



Preview – Information



Thank you for your interest in this Mega Bundle. This product contains multiple Workbooks and Google Lesson Slides. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Lesson Slides for each unit.
- ✓ A selection of worksheets included in each workbook.

When you make a purchase, you will receive a folder that contains each of the .pdf workbook files and links to where you can make copies of the Google Lessons units to your Google Drive.

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

rob@supersimplesheets.com



Google Slides Lessons Preview





Ontario Language Curriculum Foundations of Language – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

- Word Lists
- Word Searches
- Discussions
- And More!

Week 1 - Vocabulary List

Read each clue. Find the word that matches the meaning. Drag the correct word card to the empty box beside the clue.

done or ended	lift in a building	leaved	picked
went up fast	not closed	jumped	someone
tool for pictures	sweet cocoa food	tricked	in class
foiled someone	let others see	snorts	snuggles
set of letters	chose or took	snuggled	thrilled
soft brown candy	long seat	snuggled	whisper
play or story	yellow fruit	finished	soft
made a happy sound	space traveler	showed	warned
wished for	living creature	looked	combed
cooked in an oven	walked far	laughed	opened

Spelling Patterns - VVCC Words

Drag each word into the correct box. If the word follows the VVCC pattern, place it in the VVCC box. If it does not, place it in the NOT VVCC box.

	NOT VVCC

feet

brush

team

seat

speech

road

rain

poach

cream

brace

pack

meet

dream

coat

last

snore

teach

green

repeat

beach

few

much

try

well

out

stone

glow

reach

heart

house

read

jean

least

eat

back

great

Part 2 – Action!

- Coloring
- Matching
- Drag and Drop
- And More!

Part 3 – Consolidation!

- Fluency Reading
- Quizzes
- Reflection
- And More!

Fluency Readings

Read each line slowly. Say the words out loud.
Have fun reading!

The clown.
The clown talked.
The clown tricked the kid.
The clown tricked the kid in the show.
The boy.
The boy jumped.
The boy jumped on the sofa.
The boy jumped on the sofa & laughed.



The girl.
The girl talked.
The girl talked the trail.
The girl talked the trail with her camera.
The team.
The team finished.
The team finished the drama.
The team finished the drama after school.





Ontario Language Curriculum Foundations of Language – Grade 4

Week 2 - Vocabulary List

Find 10 words in the word search and circle each one. Look at the word list to help you!

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

apenas	vegetable	adict	prince
bathrooms	laminate	horses	swamp
pennies	compasses	adict	hedges
regret	elephants	laminate	stables
melons	trip	books	pets

Parts Of Speech - Nouns, Verbs, Adjectives

Drag the correct label Noun, Verb, or Adjective to each word in the list.

music		write		bright	
eat		shiny		beck	
house		brave		quiet	
dance		jump		apple	
cold		garden		cat	
bicycle		thick		tall	
green		dream		park	
laugh		funny		hat	
freedom		doctor		young	
river		sing		fast	

Nouns
Verbs
Adjectives

Prefix - Re Words and Sentences

Draw a line to connect each "Re-" word with its correct meaning.

Words	Meanings
Rewind ☐	☐ To go back
Replace ☐	☐ To learn something again
Recreate ☐	☐ To use materials again in a new way
Relearn ☐	☐ To paint again
Return ☐	☐ To go back to the beginning (as in a video)
Recycle ☐	☐ To think again or differently
Repaint ☐	☐ To put something new in place of another
Repack ☐	☐ To pack again
Rethink ☐	☐ To make or do something again





Workbook Preview



Grade 4 – Language

A. Literacy Connections and Applications

Throughout Grade 4, in connection with the learning in strands B to D, students will:



Preview of 110 pages from this product that contains 465 pages total.

Included are weeks 1 - 8 and 29 - 30.

There are 30 weeks total.

Applications, Connections, and Contributions

A3

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

37-38, 173-175, 260, 277-278,

Grade 4 – Language

B1. Oral and Non-Verbal Communication



	Curriculum Expectations	Pages
B1.1	<u>Effective Listening Skills</u> use effective listening skills, including asking questions to encourage a speaker to elaborate, and responding to the contributions of others in group discussions, in formal and informal contexts and for various purposes	24-25, 49-50, 277-278,
B1.2	<u>Listening Strategies for Comprehension</u> select and use a variety of listening strategies before, during, and after listening to comprehend information and messages communicated orally and non-verbally, express interest in what is being said at appropriate times, seek clarification, and develop an appropriate response	69-70
B1.3	<u>Speaking Purposes and Strategies</u> identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently	89-90, 105-106, 123-124,
B1.4	<u>Oral and Non-Verbal Communication Strategies</u> identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning	141-142, 157-158, 183-184,
B1.5	<u>Oral and Non-Verbal Communication Strategies</u> use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to support audience comprehension	207-208, 231-236, 253-254,

Grade 4 – Language

B2. Language Foundations for Reading and Writing



	Curriculum Expectations – Overall Expectations	Pages
B2.1	<u>Word-Level Reading and Spelling: Using Morphological Knowledge</u> use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words	14-15, 22, 26-28, 35, 39-41, 47-48, 51-53, 59-62, 68, 71-73, 79-82, 88, 91-92, 97-99, 104, 108-110, 115-117, 122, 125-127, 132-135, 140, 143-144, 149-151, 156, 159-160, 165-168, 173, 176-177, 182, 185-186, 191-194, 199-201, 206, 209-210, 215-218, 223-225, 230, 237-239, 244-247, 252, 255-256, 261-263, 268-271, 276, 279-280, 285
B2.2	<u>Vocabulary</u> demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use morphological knowledge to analyze and understand new words in context	14, 22, 26, 35, 39, 47-48, 51, 59-60, 68, 71, 79-81, 88, 91, 97-98, 104, 108-109, 115-116, 122, 126, 132-134, 140, 143, 149-150, 156, 159, 165-167, 173, 176, 182, 185, 191-193, 199-200, 206, 209, 212, 215-217, 223-224, 230, 237, 244-246, 252, 255, 261-262, 268-270, 276, 279, 285
B2.3	<u>Reading Fluency: Accuracy, Rate, and Prosody</u> demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use morphological knowledge to analyze and understand new words in context	19-20, 32-33, 45, 56, 58, 65-66, 76-77, 85-86, 95, 102, 113, 120, 129-130, 137-138, 147, 163, 171, 180, 189, 197, 203-204, 213, 221, 228, 241-242, 250, 257, 259, 265-266, 273-274, 283,

Grade 4 – Language

B3. Language Conventions for Reading and Writing



	Curriculum Expectations	Pages
B3.1	<u>Syntax and Sentence Structure</u> identify and construct various sentence types and forms, including simple and compound sentences formed with prepositional phrases and/or independent and dependent clauses	16-17, 30, 43-44, 54, 64, 100, 119, 128, 136, 145, 152-154, 253-254,
B3.2	<u>Grammar</u> demonstrate an understanding of the functions of parts of speech in sentences, including relative pronouns, the perfect verb tense and interrogative and imperative verbs, and the use of pronouns as adjectives, and use this knowledge to support comprehension and communicate meaning clearly	29, 42, 63, 74,-75, 83, 93, 100-101, 111, 118-119, 161, 178-179, 187-188, 195-196, 202, 220, 227, 240, 248-249, 258, 282,
B3.3	<u>Capitalization and Punctuation</u> use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of capital letters for proper adjectives, commas to set off nouns of direct address, and quotation marks to indicate the title of a short work	18, 31, 55, 75, 84, 94, 111-112, 145, 162, 169-170, 211, 219-220, 226, 264, 272, 281,

READING PROGRAM - 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 4, the focus in the curriculum is on decoding and understanding affixes (prefixes and suffixes). Teachers are also required to use derivational families to support spelling words with a schwa sound.

Therefore, our reading program will be broken down into 30 word lists that align with the expectations in the grade 4 foundations of language curriculum. Each week, teachers will focus on one affix and one schwa sound.

The other words in the word list will align with the vocabulary overall expectation (B2.2), which states tier 2 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.

Weekly Plan

Week 1: Introduce the suffix -ed and schwa 'a' (as in about)

Week 2: Introduce suffix -s and schwa 'e' (as in pencil)

Week 3: Introduce suffix -ing and schwa 'i' (as in pencil)

Week 4: Introduce prefix un- and schwa 'o' (as in son)

Week 5: Introduce prefix re- and schwa 'u' (as in circus)

Week 6: Introduce prefix dis- and 'il' and 'al' sounds

Week 7: Introduce suffix -er, -est and 'ile' sounds

Week 8: Introduce prefix mis- and 'el', 'al' sounds

Week 9: Introduce prefix non- and pattern -ure

Week 10: Introduce suffix -ly and patten -cher

Week 11: Introduce prefix pre- and the letter blends: shr, spl, spr, str

Week 12: Introduce prefix post- and digraphs: ph and mb

READING PROGRAM - OVERVIEW

Weekly Plan

Week 13: Introduce suffix -ful, -less and digraph: wh, ch

Week 14: Introduce prefix anti- and digraph: sh, th

Week 15: Introduce prefix multi- and digraph: ng, ck

Week 16: Introduce suffix -tion, -sion and digraph: ck, ll

Week 17: Introduce prefix auto- and digraph: dd, bb

Week 18: Introduce prefix bio- and digraph: rr, cc

Week 19: Introduce suffix -ness, -ment and digraph: gg, mm

Week 20: Introduce prefix inter- and diphthong ai

Week 21: Introduce prefix trans- and diphthong ay

Week 22: Introduce suffix -able, -ible and diphthong ee,

Week 23: Introduce prefix micro- and diphthong au

Week 24: Introduce prefix semi- and diphthong ea

Week 25: Introduce prefix ex-, in- and diphthong ee

Week 26: Introduce suffix -ous, -ious and diphthong ei

Week 27: Introduce prefix under-, over- and diphthong oa

Week 28: Introduce suffix -ence, -ance and diphthong ou

Week 29: Introduce prefix sub-, super- and diphthong ui

Week 30: Introduce suffix -yze, -ize and random fun words

READING PROGRAM - OVERVIEW

Weeks	Lesson 1	Lesson 2
Week 1	Complete sentences vs. fragments	Simple vs compound sentences
Week 2	Parts of speech: nouns, verbs, and adjectives	Types of sentences
Week 3	Parts of speech: nouns, verbs, and adjectives	Independent/dependent clauses
Week 4	Coordinating conjunctions (FANBOYS)	Morphemes: prefixes and suffixes
Week 5	More parts of speech- adverbs, prepositions, etc.	Morphemes: prefixes and suffixes
Week 6	Interjections and conjunctions – punctuation	More parts of speech
Week 7	Cursive writing	Relative pronouns
Week 8	Capitalizing proper nouns and proper adjectives	Perfect verb tense
Week 9	Punctuating interjections	Perfect verb tense
Week 10	Use of commas in direct address	Capitalizing proper adjectives/nouns
Week 11	Use of commas in direct address	Punctuating conjunctions
Week 12	Identifying and correcting run-on sentences	Decoding strategy – Syllable splitting
Week 13	Introduction to complex sentences	Decoding strategy – Chunking
Week 14	Introduction to complex sentences	Use of apostrophes in possessives
Week 15	Introduction to compound-complex sentences	Types of Sentences: Interrogative
Week 16	Literal versus figurative meanings of words	End-of-Sentence Punctuation
Week 17	Similes	Homophones
Week 18	Metaphors	Homonyms
Week 19	Idioms	Antonyms
Week 20	Other figures of speech – alliteration, ellipsis	Determiners: Articles
Week 21	Synonyms – exact versus near synonyms	Spelling: Commonly Misspelled Words
Week 22	Use of apostrophes in contractions	Synonyms: Identifying and Creating
Week 23	Introduction to commas in a list	Contractions
Week 24	Using colons to introduce a list	Figurative Language: Onomatopoeia
Week 25	Interrogative and imperative verbs	Spelling: Words with Silent Letters
Week 26	Pronouns as adjectives	Analogies: Understanding and Creating
Week 27	Fluency readings – Providing a list of sentences that get more difficult to read	Figurative Language: Personification
Week 28	Introduction to quotation marks in dialogue	Vocabulary: Context Clues. What do you think the underlined (challenging word) means?
Week 29	Using quotation marks in dialogue	I Before E and Exceptions
Week 30	Capitalization of quotation – only complete sentences	Figurative Language: Oxymorons

NAME: _____

FOUNDATIONS OF

LANGUAGE

PREVIEW



Spelling Goals

- ☐ I want to learn _____ new words this week.
- ☐ I want to spell _____ words correctly in this week's spelling quiz.
- ☐ I want to improve spelling for _____ word(s) I find tricky.



Do you think these strategies will help you with your spelling?	YES	NO
✓ Write words in a spelling notebook.		
✓ Use flashcards for spelling words.		
✓ Draw pictures to represent words.		
✓ Play spelling games online.		
✓ Sing spelling words to yourself.		

Pre-Reflection

Share your thoughts on learning spelling words this week.

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

WEEK 1 – VOCABULARY LIST**Think**

Underline the suffix -ed in each word.

laughed	wanted	baked	showed	finished
caramel	camera	alphabet	drama	tricked
jumped	hiked	opened	picked	banana
chocol	elevator	animal	astronaut	sofa

Write The suffix -ed indicates the past tense of a verb. Write a sentence changing the tense of the verb.

Present Tense	I <u>watch</u> funny cartoons.
Past Tense	

Present Tense	I <u>want</u> a puppy for my birthday.
Past Tense	

Present Tense	We <u>bake</u> cookies every Sunday.
Past Tense	

Present Tense	She <u>shows</u> her artwork to her parents.
Past Tense	

Present Tense	He <u>jumps</u> high on the trampoline.
Past Tense	

Spelling Patterns - VVCC Words

VVCC words are words that have two vowels next to each other, followed by two consonants. The 'VV' part is a vowel team where two vowels work together to make one sound, like 'ea' in 'leaf'. The 'CC' part is when two consonants come next, like 'f' and 't' in 'left'.

Examples of VVCC words

Each - The 'ea' makes the vowel sound and the 'ch' are the consonants.

Toast - The 'oa' makes the vowel sound, and 'st' are the consonants.



Think: Do the words below follow the VVCC spelling pattern?

beach	yes	no
sheep	yes	no
mount	yes	no
dream	yes	no
float	yes	no
brain	yes	no
boast	yes	no
peach	yes	no
screech	yes	no

touch	yes	no
yeast	yes	no
feast	yes	no
float	yes	no
count	yes	no
cruise	yes	no
reach	yes	no
least	yes	no

Think

Write your own VVCC words below

COMPLETE SENTENCES VS FRAGMENTS

A complete sentence is like a full meal - it has all the parts it needs. It has a **subject** (who or what the sentence is about) and a **predicate** (what the subject is doing or how it is). So, a complete sentence tells a whole thought. For example, "The cat sleeps."

A fragment is like a snack, it's missing something. It might be missing the subject or the predicate. So, a fragment doesn't give us a full thought. For example, "Sleeps in the sun." Who sleeps in the sun? We don't know, so it's a fragment!

Complete Sentence?

Is the sentence complete or is it a fragment?

