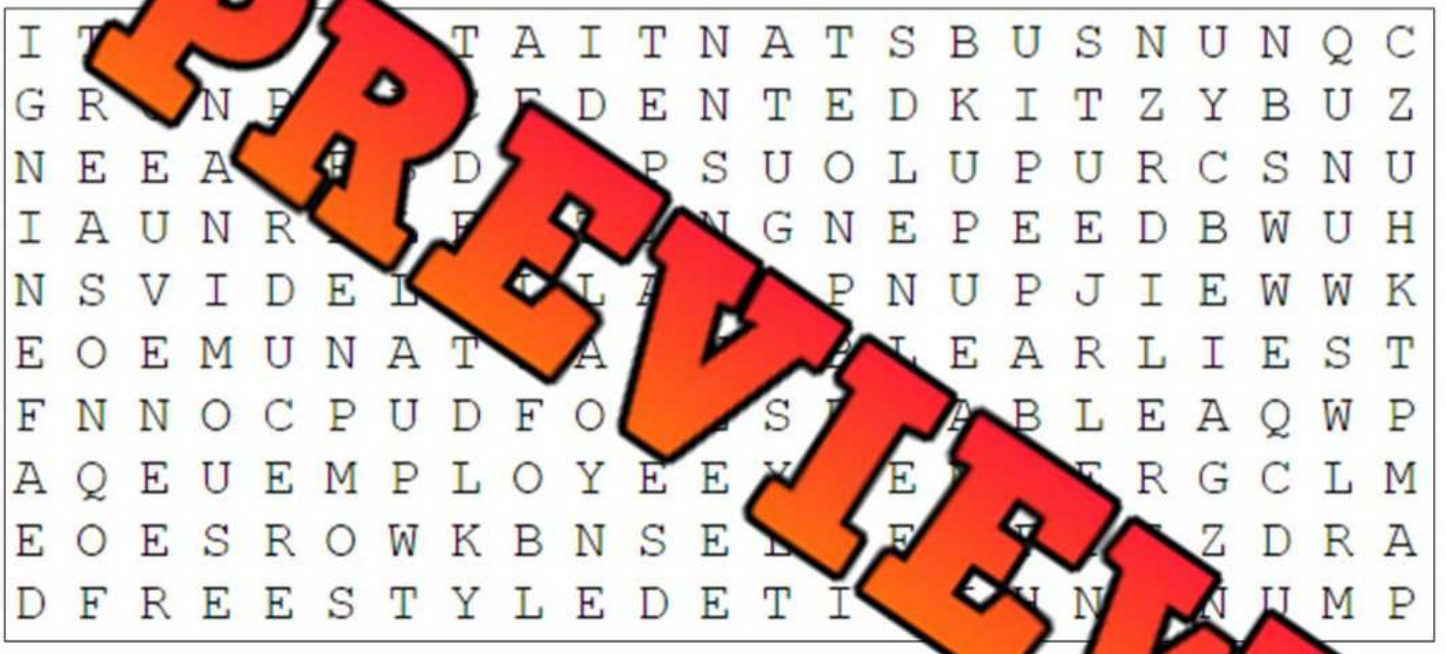
Curriculum Connection
B2.2

WORD SEARCH

Word Search Find the word bank words in the puzzle.

Unprecedented	Unanimous	Unscrupulous	Unparalleled	Unrelenting
Unattainable	Uninhibited	Unsubstantiated	Eavesdrop	Veneer
Weary	Deafening	Treason	Earliest	Foreseeable
Emplo	Greenery	Deepen	Feeble	Freestyle



PREVIEW

Word Search Make your own word search using 8 of the [illegible] words.

Word Bank

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Curriculum Connection
B2.3

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)	
		1st Try	2nd Try	1st Try	2nd Try
1)	T[illegible] the park seemed to [illegible] f tranquility.				
2)	After a t[illegible] the w[illegible]veler was home to his [illegible]don[illegible]w[illegible]eer flaking off.				
3)	The unprecedented event was [illegible]th unanimous approval.				
4)	It's risky to make decisions based on unsubstantiated claims.				
5)	The unrelenting noise in the city was almost deafening.				
6)	In the foreseeable future, such unparalleled success seems unattainable.				
7)	The unscrupulous employee decided to eavesdrop, revealing a feeble attempt at treason.				

PREVIEW

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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)	

PREVIEW

Complete or Fragment? Is the sentence complete or a fragment?

1) Crazy events unfolding.	Complete	Fragment
2) A vote was cast.	Complete	Fragment
3) Her determination was non-stop.	Complete	Fragment
4) Hoping for better times.	Complete	Fragment

Identify Identify the emotion conveyed by each fragment.

EMOTION	SENTENCE FRAGMENTS
	1) Any moment now
	2) Peace at last
	3) Never saw it coming

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Curriculum Connection
A1, B2.2

Week 2 - Vocabulary List

Yearning	Astonishing	Participating	Enthralling	Captivating
Exhilarating	Condemning	Diverting	Blabbering	Blatant
Blemish	Blisteringly	Blotchy	Blunder	Bracelet
Brilliant	Brouhaha	Brawny	Brute	Brotherhood

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

PREVIEW

Answer	Vocabulary Word	Description
	Yearning	A) Physically strong, muscular
	Astonishing	B) Looking foolishly at length
	Participating	C) Exciting, very engaging
	Enthralling	D) Amazing great surprise
	Captivating	E) Feeling among a group
	Exhilarating	F) A rush and overwhelming reaction
	Condemning	G) Fascinating, drawing interest
	Diverting	H) Covered in hair
	Blabbering	I) A mark or flaw, spoiling appearance
	Blatant	J) Cruel person or animal
	Blemish	K) Expressing strong disapproval
	Blisteringly	L) Being actively involved
	Blotchy	M) A careless mistake
	Blunder	N) Obvious, without any attempt to hide
	Bracelet	O) Decorative band or chain for the wrist
	Brilliant	P) Strong desire for something
	Brouhaha	Q) Extremely fast, intense
	Brawny	R) Exciting, thrilling
	Brute	S) Extremely bright or clever
	Brotherhood	T) Entertaining, distracting

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Curriculum Connection
B2.1

SUFFIX -ING



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

Examples:

- Run → Running
- Sing → Singing
- Write → Writing



Write T…rm the sentences into present continuous tense using '-ing' verbs.

1) H… …ball.	He is playing football.
2) They walk t…	
3) The cat sleeps … chair.	
4) She writes an email.	
5) The dog barks loudly.	
6) We watch a movie on Fridays.	
7) I read a book every night.	
8) You cook dinner every Sunday.	
9) The birds sing in the morning.	
10) The teacher explains the lesson.	

PREVIEW

Write Use the words below to create a meaningful sentence.

1. Learning	
2. Building	
3. Collaborating	
4. Investigating	

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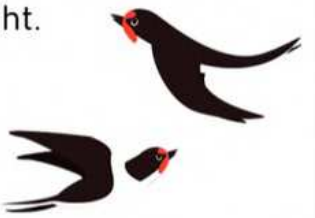
Curriculum Connection
B3.1

SENTENCE FORM: SIMPLE SENTENCES

A **clause** is a group of words that gives information and has a subject and a verb.
A **simple sentence** is a sentence that has one independent clause that can stand alone. This means it has a subject and a verb and expresses a complete thought.



Examples:

- The girl walks every morning.
- She reads a book.
- Birds fl uth in winter.

Write te the following to make a simple sentence.

1) Before lunch

2) After the movie

3) My best friend

4) The scariest moment

5) During the concert

6) Whenever I hear

PREVIEW

Identify Underline the simple sentences in the passage belo

While the morning sun peeked over the horizon, Marcus started his day. He pulled on his boots, which were still muddy from yesterday's adventure, and hurried downstairs. The aroma of pancakes filled the air, indicating his sister had been busy in the kitchen. Although he was eager to eat, Marcus remembered his promise to walk the dog first. As he leashed his eager beagle, he thought about the school project due next week. He knew that after breakfast, he would have to find a quiet spot to work. Today, like most days, promised a balance of duty and fun.

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Curriculum Connection
B3.2

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 committee deliberated <u>earnestly</u> on the new policy.
	2) The argument was quite <u>persuasive</u> at the debate.
	3) The athlete [illegible] a flawless performance.
	4) He felt [illegible] after the long day.
	5) The ancient artifact [illegible] according to the museum curator.
	6) They <u>navigate</u> through the city [illegible] old map.
	7) The <u>cake</u> she made was exceptionally [illegible]
	8) The novel's protagonist is a [illegible]
	9) She <u>recited</u> the poem from memory.
	10) The <u>flowers</u> in the garden grew abundantly [illegible]

PREVIEW

Write

Use the words in sentences as the part of speech listed.

Detective *(Noun)*	
Invest *(Verb)*	
Robust *(Adjective)*	
Briefly *(Adverb)*	

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Curriculum Connection
B2.2

CROSSWORD PUZZLE

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



PREVIEW

Across

2. A mark or flaw that spoils appearance.
3. A decorative band or chain for the wrist.
4. A noisy and overexcited reaction or response.
5. Very bright; exceptionally clever or talented.
6. Providing amusement or entertainment.
7. Physically strong; muscular.

Down

1. A careless or foolish mistake.
2. Very obvious and offensive.
3. Talking foolishly or excessively.
4. Covered with marks; not uniform.

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Curriculum Connection
B2.3

Week 2 – Fluency Readings

Read Today, we will calculate how fast of a reader you are. You will do this by calculating how many words you read per minute.

Passage – Word Count = 109 Words

Ella's ye for adventure led her to the astonishing discovery of an ancient brac th the roots of an old oak. As she participated in the local dig, the enthra of past civilizations captivated her imagination. The exhilarating mo of un ch a brilliant artifact was briefly marred by the brouhaha of her onde er accidental blunder—a blotchy, blabbering mess of excitement. Yet tant ish on the bracelet's surface only added character. The blisteringly hot s ould mpen their brawny efforts, nor the brute work necessary to ex day, dst dust and discovery, a brotherhood was forged in the thrill of his evi

PREVIEW

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 words ÷ 330 seconds) × 60 = 207.2 WPM.

Time n To Read
Divide 109/seconds
WPM

Name: _____ 28

Week 2 - 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)	

PREVIEW

Write Complete the following to a sim ce.

1) Across the street

2) Beneath the stars

3) Through the window

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

	1) The <u>magician</u> effortlessly performed the complex trick.
	2) That ancient monument is <u>revered</u> by all the locals.
	3) During the lecture, the professor <u>elaborated</u> on the topic.
	4) The team played <u>remarkably</u> well in the championship.
	5) A <u>serene</u> lake stretched out before the hikers.

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Curriculum Connection
A1, B2.2

Week 3 - Vocabulary List

Think Underline the prefix -re in each word. Circle the words with letter blends: ch, sh

Reconstruct	Refurbish	Reimagine	Reimburse	Reconcile
Redundant	Reassure	Reconfigure	Chauffeur	Churn
Chronicle	Chivalrous	Charlatan	Chrysalis	Sheepish
Shod	Shrieking	Shroud	Shrewdly	Shanty

Instru nks using the vocabulary list above. You may need to add a suffix d to make the sentence make sense.

PREVIEW

1	Let's _____ the room's layout.
2	He hired a _____ for the event.
3	Waves rise and fall a the _____ under the stormy sky.
4	The book _____ istory of Rome.
5	His _____ act ryone.
6	They _____ ng nt
7	This old machine is now _____
8	Her words _____ him during risis.
9	Beware of the _____ selling fake goods.
10	A butterfly emerges from the _____.
11	He had a _____ grin after the prank.
12	I'll _____ you for the lunch expenses.

RIBRESUFH	DSDHOY	ODSUHR	SRERUEAS	NSIHGRKIE

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Name: _____ 30

Curriculum Connection
A1, B2.1

PREFIX RE-

The **prefix "re-"** means "again" or "back." It's added to the beginning of a word to indicate doing something once more or returning it to its original state.

Examples:

- Replay: To play again. If you replay a video, you watch it again.
- Rewrite: To write again. If you rewrite an essay, you write it over to improve it.
- Return: To turn back. If you return a book, you bring it back after borrowing it.

Think ecide if the usage of the word with the prefix "RE" is correct.

	YES / NO
1) Recharge	
2) Rebel	
3) Release	
4) Remark	
5) Reel	

	YES / NO
6) Relay	
7) Recreate	
8) Realign	
9) [illegible]think	
10) [illegible]	

Write Add the prefix 're-' to the given ba[illegible]rds [illegible] in sentences.

Act	When she heard the news, she didn't know [illegible]
Build	
Call	
Cover	
Turn	

PREVIEW

Name: _____ 31

Curriculum Connection
B3.1

IDENTIFY RUN ON SENTENCES

What Are Run-on Sentences?
A run-on sentence is a sentence in which two or more independent clauses (complete thoughts) are joined without proper punctuation or conjunctions. This makes the sentence confusing and hard to understand.



Example:
☒ She was late for school she missed the bus.
☒ He wa[illegible]to play football his parents wanted him to study.

PREVIEW

Sente[illegible] Label each sentence as correct or run-on.

Se[illegible]nce	Correct / Run-On
1. The concert e[illegible]eryo[illegible]d yet no one left.	
2. He practiced piano da[illegible]sk[illegible]ls imp[illegible]reatly.	
3. The experiment was a succes[illegible]he r[illegible]pected.	
4. It was cloudy and dark but the stars [illegible]re still [illegible]e.	
5. The book was fascinating, spanning ancient [illegible]derr[illegible]s	

Write Correct the run-on sentences using punctuat[illegible]co[illegible]

She wanted to go to the library she didn't have enough ti[illegible]

The game was exciting everyone was cheering loudly.

He studied hard for the test he was hoping to get a high score.

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Curriculum Connection
B3.2

INTERJECTION, CONJUNCTION, PREPOSITION

Interjection: A word expressing emotion, like "Wow!" or "Ouch!"

Conjunction: Connects words, phrases, or clauses; examples are "and," "but," "if" and "or."

Preposition: Shows the relationship between a noun (or pronoun) and other words in a sentence. Examples include in, inside, beside, over, below, after etc.

Write

Complete the sentences with the provided interjections.

1) Yay

2) Ah

3) Oops

4) Yikes

5) Ugh

PREVIEW

Completion

Complete each sentence by writing the appropriate conjunctions

1)	I wanted to go swimming, _____ the pool was closed.
2)	She studied hard for her exams _____ scored high marks.
3)	We can watch a movie _____ play a game.
4)	He's not only intelligent _____ also very kind.
5)	It was raining, _____ we decided to stay indoors.

Search

Underline the prepositions used in the story below.

In the morning, the birds chirped from above the trees. Below them, a gentle stream flowed beside a winding path. Through the mist, a deer peered out, standing near a patch of wildflowers. Amid the tranquility, children played around the old oak tree, while their laughter echoed across the field, under the vast, open sky.

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Curriculum Connection
A1, B2.2

Word Sudoku

Sudoku Fill in the puzzle so that every row, every column, and every 3x2 box contains all the words without repeating them.

SHODDY	SHROUD	CHURN
REFURBISH	CHRONICLE	SHANTY

	SHODDY		SHROUD	CHURN	
CHURN	SHROUD	CHRONICLE	SHANTY		
SHODDY		SHROUD	CHRONICLE	SHANTY	
REFURBISH			SHODDY	SHROUD	CHURN
	REFURBISH	SHODDY	CHURN		SHANTY
		CHURN	REFURBISH	SHODDY	SHROUD

PREVIEW

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Name: _____ 34

Curriculum Connection
B2.3

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)	The ... to reconstruct and refurbish ... ...gining its design.	❑ Slow	❑ Medium	❑ Fast
2)	The com... ...ed to ...rse employees, re... ...ilin... ... them.	❑ Slow	❑ Medium	❑ Fast
3)	Caught, the charlatan was sheep... ...s shoddy products had failed to reassure.	❑ Sl...	❑ Medium	❑ Fast
4)	Inside its chrysalis, the caterpillar reimagined itself, a natural chronicle of transformation.	❑ Slo...	❑ ...	...ast
5)	The chauffeur, known for his chivalrous manners, reconfigured the car's seats for maximum comfort. He drove through the town, the engine quietly churning. His passengers, reassured by his expertise, relaxed and enjoyed the ride.	❑ Slow	❑ Medium	❑ Fast

PREVIEW

Name: _____ 35

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)	

PREVIEW

Write Correct the run-on sentences using [illegible] ctions.

It started to rain we didn't bring any [illegible]las

The music was loud and energetic it made everyone want to dance.

Identify Underline the prepositions, circle the conjunctions, and box the interjection in the passage below.

Wow, on a bright morning, under the clear sky, a dog joyfully dashed across the park. As it leapt over a log, Ugh, it stumbled, but quickly recovered, and then happily continued its playful adventure beside the shimmering lake, while the ducks swam by.

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Name: _____ 36

Curriculum Connection
A1, B2.2

Week 4 - Vocabulary List

Abundantly	Anxiously	Serenely	Sincerely	Vividly
Innocently	Tirelessly	Viciously	Ailment	Aisle
Dainty	Frail	Aimless	Vain	Jaywalk
Payday	Mayonnaise	Decaying	Portrayal	Grayscale

Write Wr ntences using all 20 words. You'll need to use 2 words per sentence.

PREVIEW

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

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Name: _____ 37

Curriculum Connection
B2.1

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 ran quickly.
- ✓ Careful (adjective) becomes Carefully (adverb) - She carefully placed the vase.

Identify

Underline the adverb used in each sentence.

1) The t[illegible]d the concept clearly in the lively class.

2) She s[illegible]g bea[illegible]e dimly lit room.

3) He walked qui[illegible]wards [illegible]garden.

4) They worked tirelessly [illegible]iendl[illegible]tion.

5) The actor performed brilliantly in th[illegible]y-frie[illegible]ovie.

6) The speaker spoke forcefully about the tim[illegible]e.

7) She carefully selected the only jewelry from the [illegible].



PREVIEW

Write

Use the following words to create a short news article a[illegible]t.

Aggressively	_____
Skillfully	_____
Strategically	_____
Vigorously	_____
Steadily	_____

Name: _____ 38

Curriculum Connection
B3.1

CORRECT RUN-ON SENTENCES

Run-on Sentence	Revised
The sun was hot we decided to stay indoors and play board games.	The sun was hot, so we decided to stay indoors and play board games.
My sister loves to paint she spends hours in her studio, she creates beautiful landscapes and still life paintings.	My sister loves to paint, and she spends hours in her studio creating beautiful landscapes and still life paintings.

Insert C[illegible]e ssage by adding periods and capital letters, as well as commas [illegible]ntences.

In the small t[illegible]f [illegible]ewoo[illegible]yone knew each other the streets were lined with colourful flowers [illegible]e m[illegible]asted an ancient fountain however the most interesting part was the [illegible]ry it w[illegible]with countless books and mysterious artefacts some say it was hau[illegible]by [illegible]first librarian Mark and Lisa two curious teenagers decided to expl[illegible]e libr[illegible]fter school they took their flashlights and a camera their plan was to d[illegible]nt an[illegible]e occurrences they were not afraid of ghosts but they were surpri[illegible]to [illegible]om behind the history section it was hidden behind a moving books[illegible]e th[illegible]nd old diaries and maps which hinted at a hidden treasure in the town

PREVIEW

Write Revise the following run-on sentences using simple sentences [illegible]punctuation.

1) Jake rushed his homework to play soccer he didn't check his answers.

2) Emily loves painting she often forgets to take breaks.

3) The museum trip was exciting students loved the dinosaur fossils.

Name: _____ 39

Curriculum Connection
B3.1

INDEPENDENT CLAUSES

An **independent clause** is a group of words that contains a subject and a verb and expresses a complete thought. It can stand alone as a sentence.

Examples:

- They went to the park.
- She reads a book every night
- The cat sleeps on the sofa



Write [illegible]o independent clauses from the provided compound sentences.

1) The [illegible]y game [illegible]se, yet our team managed to score the winning goal in OT.

2) The sky turned a beautiful sh[illegible] pi[illegible] stopped to admire the sunset.

Write Create an independent clause from the g[illegible]ect [illegible]rb.

Subject – Teacher	Verb – [illegible]

Subject – Soccer team	Verb – defeated

Subject – Chef	Verb – prepared

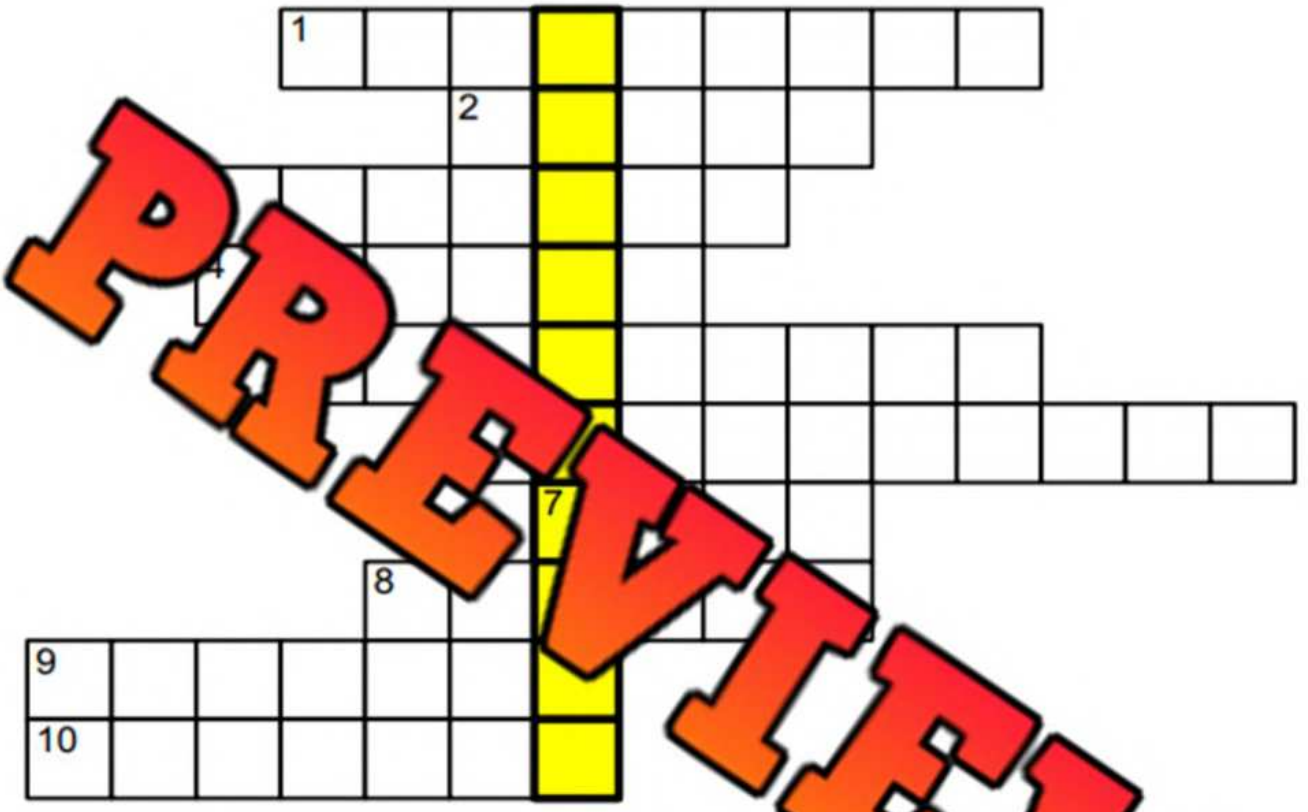
PREVIEW

Name: _____ 40

Curriculum Connection
B2.2

Hidden Word

Hidden Word Fill the answers of the clues in the puzzle. Next, find the hidden word in the bold rectangles.



PREVIEW

CLUES
1) Genuinely or true.
2) Weak or unhealthy.
3) Calm and peaceful.
4) The day wages or salaries are paid.
5) Depiction or representation of someone.
6) Working very hard with a lot of energy.
7) Excessively proud of oneself; conceited.
8) Small and pretty.
9) A sickness or illness.
10) Seeming like real life.

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Name: _____ 41

Curriculum Connection
B2.3

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 wal[illegible] down the aisle anxiously, holding a dain[illegible]uet. The church was serene, my he[illegible] vividly.	Angry	Happy
2)	I [illegible]ched a[illegible] portrayal of a hero, vividly a[illegible] It s[illegible]d so real, so profound.	Frustrated	Joyful
3)	On payday, I spent aimle[illegible] buy[illegible] At home, I realized I should hav[illegible]	Curious	Serious
4)	I tried making mayonnaise; it was a frail[illegible] attempt. I mixed ingredients abundantly, bu[illegible] was bland.	[illegible]ared	Calm
5)	I dream of a serene world, flying innocently through clouds. In these dreams, I'm free from any ailment.	Worri[illegible]	[illegible]mined
6)	Walking past a decaying house, I remembered old times. Its walls, viciously stripped of colour, stood vividly.	Suspicious	Relieved
7)	Today, I jaywalked innocently across the street. A car honked viciously, and I jumped back, heart racing.	Cheerful	Annoyed

PREVIEW

Name: _____ 42

Week 4 - 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)	

PREVIEW

Write Revise the following run-on sentences [illegible] or punctuation.

1) The thunderstorm was loud it kept everyone awake at[illegible]

2) The science project was due Ryan and Mia were still experimenting.

Write Create an independent clause from the given subject and verb.