1) Astronauts.	Complete	Fragment
2) I wanted to go.	Complete	Fragment
3) Baked a chocolate cake.	Complete	Fragment
4) On the sofa.	Complete	Fragment
5) She opened the camera.	Complete	Fragment
6) Alphabet and numbers.	Complete	Fragment

Subject or Predicate?

Is the underlined word the subject or the predicate?

1) <u>They</u> acted in the drama at school.	Subject	Predicate
2) I <u>finished my homework</u> .	Subject	Predicate
3) <u>We</u> were in the elevator.	Subject	Predicate
4) <u>The animal</u> tricked the hunter.	Subject	Predicate
5) The sofa <u>is comfortable</u> .	Subject	Predicate
6) The alphabet <u>is easy to learn</u> .	Subject	Predicate

Write

Write 2 complete sentences. Circle the subject and underline the predicate

SIMPLE VS COMPOUND SENTENCES

A **clause** is a part of a sentence that contains a subject (who or what the sentence is about) and a predicate (what the subject is doing). In a **simple sentence**, like "The bird sings," the clause is the whole sentence. The bird is the subject, and sings is the predicate. Simple sentences have just 1 clause.

A **compound sentence** has two or more clauses. For example, in "The bird sings, and the cat meows," there are two clauses: 'The bird sings' and 'the cat meows'. Each clause has its own subject and predicate. The two clauses are joined together with the coordinating conjunction 'and'.

Simple Sentence Is it a simple sentence or compound sentence?

1) She baked a cake.	Simple	Compound
2) The astronaut jumped high in zero gravity.	Simple	Compound
3) I laughed at the joke, then I picked up the book.	Simple	Compound
4) He tricked me once, but I won't let it happen again.	Simple	Compound
5) The drama was intense, yet I couldn't watch.	Simple	Compound
6) We rode the elevator up, and then sat on the steps to rest.	Simple	Compound

Coordinating Conjunction Compound sentences are connected by FANBOYS (for, and, nor, but, or, yet, so). Write the FANBOYS in the blank.

1) He picked the banana, but it slipped and fell.	
2) They wanted the chocolate, yet they knew they should not have it.	
3) The animal hiked up the hill, and it then rested at the top.	
4) The elevator was slow, so we decided to take the stairs.	
5) The astronaut ducked down, for she saw an asteroid coming her way.	

Write Write 2 compound sentences. Circle the coordinating conjunction you used

EDIT MY WORK – USING CAPITAL LETTERS

We use capital letters in these cases:

- 1) Start of a sentence: "Dogs are friendly."
- 2) Proper nouns: Names of specific people, places, or things, like "Sarah" or "New York."
- 3) Titles: Important words in titles of books, movies, etc., like "Harry Potter."
- 4) Proper adjectives: Adjectives from proper nouns, like "French" in "French fries."

Edit _____ capitalization errors below and the misspelled word list words

Jimmy wanted to be an astronaut. He laughed as he jumped on the sofa, imagining it was his spaceship. Jimmy's brother, Steven, didn't think he could be an astronaut. But Jimmy was determined.

One day, he hiked to the library and found a book about space. It was filled with drama and exciting tales of astronauts. Jimmy read it and put it down. He finished the book in just one day.

Then, he baked banana chocolate muffins for his class. The teacher struck Steven into thinking they were 'space muffins'. Jimmy showed them a picture of an astronaut eating similar muffins.

He opened his laptop and turned on a virtual space elevator tour. The room seemed to shake as the virtual elevator rose. They even had to wear 3D glasses for it.

His mom gave him a camera to document his 'space adventures'. Jimmy loved the idea. He clicked a photo of his astronaut alphabet – a code language he had created.

In all the excitement, he forgot about his caramel popcorn. It was his favourite. Before bedtime, he sat on the sofa, enjoying the popcorn and relishing his adventurous day.

Week 1 – Fluency Readings

Read

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

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	It floated high on the moon.				
2)	I wanted a wheel before I went up the hill.				
3)	She laughed as she opened the box with chocolate on her finger.				
4)	He baked alphabet cookies and showed them at school.				
5)	They finished their drama play and picked flowers for the cast.				
6)	The monkey tricked the zookeeper and stole a banana near the elevator.				
7)	After building a sofa out of blocks, the clever animal decided it was time for a cozy nap.				

Visualization

Visualize

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

PREVIEW

As the astronaut laughed, floating above Earth, he wanted to capture every star with his camera. He remembered hiking on Earth, where the sweet scent of baked cookies filled the air. He had opened his grandmother's old recipe book, the alphabet of ingredients leading to delicious treats. He showed his family photos of space, where the drama of the cosmos unfolded. He finished his spacewalk, tricked once by the silence of the void. Back inside, he enjoyed a banana, dreaming of a soft sofa, and chocolate, his heart jumping with joy for home.

WORD SEARCH**Word Search**

Find the word bank words in the puzzle

☐ laughed	☐ wanted	☐ baked	☐ showed	☐ finished
☐ caramel	☐ camera	☐ alphabet	☐ drama	☐ tricked
☐ jumped	☐ hiked	☐ opened	☐ picked	☐ banana
☐ chocolate	☐ elevator	☐ animal	☐ astronaut	☐ sofa

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

Word Search

Make your own word search using 8 of the word bank words

Word Bank

WEEK 1 – VOCABULARY QUIZ**Spelling**

When your teacher reads the word, spell it below.

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

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

Complete or Fragment?

Is the sentence complete or a fragment?

1) Ran to the park.	Fragment	Complete
2) My dog loves to play fetch.	Fragment	Complete
3) The pizza in the oven.	Fragment	Complete
4) We are going to the zoo tomorrow.	Fragment	Complete

Simple or Compound

Is it a simple sentence or compound sentence?

1) The dog rests on the rug.	Simple	Compound
2) The coach completed the roster.	Simple	Compound
3) I enjoy oranges, and my sister prefers grapes.	Simple	Compound
4) She unfolded her map, and she began to trace the route.	Simple	Compound

Name: _____

23

Curriculum Connection
A1

Achieving Goals

Spelling Quiz
ScoreHow do you feel about your
score? Colour it

Spelling Adventure

Select two activities to practice your spelling

Word Story Creator	Pick 5 words and draw a picture for each that helps you remember its spelling.
Word Story	Write a short story using at least five of your spelling words.
Word Search	Choose 3 words and find out their origins. Write a sentence about what you learned.
Word Building	For each word, list a prefix or suffix you could add to make a new word.
Spelling Bee Practice	With a partner, practice spelling each of your words out loud. One is the speller and the judge.

What was the most fun activity? Why?

Which words were the most challenging to spell?

What strategy works best for you when spelling?

How will you practice your spelling next week?

Oral Communication – Listening Strategies

Why Listening is Important

When we listen well, we can understand people better, learn new things, and make others feel valued. Good listening isn't just about being silent when someone else talks. It's about really paying attention and trying to understand what they're saying.



Keys to Good Listening

- **Focus on the Speaker:** This means looking at them and not getting distracted.
- **Nod or Smile:** Nodding shows the speaker that you're interested in what they're saying.
- **Don't Interrupt:** Wait for the speaker to finish before you speak.

Asking Questions: The Gateway to Understanding

When we're curious about something, we can ask questions. If someone is telling you a story or explaining something, you can show your interest by asking questions.

Responding in Group Discussions

- **Wait Your Turn:** It's respectful to let others finish before you start to speak.
- **Build on Ideas:** "I agree with Jake, and I also think..."
- **Be Kind:** Even if you disagree, you can say, "I see your point, but I feel differently."

Formal vs. Informal Listening

Sometimes, we listen in different ways depending on where we are and who we're with.

Formal Settings: In a classroom or when a principal is speaking.

- **How to Listen:** Sit up straight, don't talk to friends, and raise your hand if you have a question.

Informal Settings: With friends, at home, or during playtime.

- **How to Listen:** You can be more relaxed, but still show you're paying attention.

Oral Communication – Listening Strategies

Questions

Answer the questions below

1) What does good listening involve?

2) How do you know a speaker you're interested in their story?

True or False

Is the statement true or false?

1) Good listening means being silent.

True

False

2) Listening shows we value others.

True

False

3) Asking questions shows disinterest.

True

False

4) Always interrupt when you disagree.

False

5) Listening helps us learn new things.

False

Activity

With a partner, take turns telling your partner the answer to the question below. While you are listening to the answer, practice good listening. After you're both done, write down what your partner did to show good listening skills.

Question**Did your partner show good listening skills? Explain.**

What is your favourite season of the year? Explain why.

WEEK 2 – VOCABULARY LIST

Think

Underline the suffix -s in each word.

boxes	trips	melons	pets	elephants
lemons	stables	hedges	compasses	echoes
pennies	twenty	horses	lemonade	befriend
pretzels	select	regret	agenda	vegetable

Write

For each word, write a word to be plural – more than one. Write a sentence using the singular underlined words to be their plural form.

Singular	The <u>phantom</u> is a mythical creature.
Plural	
Singular	The <u>family</u> is planning a trip to the zoo.
Plural	
Singular	The <u>horse</u> is eating in the <u>stable</u> .
Plural	
Singular	The <u>echo</u> in the canyon was very loud.
Plural	
Singular	I found a <u>penny</u> under the <u>sofa</u> .
Plural	

Spelling Patterns - VVCe Words

VVCe words have two vowels together (VV) making a specific sound, followed by a consonant (C), and ending with a silent 'e' (e). Unlike other patterns, the silent 'e' here doesn't change the sound of the vowel team.



Examples

- Weave (the 'ea' stays as it is, not affected by the silent 'e')
- Goose (the 'oo' sound remains the same)
- House (the 'ou' makes its own sound)

Think: Do the words below follow the VVCe spelling pattern?

weave	yes	no
quite	yes	no
goose	yes	no
river	yes	no
house	yes	no
mountain	yes	no
slice	yes	no
acre	yes	no
throne	yes	no

course	yes	no
breeze	yes	no
canoe	yes	no
canoe	yes	no
agree	yes	no
globe	yes	no
moose	yes	no
giraffe	yes	no

Think

Write your own VVCe words below

MAKING WORDS PLURAL – ADDING S

Why We Add "s" – Most Common Cases

- To make plural: We add "s" to a noun to show there is more than one, like "cats."
- To show possession: We add "'s" to a noun to show something belongs to it, like in "Tom's book."

How To Add "s"

- Usually, just add "s" at the end.
- For words ending with s, x, z, ch, sh, add "es".
- If a word ends with a consonant and y, change "y" to "i" and add "es".
- If a word ends with a vowel and y, just add "s".



Make Plural

Change the words from singular to plural

1) cat		11) peach	
2) dog		12) tree	
3) box		13) tray	
4) brush		14) dish	
5) baby		15) baby	
6) lady			
7) monkey			
8) month			
9) city			
10) chair			

Fill in the Blanks

Fill in the blanks with the plural form of the word.

- 1) The children saw several _____ (butterfly) in the _____ (garden).
- 2) The children had a lot of fun at the _____ (stable).
- 3) She made a refreshing _____ (melon) salad for the picnic.
- 4) She saved all her _____ (penny) to buy a new book.
- 5) My sister has many different _____ (story) about her _____ (trip).
- 6) The _____ (elephant) in the zoo are very friendly.
- 7) He hangs his _____ (picture) in the _____ (gallery).

PARTS OF SPEECH – NOUNS, VERBS, ADJECTIVES

Parts of speech are groups we put words into based on what job they do in a sentence. Here are some of them:

- **Nouns:** Names of people (teacher), places (park), things (book), or ideas (freedom).
- **Verbs:** Action words (run, think) or state of being words (is, am).
- **Adjectives:** Words that describe nouns (happy, blue).

Identify the underlined word a noun, verb, or adjective

- | | |
|--|--|
| 1) We <u>decided</u> to go for our trip. | |
| 2) My pets love to <u>climb</u> the hedges. | |
| 3) The elephants <u>ate</u> the oranges and lemons. | |
| 4) After riding, we left the <u>stable</u> in the morning. | |
| 5) I <u>befriended</u> a girl who has a <u>collection</u> of books. | |
| 6) I select a <u>pretzel</u> from the bakery every morning. | |
| 7) We enjoyed the <u>sour</u> lemonade at the fair. | |
| 8) Our agenda for the day includes a <u>visit</u> to the vegetable market. | |
| 9) The <u>tall</u> hedges were finally trimmed. | |
| 10) James feels old because he <u>turned</u> 20 yesterday. | |

Write

Write 3 sentences with a noun, verb, and adjective. Underline the noun, circle the verb, and put a rectangle around the adjective.

FOUR TYPES OF SENTENCES

There are four types of sentences:

- **Declarative Sentence:** Makes a statement or expresses an opinion.
Example: "I love reading books."
- **Interrogative Sentence:** Asks a question.
Example: "Do you like pizza?"
- **Exclamatory Sentence:** Shows strong emotion or surprise.
Example: "Wow, that's amazing!"
- **Imperative Sentence:** Gives a command or makes a request.
Example: "Please open the door."



Sentence Type _____ of sentence is written below?

- 1) The box of melons was _____
- 2) Where did the echo come from?
- 3) Wow, this lemonade is so refreshing!
- 4) I regret not bringing my compass on the trip.
- 5) Please select a box and place it on the counter.
- 6) These hedges are beautifully trimmed!

Write _____

Write 1 example of each of the types of sentences.

Declarative	
Interrogative	
Exclamatory	
Imperative	

EDIT MY WORK – USING CAPITAL LETTERS

We use capital letters in these cases:

- 1) Start of a sentence: "Dogs are friendly."
- 2) Proper nouns: Names of specific people, places, or things, like "Sarah" or "New York."
- 3) Titles: Important words in titles of books, movies, etc., like "Harry Potter."
- 4) Proper adjectives: Adjectives from proper nouns, like "French" in "French fries."

Edit _____ Capitalization errors below and the misspelled word list words

my friend, tom and i. one day, we decided to visit a stable with twenty horses. at the stable we saw many vegetables, melons, and lemons. We even befriended an elephant named lucy! I remember how we laughed when lucy tried to pick up a pretzel with her trunk.

my pet dog, max, loves lemonade, which is so funny. He even likes the sour taste. we sometimes sit near the hedges, sip our lemonade and listen to the echos from the hills. it's one of our favourite things to do.

i have an agenda, it includes a trip to the penny Arcade. i like collecting old pennys and this place is like heaven for me. it's a place full of memories and stories.

one time we got lost, we didn't have a compass. we felt regret for not bringing one. luckily, we found our way back home. I still remember that adventure. tom and i always select our trips carefully now. we learned a lot from our journeys and the memories they created. we'll never forget lucy the elephant and our echo-filled lemonade breaks.

Week 2 – Fluency Readings

Read

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

Passage – Word Count = 128 Words

In a small village, a boy named Timmy saved twenty pennies to buy a pretzel at the fair. He walked past lemon trees and stables, counting the boxes stacked beside them. When he arrived, he saw a stand selling fresh lemonade. Timmy couldn't resist, so he bought a cup. With his lemonade, he took trips around the fair, looking at the horses jump over hedges. He heard the echoes of children laughing and the trumpet of elephants in the parade. Timmy wished to befriend everyone he met. He plans to see the melons grow in the garden and to learn more about village history. It was a day full of adventure, and he didn't regret spending his pennies.

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

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

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

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

Time Taken To Read

Divide 128/seconds

WPM

Visualization

Visualize

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

PREVIEW

In the village, twenty boxes full of lemons sat on the tables. Horses peered over the hedges, their echoes filling the air and the water. A pretzel vendor befriended all, giving pets tiny treats. Naturally, children sipped lemonade, giggling at melons shaped like elephants. Pennies jingled in jars, saved for future trips. Compasses in hand, they'd select adventures, maybe even to vegetable farms. But no one had an agenda today, except to enjoy the simple joy of sun, smiles, and the promise of never having to regret a day spent in happiness.

WORD SEARCH**Word Search**

Find the word bank words in the puzzle

☐ boxes	☐ trips	☐ melons	☐ pets	☐ elephants
☐ lemons	☐ stables	☐ hedges	☐ compasses	☐ echoes
☐ pennies	☐ twenty	☐ horses	☐ lemonade	☐ befriend
☐ pretzels	☐ select	☐ regret	☐ agenda	☐ vegetable

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

Word Scramble

Read the clue and then unscramble the word

deesgh		yentwt	
stpir		aphneelst	
sesroh		gaaend	
solemn		esobx	
lecest		seipnen	
eosehc		derifneb	

WEEK 2 – VOCABULARY QUIZ**Spelling**

When your teacher reads the word, spell it below.

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

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

Make Plural

Change the words from singular to plural.

1) elephant	
2) brush	
3) church	
4) city	
5) baby	

6) berry	
7) boy	
8) valley	
9) hobby	
10) chair	

Identify

Is the underlined word a noun, verb, or adjective

1) teacher	
2) banana	
3) fast	

4) hike	
5) write	
6) tired	

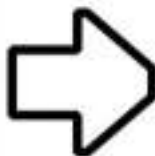
Name: _____

36

Curriculum Connection
A1

Reading Goals

Date	
What I can do today?	



Date	
What I can do by this date?	

What you do to reach this goal?

At school I will:

At home I will:

Activity: Word Cloud

Objective

What are we learning more about?

We are learning more about ourselves by answering questions related to our interests. We will sort our favourite things, from most favourite to least. In the end, we'll create a Word Cloud that represents who we are!

Instructions

How do we complete the activity?

- 1) Answer the questions on the back of this page. Give the information needed to create a Word Cloud.
- 2) Sort the information from least favourite to most favourite.
- 3) Go online and search: Word Cloud Generator MonkeyLearn
- 4) Type in the words you answered on the back. For your most favourite, you'll need to copy and paste your answer 10 times. For your least favourite, you'll write it just once. This is because a Word Cloud will make the words that appear the most bigger.
- 5) Click "Generate Cloud"
- 6) Play around with the settings to change the look of your Word Cloud. You can make it have a white background and can change the colours of the text.
- 7) Have fun!

PREVIEW

new to
basketball
ice cream
computer
channel
pizza
television
crossfit
hamburger

Activity: Word Cloud

Think

Answer the questions below

1) What are your 3 favourite foods?

2) What is your favourite desert?

3) What is your favourite subject in school?

4) What 5 things do you like to do in your free time?
(Sports, hobbies, etc.)

5) What's your favourite animal?

6) What is your favourite drink?

7) Where is your favourite place to visit with family?

Sort

Sort your favourite things below. Write your favourite thing in number 1. Write your second favourite thing in number 2. Continue until you've filled out all 10.

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

WEEK 3 – VOCABULARY LIST**Think**

Underline the suffix -ing in each word. Circle the words with a short i sound.

smiling	insect	visit	creating	window
running	pillow	music	dancing	inside
thinking	clapping	jumping	animal	pencil
sign	writing	family	noticing	visiting

Write

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

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

Spelling Patterns - VCe Words

VCe words contain a vowel (V), followed by two consonants (CC), and end with a silent 'e' (e). In these words, the silent 'e' does not typically alter the vowel sound.

Examples

- Wedge (the 'e' after 'd' and 'g' is silent and doesn't affect the vowel sound)
- Badge (the 'a' sound stays the same, the silent 'e' is not pronounced)
- Bulge (the 'u' sound remains consistent, with the 'e' at the end being silent)



Think: Do the words below follow the VCe spelling pattern?

wedge	yes	no
force	yes	no
slice	yes	no
brace	yes	no
chase	yes	no
price	yes	no
dance	yes	no
flame	yes	no
grace	yes	no

drive	yes	no
wince	yes	no
slice	yes	no
mute	yes	no
price	yes	no
ridge	yes	no
smoke	yes	no
lodge	yes	no

Think

Write your own VCe words below

ADDING -ING

Why Add -ing?

We add "-ing" to a word to show an action is happening now, which is called the present tense. (jump → jumping).



Adding "-ing" to Words

General rule: Just add -ing at the end of the word (play → playing)

Words Ending in "e": If the word ends in "e", remove the "e" and add -ing (bike → biking).

Words Ending in a Vowel + Consonant: If the word is a one-syllable verb that ends in a vowel + consonant, double the consonant before adding -ing (run → running).

Add -ING to the following words to the present tense by adding -ing

write		give	
smile		trade	
dance		shine	
notice		jump	
think		visit	

Fill in the Blanks

Fill in the blanks with the plural form of the word.

- 1) The dog is _____ (run) in the park and _____ (chase) the cat.
- 2) My family loves _____ (visit) new places and _____ (try) new food.
- 3) She was _____ (think) about her homework while _____ (listen) to music.
- 4) They are _____ (read) their books while _____ (sit) under the tree.
- 5) He is _____ (write) a letter to his friend and _____ (drink) a cup of coffee.
- 6) The cat is _____ (chase) the mouse and _____ (make) a mess in the house.
- 7) The bird is _____ (sing) a song while _____ (fly) in the sky.

PARTS OF SPEECH – NOUNS, VERBS, ADJECTIVES

Parts of speech are groups we put words into based on what job they do in a sentence. Here are some of them:

- **Nouns:** Names of people (teacher), places (park), things (book), or ideas (freedom).
- **Verbs:** Action words (run, think) or state of being words (is, am).
- **Adjectives:** Words that describe nouns (happy, blue).

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

- | | |
|---|--|
| 1) I found a pill <u>box</u> insect crawled by. | |
| 2) Gazing out the window, she <u>admired</u> the sunset. | |
| 3) We went inside the <u>house</u> for our next visit to the park. | |
| 4) The signal changed, going from red to green across the road. | |
| 5) I love the <u>music</u> that our family listens to during car rides. | |
| 6) With a <u>sharp</u> pencil, the boy created a beautiful <u>picture</u> . | |
| 7) She was writing a letter, <u>smiling</u> at her thoughts. | |
| 8) The <u>excited</u> crowd clapped and danced to the beat. | |
| 9) They sprinted and <u>leapt</u> around the park, visiting favourite spots. | |
| 10) Spotting the sunset through the <u>window</u> was our family's highlight. | |

Write

Write 3 sentences with a noun, verb, and adjective. Underline the noun, circle the verb, and put a rectangle around the adjective.

FOUR TYPES OF SENTENCES

There are four types of sentences:

- Declarative Sentence: "I love reading books."
- Interrogative Sentence: "Do you like pizza?"
- Exclamatory Sentence: "Wow, that's amazing!"
- Imperative Sentence: "Please close the door."



Sentence

Which type of sentence is written below?

- 1) The insect is crawling.
- 2) Is that your pencil?
- 3) This music the band is playing is fantastic!
- 4) Open the window.
- 5) My family loves visiting the beach.
- 6) Do you have an extra pencil?
- 7) Watch out for that running animal!
- 8) Please stop dancing on the sofa.

Write

Write 1 example of each of the types of sentences.

Declarative	
Interrogative	
Exclamatory	
Imperative	

INDEPENDENT AND DEPENDENT CLAUSES

An **independent clause** is like a complete sentence. It has a subject (who or what the sentence is about) and a verb (an action or a state of being), and it can stand alone as a complete thought. For example, "The dog barked."

A **dependent clause** also has a subject and a verb, but it doesn't make sense on its own. It needs an independent clause to complete the thought. For example, "because the mailman was at the door." This doesn't tell us the full story until we add an independent clause: "The dog barked because the mailman was at the door."

Think: Is this clause a dependent or independent clause?

1) Because the pillow is soft.

2) When the music is playing.

3) After he was notified of the details.

4) Is the pond.

5) Jumping over the puddle.

6) My family is visiting.

Write

Write the sentences below using the words given.

Use the words: insect, smiling

Independent

Dependent

Use the words: family, visiting

Independent

Dependent

Use the words: music, thinking

Independent

Dependent

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)	I can't wait to see my family. We visit the zoo and see animals. Sometimes we talk about	☐ Slow	☐ Medium	☐ Fast
2)	Running is fun, and I'm enjoying notice when people are clapping. It feels good like a soft pillow.	☐ Slow	☐ Medium	☐ Fast
3)	When it's raining outside, I sit by the window. I think about creating my own music. Then, I start dancing inside.	☐ Slow	☐ Medium	☐ Fast
4)	I found an insect in our house today. My mom was writing and didn't see it. I drew it with my pencil.	☐ Slow	☐ Medium	☐ Fast
5)	During music, we were visiting other lands in our minds. The teacher had us pretending to fly. We were animals with wings.	☐ Slow	☐ Medium	☐ Fast

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

Code		Code	Answer
      		      	
     		   	
     		   	
     		   	
     		   	
      		    	
     		     	
    		     	
   		     	
    		     	

WEEK 3 – 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)	

Add -ING

Change the words to the present tense by adding -ing

read	
whisper	
shout	
chase	
imagine	

climb	
hike	
paint	
cook	
sing	

talk	
swim	
write	
draw	
sing	

Identify

Is the word most commonly a noun, verb, or adjective

1) strong	
2) loud	
3) thinking	

4) book	
5) laughing	
6) school	

My Reading Reflection

Do you feel you accomplished your goal?

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

Explain your choice. What could you have done differently?

1. I read

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

2. The reading was

- ☐ Easy
- ☐ Just Right
- ☐ Challenging

3. My reading speed was

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

4. Reading aloud, I felt

- ☐ Confident
- ☐ Okay
- ☐ Nervous

5. The words were

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

6. I think my emotion was

- ☐ Really good
- ☐ Good
- ☐ No work

What was your favourite part of your reading and why?

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

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

Explain your choice.

Activity: Passion Project Sharing

Objective

What are we learning more about?

To enhance students' active listening skills by asking their peers to elaborate on subjects they're enthusiastic about.

Materials

What do we need for our activity?

- ✓ Paper or sticky notes
- ✓ Writing utensil
- ✓ A small bell or timer



Instructions

How do we complete the activity?

- 1) **Preparation:** Ask each student to think of something they are passionate about. This could be a hobby, an animal, a favorite book, etc.
- 2) **Pair Up:** Pair students randomly or have them choose their partner.
- 3) **Listen and Elaborate:** Student A will begin to share about their passion for 3 minutes. Student B is their active listener. Student B should not interrupt, and whenever they want Student A to elaborate on a point, they should raise their hand as a prompt for Student A to go into more detail. There's no interrupting with words, just the silent cue of raising their hand.
- 4) **Asking Questions:** After the 3 minutes, Student B will ask questions or make comments for another 2 minutes to get Student A to elaborate further.
- 5) **Switch Roles:** After 5 minutes, Student A and B will switch roles and repeat steps 3.
- 6) **Reflection:** Once both students have shared and listened, they should answer the questions on the back of this page.

Activity: Passion Project Sharing

Reflection

Answer the questions below

1) What was the topic your partner was passionate about?

2) Name two things you learned about this topic.

1

2

3) How did you feel when you listened to your partner while they were speaking?

4) What questions did you ask? What questions did your partner ask? Write one of each.

You Asked

Your Partner Asked

5) Is this how you normally communicate? What did you do differently? Did it help?

WEEK 4 – VOCABULARY LIST**Think** Underline the prefix un- in each word. Circle the words with a short 'o' sound.

solid	sponge	monkey	uncertain	unravel
common	october	blossom	unchanged	unknown
wonder	doctor	collar	unlucky	unfair
rock	uneven	unfortunate	unpleasant	unclean

Opposite Write the opposite of the words below

1) unfortunate	6) unknown
2) certain	7) fair
3) unchanged	8) clean
4) unlucky	9) unravel
5) pleasant	

Write Write 5 sentences that use all the short vowels and the letter 'l'.

1)	
2)	
3)	
4)	
5)	

Spelling Patterns - VCCC Words

The **VCCC** spelling pattern consists of a word that starts with a vowel (V), followed by three consonants (CCC).

Examples

- Trench (the 'e' is the vowel, followed by the consonants 'n', 'c', and 'h')
- Width (the 'i' is the vowel, followed by the consonants 'd', 't', and 'h')
- Match (the 'a' is the vowel, followed by the consonants 't', 'c', and 'h')

Think _____ Do the words below follow the VCCC spelling pattern?

jungle	yes	no
depth	yes	no
thrust	yes	no
angst	yes	no
plank	yes	no
catch	yes	no
sprint	yes	no
script	yes	no
length	yes	no

crisp	yes	no
prompt	yes	no
strength	yes	no
both	yes	no
skate	yes	no
cliff	yes	no
scratch	yes	no
draft	yes	no

Write _____

Choose 3 words that match the VCCC pattern and use them in a sentence.

WHAT ARE PREFIXES AND SUFFIXES?

What Are Prefixes and Suffixes

A **morpheme** is the smallest unit within words. There are 3 main parts of words - prefixes, suffixes, and root words.

Prefixes and Suffixes: **Prefixes** and **suffixes** are parts we add to the beginning or end of a word (root word) to change its meaning. For example, 'happy' becomes 'unhappy' when we add the prefix 'un-'. **Prefixes** go before the root word, while **suffixes** go after.

Prefix "un-" Prefix 'un-' means 'not'. So, when we add 'un-' to a root word, it changes the meaning to the opposite word. 'Unhappy' means 'not happy'.

Morpheme Write the morpheme underlined in the words below - root, prefix, suffix

<u>un</u> fairly		<u>re</u> building	
mis <u>place</u>		un <u>histori</u> c	
un <u>think</u> able		un <u>use</u> ful	
un <u>success</u> ful		un <u>happ</u> y	
unstopp <u>able</u>		un <u>believ</u> able	

Write

Prefix "un-" changes a word to mean not the opposite. Write the word that changes the meaning of the sentence to not the opposite word.

Not Meaning	Your behaviour towards your friends was <u>unfair</u> .
Yes Meaning	
Not Meaning	The path was <u>uneven</u> , making it hard to ride our bikes.
Yes Meaning	
Not Meaning	After the storm, the park was <u>unclean</u> with litter everywhere.
Yes Meaning	

COORDINATING CONJUNCTIONS - FANBOYS

FANBOYS is an acronym used to remember the seven coordinating conjunctions in English: For, And, Nor, But, Or, Yet, So. These words are used to connect individual words, phrases, or complete sentences together, making your writing smoother and more coherent. For example, "I love apples, but I don't like oranges."

We use FANBOYS to make compound sentences, when a simple sentence isn't a good option.