S – The orchestra	V – performed

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Name: _____ 43

Curriculum Connection
A1, B2.2

Week 5 - Vocabulary List

Dismissal	Dishearten	Disengage	Dismantle	Disenfranchise
Disadvantage	Disinfecting	Disqualify	Stamina	Stockade
Stagnation	Stalwart	Stowaway	Stipulate	Spontaneous
Spectacular	Spaghetti	Sparingly	Sporadic	Spasmatic

Letter Blend … 10 st- and sp- words. Use ones from the list and your own vocabulary

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

sp-	
1)	6)
2)	7)
	8)
4)	9)
5)	10)

PREVIEW

Write Use the following words in a s…

1) Dismantle	
2) Disqualify	
3) Stamina	
4) Stalwart	
5) Sporadic	

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Name: _____ 44

Curriculum Connection
B2.1

PREFIX DIS-

The prefix "dis-" often suggests a negative or opposite meaning. When added to the beginning of a word, it typically indicates the reversal of the word's original meaning, or it can mean "not" or "apart."

Examples:

- Dislike: "Like" means to enjoy; "dislike" means not to enjoy.
- Disappear: "Appear" means to be seen; "disappear" means to vanish.



Matching Match the following "dis" word to its definition.

1.	Dis[illegible]	A) Declare unfit to participate.
2.	[illegible]	[illegible] Cause to lose hope or enthusiasm.
3.	Dise[illegible]	[illegible]n to destroy bacteria.
4.	Dismantle	D) A[illegible]rable circumstance or condition.
5.	Disenfranchise	E) [illegible]al right.
6.	Disadvantage	F) [illegible] some[illegible]ervice or employment.
7.	Disinfecting	G) Detach or [illegible]se fr[illegible]achment.
8.	Disqualify	H) Take apa[illegible]truc[illegible]

Write Write a sentence using the words below to sh[illegible]r d[illegible]n[illegible]nings

Arm	
Disarm	

Place	
Displace	

Colour	
Discolour	

PREVIEW

Name: _____ 45

Curriculum Connection
B3.1

COMPOUND SENTENCES

A **compound sentence** is a type of sentence that combines two independent clauses (complete thoughts) using a coordinating conjunction (for, and, nor, but, or, yet, so). Each clause in a compound sentence could stand alone as a simple sentence, but they are joined to show a relationship.

Completion

Write a coordinating conjunction to complete the compound sentences.

1) The su[illegible]ting, _____ the sky turned orange.
2) Sh[illegible]ti[illegible] _____ she still finished her homework.
3) He loves to [illegible]ll, _____ he also enjoys soccer.
4) It started to ra[illegible] _____ [illegible]k shelter under a tree.
5) We could go on the co[illegible], _____ [illegible]e could play outside.
6) She forgot her umbrella, _____ [illegible]
7) The teacher was strict, _____ [illegible]t want[illegible]st for his students.
8) She doesn't like math, _____ does sh[illegible]rama[illegible]

PREVIEW

Write

Write a suitable independent clause that will c[illegible]te the co[illegible]d sentences.

1) The experiment was successful,

2) The team can't seem to score the puck,

3) The ancient ruins were discovered,

4) The author released a new book,

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Curriculum Connection
B3.2

COORDINATING CONJUNCTIONS

Coordinating conjunctions are words that join two parts of a sentence that are similar, like two independent clauses, words, or phrases. They help to show the relationship between these parts.
"FANBOYS" is an acronym for seven common conjunctions: **For, And, Nor, But, Or, Yet, So.**
When connecting two independent clauses (complete thoughts) using a FANBOYS conjunction, place a comma before the conjunction.
Example: 1) She plays piano, and she can sing. 2) Do you want tea, or do you want coffee?

PREVIEW

Complet Complete the sentences using "FANBOYS".

1	S tudied , _____ her efforts paid off in the exam.
2	The cake elicio _____ no one ate it.
3	The team playe hey lost the match.
4	He forgot his passwo uldn't log in.
5	The book is long, _____ reme esting.
6	You can either stay here, _____ n co h us to the museum.
7	She didn't hear the alarm, _____ ents calling.

Write Create your own sentences using FANBO junc

FOR	
AND	
NOR	
BUT	
OR	
YET	
SO	

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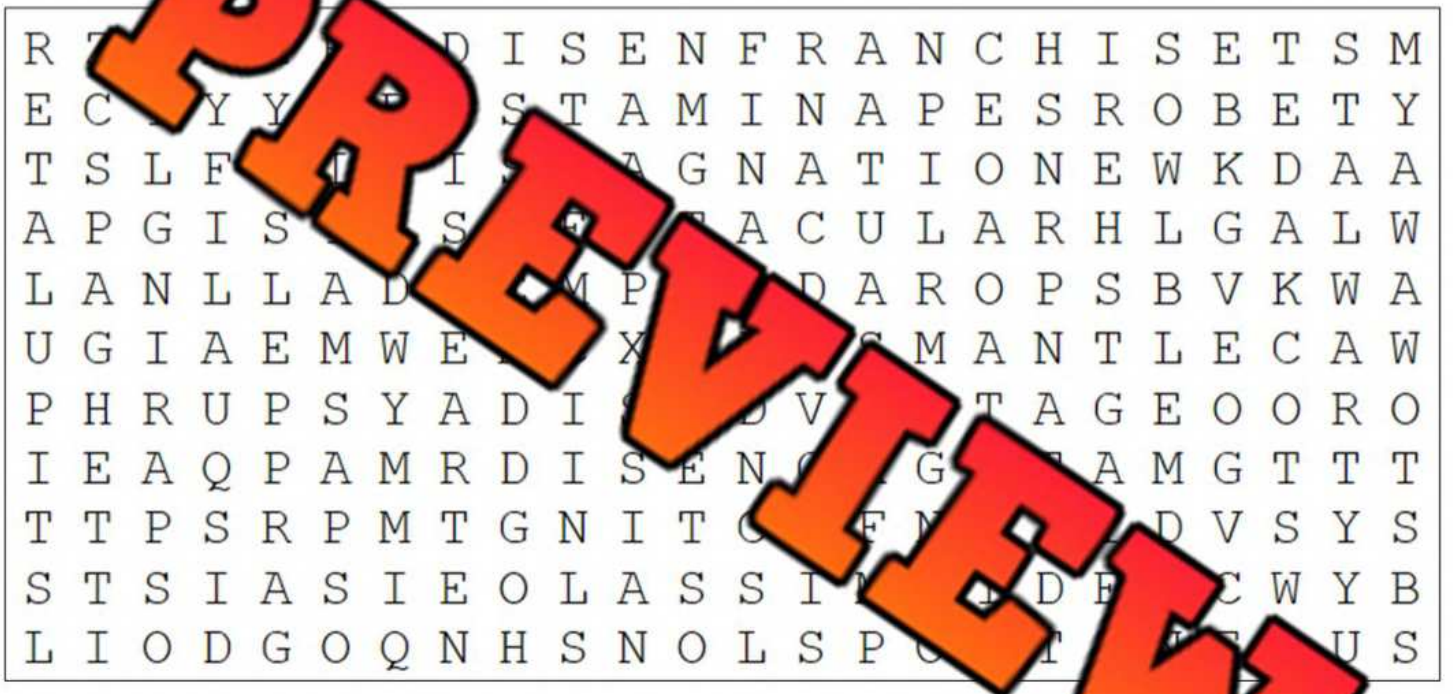
Name: _____ 47

Curriculum Connection
B2.2

WORD SEARCH

Word Search Find the word bank words in the puzzle.

Dismissal	Dishearten	Disengage	Dismantle	Disenfranchise
Disadvantage	Disinfecting	Disqualify	Stamina	Stockade
Stagnation	Stalwart	Stowaway	Stipulate	Spontaneous
Specta[illegible]	Spaghetti	Sparingly	Sporadic	Spasmatic



Word Scramble Unscramble the word.

GNTAADDVEIAS		ATAIGONNST	
FEDICINITNSG		TUOSNPSOENA	
TTAWLRSA		SIFQYLDIAU	
ATWYOSWA		TANMSAI	
TATSLUEPI		CKASEOTD	
GNTAADDVEIAS		ATAIGONNST	

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Name: _____ 48

Curriculum Connection
B2.3

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)	
		1st Try	2nd Try	1st Try	2nd Try
1)	A[illegible]al, he felt disheartened.				
2)	The mec[illegible]d to d[illegible]the engine befo[illegible]				
3)	Despite his stamina, the runne[illegible]the disadvantage of a sporadic sp[illegible]				
4)	The stalwart guard watched the stockade, vigilant against any stowaway.				
5)	In the debate, she stipulated her points with spectacular clarity.				
6)	The growth of the town stagnated, disenfranchising many of its residents.				
7)	Their spaghetti dinner was a spontaneous event, enjoyed sparingly but memorably.				

PREVIEW

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Name: _____ 49

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)	
19)	
2	

PREVIEW

Completion

Write a coordinating conjunction to co e co d sentences.

1) You can play golf, _____ you can go swimming.

2) The dinner smelled good, _____ no one was hungry.

3) She studied hard for the test, _____ she passed with flying colours.

4) I enjoy reading books, _____ I also like listening to audiobooks.

5) He enjoys painting, _____ his sister prefers drawing.

6) The museum was fascinating, _____ we spent the whole day there.

7) The car wouldn't start, _____ would the car's battery turn on.

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Name: _____ 151

Curriculum Connection
A1, B2.2

Week 20 - Vocabulary List

Efficiency	Ferocity	Generosity	Melancholy	Rhapsody
Scarcity	Testimony	Eccentricity	Intuition	Suitability
Buildup	Liquidate	Recruit	Ambiguity	Discontinue
Fatigue	Sequel	Virtue	Residue	Misconstrue

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

PREVIEW

Answer	Vocabulary	Description
	Efficiency	A) Moral goodness or quality.
	Ferocity	B) [illegible] increase in something.
	Generosity	C) [illegible] making.
	Melancholy	D) [illegible] purpose.
	Rhapsody	E) [illegible]
	Scarcity	F) Hiring [illegible]
	Testimony	G) Strong natural [illegible]
	Eccentricity	H) Limited availabi[illegible]
	Intuition	I) Evidence or proof.
	Suitability	J) Clearing debts or obligation[illegible]
	Buildup	K) Unusual, odd behavior.
	Liquidate	L) Following work in a series.
	Recruit	M) Harshness or aggression.
	Ambiguity	N) Mistakenly interpret or understand.
	Discontinue	O) Feeling of deep sadness.
	Fatigue	P) Extreme tiredness.
	Sequel	Q) Giving nature; kindness.
	Virtue	R) Remainder or leftover part.
	Residue	S) Doing things effectively.
	Misconstrue	T) Excessively praising something.

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Name: _____ 152

Curriculum Connection
B2.1

SUFFIX -Y

When added to a noun, suffix –y turns the noun into an adjective that describes something as having the qualities or characteristics of that noun.



Examples:

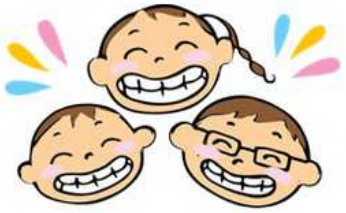
- **Salty**: From "salt," it describes something that tastes of or contains salt.
- **Sleepy**: Derived from "sleep," it describes feeling tired and in need of sleep.

Identify Underline the noun which can take "–y" as a suffix and write the adjective form

1) cl	cloud in the sky was shaped like an animal.
2)	ost on the ground sparkled in the morning sun.
3)	good n ep is essential for feeling rested.
4)	into the air, creating a hazy cloud.
5)	The s so t it knocked down trees.
6)	Her cheer broug to e e's faces.
7)	The gloom in the room lifte n th ted telling jokes.
8)	We canceled the picnic d the h
9)	They enjoyed a picnic in the wa
10)	The grass in the park was soft and inv g.

PREVIEW

Completion Write suitable "-y" adjectives for each sentence.



1) The _____ puppy wagged its tail happily.

2) After the rain, the flowers looked _____.

3) The _____ cat stretched lazily on the sofa.

4) His _____ joke made everyone laugh.

5) The _____ child skipped down the street.

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Name: _____ 153

Curriculum Connection
B3.2

PARTICIPLES

Participles are verb forms that can function as adjectives. They describe or provide more information about a noun in a sentence. Participles often end in "-ed" or "-ing" and are used to add detail and clarity to writing.



Examples:
- Broken glass littered the sidewalk. - The barking dog alerted us to the intruder.

Write De[illegible]the nouns using participles to add detail and vividness to your sentences.

No[illegible]	Sentence Using Participles
City	The [illegible] with its towering skyscrapers, never slept.
Forest	
Waterfall	
Meadow	
Aircraft	
Library	

PREVIEW

Identify Underline the participles used in the passage below.

Amidst the bustling city streets, people rushed to their destinations, some carrying briefcases, others chatting animatedly on their phones. The bright neon signs, illuminating the crowded sidewalks, added a sense of excitement to the evening.



As I walked past a small park, I noticed children playing on the swings, their laughter echoing through the air. Nearby, a street performer played a soothing melody on his guitar, attracting a small audience.

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Name: _____ 154

Curriculum Connection
B3.3

COMMAS TO SET OFF ADVANCED PHRASES

Commas are used to set off advanced phrases or clauses, such as appositives and participles, in a sentence.



- **Participle Phrase:** A participle phrase consists of a participle (a verb form ending in "-ing" or "-ed") and its modifiers. Example: "Hiking in the mountains, Sarah discovered a hidden waterfall."
- **Appositive:** An appositive is a noun or noun phrase that renames or explains another noun. Example: "My friend, an accomplished musician, performed at the concert."
- **Clauses:** Commas are used to set off non-essential clauses that provide extra information. Example: "The movie, which won several awards, was a box office hit."

Comma Put commas in the advanced phrases and identify whether it is appositive (A), participial phrase (P), or clause (C).

	1) The scientist, the Nobel Prize winner, made an important discovery.
	2) The cat pouncing on the mouse.
	3) The movie which was filled with thrilling action scenes was exciting.
	4) The singer known for her powerful voice is a superb talent.
	5) The rain drenching everyone in its path.
	6) The car a sleek sports car is fast.
	7) The book which has a beautiful cover is on the shelf.

Write Expand these simple sentences with appositives, participles, or clauses to add depth and complexity.

The girl sang a song.	The talented girl, with a melodious voice, sang a song.
The book is interesting.	
He ran in the race.	
The tree swayed in the wind.	

PREVIEW

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Curriculum Connection
B2.2

CROSSWORD PUZZLE

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



PREVIEW

Across

2. Extreme tiredness or exhaustion.
5. Accumulation or growth over time.
6. Instinctive knowledge or insight.
7. Fierce and aggressive behavior.
9. Follow-up or continuation.
10. Moral goodness or excellence.

Down

1. Enlist or hire for a purpose.
3. Uncertainty or vagueness.
4. Insufficiency of amount or supply; shortage.
8. Remnant or leftover substance.

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Curriculum Connection
B2.3

Week 20 – 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)	Striv[illegible] for efficiency, I cut down on wasted time[illegible]y generosity shone through in a fie[illegible]petitive world.	Witch	Opera Singer
2)	The melan[illegible] m[illegible]dy stirred deep emotion[illegible] haps[illegible] feelings.	Robot	Alien
3)	In a world of scarcity, [illegible]ero[illegible]s testimony stood out, desp[illegible] her[illegible] misunderstood eccentricity and [illegible]tuitio[illegible]	Cowboy	Detective
4)	Carefully evaluating her suitability, I de[illegible]o recruit her, feeling the tension build up in t[illegible] room.	[illegible]rat[illegible]	Zombie
5)	Discontinuing the project left us fatigued and uncertain, lost in ambiguity about the future.	Old Wise[illegible]	[illegible]lain
6)	Reading the sequel, I admired the author's virtue in carrying the story's message of hope, with an exciting residue from the first book.	British Aristocrat	News Anchor
7)	Misconstruing intentions happens, but I strive for understanding, guided by generosity and clarity.	Valley Girl	Announcer

PREVIEW

Name: _____ 157

Week 20 - 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)	

PREVIEW

Write Describe the nouns using participles to [illegible] your sentences.

Noun	Sentence Using Part[illegible]
Ocean	
Garden	
Beach	

Comma Put commas around the advanced phrases and identify whether it is appositive (A), participle phrase (PP), or clause (C).

	1) My friend a talented artist painted a beautiful mural on the school wall.
	2) The hikers exhausted from their long hike decided to rest by the campfire.
	3) My aunt a wise and experienced storyteller entertained us with her tales.

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Curriculum Connection
A1, B2.2

Week 21 - Vocabulary List

Think Underline the prefix mis-. Circle the words with letter blends: wr, kn

Miscalculate	Misinformation	Misinterpret	Misrepresent	Misbelief
Misspeak	Misunderstanding	Mistrial	Writhing	Wreckage
Wretchedly	Wrapped	Wrestling	Wrongness	Knurled
Knickerb	Kneadable	Knuckling	Knitwear	Knavish

Instr the blanks using the vocabulary list above.

1	Wearing _____ trousers was fashionable.
2	They found _____ near the shore.
3	_____ ength and skill.
4	The _____ of the ar.
5	The snake was _____ on in pain.
6	The court declared a _____
7	A simple _____ escalated ckly
8	He lived _____ in solitude after being ed.
9	_____ often leads to confusion.
10	The _____ handle improved grip.
11	The gift was beautifully _____.
12	Did I _____ in the meeting?

SKINAHV	RMIASIILT	AKBNEEALD	AEPMSKIS	LTWRGENSI

PREVIEW

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Curriculum Connection
B2.1

PREFIX MIS-

What Does The Prefix MIS- Mean?
The prefix "MIS" is used to change the meaning of a word. It means "wrong" or "badly."

Misunderstand: This means to not understand something correctly or to get it wrong.
Mistake: A mistake is when you do something wrong or incorrectly.
Misbehave: When someone misbehaves, it means they are not behaving in a good way.

Word Mea

Match the meaning of the words below.



	2. Mi	B) To guide someone in the wrong direction
	3. M	nderstand something incorrectly
	4. Mislead	someone with incorrect information
	5. Misjudge	gs wrongly
	6. Mismanage	F) To
	7. Misinterpret	G) To m an in ct o about someone
	8. Misinform	H) To put so g in t ce
	9. Mismatch	I) To not understan g cor
	10. Misreport	J) To handle or control s ing

PREVIEW

Write

Write meaningful sentences using the provided wo

Misspeak	
Mistrial	
Misbelief	
Miscalculate	

Name: _____ 160

Curriculum Connection
B3.3

COMMAS AFTER TRANSITIONAL WORDS OR PHRASES

Commas after transitional words or phrases are used in writing to help your sentences flow smoothly. When you start a sentence with a transitional word or phrase, you usually put a comma after it. This helps the reader understand that you're moving from one idea to another.

Examples:

- However, she decided to go for a walk.
- For inst[illegible]nce, many animals hibernate during winter.
- Theref[illegible] must start our project early.



PREVIEW

Write [illegible]pr[illegible] transitional words in the blank and correct comma placement.

_____ npo[illegible] to understand the impact of recycling on our environment. _____ r[illegible]g paper reduces the need for deforestation, which in turn helps in p[illegible]g anima[illegible]ts. _____ not all materials are easily recyclable. _____ [illegible]e careful about what we use and throw away. _____ recy[illegible]ves e[illegible]and reduces greenhouse gas emissions, which combat climate change. _____ [illegible]h of us plays a crucial role in this process. _____ re[illegible]er th[illegible]ions can lead to significant changes. _____ by recycli[illegible]gently, [illegible]ntribute to a healthier and more sustainable planet."

Write Use the given transitional words to create sentences, insert[illegible]as after.

First	
Similarly	
In addition	
Nevertheless	

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Curriculum Connection
B3.3

COMMAS TO SET OFF CONJUNCTIVE ADVERBS

Conjunctive adverbs are words that connect one part of a sentence to another and often show how the two parts are related, like showing contrast or adding information. When you use a conjunctive adverb in the middle or at the beginning of a sentence, you usually put commas around it to make your sentence clear.



Examples

- I studied hard for the exam, however, I found it quite challenging.
- He is very smart, nonetheless, he doesn't do well on tests.

Instructions: Combine each pair of sentences using a conjunctive adverb and correctly place commas around it.

The	They lost the match.

The cake looked delicious	It tasted even better.

They arrived late at the airport.	ight.

I didn't hear the alarm.	I was late for s

The movie was sold out.	We decided to go bowling instead.

She loves playing the piano.	She also excels in singing.

PREVIEW

Name: _____ 162

Curriculum Connection
A1, B2.2

Word Sudoku

Sudoku Fill in the puzzle so that every row, every column, and every 3x2 box contains all the words without repeating them.

Mistrial	Wrapped	Knitwear
sneak	Knurled	Writhing

	ed				
Wrapped			Mist		Writhing
Knitwear			Knurl		isspeak
	Writhing		Knitwear	Wrapped	
	Knitwear	Knurled		Mistrial	
			Writhing	Knitwear	Knurled

PREVIEW

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Curriculum Connection
B2.3

Week 21 – 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)	
		1st Try	2nd Try	1st Try	2nd Try
1)	T… was difficult to turn.				
2)	She miss…ing h… which led to a misunde…din…				
3)	Wrapped in his knickerbocker, h… wrestling with the kneadable d…				
4)	They miscalculated the amount of knitwear needed, leading to a surplus.				
5)	Misinformation caused them to misinterpret the instructions, resulting in a knavish trick.				
6)	Amidst the wreckage, the figure was writhing wretchedly, regretting the misbelief that led to this mistrial.				
7)	Knuckling down, he realized the wrongness in his approach, which had grossly misrepresented the situation.				

PREVIEW

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Name: _____ 164

Week 21 - 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)	

PREVIEW

Write Use the given transitional words to [illegible] commas after.

Furthermore	
As a result	

Instructions Combine each pair of sentences using a conjunctive adverb and correctly place commas around it.

She studied hard for the test.	She scored the highest in her class.

He forgot his umbrella.	He got soaked in the rain.

Name: _____ 165

Curriculum Connection
A1, B2.2

Week 22 - Vocabulary List

Stigmatize	Mesmerize	Hypnotize	Neutralize	Pasteurize
Prioritize	Scrutinize	Synchronize	Mausoleum	Plausible
Restaurant	Authentic	Auxiliary	Claustrophobic	Awkward
Awestruck	Jawbreaker	Sawmill	Lawsuit	Awaken

Write Wr[illegible]ces using all 20 words. You'll need to use 2 words per sentence.

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

PREVIEW

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Curriculum Connection
B2.1

SUFFIX -IZE

The suffix "-ize" often turns nouns or adjectives into verbs, meaning "to make" or "to become."

For example:

- ❑ In the word "realize," it means "to make real" or "to become aware of."
- ❑ Adding "-ize" to "final" gives "finalize," which means "to make final" or "to complete."

Word Form

Add the suffix '-ize' to each base word and use it in a sentence.

Base	-ize	Sentence
Terro	Ter	The villain in the movie loved to *terrorize* the townspeople.
Magnet		
Moisture		
Equal		
Custom		

PREVIEW

Identify

Identify the meaning of each "-ize" w

Answer	Words	Meanings
	1. Optimize	a) To make an educated guess or theory
	2. Monopolize	b) To introduce machines or automatic devices
	3. Mechanize	c) To make ineffective or harmless
	4. Authorize	d) To control completely, excluding others
	5. Neutralize	e) To combine parts to form a whole
	6. Maximize	f) To give official permission or approval
	7. Synthesize	g) To increase to the greatest possible amount or degree
	8. Hypothesize	h) To make as effective or functional as possible

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Curriculum Connection
B3.2

COLONS IN SCRIPT DIALOGUE

In scriptwriting, colons are used to indicate new speakers in dialogue. This means that each time a different character speaks, their name is written followed by a colon.

Example:

- Mia: Can we go to the park today?
- Liam: Sure, let's go after lunch.
- Teacher: Class, please turn to page 42.
- Stude[illegible]cuse me, I don't have my textbook today.



Script [illegible]tory in a script format using colons to show who is speaking.

Alice asked To[illegible]as [illegible] Tom replied that he was going to the library. Alice inquired if she [illegible]him. T[illegible]d. Suddenly, their friend Emma appeared, asking what they were pla[illegible] Alic[illegible]a[illegible]ey were heading to the library, and Emma decided to come along.

PREVIEW

Name: _____ 168

Curriculum Connection
B3.2

COLONS IN FORMAL LETTERS AND MEMO SALUTATIONS

In formal letters and memos, a colon is often used in the salutation or greeting before the body of the letter or memo. This is a bit more formal than using a comma and is common in business and professional writing.

Example
Dear Mr. Smith:

Thank you for your inquiry about our products...



PREVIEW

Matching

Match each "Salutation" with the most appropriate "Context" from the list

Salutations	Contexts
1. To: Mathema[illegible]nt:	❑ Inviting a guest speaker for the event.
2. Dear Science F[illegible]dinat[illegible]	❑ Discussing theme ideas for the yearbook.
3. To: Yearbook Committe[illegible]bers:	❑ Updating on travel budget for the game.
4. Dear School Board:	❑ [illegible]ncing a new curriculum change.
5. To: All Soccer Team Parents:	❑ Pr[illegible]hange in school policy.
6. Dear Lead Librarian:	❑ [illegible]aring[illegible]uncil election.
7. To: Prospective Graduation Speakers:	❑ R[illegible]equipment.
8. Attention: All Student Council Members:	❑ Inquiring[illegible]olu[illegible]unities.