Write _____ combining simple sentences using an interesting compound sentence

Simple	The money.	He felt unlucky.
Compound		

Simple	The room was	That's unfair!
Compound		

Simple	It was an unfortunate event.	He
Compound		

Simple	The rocket launched.	No one was around it.
Compound		

Simple	The stone wasn't solid.	It wasn't heavy either.
Compound		

Simple	Was it raining?	Was it snowing?
Compound		

EDIT MY WORK – USING CAPITAL LETTERS**Edit**

Circle the capitalization errors below and the misspelled word list words

october was always a month of wonder for jake. he loved how the leaves would change and fall, painting the streets with the colours of autumn. one day, he was walking home from school when he spotted a monkey near the blossoms of an old tree. it was a brown monkey. there, the sight was so unexpected and unknown in his small town.

Seeing the monkey, Jake remembered a story from school. it was about an unlucky monkey who got an unfortunate accident in a rocket that went to space. he thought about the unfortunate monkey as he looked at the creature before him. he tried to unravel the mystery, but everything seemed unclear. the reason for the monkey's appearance remained unknown.

after a few minutes of watching, he realized something unpleasant. the monkey looked unclean, its fur was matted and dull. Jake felt that was unfair. No animal should have to live like that. he decided to tell his parents about it and maybe they could call a doctor, or someone who could help.

As he walked away, his path was filled with common and solid objects. His mind was still filled with wonder, but his heart was a little bit heavy. He knew he was doing the right thing, but he wished he could do more for the monkey.

How Punctuations Are Used as Cues in Reading

Instructions

Read the passage and notice how each punctuation functions as a cue while you read. Colour each using this code: (.) – red; (,) – green; (?) – blue; (!) – yellow; (') – purple; (" ") – orange. Count how many you find and write them in the boxes.

Grandma's house always smelled of cinnamon and love. Lily would skip down the path, push open the door, and there was Grandma, arms outstretched. "How's my little artist today?" she'd ask. Inside, they'd sit by the fire, and Grandma would listen to



Lily told cool stories, nodding and tsking at all the right times. When the clock chimed, Grandma would tuck a cookie into her mouth and whisper, "Remember, my dear, you're loved," and she'd kiss her forehead. With a cookie in one hand and a tea bag from Grandma in

the other, Lily knew she carried a piece of that boundless love wherever she went.

Period (.)	
Comma (,)	
Apostrophe (')	

Question Mark (?)	
Exclamation Point (!)	
Quotation Marks (" ")	

Write

Can you write a sentence using these two punctuations: (?) and (')

WORD SEARCH**Word Search**

Find the word bank words in the puzzle

☐ solid	☐ sponge	☐ monkey	☐ uncertain	☐ unravel
☐ common	☐ october	☐ blossom	☐ unchanged	☐ unknown
☐ wonder	☐ doctor	☐ collar	☐ unlucky	☐ unfair
☐ rock	☐ uneven	☐ unfortunate	☐ unpleasant	☐ unclean

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

Word Search

Make your own word search using 8 of the words

Word Bank

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)	Solid and sponge are two very different materials. Solid rock is hard, while a sponge is soft and absorbent water.	angry	happy
2)	In the month of March, the trees blossom with bright colors. The common colors are orange, yellow, and red. The leaves are green.	frustrated	serious
3)	The doctor checked the patient's chest to make sure it wasn't too tight. He wanted to make sure the patient could breathe easily.	curious	joyful
4)	The rocket launched into space on an uneventful path. The astronauts were excited but a little bit uncertain about the journey.	scared	calm
5)	When something is unchanged , it stays the same. Even after trying to unravel the mystery, the result was unknown .	worried	determined
6)	It was an unlucky day when the unfortunate event happened. The unfair situation left everyone feeling sad.	suspicious	annoyed
7)	The unpleasant smell made the room feel unclean . They wondered if it was coming from the garbage can.	cheerful	relieved

WEEK 4 – VOCABULARY QUIZ**Spelling**

When your teacher reads the word, spell it below.

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

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

Morpheme

Which morpheme is underlined in the word? Write the prefix, suffix

<u>un</u> happiness	
dis <u>loyal</u> ty	
un <u>us</u> able	
un <u>forget</u> table	
<u>mis</u> understood	

un <u>friend</u> ly	
un <u>accept</u> able	
<u>pre</u> heat	
<u>unc</u> learly	
over <u>g</u> rown	

Write

Prefix "un-" changes a word to mean not the word. Write a sentence changing the meaning of the sentence to not the word underlined.

Not Meaning	Your instructions for the game are <u>unclear</u> .
Yes Meaning	

WEEK 5 – VOCABULARY LIST**Think** Underline the prefix re- in each word. Circle the words with a short 'u' sound.

justice	revisit	reclaim	recycle	struggle
reinvent	refresh	thunder	puncture	juggle
reorganize	relocate	underneath	shuttle	subtract
rebuild	reassign	repurpose	plunge	humble

Write The prefix re- means again. It shows repetition. Write a sentence changing the underlined word to happen again.

Original	I want to <u>close</u> the door, please.
Again Version	

Original	I am going to <u>organize</u> my desk.
Again Version	

Original	I want to <u>build</u> a new fort.
Again Version	

Original	I hope they <u>assign</u> me jersey number 5.
Again Version	

Original	I need to <u>locate</u> my new classroom.
Again Version	

Spelling Patterns – VVCe Words

VVCe words contain two vowels together (VV), making a specific sound, followed by two consonants (CC), and ending with a silent 'e' (e). In these words, the silent 'e' sometimes changes the sound of the vowel team, making the first vowel say its name (a long vowel sound) and the second vowel is silent.

Examples

- Bounce – the vowel team 'ou' makes a 'ow' sound in this word.
- Course – the 'ou' says the long 'o' sound, followed by 'r' 's' as the consonants)
- Fierce – the 'ie' says the long 'e' sound, followed by 'r' 'c', with a silent 'e' at the end.)

Think: Do the words below follow the VVCe spelling pattern?

bounce	yes	no
house	yes	no
endorse	yes	no
force	yes	no
curve	yes	no
plunge	yes	no
announce	yes	no
store	yes	no
mouse	yes	no

hoarse	yes	no
emerge	yes	no
ounce	yes	no
sour	yes	no
spoon	yes	no
remorse	yes	no
pounce	yes	no
swerve	yes	no

Think

Write your own VVCe words below

PREFIX – RE WORDS AND SENTENCES

When we add "re-" to the beginning of a word, it generally means "again" or "back". For example, if you 'rebuild' something, you build it again. If you 'revisit' a place, you visit it again. It helps us expand our vocabulary.

Morpheme Which morpheme is underlined in the words below – root, prefix, suffix

re <u>visiting</u>		re <u>purposed</u>	
re <u>pl</u>		re <u>charged</u>	
re <u>dis</u> ing		re <u>fund</u> ed	
re <u>tell</u> ing		re <u>appl</u> ying	
re <u>fu</u> els		re <u>read</u> ing	

Write Write 7 sentences using the words below with prefix re-. Use compound and simple sentences.

reinvent	relocate	refresh	rebuild	revisit	reclaim
----------	----------	---------	---------	---------	---------

Simple	
Compound	
Simple	
Compound	
Simple	
Compound	

MORE PARTS OF SPEECH

Other than nouns, verbs, and adjectives, English also includes:

- Adverbs: Modify verbs, adjectives, or other adverbs. Example: quickly.
- Pronouns: Replace nouns. Example: he, it.
- Prepositions: Show relationships in time or space. Example: under, before.
- Conjunctions: Connect words, phrases, or clauses. Example: and, but, because, as.
- Interjections: Express strong emotion. Example: Oh!

Think Is the underlined word an adverb, pronoun, preposition, conjunction, or interjection?

1) <u>Wow</u> , that's a big dog.	
2) I wanted to go outside, but it was <u>not</u> raining.	
3) The cat is <u>under</u> the table.	
4) <u>He</u> is my best friend.	
5) <u>It</u> is a sunny day.	
6) John <u>happily</u> ate his ice cream.	
7) You can have cake <u>or</u> ice cream.	
8) She placed the book <u>on</u> the shelf.	
9) She likes apples <u>and</u> oranges.	
10) <u>Oh</u> , I didn't see you there!	
11) He jumped <u>over</u> the fence.	
12) She <u>carefully</u> painted the picture.	
13) <u>We</u> are studying for the test.	
14) <u>Yikes</u> , that was a close call!	
15) The picture hangs <u>above</u> the fireplace.	

DEPENDENT CLAUSES - CONJUNCTIONS

Understanding Dependent Clauses

Dependent clauses are groups of words in a sentence that have a subject and verb but don't make complete sense on their own. They need another clause (independent) to make a full sentence. **Independent clauses** can stand on their own.

Example: Because it was raining. (dependent clause).

Correct Sentence: I wore my raincoat because it was raining.

Popular conjunctions for dependent clauses: because, since, if, and although.



Write the conjunctions for the dependent clauses below. The First one is done for you. Write the conjunction for the independent clause to start a sentence with a conjunction but switch it up.

1) Because I need to recycle my waste.

I had to take a break to recycle my waste.

2) While the thunder roared.

3) Before the thunder starts.

4) Even though it's a struggle.

5) If we decide to rebuild.

6) After you refresh the page.

7) Since it's underneath the desk.

8) Although the plunge was scary.

How Punctuations Are Used as Cues in Reading

Instructions

Read the passage and notice how each punctuation functions as a cue while you read. Colour each using this code: (.) – red; (,) – green; (?) – blue; (!) – yellow; (') – purple; (" ") – orange. Count how many you find and write them in the boxes.

In the bright morning, Mum said, "Pack your suitcase, we're flying to Paris!" My heart leaped. Airports buzzed with languages I didn't know. "Croissant?" a baker asked. "Oui!" I replied, pointing to the croissants. I whispered, "It's like a dream." At night, the city lights twinkled. Dad declared, "That's the Eiffel Tower!" It seemed so close. "I'll remember this forever." When we left, I promised, "I'll be back." I was clutching my ticket like a treasure. My first trip abroad was magical.



Period (.)

Comma (,)

Apostrophe (')

Question Mark (?)

Exclamation Point (!)

Quotation Marks (" ")

Write

Can you write a sentence using these two punctuations: (!) and (" ")

Week 5 – Fluency Readings

Read

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

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	The community came together to seek justice, reclaim their land, while also recycling materials and rebuild their homes.				
2)	The town decided to reinvent the old building plans to reclaim the area and repurpose the old materials.				
3)	After the storm, they had to relocate families and reorganize supplies so everyone had what they needed beneath the shelter.				
4)	The workers had to reassign their tasks after a puncture was found in the shuttle used to transport goods.				
5)	It was a struggle to subtract the weight from the shuttle, but they knew they had to do it before the next plunge into the ocean.				
6)	The loud thunder frightened the children, but their humble teacher taught them to stay calm and juggle their fears with courage.				
7)	With determination, they managed to relocate the families, repurpose old materials, and rebuild their community stronger than before.				

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												

Code		Code	Answer
   		   	
     		   	
    		   	
      		    	
     		    	
    		   	
   		   	
     		    	
    		   	
   		   	

WEEK 5 – VOCABULARY QUIZ**Spelling**

When your teacher reads the word, spell it below.

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

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

Morpheme

Which morpheme is underlined in the word? root, prefix, suffix

<u>re</u> assuring	
re <u>co</u> ded	
re <u>br</u> anded	
re <u>ch</u> ecked	

re <u>de</u> sign	
re <u>ph</u> rases	
re <u>re</u> ading	
<u>r</u> einvested	

Think

Is the underlined word an adverb, pronoun, preposition, conjunction, or interjection?

1) <u>Hurray!</u> It's the weekend.	
2) <u>She</u> is the best player in the team.	
3) The ball went <u>under</u> the table.	
4) The teacher <u>frequently</u> assigns homework.	
5) We can go to the beach <u>or</u> the park.	

Activity: Clarifying Quests

Objective

What are we learning more about?

To enhance students' listening comprehension skills by encouraging them to ask clarifying questions. This will help them distinguish between understanding and misunderstanding based on the questions they pose.



Listener

Instructions with intricate details

Tomorrow, for our project you'll need to bring in three large blue construction papers, two sets of sticky notes, and one pair of safety scissors. Place them inside a clear plastic folder, and bring it to school. Remember, before class starts, to drop off your folder on the table in front of the room, next to the world map. After that, line up in alphabetical order by last name outside the classroom door, waiting for further instructions. I'll hand out a special marker for each of you from the top drawer of my desk. I'll see you there to see me then.

Instructions

How do we complete the activity?

- 1) **Introduction:** Briefly explain to the students that they will be sharing instructions with many details. Their job is to listen carefully.
- 2) **Read the Instructions:** Read the instructions to the students. They must remain silent during the reading and to concentrate on the details.
- 3) **Question Time:** After reading the instructions, ask questions to the students to see what they remembered. Examples: how many pieces of construction paper? or what colour of sticky notes?
- 4) **Form Questions:** Instruct students to think of questions they might have about the instructions. Have them write them down.
- 5) **Sharing & Discussion:** Let students take turns sharing their questions. As a class, discuss the questions and why they were important for understanding the instructions better. Emphasize the difference between understanding and misunderstanding based on the clarifying questions asked.

Activity: Clarifying Quests

Questions

Answer the questions below after you listen to the instructions

1) Why is it important to ask clarifying questions?

2) How do the questions asked by your classmates help you understand the instructions better?

3) Think of a time outside of this activity asking a clarifying question helped you.

4) How do clarifying questions help in avoiding misunderstandings?

5) Are you ever shy to ask questions? Do you think others are actually judging your questions or could they have the same question?

WEEK 6 – VOCABULARY LIST**Think**Underline the prefix dis- in each word. Circle the words with an il/al blend

reveal	disagree	disapprove	dishonest	normal
utensil	metal	dislike	detail	disobey
pencil	disconnect	neutral	distract	partial
fossil	stencil	disappear	discomfort	disallow

Write

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

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

Spelling Patterns – VVCCC Words

VVCCC word pattern consists of two vowels (VV) followed by three consonants (CCC). In this pattern, the two vowels often work together to produce a single sound, and the three consonants follow.



Examples

- Health: the 'ea' makes a long 'e' sound, followed by the three consonants 'lth'.
- Breadth: In this word, 'ea' makes a short 'e' sound, followed by the consonants 'dth'.
- Grow: the 'ow' makes a long 'o' sound, followed by the consonants 'rth'.

These words below follow the VVCCC spelling pattern?

health	yes	no
launch	yes	no
pencil	yes	no
gauze	yes	no
wealth	yes	no
garden	yes	no
sheath	yes	no
fought	yes	no
window	yes	no

freight	yes	no
brought	yes	no
little	yes	no
train	yes	no
can	yes	no
height	yes	no
sought	yes	no
preach	yes	no

Challenge

In a popular TV gameshow, you get the letters R, S, T, L, N, and E to guess a puzzle. Use these letters and then choose 5 more to make words that follow a VVCCC pattern. You may use the same letter twice in a word.

Letters You Chose	Words You Can Make Using Your Letters + R, S, T, L, N, E

PREFIX - DIS

The prefix "dis-" changes the meaning of a word to the opposite or negative. For example, "like" means to enjoy something, but "dislike" means not to enjoy. Other examples include "agree" to "disagree", "appear" to "disappear", "connect" to "disconnect", showing how "dis-" reverses the meaning.