Write

Write salutations/greetings for memos/letters that have the [illegible] below

	Audience	Salutation/Greeting
1)	Principal	
2)	Movie Theatre Manager	
3)	Mayor	
4)	Class Parents	
5)	Soccer Team	

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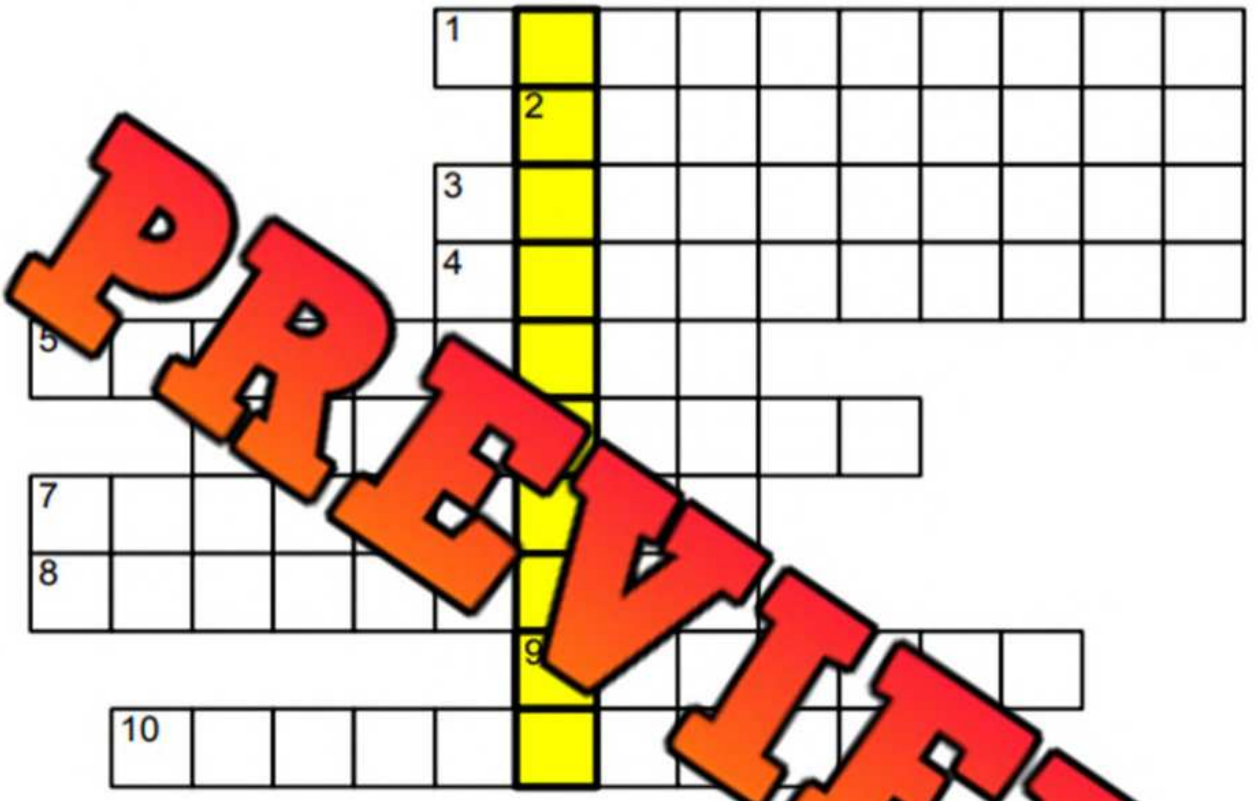
Curriculum Connection
B2.2

Hidden Word

Hidden Word Fill the answers of the clues in the puzzle. Next, find the hidden word in the bold rectangles.



PREVIEW

CLUES
1) Examine closely and thoroughly.
2) Induce trance-like state; fascinate.
3) Heat food to kill harmful organisms.
4) Treat something as more important.
5) Captivate attention; hypnotize.
6) Filled with awe; very impressed.
7) Providing additional support or help.
8) Seemingly reasonable or probable.
9) Legal action by one person.
10) Hard, large candy.

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Curriculum Connection
B2.3

Week 22 – Fluency Readings

Read Today, we will calculate how fast of a reader you are. You will do this by calculating how many words you read per minute.

Passage – Word Count = 117 Words

In the sm[illegible]own of Timberwood, a well-known sawmill worker filed a lawsuit against a new res[illegible] its awkwardly built, claustrophobic dining area. The story captivated ever[illegible] especia[illegible] the restaurant's authentic dishes had previously mesmerized the townsfol[illegible], the [illegible]'s auxiliary police worked to neutralize a strange situation at the old [illegible]sol[illegible] [illegible]ors claimed to feel hypnotized by its eerie aura. At the local science fa[illegible]nts [illegible]uck by a project that demonstrated how to pasteurize milk, while another [illegible]manag[illegible]ynchronize their model trains perfectly. Teachers used these events to stig[illegible] super[illegible]d prioritize critical thinking, urging students to scrutinize all claims a[illegible] what[illegible]sible before they awaken to misconceptions.

PREVIEW

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 words ÷ 330 seconds) × 60 = 207.2 WPM.

Time[illegible]n To Read
Divide 117/seconds
WPM

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Week 22 - 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)	

PREVIEW

Write Write salutations/greetings for memo[illegible]rs t[illegible]y[illegible]urposes below

	Audience	Salut[illegible]eti[illegible]
1)	All School Teachers	
2)	Trampoline Park Manager	
3)	Student Council	

Write Take out dialogues from the story and write them in a script format.

In the school library, Jamie found Taylor looking puzzled at a computer screen. "What's wrong?" Jamie asked. Taylor sighed, "I can't find the answer." Jamie peered over Taylor's shoulder, 'Let me help."

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Curriculum Connection
A1, B2.2

Week 30 - Vocabulary List

Think Underline the suffix -ist and circle the words with the letter blend gn, ng

Environmentalist	Industrialist	Opportunist	Pessimist	Psychiatrist
Receptionist	Surrealist	Pragmatist	Dignify	Cognizant
Designate	Malignant	Campaign	Indignant	Prolonging
Belo	Unchanging	Stringent	Dredging	Exchanging

Compl lete the words by adding gn or ng.

1)	_____		Beni_____	11)	I_____oble
2)	Da_____		_____ling	12)	Sli_____ing
3)	Ensi_____		g	13)	Lo_____evity
4)	E_____ulf	9)		14)	Ri_____let
5)	Si_____ify	10)	Desi_____		Ali_____ing

Pictionary With a partner, draw a picture that represe m wo the list. Have your partner try to guess the word. Play Wr wo in after.

PREVIEW

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Curriculum Connection
B2.1

SUFFIX -IST

The **suffix "-ist"** is used to form nouns that describe a person who specializes in a particular field of study, or profession, or is a follower of a certain belief.



For example:

- Biologist - a person who studies biology.
- Dentist - a person who practices dentistry.

Identify Underline all –ist words in the passage then match it with its definition.

In a [illegible] nestled amidst lush forests, there lived an idealist named Maya. She was [illegible] florist [illegible] t her true passion lay in advocating for environmentalism.

Her neig[illegible]r[illegible]alist a[illegible]entist, often debated with her about practical approaches to cons[illegible]ion[illegible]nd, a minimalist, admired her dedication but preferred a simpler lifest[illegible]cal d[illegible]wn for his pessimist views, doubted the impact of individual efforts. Mea[illegible]hile,[illegible]wn was documenting these dynamics, intrigued by the interaction [illegible]rent id[illegible]s.

Maya often visited the herbalist, seeking [illegible]reme[illegible]tay healthy. The town's cyclist, an environmental activist, shared [illegible]s vi[illegible]sustainable transportation. At the heart of the community was a ph[illegible]ist, su[illegible]ng various causes including Maya's environmental projects.

PREVIEW

-ist words from the passage	Definition
1)	❑ Reports news and events
2)	❑ Expects negative outcomes
3)	❑ Chases idealistic goals
4)	❑ Advocates for social change
5)	❑ Arranges and sells flowers
6)	❑ Sees world realistically
7)	❑ Donates to charitable causes
8)	❑ Prefers simplicity

Name: _____ 228

Curriculum Connection
B2.3

READER'S THEATER

Read Bring the story to life with expressive reading, ensuring to embody your character's unique personality with each line delivered.

Character	Dialogue
James	Look at the stars, aren't they amazing?
Lei	I've never seen so many stars before! The city lights usually hide them.
Keith	the perfect night for a campfire story. The fire's warmth, the stars above, it's deal for a tale.
Riley	know a good ghost story? Something thrilling and chillin'?
Casey	I think ies are too scary, especially in the woods. Can't we stick to some poo?
Keith	Ho e lege haunted forest? It's a classic story told around campfi gen
Lei	Oh, I love t so sp nd intriguing, with twists and turn.
Casey	I'll pass on the g ies e roast marshmallows instead?
Riley	Marshmallows sound great t the story too! Maybe we can do both at the same time?
James	Alright, I'll start. Once upon a time, in t ery fo mysterious shadow was seen lurking between the trees...
Lei	Wait, this forest? Are you sure that's a g tin a t story in the same place we're at?
Casey	I agree with Taylor, maybe choose a different st om e to home, perhaps a far-off adventure?
Riley	No, let's hear it! A good ghost story is exactly what this night
Keith	Okay, but if I can't sleep tonight, I'm blaming you, Alex. You bet be ready for some midnight reassurance.
James	Years ago, a mysterious figure was seen wandering these woods. Cloaked in darkness, it moved silently, almost like a wisp of smoke.
Lei	That's just an old camp tale to scare us, right? There's no truth to these ghost stories, surely?
Keith	Who knows? Some say the figure still wanders the forest, forever lost, forever searching for something unknown.
Riley	Let's stick to the marshmallows and forget the ghosts. We can make epic s'mores and share real-life adventure stories!
Casey	Agreed. Let's make the best s'mores ever and enjoy the night! We can tell stories of our own adventures and fun times.

PREVIEW

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Name: _____ 229

Curriculum Connection
B2.3

READER'S THEATER

Read Bring the story to life with expressive reading, ensuring to embody your character's unique personality with each line delivered.

Character	Dialogue
Alex	Wow, this book fair is amazing! So many books, so little time.
Bailey	I know, right? I'm on the lookout for the latest fantasy series.
Charlie	asy's cool, but have you guys seen the science fiction section? It's out of rld!
Dana	Charlie! I'm more into mysteries myself. Anyone seen any good
Eli	Speaki ries, has anyone seen the limited edition of "The Whispering Sh
Alex	Eli, tha book alking about! But I heard it's really hard to find.
Bailey	Let's split u for it n meet back here in 15 minutes.
Charlie	Great idea! And find free hot chocolate.
Dana	Deal! Don't forget to check o We're here to explore, after all.
Eli	Time's ticking, team. Let the hunt be
Alex	Look at this rare comic collection! I've seen ditions before!
Bailey	Over here, there's a whole section on ploc tions are stunning!
Charlie	Guys, check this out! A signed copy of "Galacti ure
Dana	Anyone having luck with "The Whispering Shadows"? No detective section.
Eli	No luck here either. But there are so many other treasures.
Alex	True, it's not just about one book. There's so much to discover here.
Bailey	Yeah, I've already found three books I can't wait to read.
Charlie	And I found the snack stand! Does that count?
Dana	Only if you're sharing, Charlie!
Eli	Wait, what's that over there? Is that... "The Whispering Shadows"?
Alex	It is! Eli, you found it!
Bailey	Eli, you're our book fair hero!
Charlie	Looks like we owe you hot chocolate, Eli. Well done!
Dana	This calls for a celebration. Let's grab those hot chocolates and share our finds!
Eli	Best book fair ever! Let's make this a tradition.

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Curriculum Connection
B2.3

READER'S THEATER

Read Bring the story to life with expressive reading, ensuring to embody your character's unique personality with each line delivered.

Character	Dialogue
Jamie	It's time to settle this once and for all: What's the best ice cream flavour?
Taylor	Easy, it's obviously chocolate. Rich, creamy, and classic.
Morgan	[illegible]ay, Taylor! Vanilla is the best. It's the perfect base for any topping.
Alex	[illegible]oth wrong! Strawberry is the best. It's like a burst of summer in every
Casey	I think [illegible]orgetting about mint chocolate chip. It's refreshingly cool with a cru[illegible]
Jamie	Le[illegible]s [illegible]matic [illegible]his. Why do you think chocolate is the best, Taylor?
Taylor	Chocola[illegible] time [illegible]y everyone, and it goes well with everything.
Morgan	But vanilla is [illegible]e! Yo[illegible]it with fruits, syrups, even chocolate!
Alex	Strawberry is natu[illegible]swe[illegible] like having dessert and a fruit bowl in one!
Casey	Mint chocolate chip is unique[illegible]'s not ju[illegible]eet, [illegible]so zesty and energising.
Jamie	Hmm, all compelling points. But wh[illegible]ut th[illegible]d mix-ins?
Taylor	Chocolate with fudge swirls or brownie [illegible]venly
Morgan	Vanilla with caramel swirls or nuts? Perfecti[illegible]
Alex	Strawberry chunks in strawberry ice cream – it's [illegible]elig[illegible]
Casey	The crunchy chocolate chips in mint ice cream make ev[illegible]ing.
Jamie	Okay, let's talk about pairings. What goes best with your flavo[illegible]
Taylor	Chocolate ice cream with a warm brownie? Unbeatable!
Morgan	Vanilla with apple pie is a classic combo.
Alex	Strawberry ice cream with a fresh waffle cone is a dream.
Casey	Mint chocolate chip with chocolate syrup. It's like a double treat!
Jamie	Tough decision! Each flavour seems to have its own special qualities.
Taylor	I guess it's about personal preference. Chocolate is still my favourite.
Morgan	I stand by vanilla. It's simple yet sophisticated.
Alex	Strawberry for me. It's just so fresh and delightful.
Casey	And I'm all about mint chocolate chip. Guess there's no clear winner, just favourites!

PREVIEW

Name: _____ 231

Curriculum Connection
B2.3

READER'S THEATER

Read Bring the story to life with expressive reading, ensuring to embody your character's unique personality with each line delivered.

Character	Dialogue
Sam	I can't believe we're finally going on our trip to Canada! The excitement is unreal!
Jordan	I've heard so much about the stunning landscapes and vibrant cities. Where do we start?
Riley	First stop should be Niagara Falls. It's a breathtaking sight!
Harper	And I'm also excited to explore the Rocky Mountains. The views are supposed to be [illegible]
Taylor	Don't forget about Toronto. The CN Tower and the museums are must-sees!
Sam	Imagine seeing a game in Canada! It's their national sport, after all.
Jordan	I'm looking forward to trying [illegible]. I've heard it's a Canadian delicacy.
Riley	Oh, and maple syrup! We should definitely get some authentic Canadian maple syrup.
Harper	I'm most excited about seeing the Northern Lights. I hope we're lucky enough to catch them!
Taylor	Let's not forget to pack warm clothes. Canada can be quite chilly, especially in the winter.
Sam	True. Also, we should learn some basic French phrases since we'll visit Quebec City.
Jordan	Agreed. It'll be respectful and fun to use a bit of French there.
Riley	What about wildlife? I'd love to see a moose or maybe even spot a beaver!
Harper	We should definitely be respectful of wildlife and keep a safe distance.
Taylor	How about canoeing? Canoeing in a Canadian lake sounds like a dream!
Sam	That's a great idea! It would be an adventure to remember.
Jordan	And let's not forget to take lots of photos. This is going to be an epic trip!
Riley	Absolutely! This trip is going to be a mix of nature, culture, and adventure.
Harper	Canada, here we come! Let's make the most of this incredible journey!
Taylor	Agreed. It's going to be an unforgettable experience. Let's make amazing memories!

PREVIEW

Name: _____ 232

Curriculum Connection
B2.3

READER'S THEATER

Read Bring the story to life with expressive reading, ensuring to embody your character's unique personality with each line delivered.

Character	Dialogue
Max	Alright team, today's the day we make a difference. We're going to plant trees in o[illegible] community park!
Ava	I[illegible]xcited! Planting trees is such an important step for the environment.
Leo	[illegible]plings and gardening gloves. Each of us can plant at least five trees
Ella	Great! A[illegible]t w[illegible]ter jugs and shovels. We need to make sure these trees get [illegible]
Noah	Don't for[illegible]out m[illegible] retain moisture and nutrients for the saplings.
Max	First things fi[illegible]r any[illegible] from the planting spots. We need clean soil.
Ava	I've read that we should space [illegible] It's crucial for their growth.
Leo	Absolutely, Ava. About 2 mete[illegible]part sho[illegible]ick.
Ella	I'll start digging the holes. Remember [illegible]hould[illegible]as wide as the saplings' roots.
Noah	And not too deep. The roots should be just b[illegible]surface
Max	Good work, everyone. Let's gently place the sapl[illegible]the[illegible]them with soil.
Ava	I'll water the saplings. It's important they get enough wate[illegible]ligh[illegible]lanting.
Leo	I'll spread the mulch around the base. Not too close to the stem, though.
Ella	This feels so rewarding. We're contributing to our community and the planet!
Noah	Yeah, and think of how these trees will benefit wildlife and provide shade in the future.
Max	Every tree we plant today is a step towards a greener future.
Ava	Imagine coming back here years from now and seeing a thriving grove!
Leo	That's the spirit! Every tree counts. We're making a real impact.
Ella	It's amazing what we can accomplish when we work together for a good cause.
Noah	Absolutely, let's keep this up! Today trees, tomorrow... who knows what else we can improve!

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Curriculum Connection
B2.3

FLUENCY READINGS

Fluency in reading is the ability to read text accurately, quickly, and with expression. This helps in understanding what's being read.



Fluency means:

1. Reading a story smoothly, without stumbling over words.
2. Reading a sentence with the proper tone and pace.
3. Quickly recognizing words and phrases, making reading seem effortless.

PREVIEW

Readi sentences once. Count the number of mistakes (stumbled ounced, etc.) you made in the provided column.

	ce	No. of Mistakes
1	Bluebirds blithely ba habbl	
2	Gentle giants gather golden grains	
3	The student studied the starry sky studiou	
4	Clever cats craft cunning plans with caution.	
5	The thunderous theatre throng thoughtfully thinned.	
6	Delighted ducks dived deep into the dewy pond.	
7	Lively learners like lengthy library lessons.	
8	Precise painters portray picturesque prairies perfectly.	
9	Bold bakers bake batches of buttery biscuits.	
10	The thoughtful therapist thought through the theory thoroughly.	

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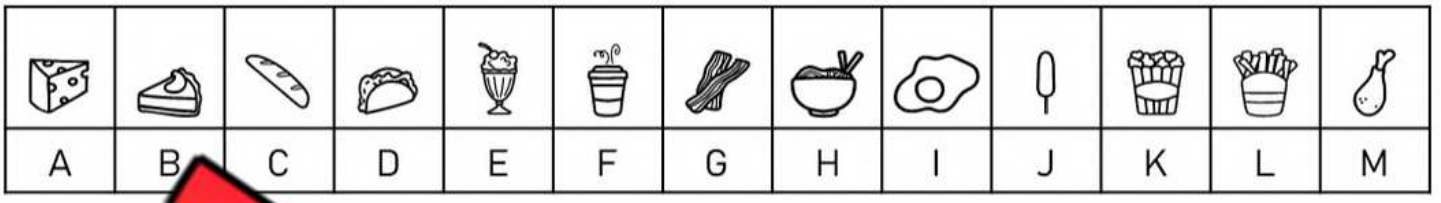
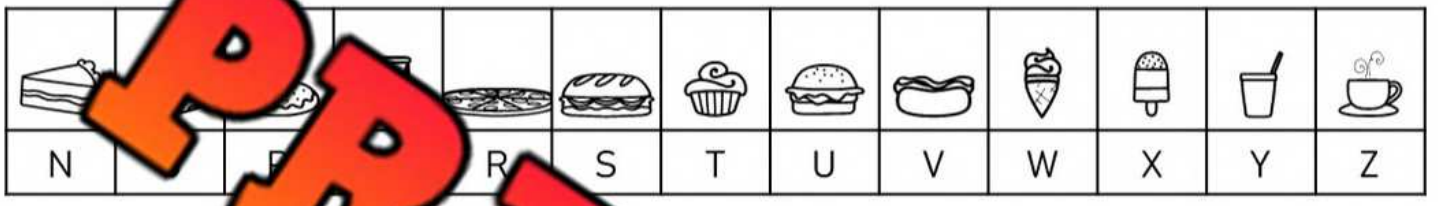
Curriculum Connection
A1, B2.2

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			R	S	T	U	V	W	X	Y	Z	

PREVIEW

CODE	ANSWER	CODE	ANSWER
			
			
			
			
			
			
			
			
			
			

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Name: _____ 235

Curriculum Connection
B2.3

Week 30 – Fluency Readings

Read Today, we will calculate how fast of a reader you are. You will do this by calculating how many words you read per minute.

Passage – Word Count = 114 Words

The envi[illegible]entalist and industrialist were debating in the town hall. A surrealist painted [illegible]ature nearby, while the opportunist exchanged fervent views with the p[illegible]atist. T[illegible]ionist, dignified and cognizant of the event's significance, managed the [illegible] pessi[illegible]dignant and doubtful, feared their efforts were prolonging the inevi[illegible] [illegible]e the belonging felt during the campaign. The psychiatrist addressed [illegible]ch stringent debates, as attendees aimed to dredge up effective solution[illegible] viewp[illegible]ven the most malignant, was designated time. The day was an intricate [illegible]try o[illegible]ing beliefs, where everyone, from the opportunist to the pragmatist, s[illegible]dignify[illegible]cause in the quest for a sustainable future.

PREVIEW

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 words ÷ 330 seconds) × 60 = 207.2 WPM.

Time[illegible]n To Read
Divide 114/seconds
WPM

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Name: _____ 236

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)	

PREVIEW

Identify Read the description provided and id[illegible] the [illegible]at ends with the suffix "-ist".

	1) Explores and studies the Earth's composi[illegible]
	2) Creates visual art, expressing beauty and emot[illegible]
	3) Skillfully performs music on the piano.

Reading Read each sentences once. Count the number of mistakes (stumbled words, mispronounced, etc.) you made in the provided column.

	Sentence	No. of Mistakes
1	The surrealist painted a dream on the canvas.	
2	The receptionist organized campaign flyers with care.	
3	Volunteers dredged the pond, mindful of the ecosystem.	

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ORAL COMMUNICATION UNIT

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Name: _____ 238

Curriculum Connection
B1.1

Activity: Story Circle Paraphrase

Objective

What are we learning more about?

To enhance[illegible]s' listening comprehension and paraphra[illegible]ostering effective communication and criti[illegible]



Materials

[illegible]e need for our activity?

- ✓ A selectio[illegible]ging sho[illegible]ries or narratives
- ✓ A circle of c[illegible]r a seati[illegible]gement conducive to a group discussion
- ✓ Writing materi[illegible]notebo[illegible]s) for each student
- ✓ A timer (optional, [illegible])

Instructions

How [illegible]mplete the activity?

1) **Story Selection**: Choose an eng[illegible]t story[illegible]ble for the grade 8 level. The story should be complex enough t[illegible]challenge th[illegible]rehension and paraphrasing skills.

2) **Seating Arrangement**: Arrange the stude[illegible]a circle[illegible]te equal participation and active listening.

3) **Listening Phase**: Read the story aloud to the cla[illegible]co[illegible]age stu[illegible]s to listen attentively, without taking notes.

4) **Paraphrasing Round**: Starting with a student, ask them to par[illegible]e[illegible]n of the story in their own words. Then, move to the next student paraphrasing the next section, and so on.

5) **Group Reflection**: After completing the circle, discuss how the st[illegible]ved through paraphrasing. Highlight the differences between the original and the paraphrased version.

6) **Round 2**: Complete another round by reading another story, giving more students a chance to participate.

7) **Optional Time Challenge**: To add an element of fun, you could time each student's paraphrasing session, encouraging concise yet accurate paraphrasing.

PREVIEW

Name: _____ 239

Curriculum Connection
B1.1

Story | The Mysterious Island Adventure

In the small coastal town of Seabreeze, a group of friends, Alex, Jordan, Mia, and Sam, discovered an ancient map hidden in the attic of Alex's grandfather's house. The map de[illegible]d a small, uncharted island not far from their town, marked with an intriguing [illegible]f a treasure chest.

Fille[illegible] sense of adventure, the friends decided to embark on a journey [illegible] find the [illegible]ey prepared their supplies, making sure to include a compass, a fi[illegible]nough food and water for a day. As they set sail on Alex's grandf[illegible]t, th[illegible]sea was calm and the sky clear, promising a smooth journey.

As they approached th[illegible]d that it was covered in dense forest, with tall trees and thick [illegible]sh. Th[illegible]ds anchored the boat and made their way to the shore, where th[illegible]n to[illegible] The map led them to a series of clues, each more challenging than th[illegible]olved riddles inscribed on ancient stones, navigated through a labyrin[illegible]deciphered a cryptic message written in an old journal they foun[illegible]beneat[illegible]ee.

Finally, after hours of searching, they arri[illegible]e loca[illegible]arked on the map. To their surprise, instead of a treasure chest, t[illegible]ound [illegible]athered box containing a series of letters and photographs. [illegible]itten by a sailor who had been stranded on the island decades ag[illegible] adventures, the friends he made among the island's animals, an[illegible]e ever[illegible]found happiness in his solitude, surrounded by nature.

The friends sat together on the island, reading the letters an[illegible] photographs. They realized that the true treasure was not gold o[illegible]ut the stories and experiences of this lone sailor. They decided to leave t[illegible]ox on the island, as a hidden treasure for future adventurers to discover.

As the sun began to set, they made their way back to their boat, their hearts full of new stories and memories of their own adventure. They realized that sometimes, the journey and the discoveries along the way are more valuable than the destination itself.

PREVIEW

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Curriculum Connection
B1.1

Story | The Secret of the Whispering Woods

In the heart of the Whispering Woods, a legendary old oak tree stood, known to the locals as the Keeper of Secrets. The tree was said to possess the power to grant a single wish to those who were brave enough to venture into the heart of the woods at midnight under the full moon.