Opposites

Write the opposite of the words below

agree		allow	
disagree		dishonest	
disconnect		comfort	
obey		disrespect	
like		approve	

Write

Write 4 sentences using the dis- words below. Use all four types of sentences.

Declarative Sentence: "I love reading books."
Interrogative Sentence: "Do you like pizza?"
Exclamatory Sentence: "Wow, that's amazing!"
Imperative Sentence: "Please close the door."

dislike	disapprove	disagree	discomfort	disconnect	disrespect
---------	------------	----------	------------	------------	------------

Declarative	
Interrogative	
Exclamatory	
Imperative	

MORE PARTS OF SPEECH

Other than nouns, verbs, and adjectives, English also includes:

- Adverbs: Modify verbs, adjectives, or other adverbs. Example: quickly.
- Pronouns: Replace nouns. Example: he, it.
- Prepositions: Show relationships in time or space. Example: under, before.
- Conjunctions: Connect words, phrases, or clauses. Example: and, but, because, as.
- Interjections: Express strong emotion. Example: Oh!

Think Is this underlined word an adverb, pronoun, preposition, conjunction, or interjection?

- | | |
|--|--|
| 1) She <u>ran</u> to the store to buy a pencil. | |
| 2) <u>Before</u> you leave, make sure everyone is ready. | |
| 3) <u>Oh</u> , stencil your name on the door. | |
| 4) <u>They</u> don't want to discuss the details of the project yet. | |
| 5) <u>During</u> lunch, she likes to draw with her friends. | |
| 6) She <u>quickly</u> picked up the fossil. | |
| 7) <u>Although</u> he felt some discomfort, he continued to work. | |
| 8) <u>Wow</u> , that's a cool fossil! | |
| 9) <u>Slowly</u> , he moved the metal statue. | |
| 10) The dog got <u>into</u> the bin and distracted everyone. | |

Write

Write sentences by following the instructions below.

- | |
|--|
| 1) Write a sentence with the interjection: <u>wow</u> and the pronoun: <u>it</u> . |
| |
| 2) Write a sentence with the adverb: <u>slowly</u> and the preposition: <u>between</u> . |
| |
| 3) Write a sentence with the conjunction: <u>however</u> and the interjection: <u>surprise</u> . |
| |

PUNCTUATION – INTERJECTIONS AND CONJUNCTIONS**Interjections**

Interjections show strong emotion. Use a comma after mild interjections and an exclamation mark for strong ones.

Example: "Wow! That's amazing." or "Well, it's time to go."

Conjunctions

Conjunctions join words or clauses. Use a comma before coordinating conjunctions joining two independent clauses.

Example: "I love bananas, but I don't like bananas."

For subordinating conjunctions at the start, use a comma after the clause.

Example: "After I was tired, I finished my homework."

**Punctuation**

Add punctuation to the sentences below

- 1) Oh I really dislike olives but I can eat them if need
- 2) Ouch the pencil fell on my foot and it hurts
- 3) Well he will disobey the rules if we do not monitor
- 4) Yikes did my phone just disappear or am I imagining things
- 5) Oops I seem to have misplaced my metal detector yet I just had it
- 6) Hey watch out don't distract the driver or we might crash
- 7) Oh no I can't believe I was so dishonest and they found out
- 8) Hey be careful with the stencil as it is very fragile
- 9) Whoa the utensil fell out of my hand and into the soup
- 10) Ah I see that you disagree with me yet you won't say why

How Punctuations Are Used as Cues in Reading

Instructions

Read the passage and notice how each punctuation functions as a cue while you read. Colour each using this code: (.) – red; (,) – green; (?) – blue; (!) – yellow; (') – purple; (" ") – orange. Count how many you find and write them in the boxes.



Max peered into the lake, whispering, "Looks deep!" His dog, Buddy, barked as if to say, "I'm in!" In a running start, Max yelled, "Here we go!" and they splashed into the cool water. "Isn't this fun?" he laughed, as Buddy paddled eagerly beside him. As the sun began to set, Max said, "It's time to go, buddy." They left the lake, spirits high and hearts full. "Best swim ever!" Max thought, heading home.

Period (.)

Comma (,)

Apostrophe (')

Question Mark (?)

Exclamation Point (!)

Quotation Marks (" ")

Write

Can you write two sentences using these two punctuations: (.) and (?)

Week 6 – Fluency Readings

Read

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

Passage – Word Count = 123 Words

One day, our teacher decided to reveal the secret of the metal detector. It was a utensil for discovering treasures! We used a pencil to record our findings and a stencil to mark the spots. I found a fossil, but Lily disagreed about its age. She thought it might disappear if we didn't handle it with care. Some kids felt nervous about holding cold metal, and some were neutral, not caring much for history. Tommy was really restless and tried to distract us, saying he disliked old bones. The teacher disapproved of attempts to disobey and disallow serious work. In the end, even though we didn't get to detail our adventure in our journals, even Tommy.

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

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

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

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

Time Taken To Read

Divide 123/seconds

WPM

WORD SEARCH

Word Search

Find the word bank words in the puzzle

☐ reveal	☐ disagree	☐ disapprove	☐ dishonest	☐ normal
☐ utensil	☐ metal	☐ dislike	☐ detail	☐ disobey
☐ pencil	☐ disconnect	☐ neutral	☐ distract	☐ partial
☐ fossil	☐ stencil	☐ disappear	☐ discomfort	☐ disallow

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

Word Scramble

Read the clue and then unscramble the word

wdasoill		asreappid	
yoibdse		ieedagsr	
lncpei		liidesk	
nctindsoec		atmle	
alormn		pdrvipsaoe	
seutnli		modirftsoc	

WEEK 6 – VOCABULARY QUIZ**Spelling**

When your teacher reads the word, spell it below.

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

Opposites

Write the opposite of the words below.

agree	
disappear	
disconnect	
obey	

allow	
dishonest	
comfort	
disrespect	

Punctuation

Add punctuation to the sentences below.

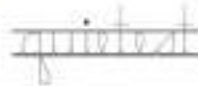
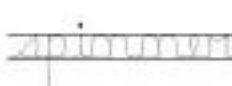
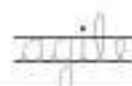
- 1) Uh oh we must unplug the machine but I can't find the cord.
- 2) Oh no I forgot my fork and I have lunch next.
- 3) Eek I didn't realize the situation was so severe yet I'm still hopeful.
- 4) Ew I dislike broccoli nor do I like brussel sprouts.

WEEK 7 – VOCABULARY LIST

reptile	bravest	mobile	quietest	smile
spinner	winner	agile	nicest	textile
profile	quicker	dancer	toughest	biggest
hostile	fragile	writer	crocodile	while

Cursive

Write the word using cursive writing

	Trace	Write
reptile		
bravest		
mobile		
quietest		
smile		
spinner		
winner		
agile		
nicest		

WEEK 7 – VOCABULARY LIST**Cursive**

Write the word using cursive writing

Word	Trace	Write
textile	<i>textile</i>	
profile	<i>profile</i>	
quicker	<i>quicker</i>	
dancer	<i>dancer</i>	
toughest	<i>toughest</i>	
biggest	<i>biggest</i>	
hostile	<i>hostile</i>	
fragile	<i>fragile</i>	
writer	<i>writer</i>	
crocodile	<i>crocodile</i>	
while	<i>while</i>	

SUFFIX – ER AND EST

What Does The Suffix –ER And –EST Mean?

The suffix “-er” makes a word comparative, meaning more of something. For example, “fast” becomes “faster”. The suffix “-est” is used for superlative, meaning the most of something. For example, “fast” becomes “fastest”.

Rules – How Do We Add The Suffix –ER and –EST

- 1) Double last consonant if word ends in consonant-vowel-consonant (big → biggest)
- 2) Word ends in “y”, change the “y” to “i” before adding “-er” or “-est” (happy → happier)
- 3) For most words, just add “-er” or “-est”. (tall → taller)
- 4) If a word ends in “e”, just add “r” or “st”. (large → largest)

Word Meanings Change by adding the suffixes –er and –est

Root word	-er	-est	Root word	-er	-est
quick			in		
brave			ter		
big			sharp		
quiet			happy		
hot			lucky		
spicy					
heavy					

Fill in the Blanks

Use the suffixes –er and –est properly in the sentences below

- 1) My brother is _____ (quick) than me, but John is the _____ (quick).
- 2) This road is _____ (long) than that one, but the highway is the _____ (long).
- 3) My ring is the _____ (tough) here, but a diamond is _____ (tough).
- 4) My cat is _____ (lazy) than your dog, but the sloth is the _____ (lazy).

RELATIVE PRONOUNS

Relative pronouns are special words like 'who,' 'which,' 'that,' 'whom,' and 'whose.' They connect a clause or phrase to a noun or pronoun, providing more information about it.

For example, in the sentence, "The person who called you is my teacher," 'who' is a relative pronoun.

Think

Underline the relative pronoun in the sentences below

- 1) The person who wrote this book is my favourite author.
- 2) The spinner that I found spins the longest.
- 3) The profile which I created is professional.
- 4) The reptile whom we found in the back yard was a rare species.
- 5) The textile which is used in quilts is rare.
- 6) The crocodile that I saw at the zoo is huge.
- 7) The smile which brightens my day is yours.
- 8) The fragile vase that broke was very expensive.
- 9) The dancer whom you saw on TV is my sister.
- 10) The winner of the race, whom everyone cheered for, was the young participant.

Write

Write sentences with a relative pronoun. Underline the relative pronoun.

EDIT MY WORK – USING CAPITAL LETTERS**Edit**

Circle the capitalization errors below and the misspelled word list words

in a little town, there lived a spinner who was known as the quickest in the land. she made beautiful textles with patterns of reptilies, mobles, and crocodles that made everyone. she was also a talented dancre and a part-time writer, who could write about bravest warriors and the biggest heroes.

however, there was a strong man, the toughest and the most hostile person in the town. he had his ability to remain aggile in the most fragile situations, which made him win most of the local competitions.

one day, a competition was announced. the spinner and the strong man were competitors. during the event, everyone adm the spinner's fastest dance, while the strong man was noted for his niciest moves. it was a tough decision for the judges.

but in the end, the spinner's dance, filled with grace and emotion, was declared the best. she was thrilled. the strong man couldn't believe that he was outshined by the spinner. from that day forward, he promised to work harder and never underestimate his opponents. he even started taking dance lessons to become a better Dancer. As the story spread across the town, it became an inspiration for many. the townsfolk learned that, regardless of the task, the most important thing is to put your heart into it and give your best.

How Punctuations Are Used as Cues in Reading

Instructions

Read the passage and notice how each punctuation functions as a cue while you read. Colour each using this code: (.) – red; (,) – green; (?) – blue; (!) – yellow; (') – purple; (" ") – orange. Count how many you find and write them in the boxes.

Excited winners filled the room as Mia stepped up to the microphone. "What's the capital of France?" the judge asked. Mia answered confidently, "Paris!" The crowd erupted in cheers. Mia's heart raced. She had studied hard, and now it was her turn. "You're the last contestant," the judge announced. Mia held her breath, awaiting the final question. "What is the largest planet in our solar system?" Without hesitation, Mia exclaimed, "Jupiter!" She had won the quiz bee! Her friends shouted, "You did it, Mia!"



Period (.)

Comma (,)

Apostrophe (')

Question Mark (?)

Exclamation Point (!)

Quotation Marks (" ")

Write

Can you write a sentence using these three punctuations: (.) , (,) , and (').

Week 7 – Fluency Readings

Read

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

	Sentence	Slow	Medium	Fast
1)	The winner won the fair contest. Her was with the prize. Everyone admired her skill.	☐ Slow	☐ Medium	☐ Fast
2)	A reptile moves with grace. Even biggest crocodiles can see a host water. Yet often, they are simply	☐ Slow	☐ Medium	☐ Fast
3)	The quickest runner became the winner. He was nicer and shared his toys, unlike the toughest boys. His kindness made him a real champion.	☐ Slow	☐ Medium	☐ Fast
4)	When fragile vases fell, the writer noted it all. We learned to walk carefully, so nothing else would break.	☐ Slow	☐ Medium	☐ Fast
5)	We created colourful patterns on textile in art class. It was a creative project from awhile ago. Now, our vibrant profile designs decorate the walls.	☐ Slow	☐ Medium	☐ Fast

WORD SEARCH**Word Search**

Find the word bank words in the puzzle

☐ reptile	☐ bravest	☐ mobile	☐ quietest	☐ smile
☐ spinner	☐ winner	☐ agile	☐ nicest	☐ textile
☐ profile	☐ quicker	☐ dancer	☐ toughest	☐ biggest
☐ hostile	☐ fragile	☐ writer	☐ crocodile	☐ while

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

Word Play

How many words can you make from the letters in the word bravest

WEEK 7 – VOCABULARY QUIZ**Spelling**

When your teacher reads the word, spell it below.

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

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

Word Meanings

Change the words by adding the suffix -er and -est

Root Word	-er	-est
slow		
dark		
tall		
young		

Root Word	-er	-est
funny		
wise		
thin		
dirty		

Write

Write 2 sentences with a relative pronoun. Underline the relative pronoun.

Activity: Audience Awareness Role-Play

Objective

What are we learning more about?

To understand how tone, vocabulary, and approach change depending on the audience. By role-playing, students will learn to adjust their communication style based on who they are speaking to.



Instructions

How do we complete the activity?

- 1) Divide & Assign: Split the class into pairs. In each pair:
 - One student will be the speaker. This student will explain something simple, such as a favorite video game, movie, TV show, season, etc.
 - The other student will be the audience. For the first round, the audience will be the "Friend" and for the second round, the audience will be the "Principal".
- 2) Preparation: Give the Speakers 1 minute to think about what they'd like to say.
- 3) Role-Playing Session:
 - For the first round, the Speaker will explain their topic to their partner as if they are talking to a friend. After 1-2 minutes, the audience will switch roles so that the same speaker is now talking to the principal. They should consider adjusting their language and tone.
 - Each role-play should last about 1-2 minutes.
 - After the one speaker has had a chance to talk to both their friend and their principal, have them switch so the other partner can have a chance to talk to their friend and then their principal.
- 4) Observation: When not role-playing, students should observe pairs nearby. They can note differences they see in tone, vocabulary, and approach based on the audience.
- 5) Class Discussion: After both rounds are finished, regroup as a class and discuss the variations they observed and felt.

Activity: Audience Awareness Role-Play

Reflection

Answer the questions below

1) How did the tone differ when speaking to a friend vs. the principal?

2) Were words chosen more carefully when addressing the principal? Explain.

3) Did you use different body language with the two audiences?

4) Which role required a more formal approach and

5) Write the names of people you talk to in formal and informal ways.

Formal

Informal

6) Is it respectful to talk to your teachers/principals like you would talk to your friend? Explain.