Four friends, Lily, Ethan, Zoe, and Carlos, who had grown up hearing tales of the Whispering Woods, decided to find out if the legends were true. They were all driven by their own desires. Lily wished to find a cure for her ailing grandmother, Ethan hoped to become the best athlete in his school, Zoe dreamed of becoming a famous artist, and Carlos sought wisdom to help his family overcome their struggles.

As midnight approached, they ventured to the woods, guided only by the light of the full moon. The deeper they went, the more the woods seemed to come alive, with soft whispers floating through the trees. These whispers, they soon realized, were the woods sharing the secrets of those who had come before them, both their triumphs and their failures.

Finally, they reached the old oak tree. It was grand and imposing, with branches stretching out like arms ready to embrace them. One by one, they approached the tree and whispered their wishes into its bark.

But instead of granting their wishes, the tree revealed visions to each of them. Lily saw her grandmother, surrounded by family, reminding her that love is the greatest medicine. Ethan saw himself losing a race but gaining the admiration by his friends, teaching him the value of sportsmanship. Zoe saw a gallery filled with her artwork, not famous but deeply meaningful to those who viewed it. Carlos saw his family, not wealthy but rich in happiness and togetherness.

The friends left the woods that night with no magical solutions to their wishes, but with a deeper understanding of themselves and what truly mattered in their lives. They realized that the tree's real gift was not granting wishes, but offering wisdom and insight.

The Whispering Woods, with its ancient oak tree, continued to stand as a testament to the power of self-discovery and the magic of believing in something greater.

PREVIEW

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Name: _____ 245

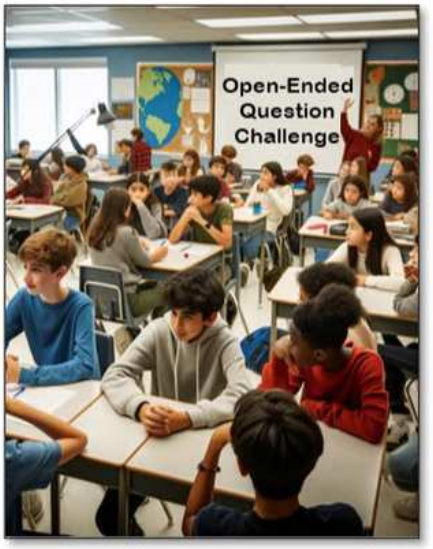
Curriculum Connection
B1.2

Activity: Open-Ended Question Challenge

Objective

What are we learning more about?

To develop s ts' skills in formulating and responding to open-end ns, fostering critical thinking, effective com ctive listening.



Materia

e need for our activity?

- ✓ A set of c ious t s written on them (e.g., environmen y, techn urrent events)
- ✓ Timer (optional, o ssion time)
- ✓ Notepads and pens f tudent
- ✓ A comfortable space for p dis n

Instructions

we com the activity?

1) **Group Formation**: Divide the class into s ps of dents.
2) **Topic Selection**: Each group randomly selec car This will be the focus of their discussion.
3) **Question Formulation**: Students in each group take mul n-ended questions about the topic. For example, if the topic is ironm a question might be, "How do individual actions contribute to environme ?"
4) **Discussion and Response**: After a question is posed, other group n ss and provide thoughtful answers. Encourage students to listen act build on each other's ideas.
5) **Rotation and Repetition**: After a set time for each question (e.g., 5 minutes), another student poses a new question. Repeat until each student in the group has asked at least one question.
6) **Group Sharing**: At the end of the activity, each group shares a summary of their most engaging questions and discussion points with the class.

PREVIEW

Name: _____ 246

Curriculum Connection
B1.2

Journal Page | Option 2: With Prompts

Taking Care of Our Environment

How [illegible] Affects Our Lives

Being Inc[illegible]nd

Keeping Our Mind[illegible]y

Dreaming About the Future

Doing the Right Thing

Exploring Great Stories

Adventures and Travels

Social Media and Us

Learning from Different Cultures

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Curriculum Connection
B1.2

Examples Below is a list of example open-ended questions about the topic climate change

How do you think climate change will affect our community?
What can individuals do to reduce their carbon footprint?
Why is it imp[illegible]to learn about climate change?
How does [illegible]nge impact different parts of the world?
What [illegible]g facts you've learned about climate change?
What are [illegible]ome exa[illegible]newable energy sources, and how can they help?
In what ways [illegible]bute to fighting climate change?
What role do you[illegible]nology[illegible]lay in addressing climate change?
How can we balance [illegible]omic[illegible]t with environmental protection?
What are the consequen[illegible]g[illegible] change issues?

Question Planning [illegible]r op[illegible]estions to guide your discussions

1) What topic did your group get?	
2) Write 5 different questions about your topic. [illegible]s in ca[illegible]estion is already asked to the group before you get a chance to as[illegible]	
1	
2	
3	
4	
5	

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Name: _____ 248

Curriculum Connection
B1.2

Activity: Two Truths and a Lie - Listening Edition

Objective

What are we learning more about?

To enhance ts' listening skills, attention to detail, and ability to bal cues and subtle differences in story vity encourages active listening, crit l interaction among students.



Materials

need for our activity?

- ✓ Notepads an pencils student.
- ✓ A stopwatch or tim ing track of time).
- ✓ A comfortable, quiet sp duciv ning and speaking.

Instructions

te the activity?

1) **Introduction**: Explain to the class that they wi Two Truths and a Lie - Listening Edition". The goal is to tell tw d one a way that challenges the listeners to identify the lie.

2) **Preparation Time**: Give students a few minutes down their two truths and one lie. Remind them to make their li le and uths not too obvious.

3) **Presentation**: Students take turns sharing their two truths an ge them to speak clearly and maintain a consistent tone to ma e listeners.

4) **Guessing Phase**: After each presentation, allow the other students discuss and decide which statement they believe is the lie. They should explain their reasoning.

5) **Reveal and Discussion**: The presenting student reveals which statement was the lie and discusses why they chose it. Discuss as a class what verbal cues or storytelling elements led them to their conclusions.

6) **Rotation**: Continue until all students have had a chance to present.

PREVIEW

Name: _____ 249

Curriculum Connection
B1.2

Planning | Answer the questions below

1) Write as many surprising things about yourself as you can below.

2) Choose 2 surprising truths about yourself and add a lie. Complete 3 in total.

Truth	
Truth	
Lie	

Truth	
Truth	
Lie	

Truth	
Truth	
Lie	

PREVIEW

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Name: _____ 253

Curriculum Connection
A2, B1.3

Activity: Debate Club

Objective

What are we learning more about?

To foster cl king, active listening, critical thinking, and respectful argumentation skills am s. This activity will encourage students to articulate their viewpoints on l onsidering opposing perspectives.

Materials

e need for our activity?



- ✓ List of debat s (appro or Grade 8 students).
- ✓ Timer or stopw
- ✓ Scoreboard (optio debates).
- ✓ Notepads and pens, ea nt.
- ✓ Microphone and spea nal, f classes).

Instructions

How do we com

1) **Topic Selection**: Select a debate topic that is ngaging for Grade 8 students. It could be a current event, a mma, hool-related issue.
2) **Team Formation**: Divide the class into team sm this could be in pairs; for larger classes, groups of 3-4.
3) **Preparation Time**: Give each team time to researc pic an e their arguments. Encourage them to think of both sides of gum
4) **Debate Structure**: Set a structure for the debate. For examp n opening statement, 3 arguments, followed by rebuttals, and statement.
5) **Conducting the Debate**: Start the debate. Ensure each team adheres to the time limits. Encourage clarity in speech and respect for opposing views.
6) **Evaluation**: Optionally, you can score the debates based on clarity of argument, use of evidence, and presentation skills.
7) **Feedback and Discussion**: After the debate, provide feedback on their performance. Discuss what worked well and what could be improved.

PREVIEW

Name: _____ 254

Curriculum Connection
A2, B1.3

Topics Cut out the topics below and let groups decide which side they will debate

Debate Topic	Perspective 1	Perspective 2
1. School Un	For School Uniforms	Against School Uniforms
2. Hom k Policies	Support Homework	Oppose Homework
3. Technology in ns	Technology Use	Against Technology Use
4. Animal Testing	upport l Testing	Oppose Animal Testing
5. Climate Change Responsibility	Re M G ations	Responsibility of Individuals
6. Social Media for Teens	Support Soci Use	ainst Social Media Use
7. Year-Round Schooling	For Year-Round Schoo	Year-Round ling
8. Space Exploration Funding	Support Funding Space Exploration	ce
9. Plastic Packaging Ban	Support Plastic Packaging Ban	Against Plastic Packaging Ban
10. Mandatory Community Service in Schools	For Mandatory Service	Against Mandatory Service

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Curriculum Connection
A2, B1.3

Researching | Answer the questions below

1) What topic are you debating? What is your perspective?	
2) Research arguments that support your perspective. Then decide on 3 you will use in the debate. Write arguments below, and include any facts/statistics you can to support your argument.	
Argument 1	
Argument 2	
Argument 3	

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Curriculum Connection
A2, B1.3

Researching | Answer the questions below

3) **Rebuttals** – Think of some arguments you believe your opponent will make. Then write how you will argue against these arguments. Write your ideas below.

4) **Opening** – Wri[illegible] openi[illegible]t explains your perspective and gives a preview of some of the argum[illegible]ou will [illegible]not go into detail yet. Explain why everyone should agree with yo[illegible]ersp[illegible]

5) **Closing** – Close by restating your perspective and y[illegible]uments [illegible]use a call to action, suggestion they vote or agree with you.

PREVIEW

Name: _____ 257

Curriculum Connection
B1.3

Activity: Role-Playing Scenarios

Objective

What are we learning more about?

To enhance ts' adaptability and communication skills by engagi plays that require them to tailor their speakin o various contexts and audiences.



Materia

e need for our activity?

- ✓ Scenario ntexts and audiences described - provided
- ✓ Props or co optiona d in the role-play.
- ✓ A timer or sto ch.
- ✓ A space in the c to where students can perform without disturbance.

Instructions

How do ivity?

1) **Preparation**: Prepare a set of sc s bef nd. Each card should describe a specific situation and audience. example, might say "Explain the importance of recycling to a group of kinder ile another could be "Persuade your peers about the benefit exerci cut out the cards provided.

2) **Divide Into Pairs or Small Groups**: Students wo roups. Each group draws a scenario card at random.

3) **Planning**: Give students some time (e.g., 10-15 minut pla le-play based on the scenario they have drawn. They should consider the audience and context in their communication approach.

4) **Performing the Role-Play**: Each group takes turns performing the y in front of the class. Limit each performance to a few minutes (e.g., nutes) to keep the activity engaging and concise.

5) **Feedback**: After each performance, allow for a brief feedback session from peers and the teacher, focusing on how well the group adapted their speaking strategy to the context and audience.

6) **Reflection**: Conclude the activity with a class discussion about the different approaches to communication.

PREVIEW

Name: _____ 258

Curriculum Connection
B1.3

Role Play Scenarios | Cut out the scenarios below

Scenario	Audience
Explain the importance of recycling	Kindergarten students
Persuade [illegible]ut the benefits of daily exercise	Classmates
Tea[illegible]rical event	A group of seniors
Discuss[illegible]g	Younger children
Present a ne[illegible] gro[illegible]p of investors	Business professionals
Argue in favour o[illegible]hool u[illegible]licy	School board members
Report on a recent sci[illegible]	TV news audience
Conduct a tour of a famou[illegible]ark	Tourists
Debate the need for space explorati[illegible]	Scientists
Advocate for animal rights	[illegible]t owners
Discuss the importance of healthy eating	Pa[illegible]s
Explain how to play a complex board game	[illegible]lings
Present a plan for a community garden	[illegible]ty members
Role-play a job interview	[illegible]ers
Campaign for a 'Green School' initiative	Schoo[illegible]
Teach a lesson about internet safety	Peers
Advocate for more arts funding in schools	Local gove[illegible]nt representatives
Give a weather report as a meteorologist	General public
Explain the process of photosynthesis	Science fair attendees
Discuss the importance of cultural diversity in communities	Community leaders

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Curriculum Connection
B1.3

Reflection Answer the questions below after you complete your role-play

1) **Adaptation Strategies**: How did you adapt your communication style for your assigned audience and situation?

2) **Challenges** ... llenges did you encounter in trying to communicate effectively in yo... ay?

3) **Learning from Peers**: What did you l... ing other groups' performances?

4) **Importance of Audience Awareness**: How does ... dience influence the way you communicate?

5) **Personal Growth**: How do you think activities like this can help you improve your communication skills in real-life situations?

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Curriculum Connection
A2, B1.3

Activity: Guest Speaker Analysis

Objective — What are we learning more about?

To enable st s to critically assess and understand various public speaking techniques ffectiveness of these techniques in communication, through the analysis eaker's presentation.

Materia — Wh need for our activity?