WEEK 8 – VOCABULARY LIST

misuse	usual	mislead	channel	misjudge
medal	mistake	arrival	misbehave	misinform
dispersal	travel	signal	crystal	mismatch
universal	misspell	mammal	misplace	misunderstand

Matching Write the letter from the description beside the matching word

Answer	Word	Description
	mismatch	a) Guide someone the wrong way
	misjudge	b) Do something badly
	misuse	c) Put something where it doesn't belong
	mislead	d) Pair things that don't match
	misbehave	e) Give information
	misplace	f) Spelling word wrong
	signal	g) Use something the wrong way
	crystal	h) Make a wrong judgement
	misjudge	i) Not understand correctly
	misunderstand	j) Something done wrong
	mistake	k) Prize for doing something well
	channel	l) Animal that feeds its babies with milk
	medal	m) When you get to where you're going
	mammal	n) Sign to give information
	arrival	o) Clear, shiny rock
	travel	p) Go on a trip
	dispersal	q) Spread things out
	universal	r) Applies to everyone
	usual	s) Happens often
	misspell	t) Path for water or communication

PREFIX - MIS**What Does The Prefix MIS- Mean?**

The prefix 'mis-' is added at the start of some words to indicate something done incorrectly or wrongly.

- ☒ Misplace: To put something in the wrong place.
- ☒ Misunderstand: To not understand correctly.
- ☒ Misbehave: To act in a bad or wrong manner.

**Word Meaning**

Add mis to the word and then explain what it means.

Root Word	Meaning
read	Read something wrong
print	
use	
handle	
step	
treat	
judge	

Matching

Draw lines to match the word to an example of the word

miscalculate	Mike has one blue sock and one red
mismatch	Ava got 100 when she added $40 + 70$
mislead	Carter said it was a short walk even though it was long
misunderstand	Ellie dropped her mug and it smashed
mishandle	Claire thought Kennedy said to meet at 4, but Kennedy said 5

PERFECT VERB TENSE

Perfect verb tense describes an action that has been completed.

- Past Perfect ("I had studied"): The verb "had" indicates an action completed prior to another past event.
- Present Perfect ("I have studied"): The verb "have" communicates an action that began in the past and may still be ongoing.
- Future Perfect ("I will have studied"): The phrase "will have" reveals an action that will be completed before a specific future time.



Think: Which perfect verb tense past, present or future?

	Perfect Verb Type
1) They had misled us to the park.	
2) He will have misbehaved the rules.	
3) Yesterday, she misplaced her favour in the library.	
4) She will have misinformed us if her source was wrong.	
5) He misspelled the word 'chocolate' in his homework.	
6) They have misused the tool, making it useless.	
7) The show had aired on the channel last night.	
8) The train has signaled its arrival by blowing the horn.	
9) I will have traveled to three continents by next year.	
10) I have made a mistake on the test.	

Write Write 3 sentences that have the three different types of verb tenses.

past	
present	
future	

CAPITALIZING PROPER NOUNS AND PROPER ADJECTIVES

A **proper noun** is a special name we give to specific things like people, cities, or companies. **Proper adjectives** are describing words that come from proper nouns, such as a country's name or a person's name. Just like proper nouns, they must always start with a capital.

- Italian pizza - 'Italian' is from the country 'Italy.'
- Shakespearean play - 'Shakespearean' is from the name 'Shakespeare.'
- Canadian maple syrup - 'Canadian' is from the country 'Canada.'
- Victorian era - 'Victorian' is from the historical period 'Victoria's reign.'
- Chinese food - 'Chinese' is from the country 'China.'



Edit

the letters that should be capitalized

- 1) Every friday, we go to our favourite restaurant, 'mama mia.'
- 2) My brother is going on a vacation to florida this summer.
- 3) The eiffel tower is one of the most visited landmarks in paris.
- 4) Last year, we adopted a siberian husky from the local animal shelter.
- 5) The great wall of china is a marvel of ancient engineering.
- 6) I'm currently reading "pride and prejudice" by jane austen.
- 7) My dream is to study at harvard university and become a lawyer.
- 8) We're going to the grand canyon for our family vacation.
- 9) Thanksgiving is my favourite holiday because of the delicious turkey.
- 10) For the science project, I chose to study about mars, the red planet.

Write

Write 2 sentences, both with a proper noun and a proper adjective

1

2

Week 8 – Fluency Readings

Read

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

	Passages	Voices	
1)	I got a medal for running, but it was a mismatch between me and the fastest. Sometimes, even when you lose, it feels good to win.	witch	Opera singer
2)	I once nearly broke and lost someone's toy without meaning to. They were angry because it wasn't the usual way I play.	robot	alien
3)	On our family travel, we met a man who was new to us. I thought it was a bear, but it was misunderstood; it was actually a raccoon!	cowboy	detective
4)	I like to collect crystals, but I misplaced my favourite one yesterday. I hope it turns up soon because it's not universal, but it's special to me.		zombie
5)	When I tried to signal my friend from across the park, I accidentally misled someone else. They thought I was waving at them, which was a funny mistake.	Old wise man	captain
6)	Sometimes I misspell words, which can change their meaning and misinform people reading my stories. It's tricky, but I'm getting better every day.	British aristocrat	News anchor
7)	I was supposed to wait for an arrival announcement before leaving, but I misbehaved and ran off too soon. It was a dispersal of patience on my part.	Valley girl	announcer

CROSSWORD PUZZLE**Crossword**

Read the clues and find the words in the crossword puzzle

**Across**

1. Acting badly or wrongly.
2. Giving incorrect or false information.
4. To lose something by putting it in the wrong place.
5. To write a word with wrong letters.
6. Something done wrong or incorrectly.

Down

1. To not correctly understand or interpret.
3. To guide someone the wrong way.
4. Things that don't fit together well.
5. To make a wrong or unfair decision or opinion.
6. Using something in an incorrect or inappropriate manner.

WEEK 8 – 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)	

Think

Is the perfect verb tense past, present, or future?

Sentence	Verb Type
1) I have finished my homework just now.	
2) My mom had baked cookies yesterday.	
3) Jason has played soccer since noon.	
4) By tonight, dad will have repaired the broken chair.	
5) I have seen that dog in the park before.	

Edit

Circle the letters that should be capitalized

- | |
|---|
| 1) My sister loves the swiss chocolate we brought from switzerland. |
| 2) On her birthday, julie wore a beautiful italian dress. |

WEEK 29 – VOCABULARY LIST

subzero	subplot	submerge	submarine	subpar
subtotal	superstar	superhero	superhuman	superstore
supersede	supercharge	suit	juice	guitar
bruise	circuit	guideline	cruise	guilty

Cursive

Write the word using cursive writing

	Trace	Write
subzero		
subplot		
submerge		
submarine		
subpar		
subtotal		
superstar		
superhero		
superhuman		

WEEK 29 – VOCABULARY LIST**Cursive**

Write the word using cursive writing

Word	Trace	Write
superstore	<i>superstore</i>	
superhero	<i>superhero</i>	
supercharge	<i>supercharge</i>	
suit	<i>suit</i>	
juice	<i>juice</i>	
guitar	<i>guitar</i>	
bruise	<i>bruise</i>	
circuit	<i>circuit</i>	
guideline	<i>guideline</i>	
cruise	<i>cruise</i>	
guilty	<i>guilty</i>	

PREFIX SUB- AND SUPER-

Prefix "SUB-"

Think of "sub-" like "below" or "under." When you see "sub-", it means something is beneath or lower. For example, a "submarine" goes under the water.

Prefix "SUPER-"

"Super-" means "above" or "more than." When you see "super-", it tells you there's something extra or it's better. Like "superstar" means someone who's more than just a regular star. You're really special!

Match the words to its definition by writing the number beside the term

Answer	Word	Meaning or Description
	submarine	1. A vessel that travels underwater in the ocean.
	superpower	2. An extremely strong power, often used in comics.
	supercharge	3. To go faster than water or liquid.
	submerge	4. Extreme cold or icy.
	superfast	5. Temperatures below zero; very cold.
	submarine	6. Having abilities and powers not natural for humans.
	superpower	7. A smaller title below a main title.
	superhuman	8. A person who is famous for what they do.
	subzero	9. A secondary story inside the main story.
	subheading	10. To boost or power up something to its maximum.

Prefix Sort

List the words below under the correct prefix column

marine	human	sonic	script	zero
power	merge	title	structure	fast

Super	Sub

QUOTATION MARKS IN DIALOGUE

Quotation marks in dialogue are used to show the exact words spoken by a character. They frame the spoken words in a sentence.

Examples: Mary said, "I'll be there soon."
"Happy birthday," they shouted.

"Where are you going?" asked Tom.
"Watch out!" they yelled.

Think

Add the quotations marks in each dialogue

1) John said, "I found my backpack."

2) Can you help me, Sarah?

3) No, I won't go! yelled Timmy.

4) She whispered, It's a secret.

5) Why are you late? he questioned.

Analyze

Put quotation marks in the story.

Timmy was excited for the school fair. He asked his friend Sarah, "Are you going to the fair this weekend?" Sarah replied, "Yes, I can't wait! They made plans to go together."

At the fair, they met their teacher, Mr. Johnson, who said "You two have fun, and don't forget to try the pie-eating contest!" Timmy was unsure, but Sarah convinced him, "It'll be fun. Trust me."

They entered the contest and had a blast. Afterward, Sarah exclaimed, "I told you it would be great!" Timmy laughed and agreed, "You were right. That was amazing."

As they left, they saw Mr. Johnson again. He winked and said, "I knew you two would enjoy it. Have a great day!"

I BEFORE E AND EXCEPTIONS

The "I before E" Rule and Its Exceptions

In English, we often follow the rule "I before E, except after C." This means, in most words, 'i' comes before 'e' unless it follows 'c', as in "receive." However, there are exceptions like "weird" which don't adhere to this rule.

Fill in the Blanks

Complete the following words using either 'ie' or 'ei'.

1) bel__	6) fr__nd	11) f__ld
2) rec__ve	7) p__ce	12) th__r
3) w__rd	8) __ve	13) rel__f
4) v__n	9) __se	14) w__ght
5) s__ze	10) __r__	15) n__ghbour

Identifying Errors

Circle the words that do not follow the "I before E" rule in the sentences below:

1.	I cannot believe she deceived me.
2.	The ceiling of the ancient building is quite high.
3.	Their neighbor gave them a piece of pie.
4.	We will seize the opportunity.
5.	The weight of the box surprised him.
6.	She tried to conceive an idea for the project.
7.	He is a foreign delegate from a distant land.
8.	The heist was carried out in broad daylight.
9.	She received a bouquet of flowers on her birthday.
10.	His height makes him stand out in the crowd.

Week 29 – Fluency Readings

Read

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

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	Tommy had superhuman strength.				
2)	Tommy was hit and hurt at lunch.				
3)	The submarine went subzero in deep sea.				
4)	Lily played a guitar at the concert and accidentally got a small, painful bruise.				
5)	In the movie, we watched a complex subplot unfold involving mystery and unexpected twists.				
6)	The detailed circuit guidelines help us build electronic devices safely and efficiently at school.				
7)	The new superstore, with its vast variety of products, will supersede the old shopping mall.				

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	

Code	Answer	Code	Answer
     		     	
     		     	
     		     	
     		     	
     		     	
     		     	
     		     	
     		     	
     		     	
     		     	

WEEK 29 – 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)	

Think

Add the quotations marks in each dialogue.

1) John said, I can't find my backpack.

2) Can you help me? asked Sarah.

Instructions

Circle the correct spelling of the words below

1.	She tried to (concieve/conceive) an idea for the project.
2.	He is a (foriegn/foreign) delegate from a distant land.
3.	I cannot (beleive/believe) she (decieved/deceived) me.
4.	Sophie found a (friendly/freindly) kitten hiding under the porch.
5.	During the (science/sceince) experiment, the water began to boil and bubble.

Activity: Musical Emotions Exploration

Objective

What are we learning more about?

To enable students to understand and appreciate how different musical tones and rhythms can communicate specific emotions or stories without the need for words.

Materials

What do we need for our activity?

- ✓ Access to a collection of instrumental songs
- ✓ Selection of instrumental songs (Refer to "Song Selection" section below)

Instructions

How do we complete the activity?

- 1) Select one or more instrumental songs from the "Song Selection" section below that are suitable for the age group and convey different moods.
- 2) Play the selected song(s) for the class. Ask students to close their eyes and focus on the music.
- 3) Encourage students to listen for different musical elements such as tempo, rhythm, and instruments, and think about how these elements make them feel.
- 4) After listening, ask students to share their feelings and interpretations, either verbally or by drawing pictures, writing poems, or other creative expressions.
- 5) Facilitate a class discussion about how the specific tones or rhythms in the music communicated emotions or stories. Highlight how music can convey meaning without words.
- 6) Repeat with different songs if time allows, encouraging students to recognize varied musical elements and their effects on emotions.

Song Selections

List of instrumental songs

- 1) "Canon in D" by Johann Pachelbel
- 2) "Moonlight Sonata" by Ludwig van Beethoven
- 3) "The Four Seasons: Spring" by Antonio Vivaldi
- 4) "Adagio for Strings" by Samuel Barber



Activity: Musical Emotions Exploration**Instructions**

How did each of the songs make you feel? Draw and explain your feelings.

1) "Canon in D" by Johann Pachelbel

2) "Moonlight Sonata" by Ludwig van Beethoven

3) "The Four Seasons: Spring" by Antonio Vivaldi

4) "Adagio for Strings" by Samuel Barber

WEEK 30 – VOCABULARY LIST

realize	organize	finalize	apologize	recognize
memorize	minimize	maximize	energize	socialize
capitalize	utilize	swoosh	doodle	squawk
wiggle	pounce	sparkle	fizzle	twinkle

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

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

SUFFIX -YZE- AND -IZE

The suffixes "-yze" and "-ize" transform words to imply a process or action, such as "analyze" (to examine) or "realize" (to become aware). While both are valid, "-ize" is more common.

EXAMPLE:

- "Analyze" (to examine)
- "Realize" (to become aware)
- "Categorize" (to place into groups)

Word Challenge: Add "-ize" or "-yze" to the following base words. Then draw a line from the word to its meaning.

Base Word	Suffix	Meaning
emphas		to arrange in a structured or systematic way
real		to briefly, give the main points
recogn		to place into specific classes or groups
organ		to put in a message or picture
final		to give special importance or value to
summar		to identify already known or familiar
paral		to make free from a germ or bacteria
steril		to make final; complete
categor		to finally figure something out
visual		to make unable to move or feel a part of the body

Write

Choose any four "-ize" or "-yze" words and create a unique sentence for each.

CAPITALIZATION OF QUOTATION

When you write a quote that's a full sentence, start it with a capital letter, like: Mary said, **"The sun is shining today."** But if the quote is just part of your sentence, you don't need a capital, like: She thinks the sky is **"so blue"** today.

Rewrite

If the quotation is capitalized correctly, write "Correct." If not, circle the letters that need to be capitalized.

1.	Said "i love chocolate."	
2.	"b" remarked Tom.	
3.	"m" from a "Time to eat."	
4.	"isn't it" "e" "y," said Smith.	
5.	"What time was he b" "i" "y" said Mark.	
6.	I heard her say "th" "h" "est"	
7.	The teacher remarked, "y" "d all"	
8.	"Are we there yet?" she questi	
9.	He declared, "i think I solved it."	
10.	"look at the stars," whispered Luna.	

Conversation

Write a conversation you had with someone recently. Include what they said. Include 2 things you both said in the conversation and speaker tags.

You Said	
They Said	
You Said	
They Said	

FIGURATIVE LANGUAGE: OXYMORONS

An **oxymoron** is a figure of speech where two opposing words are combined to create a unique meaning. Examples include "**jumbo shrimp**," "**deafening silence**," and "**bitter sweet**."

Oxymorons

Match the words to make an oxymoron

Oxymoron	Word 1	Word 2
	1. act	a. silence
	2. clearly	b. aggressive
	3. original	c. sweet
	4. freezing	d. dead
	5. deafening	e. funny
	6. pretty	f. confused
	7. living	g. ugly
	8. me	h. hot
	9. serious	i. copy
	10. bitter	j. naturally

Oxymoron Hunt

Underline all the oxymorons in the passage.

In Timmy's colourful, dull art class, he made an unexpected discovery of a complex drawing technique using bright, dark colours. The room was filled with noisy silence as each student worked intently on their craft. Timmy's teacher gave loud whispers of encouragement, helping the students create small, giant masterpieces.

At lunch, Timmy enjoyed a frozen, hot pizza, and shared it with his best enemy, a friend who sometimes disagreed with him but was always there. They laughed at each other's seriously funny jokes, enjoying the fast, slow pace of the school day.

Back in class, Timmy tackled an easy, difficult math problem that was part of a boring, exciting lesson. The school day was a long, short adventure filled with old, new experiences, and Timmy couldn't wait for tomorrow's calm storm of learning and fun.

Week 30 – Fluency Readings

Read

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

Passage – Word Count = 116 Words

Billy had a busy day. First, he needed to organize his room, which was full of doodles. He tried to minimize the mess, but his cat would pounce on anything that was on the floor, making it hard. In class, Billy had to memorize a poem. He felt energized as he recited words that swooshed and twinkled. At recess, he loved to socialize with his friends. They would wiggle and squawk like birds, making everyone laugh. When he accidentally bumped into Sarah, he quickly apologized. Later, Billy tried to capitalize on his free time to finalize his homework. Before bed, he watched the stars twinkle in the night sky, feeling happy about his day.

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

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

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

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

Time Taken To Read**Divide 116/seconds****WPM**

WORD SEARCH**Word Search**

Find the word bank words in the puzzle

☐ realize	☐ organize	☐ finalize	☐ apologize	☐ recognize
☐ memorize	☐ minimize	☐ maximize	☐ energize	☐ socialize
☐ capitalize	☐ utilize	☐ swoosh	☐ doodle	☐ squawk
☐ wiggle	☐ pounce	☐ sparkle	☐ fizzle	☐ twinkle

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

Word Scramble

Read the clue and then unscramble the word

geerenzi		qaskuw	
oecsilaiz		tziacipale	
eodold		itknelw	
zflize		ucepno	
ssohwo		zuileit	
ieggwl		learpsk	

WEEK 30 – VOCABULARY TEST**Spelling**

When your teacher reads the word, spell it below.

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

Rewrite

If the quotation is capitalized correctly, write "correct." If not, circle the letters that need to be capitalized.

1.	Sarah said, "i love chocolate."
2.	My mom asked if it's "Time to eat."
3.	"isn't it a lovely day," said Mrs. Smith.

Write

Use the following oxymorons in a sentence.

1. Bitter sweet	
2. Act naturally	



Google Slides Lessons Preview





Ontario Language Curriculum Composition (Writing) – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to write strong paragraphs so we can share our ideas clearly with main ideas, supporting details, and a closing sentence.

Building Strong Paragraphs

Drag and drop two correct supporting details into each topic sentence box to complete the paragraph.

Topic Sentence	Supporting Detail
Reading books is one of my favorite hobbies.	Reading helps me learn new words and ideas.
	Reading books make us feel happy and relaxed.
	Taking care of pets teaches us responsibility.
	Books can take us on adventures to new and exciting places.
	Pets make great companions.
	Running and playing games keeps our bodies strong and healthy.

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

1) What pet would you like to have?

Brainstorming and Organizing Ideas

Read the instructions below:

Step 1: Brainstorm your pet.
In the cloud bubble, write the name of a pet you would like (e.g., dog, cat, fish, rabbit, bird).

Step 2: Think of reasons why you want this pet.
Write several reasons around the bubble (e.g., "It keeps me company," "It's fun to play with," "It can learn tricks," "It makes me happy").

Step 3: Group your reasons into 2 big ideas.
Choose the two strongest reasons and write them in the numbered boxes below.

Write the 2 ideas you can get from your brainstorming.

1)	
2)	

Illustrations: A fish in a bowl, a dog, a cat, and a turtle.



Ontario Language Curriculum Composition (Writing) – Grade 4

Analyzing Informal Emails

Read each email carefully. Decide what emotion or voice the author is showing, then drag the correct letter (A–H) to match the author's voice.

Email	Author's Voice
Hey Sam! Guess what? There's a new superhero movie coming out this Friday. I've already got the tickets, and I was hoping you could come with me. It's going to be so much fun! Let me know if you're free.	
Wow, yesterday's beach trip was amazing! The waves were huge, and we built the tallest sandcastle ever. I still feel so relaxed from the ocean breeze.	
Haha, last night's sleepover was so funny! I can't stop laughing about the prank you pulled with the flashlight. My cheeks still hurt from laughing.	
Hi Ava, I think I lost my jacket in the gym after PE. I'm so frustrated because it was brand new! If you see it, can you grab it for me?	
Ugh! Our soccer game got cancelled because of the rain. I was really looking forward to playing. Maybe we can practice at the park tomorrow instead?	

A	Frustrated
B	Disappointed
C	Relaxed
D	Scared
E	Playful
G	Excited
H	Worried

Story Setting

Look at the story setting and drag the appropriate story title from the boxes on the right to match it.

- Snow White and The 7 Dwarves
- Hansel and Gretel
- The Tortoise and The Hare
- Alice in Wonderland
- Cinderella
- Little Mermaid
- Rapunzel
- Three Little Pigs

The Castle Plot Path

Drag the part of the story to the correct box on the plot path.

A	One night, she heard a roar echoing through the halls.
B	The guards rushed out, and the dragon flew away into the night.
C	Ella lived in a castle with tall stone towers.
D	Ella smiled. "The castle is safe—for now."
E	A dragon appeared in the courtyard, breathing smoke! Ella bravely rang the warning bell.



Ontario Language Curriculum Composition (Writing) – Grade 4

Space Edition: Fact or Not?

Circle the sentences that you think are true facts about space. Be ready to explain to the class why you chose them to persuade others that they are correct.

Astronauts wear spacesuits to survive in space.	Earth takes 365 days to orbit the Sun.	Space travel is boring.	Saturn has rings made mostly of ice and rock.
Saturn's rings are made of cotton candy.	Stars are huge balls of burning gas.	The Sun is smaller than Earth.	The Sun is a star at the center of our solar system.
The Moon reflects light from the Sun.	The Sun goes around the Earth.	Rockets are used to send astronauts into space.	Aliens live on the Moon.
There are 20 planets in our solar system.	Jupiter is the largest planet in our solar system.	The Moon is made of cheese.	Mars is also called the "Red Planet."

Facts About Space

Poetry Word Search

A word search grid with letters and a list of definitions for different types of poetry.

☐ Limerick	☐ Narrative	☐ Sonnet
☐ Haiku	☐ Rhyming	☐ Free Verse

Definitions:

- A poem with rhyming
- A poem with 14 lines that follows a rhyme pattern.
- A short 3-line poem from Japan.
- A poem that tells a story with characters and events.
- A poem with no set pattern or rhyme.
- Words sound the same at the end of lines.

Matching: Parts of a Comic Strip

Match the correct labels to each part of the comic strip.

Characters	Background	Sound Effects	Expression	Speech Bubbles
------------	------------	---------------	------------	----------------



Workbook Preview



Grade 4 – Language

D1. Developing Ideas and Organizing Content



	Curriculum Expectations – Specific Expectations	Pages
D1.1	<u>Purpose and Audience</u> identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning	11 – 12, 45 – 50, 57 – 60, 62 – 63, 192 – 193
D1.2	<u>Developing Ideas</u> Preview of 120 pages from this product that contains 286 pages total.	13 – 15, 21 – 22, 32 – 33, 38 – 40, 42 – 43, 45 – 46, 48 – 49, 51 – 52, 54 – 55, 57 – 58, 60 – 61, 63 – 64, 66 – 67, 69 – 70, 72 – 73, 75 – 76, 78 – 79, 81 – 82, 84 – 85, 87 – 88, 90 – 91, 93 – 94, 96 – 97, 99 – 100, 102 – 103, 105 – 106, 108 – 109, 111 – 112, 114 – 115, 117 – 118, 120 – 121, 123 – 124, 126 – 127, 129 – 130, 132 – 133, 135 – 136, 138 – 139, 141 – 142, 144 – 145, 147 – 148, 150 – 151, 153 – 154, 156 – 157, 159 – 160, 162 – 163, 165 – 166, 168 – 169, 171 – 172, 174 – 175, 177 – 178, 180 – 181, 183 – 184, 186 – 187, 189 – 190, 192 – 193, 195 – 196
D1.3	<u>Using a Variety of Sources and Strategies</u> use a variety of sources and strategies, and record the sources of information	132 – 133, 147 – 148, 213 – 221, 223 – 226
D1.4	<u>Organizing Content</u> select and classify ideas and collected information, using appropriate strategies and tools, and sequence content, taking into account the chosen text form, genre, and medium	25 – 38, 45 – 47, 52 – 54, 67 – 68, 76 – 77, 79 – 82, 85 – 86, 96 – 97, 118 – 120, 123 – 128, 151 – 157, 166 – 170, 172 – 173, 189, 194, 209 – 210
D1.5	<u>Reflecting on Learning</u> describe the strategies and tools that helped them develop ideas and organize content for texts of the chosen forms, genres, and media, and explain how they helped them improve as a text creator	16 – 24, 39, 44, 51, 56, 61, 66, 85 – 86, 137 – 140, 143 – 144, 150, 174 – 175, 188, 190 – 191, 200, 208, 211 – 212, 222, 228

Grade 4 – Language

D2. Creating Texts



	Curriculum Expectations – Specific Expectations	Pages
D2.1	<u>Producing Drafts</u> draft texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, technologies, and genres	22, 52 – 54, 62 – 63, 76 – 78, 87 – 90, 145 – 147, 158 – 159, 184 – 185, 203 – 204, 225
D2.2	<u>Editing, Proofreading, and Word Processing</u> write and format documents of appropriate shape, size, proportion, and layout to enhance the legibility of texts, and begin to develop skills using touch-typing techniques	40 – 41, 59 – 60, 108, 110, 112, 158 – 159, 170 – 171, 186, 201
D2.3	<u>Voice</u> establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and to adapt their writing to be appropriate to the form and genre	19 – 23, 48 – 50, 57 – 60, 180 – 185, 201 – 202
D2.4	<u>Point of View and Perspective</u> identify the point of view used in their texts, and the perspectives and bias conveyed in their texts	179
D2.5	<u>Revision</u> make revisions to the content of draft texts and to elements of style, such as word choice and adding or deleting sentences, to improve clarity, focus, and coherence, seeking feedback	23, 91 – 92, 162 – 165
D2.6	<u>Editing and Proofreading</u> edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; use a word processor to edit texts	41 – 42, 53 – 54, 63, 89 – 90, 135 – 136, 163 – 165

Grade 4 – Language

D3. Publishing, Presenting, and Reflecting

	Curriculum Expectations – Specific Expectations	Pages
D3.1	<u>Producing Final Texts</u> publish final texts using a variety of techniques and simple digital design and production elements, to achieve an intended effect	43, 55, 65, 93 – 94, 148, 186
D3.2	<u>Publishing and Presenting</u> publish and present texts they have created, using selected media and technology, and explain how each helped them communicate their intended purpose	115 – 116, 141 – 142, 160 – 161, 171, 186, 198 – 199, 205 – 207
D3.3	<u>Reflecting on Learning</u> describe various strategies that helped them produce and present texts, communicate their message when publishing and presenting texts, and explain how they helped them improve as a text creator	18, 24, 44, 56, 66, 150, 188, 200, 208, 228



Composition: Expressing Ideas and Creating Texts

Long Range Plan

Weeks 1-3: Introduction to Writing & Generating Ideas

- **Week 1: Introduction to Writing Forms** - Explore various text forms, identifying the purpose and audience for each (D1.1).
- **Week 2: Developing Ideas** - Introduce idea development strategies, and reflection on learning through journal entries (D1.2, D2.3).
- **Week 3: Personal Voice** - Explore the concept of personal voice in writing, learning how it influences how we write and connect with readers (D1.5).

Weeks 4-6: Paragraph Writing

- **Week 4: Paragraph Writing** - Introduction & Topic Sentences - Explore the structure of paragraphs, focusing on topic sentences (D1.1).
- **Week 5: Paragraph Writing** - Supporting Details - Draft paragraphs, focusing on supporting details and coherence (D2.1, D2.3).
- **Week 6: Paragraph Writing** - Conclusion Sentences & Reflecting on Learning - Write conclusion sentences and reflect on the process (D3.1, D3.2, D3.3).

Weeks 7-9: Letter Writing

- **Week 7: Letter Writing** - Introduction & Planning - Explore personal and formal letters, identifying purpose and audience (D1.1).
- **Week 8: Letter Writing** - Drafting & Revisions - Draft and revise letters for coherence and clarity (D2.1, D2.5).
- **Week 9: Letter Writing** - Publishing & Reflecting on Learning - Produce and publish letters and reflect on the process (D3.1, D3.2, D3.3).

Weeks 10-12: Narrative Writing

- **Week 10: Narrative Writing** - Introduction & Planning - Explore narrative structure and plan a short story (D1.1, D1.2).
- **Week 11: Narrative Writing** - Drafting & Voice - Draft a narrative and focus on personal voice (D2.1, D2.3).
- **Week 12: Narrative Writing** - Revisions & Final Texts - Revise, edit, and produce final narratives (D2.5, D2.6, D3.1).

Composition: Expressing Ideas and Creating Texts

Long Range Plan

Weeks 13-15: Persuasive Writing

- **Week 13: Persuasive Writing** - Introduction & Planning - Introduce persuasive essays, focusing on purpose, audience, and voice (D1.1, D2.3).
- **Week 14: Persuasive Writing** - Drafting & Point of View - Draft essays and discuss point of view and perspective (bias) (D2.1, D2.4).
- **Week 15: Persuasive Writing** - Revisions & Publishing - Revise, edit, produce, and publish persuasive essays (D2.5, D2.6, D3.1, D3.2).

Weeks 16-18: Informational Reports

- **Week 16: Informational Reports** - Planning & Drafting - Create informational reports, focusing on topic, audience, idea, content, and drafting (D1.2, D2.1).
- **Week 17: Informational Reports** - Research & Organizing Content - Focus on research gathering and content organization (D1.3, D2.2).
- **Week 18: Informational Reports** - Revisions & Publishing - Revise, proofread, and produce final informational reports (D2.5, D3.1).

Weeks 19-21: Poetry Writing

- **Week 19: Poetry Writing** - Introduction & Voice - Introduce poetic devices and focus on personal voice (D1.1, D2.3).
- **Week 20: Poetry Writing** - Drafting & Revisions - Draft and revise poems, focusing on style and expression (D2.1, D2.5).
- **Week 21: Poetry Writing** - Final Texts & Presentation - Produce and present poems (D3.1, D3.2).