- ✓ Notepad or each student.
- ✓ A set of crite analysis le is provided)
- ✓ A guest speake n b unity member, teacher,
- ✓ Recording equipment if the tation can be recorded and rep



Instructions — How do we comple ivity?

1) **Preparation**: Before the guest speaker's on, p e students with a set of criteria for analysis. The next page has e s you c

2) **Presentation**: Have the guest speaker deliver t ati urage students to take notes during the presentation, focusing o criteria can use the provided note taking sheets.

3) **Analysis**: After the presentation, divide students into small discusses the speaker's performance based on the provided re their observations and then fill in the reflection questions togeth

4) **Group Feedback**: Each group shares their analysis with the class, providing examples from the presentation to support their observations.

5) **Class Discussion**: Lead a class discussion, synthesizing the groups' feedback and providing your insights as a teacher. If the presentation was recorded, replay key parts to highlight specific points.

PREVIEW

Name: _____ 264

Curriculum Connection
A2, B1.3

Criteria Use the criteria below to analyze and evaluate the guest speaker

Criterion	Description
1. Clarity o ch	Evaluate how clearly and articulately the speaker communicated their ideas.
2. Eng ment	ssess how well the speaker connected with the audience eye contact, asking questions).
3. Use of Visual	onsid e effectiveness of any visual aids (e.g., slides, hando nhancing the presentation.
4. Structure of Presentation	yz the or ation of the presentation (e.g., in on, b clusion).
5. Voice Modulation	Observe th , tone, and volume to emphasize s.
6. Body Language	Note the speaker' anguag its impact on the message (e.g., gestu post
7. Use of Examples	Evaluate the use of examp ries t rate points.
8. Audience Interaction	Assess how the speaker involved th , interactive elements).
9. Subject Knowledge	Consider the depth and accuracy of the speaker's knowledge on the topic.
10. Overall Impact	Reflect on the overall effectiveness and memorability of the presentation.

PREVIEW

Name: _____ 265

Curriculum Connection
A2, B1.3

Notes | Write notes as you think of them using each of the criteria

Criterion	Notes
1. Clarit… Spe…	
2. Engagement	
3. Use of Visual Aids	
4. Structure of Presentation	
5. Voice Modulation	

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Name: _____ 266

Curriculum Connection
A2, B1.3

Notes | Write notes as you think of them using each of the criteria

Criterion	Notes
6. Body Lan	
7. Use of Examples	
8. Audience Interaction	
9. Subject Knowledge	
10. Overall Impact	

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Curriculum Connection
A2, B1.3

Reflection Questions

Discuss the questions as a group and answer them together

Clarity of Speech and Structure: How did the speaker's clarity of speech and the structure of their presentation contribute to your understanding of the topic?

Engagement Techni engagement techniques used by the speaker were most effective in ke on?

Voice Modulation and Body : Ho speaker's voice modulation and body language affect your perceptio e p Can you give examples of how these elements positively or negatively impac ?

Use of Examples and Audience Interaction: Discuss o of ples or stories helped in relating to the topic. Also, reflect on the sp rac h the audience. Did this interaction make the presentation more engag

Subject Knowledge and Overall Impact: Evaluate the speaker's knowled of the subject. How did this expertise (or lack thereof) influence the overall impact of the presentation on you? Would you consider this presentation memorable? Why or why not?

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Curriculum Connection
B1.3

Activity: Impromptu Speeches



Objective

What are we learning more about?

To improve ' public speaking skills, focusing on coherent ommunication, by giving short, imp randomly assigned topics.

Materials

eed for our activity?

- ✓ A hat or bow
- ✓ Slips of paper w rand ten on them (ensure topics are age-appropriate and di
- ✓ Timer or stopwatch.
- ✓ Notepads and pens/pe iona -taking before speaking).

Instructions

How do we co e acti

1) **Preparation**: Write down a variety of top s of p These topics could range from simple subjects like 'My favo bby' or ' day of my life' to more abstract ones like 'If I could fly' or 'Th port Place all the slips in a hat or bowl.

2) **Random Selection**: Each student draws a topic slip hat They then have a few minutes (e.g., 3-5 minutes) to think about t they say. If desired, students can jot down a few notes to help guide thei

3) **Giving the Speech**: Set a time limit for each speech (e.g., 1-2 minu ake turns to stand up and give their impromptu speech. Encourage th eak clearly and coherently, and to stay on topic.

4) **Feedback**: After each speech, allow for a brief feedback session. Peers and the teacher can offer constructive feedback focusing on the clarity of the speech, the coherence of the ideas presented, and the speaker's confidence and body language.

5) **Reflection**: At the end of the activity, lead a discussion about the experience of speaking without preparation.

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B1.3

Speech Topics | Cut out the speech topics below

My Favourite Sport and Why	What Happiness Means to Me
A Book Th…ced Me	My Favourite Animal and Why
My F…ition	A Challenge I Overcame
The Best Da…	My Favourite Game and What I Learn From It
What Makes a Go…ader?	What I Would Do With a Million Dollars
My Favourite Hobby	…Favourite Subject in School
A Subject I Enjoy and Why	…'d Love to Visit
The Most Interesting Place I've Visited	My D…
My Favourite Movie and Its Impact on Me	…est Ad…Ever Received
What I Want to Be When I Grow Up	My Fav…Food and…
My Role Model and Why	A Person in History…
The Importance of Teamwork	My Favourite Outdoor …
My Favourite Season and Why	What Friendship Means to Me
A Time I Helped Someone	My Aspirations for the Future
My Favourite Memory	The Importance of Being Honest

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Reflection | Answer the questions below after you finish your speech

1) Personal Experience: How did you feel before, during, and after your speech? Were you nervous, excited, or confident?

2) Preparatio t strategies did you use to quickly organize your thoughts about the topic

3) Communication Skills: In wha ways u communicated your ideas effectively? Where do you see room fo

4) Peer Feedback: What did you learn from the feedb m your peers and teacher?

5) Listening Skills: How did listening to others' speeches help you in understanding different ways of communicating and expressing ideas?

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B1.4

Activity: Emotion Charades

Objective

What are we learning more about?



The objecti s activity is to enhance students' understa terpretation of non-verbal cues asso ent emotions. This will improve the d social skills, crucial for effecti ommunic empathy development.

Materials

ne need our activity?

- ✓ Cards with differ wr n them – provided
- ✓ A timer or stopwatch
- ✓ A space suitable for move nt

Instructions

How do we complete the acti

1) **Preparation**: Prepare cards with various ns writ m. Ensure there's a good mix of basic and complex emotions – ide ge.
2) **Setting Up**: Divide the class into two teams. Each ta es turn ding a representative to perform the charade.
3) **Performing the Charade**: The representative randomly select . They must then act out the emotion without using any verbal cue
4) **Guessing the Emotion**: The rest of the team has one minute to gu motion being portrayed. If the team guesses correctly, they earn a point.
5) **Switching Roles**: After each turn, the other team gets a chance to perform.
6) **Continuing the Game**: The game continues until each student has had at least one turn or all the emotion cards have been used.
7) **Concluding the Activity**: Tally the points and discuss the experience as a class.

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B1.4

Emotions | Cut out the emotions below

Basic Emotions	Complex Emotions
Happiness	Amusement
dness	Confusion
A	Frustration
	Embarrassment
u	Curiosity
ust	Pride
Excite	Jealousy
Boredom	Anxiety
Calmness	Sympathy
Relief	ntentment
Disappointment	H ulness
Loneliness	s
Love	Guilt
Hate	En
Gratitude	Res
Eagerness	Compass
Awe	Melancholy
Tiredness	Optimism
Shyness	Indignation
Impatience	Serenity

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Curriculum Connection
A2, B1.4

Activity: Cultural Communication Exploration

Objective What are we learning more about?

To explore a[n] understand the diversity of non-verbal communication across different cultures, [and] students' global awareness and appreciation for cultural differences.

Materials What do we need for our activity?

- ✓ Internet access for research
- ✓ Presentation tools (e.g., PowerPoint, posters, or digital presentation software)
- ✓ Writing materials (notebooks and pens/pencils).



Instructions How do we complete the activity?

1) **Introduction**: Introduce the concept of non-verbal communication and its importance in different cultures. Explain how gestures, facial expressions, body language, and other non-verbal cues can have significantly different meanings from one culture to another.

2) **Research Phase**: Divide the class into small groups. Assign each group a specific culture or allow them to choose one. Each group should research the non-verbal communication norms of their selected culture. Encourage them to look for information on gestures, personal space, eye contact, and body language.

3) **Preparation of Presentations**: Each group prepares a short presentation of their findings. They can use creative methods like role-playing, PowerPoint slides, or posters to illustrate the differences in non-verbal communication.

4) **Presentation**: Allocate time for each group to present their findings to the class. Encourage other students to actively participate by asking questions.

5) **Class Discussion**: After all presentations, lead a class discussion on the importance of understanding cultural differences in communication, especially in our globalized world.

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Curriculum Connection
A2, B1.4

Cultures Allow students to choose from these cultures or have them pick their own

Culture
Japanese
Brazilian
Italian
Kenyan
Indian
Chinese
Egyptian
Russian
First Nation – Your Choice
Inuit
Métis
Australian
French
South African
Mexican
Thai
Saudi Arabian

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A2, B1.4

Research | Answer questions below to help guide your research

1) What is the name of the culture you are researching?

2) In this cul[illegible]ovide information about the following non-verbal communication aspects.

a) **G**[illegible]e and negative examples. For example, in Japan, it is positive to bow.

b) **Personal Space** – What is the norm[illegible]nal space to give someone when you are talking with them?

c) **Eye Contact** – What is the norm for making eye contact [illegible]s cul

d) **Body Language** – Both positive and negative examples.

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Curriculum Connection
A2, B1.4

Reflection | Answer the questions below after you finish your research

1) **Cultural Differences**: What was the most surprising difference in non-verbal communication you learned about another culture?

2) **Understan** **standings**: How might understanding these differences reduce misund cros ltural interactions?

3) **Personal Experience**: Reflec a tim xperienced or observed a cultural misunderstanding. How might knowled l cues have helped in that situation?

4) **Global Significance**: Why is it important to be aware o rbal ication differences in today's global society?

5) **Personal Application**: How will you apply what you have learned about non-verbal communication in your future interactions with people from different cultures?

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Curriculum Connection
B1.5

Activity: Vocabulary Scavenger Hunt



Objective

What are we learning more about?

To enhance s' understanding of vocabulary related t opic by creating and parti enger hunt that utilizes these ter

Materials

ed for our activity?

- ✓ Envelopes o contain ld the clues.
- ✓ Access to the s l gr outdoor area for hiding and finding clues.

Instructions

How ompl activity?

1) **Group Formation**: Divide the class ve students each.

2) **Brainstorming Vocabulary**: Each g p selects a hey are currently learning about, for example, ecosystems, and brainsto of vocabulary words related to their chosen topic.

3) **Selecting Vocabulary Words**: From their li ch gr five vocabulary words that they want to focus on for their scav

4) **Writing Clues**: Groups write clues for their selecte lary w ach clue should creatively use the vocabulary word and lead atio the next clue can be found. For instance, a clue for "photosynthesis" m ts to a plant in the school garden.

5) **Hiding Clues**: Groups hide their clues in various locations. This can several ways to maintain fairness and secrecy.
   a) The teacher collects and hides all the clues.
   b) Send one representative from each group to hide clues while the rest of the class remains in the classroom.
   c) Groups hide their clues one at a time to avoid other groups seeing their locations.

6) **Scavenger Hunt**: Once all clues are hidden, have groups exchange their first clue so they can begin the scavenger hunt.

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B1.5

Example Here is an example of clues you could use for ecosystem vocabulary.

Vocabulary	
hotosynthesis	Symbiosis
Habitat	Predator
Chain	Herbivore
ity	Ecosystem
	Carbon Cycle

Clues
Seek a place whe osynthe action, where plants turn sunlight into a satisfying reaction. (Any area green es – Photosynthesis)
Find a habitat, a home fo s gre mall, look under rocks or near the school wall. (Under rocks, logs, or ural s s - Habitat)
Observe a food chain, nature's dining li reature is both eater and food in the brink. (Around a bird feeder or a g)
A spot where biodiversity can be seen, in varieties nsects, or things that are green. (A diverse garden or natural area - Bio
Uncover decomposers at work, breaking down dea ste into something else instead. (Compost area or decomposing leaves
Spot an example of symbiosis near, where different spe ist ar e. (Areas where insects and flowers interact - Symbiosis)
Look for a predator in its natural quest, hunting or preparing its rds, spiders, or small carnivores are found – Predator)
Find a herbivore's dining spot, where plants are eaten, and meat is not zing areas or where rabbits, deer, or other herbivores are spotted - Herbivore)
Discover an ecosystem, a community in balance, where living things interact, not by chance. (A pond, garden, or any self-contained natural area – Ecosystem)
Identify where the carbon cycle flows, in every breath and breeze that blows. (General outdoor area representing the atmosphere – Carbon Cycle)

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B1.5

Write | Write your own vocabulary and clue list

Vocabulary

Clues

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