Weeks 22-24: Book Reviews

- **Week 22: Book Reviews** - Introduction & Planning - Introduce book review writing, focusing on purpose and audience (D1.1).
- **Week 23: Book Reviews** - Drafting & Revisions - Draft and revise book reviews, focusing on clarity and coherence (D2.1, D2.5).
- **Week 24: Book Reviews** - Final Texts & Publishing - Produce and publish book reviews (D3.1, D3.2).

Composition: Expressing Ideas and Creating Texts

Long Range Plan

Weeks 25-27: Comic Strips

- **Week 25: Comic Strips** - Introduction & Planning - Introduce comic strip creation, focusing on visual storytelling (D1.1).
- **Week 26: Comic Strips** - Drafting & Revisions - Draft and revise comic strips, focusing on coherence (D2.1, D2.5).
- **Week 27: Comic Strips** - Final Texts & Presentation - Produce and present comic strips (D3.1, D3.5).

Weeks 28-30: Biographies

- **Week 28: Biographies** - Introduction & Research - Introduce biography writing and focus on research and collecting information (D1.3).
- **Week 29: Biographies** - Drafting & Revisions - Draft and revise biographies, focusing on coherence and style (D2.1, D2.5).
- **Week 30: Biographies** - Final Texts & Presentation - Produce final biographies and reflect on the learning process (D3.1, D3.5).

Throughout this 30-week program, students will explore various writing forms, such as narratives, essays, and comic strips, to express their ideas. They will draft, revise, and present their work. The curriculum builds skills sequentially, emphasizing key concepts like voice, point of view, and research, with targeted lessons for each text type.

Reflective practices and activities related to diversity, equity, and inclusion are woven into the program. Students will also engage with digital design tools and mechanical skills like handwriting.

By the end, they will have a well-rounded understanding of different text forms and how to communicate effectively, setting them up for future success.

Understanding Writing Forms

What Are Writing Forms?

Writing forms are the different styles or structures we can use when writing. Each form helps us share our thoughts, ideas, or stories in unique ways. There are many writing forms and understanding them helps us become better writers.

The Purpose of Different Forms

Each form has a special purpose. Here's a list of some common writing forms and what they're for:

- Narratives: To tell a story.
- Reports: To share information.
- Letters: To send a message.
- Poems: To express feelings in a creative way.
- Persuasive Writing: To convince someone of something.
- Comic Strips: To tell a story using pictures and words.
- Biographies: To tell the life story of someone.
- Instructions: To explain how to do something step by step.



Who Are We Writing For?

When we write, we think about who will be reading our words. This person or group is called the "audience." Knowing who our audience is helps us pick the best way to communicate.

Matching Forms with Audiences

We choose the writing form that fits what we want to say and who is reading our work. If we're explaining how to make a sandwich to a younger sibling, we might write instructions. If we are telling our class about a famous scientist, we might write a biography.

Understanding Writing Forms

Which Form?

Which writing form would you use? Choose one from the reading.

1) Telling a friend how to bake cookies.	
2) Sharing your feelings about a beautiful sunset.	
3) Convincing parents to get a new pet.	
4) Describing a famous athlete's life journey.	
5) Explaining a science experiment to classmates.	
6) Writing a postcard to a friend about your weekend.	
7) Creating a book of recipes with illustrations for younger siblings.	
8) Reporting on a local event for a school project.	

Questions

Answer the questions.

1) What do the terms below mean?	
Audience	
Purpose	
2) Why is it important to know your audience before choosing your writing form?	
3) What is your favourite writing form? Explain why.	

Idea Development Strategies

Understanding Idea Development Strategies

When we write, we often need to come up with ideas first. Idea development strategies help us think of what to write about. These strategies help our writing become more interesting and clearer.

Different Ways to Develop Ideas

There are many ways to develop ideas for our writing. Here's a list of some idea development strategies:



- **Brainstorming:** Writing down all the ideas that come to your mind about a topic.
- **Using Graphic Organizers:** Using pictures or charts to organize your thoughts.
- **Asking Questions:** Asking questions about a topic helps you think more deeply about it.
- **Talking to Others:** Sometimes, talking to a friend or family member can help you come up with ideas.

Choosing the Right Strategy

Different strategies work better for different types of writing. If you want to write a story, you might use brainstorming to think of exciting events. If you are writing a report, you might use a graphic organizer to plan your information.

Know Your Audience

When developing ideas, think about who will be reading your writing. Knowing your audience helps you choose the best ideas and the best way to explain them. If you're writing for other kids, you might choose different ideas than if you're writing for your teacher.

Idea Development Strategies

Practice

Practice the different strategies below.

1) **Brainstorm:** Write all your thoughts down about your favourite day of the week. Include all the reasons why it is your favourite day.



2) **Graphic Organizer:** Fill in the graphic organizer about your favourite food.

a) What is your favourite food?

b) What does it taste like?

c) Why do you like it the best?

d) Who makes it?

e) What ingredients does it have?

f) Can you make this food?

g) Who introduced you to this food?

h) If you could change one thing about this food, what would you change?

Idea Development Strategies

Practice

Practice the different strategies below.

3) **Asking Questions:** Pretend you are writing about your favourite sport or hobby. What questions do you have about the sport or hobby that you could answer in your writing? Write 6 questions below.

1

2

3

4

5

6

4) **Talk To Others:** Pretend you are writing about how to play one of your favourite games. This could be a video game or a game you play outside. Talk to a friend about the steps to playing the game and then write them below.

1

2

3

4

5

6

7

8

Activity: Power of Planning

Objective

What are we learning more about?

To understand the impact of planning on writing by comparing two 8-minute writing exercises: one without brainstorming and one with 2 minutes of brainstorming.

Instruction

How do we complete the activity?

Part 1: Writing Without PlanningSubject: My Favourite Animal**Instructions:**

- 1) Students are given 8 minutes to write about the chosen subject without any pre-writing or brainstorming.
- 2) Encourage students to write freely and continuously for the entire 8 minutes.
- 3) Collect the writing and set it aside for later comparison.

**Part 2: Writing With Brainstorming**Subject: My Favourite Season**Instructions:**

- 1) Students are given 2 minutes to brainstorm ideas for the chosen subject. They can jot down key words, phrases, or outline their thoughts.
- 2) After the brainstorming session, students have 8 minutes to write about the subject using their brainstormed ideas.
- 3) Collect the writing.

Activity: Power of Planning

Part 1

Write for 8 minutes straight about what your favourite animal is and why.

PREVIEW

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

1) Brainstorm below – What is your favourite season? Why is it your favourite? Write everything that comes to mind. Then write for 6 minutes below.



Season

PREVIEW

Exploring the Structure of Paragraphs

What Makes a Paragraph?

A paragraph is a group of sentences that talk about one main idea. It's like a building block in writing. Each paragraph has special parts to make it clear and interesting.

Starting with Topic Sentences

Every paragraph begins with something called a "topic sentence." This sentence tells the reader what the paragraph will be about. It's like opening a door to a new room full of ideas. Here are some things that a topic sentence should do:

- Introduce the main idea of the paragraph.
- Be interesting to make the reader want to keep reading.
- Connect to the paragraph's main idea.



Why Are Topic Sentences Important?

Topic sentences help the reader understand quickly what a paragraph is about. It's like a guidepost on a road, showing the way. If paragraphs didn't have topic sentences, reading would be like trying to find your way without a map.

Hooking the Reader with a Special Topic Sentence

A hook is a special kind of topic sentence that grabs the reader's attention. It's like a fishing hook that catches a fish. A hook in writing catches the reader's interest so they want to keep reading. Here are some examples of hooks:

- ✓ Have you ever wondered why the sky is blue?
- ✓ BANG! The door slammed shut, and I was alone.
- ✓ Imagine flying like a bird, soaring above the clouds.
- ✓ Dogs can be our best friends and loyal companions.

Exploring the Structure of Paragraphs

Topic Sentence Read the paragraphs below and then write a topic sentence for each one.

Topic Sentence

The Sun is the center of our solar system. It provides light and warmth, making life possible on Earth. Without the Sun, our planet would be cold and dark, and nothing could grow.

Topic Sentence

Ice cream comes in many different flavours like chocolate, vanilla, and strawberry. You can add toppings like sprinkles and syrup to make it even tastier. Many people enjoy ice cream on a hot day.

Topic Sentence

Dolphins are known for their intelligence and playful behaviour. They often perform tricks and interact with humans. These amazing creatures communicate with each other using clicks and whistles.

Hooks

Rewrite the topic sentences below but start them in a way so they hook the reader.

Boring Version Rain is water that falls from the clouds.

Your Version

Boring Version Cats are animals that many people keep as pets.

Your Version

Boring Version Apples are fruits that grow on trees and are often red.

Your Version

Exploring the Structure of Paragraphs

Asking a Question: Starting with a question can make readers curious.

Example: "Have you ever wondered how the tallest trees grow?"



Using an Exclamation: An exciting statement can grab the reader's attention.

Example: "Watch out! Hurricanes are one of the most powerful storms on Earth."

Making a Bold Statement: A strong statement helps the reader understand what the paragraph is about.

Example: "Dinosaurs were the most gigantic creatures to ever walk the Earth."

Adding an Interesting Fact: A fascinating fact can make the reader want to learn more.

Example: "Did you know? Honey never spoils, even after thousands of years?"

Hooks

Re-write the topic sentence below using the different strategies.

Original Version	Soccer is a popular sport.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	Pizza is the best food.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

1) In the morning, you brush your teeth, wash your face, and comb your hair. Breakfast is an important meal, so you might eat cereal or toast. Then, it's time to put on your shoes and head to school.

- a) Starting my day with a routine helps us get ready.
- b) I do the same thing every morning.
- c) Morning is the best time of the day.

2) At the zoo, you can see lions, tigers, and bears. The zookeepers feed them at specific times, and they also teach them tricks. There are also gift shops where you can buy souvenirs.

- a) Lions are a kind of big cat.
- b) The zoo is a place where you can see many different animals.
- c) You can see animals perform tricks.

3) In a garden, you can find flowers, trees, and vegetables. People use plant gardens to grow food or to make their yard look pretty. Bees, butterflies, and birds visit gardens.

- a) Birds and butterflies visit gardens.
- b) Gardens contain plants and attract wildlife.
- c) Planting gardens is a fun hobby.

4) Libraries have shelves filled with books on all sorts of subjects. You can borrow books to read at home or read them in the library. They also often have computers and study areas.

- a) Reading books is a great way to learn.
- b) Libraries offer books, computers, and quiet spaces to study.
- c) Books are available on many subjects at the library.

Crafting Perfect Paragraphs

Building Strong Paragraphs

When we write, paragraphs are like containers that hold our thoughts and ideas. Drafting paragraphs involves focusing on supporting details, which help make the sentences fit together like pieces of a puzzle.

Supporting Details: What Are They?

Supporting details are extra information that explains the main idea. They make our writing juicy and interesting. Imagine telling your friend about your favourite game. You wouldn't just say, "I love this game." You would explain why you love it, what makes it fun, and why your friend should play it too!



Let's Explore Examples:

- Main Idea: "I love pizza."

Supporting Details: It's cheesy, has delicious toppings, and is just what I need after a long day.

- Main Idea: "Winters are fun."

Supporting Details: You can build snowmen, have snowball fights, and enjoy hot chocolate.

Making It Stick: Coherence

Coherence is when your paragraph makes sense, and everything fits together. Think of it like building a tower with blocks. If one block doesn't fit, the whole tower might fall!

Tips for Making Perfect Paragraphs:

- 1) Start with a Strong Sentence: This tells what the paragraph is about.
- 2) Add Supporting Details: These are like the yummy toppings on a pizza!
- 3) Finish with a Closing Sentence: This wraps up your paragraph neatly.

Crafting Perfect Paragraphs

Supporting Details

Write 3 supporting details about the topic sentences below.

Topic Sentence	Eating a healthy breakfast helps me start the day with lots of energy.
1	You should start the day with fruits and whole grains.
2	You need energy for the things you do all day.
3	Your brain needs brain food to think at school.

Topic Sentence	Being a good citizen is a great responsibility and a source of joy.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Recycling helps to protect the environment.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Apples come in many different colours and flavours.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Transition Words - Supporting Details

Sequence	Comparing	Contrasting	Adding	Concluding
First	Similarly	However	Also	Finally
Next	Likewise	But	In addition	In conclusion
Then	Equally	On the other hand	Furthermore	To sum up
Afterward	In the same way	Alternatively	Moreover	All in all
Meanwhile	As well as	Conversely	Plus	In summary
At the same time	Along with	Nevertheless	Too	In the end

Think

Choose a transition word for the supporting details.

- 1) I love dogs and cats. _____, my best friend enjoys spending time with her pets. We often share stories about _____ antics.
- 2) I enjoy reading books on rainy days. _____, my sister prefers to watch movies. We always find ways to share our interests with _____.
- 3) Our school garden is full of flowers. _____, we have a vegetable patch where we grow carrots, tomatoes, and lettuce. We all take turns caring for the plants.
- 4) We played games, sang songs, and ate cake at the party. _____, we opened the gifts and thanked everyone for coming. It was a great celebration!
- 5) My brother likes to play soccer on weekends. _____, he does his homework. _____, I like to finish my homework early so I can play with my friends. _____, my cousin prefers to relax and watch TV. _____, he sometimes invites us to join him. _____, we all have different hobbies and ways to enjoy our free time.

Ending With a Bang: Conclusion Sentences

What is a Conclusion Sentence?

A conclusion sentence is the last sentence in a paragraph. It wraps up the ideas you've been talking about and gives a finished feeling to the paragraph. Think of it like putting the lid on a jar - it seals everything inside!

Why are Conclusion Sentences Important?

Conclusion sentences help the reader understand what you were trying to say. They make the main idea of the paragraph clear and remind the reader what the paragraph was all about.

How to Write a Good Conclusion Sentence

Writing a good conclusion sentence is like putting a bow on a gift. Here's a quick list of things to remember:

- Restate the Main Idea: Use different words to say what you said at the beginning of the paragraph.
- Keep it Short: A conclusion sentence should be short and to the point.
- Add a Final Thought: If you can, add something that makes the reader feel a little more about what you said.

Examples of Conclusion Sentences

- If you write about your favorite sport, you might end with: "Hockey is more than a game; it's a passion."
- If you write about a trip to a farm, you could conclude with: "The day at the farm was an unforgettable adventure."



Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

1) A conclusion sentence is always in the middle of a paragraph.	True	False
2) Conclusion sentences wrap up the paragraph's ideas.	True	False
3) Writing a conclusion sentence is like opening a gift.	True	False
4) It's good to state the main idea in a conclusion.	True	False
5) Conclusion sentences should confuse the reader.	True	False

Think

Circle the conclusion sentence you think is best.

1) In the park, children play on swings, slide, and climbing structures. Parents watch their children and everyone enjoys the fun. Picnics are often enjoyed on the green grass, and people relax on the lawn.

- a) Swings are a lot of fun.
- b) Parks bring joy and relaxation to people of all ages.
- c) The pond has fish in it.

2) At a bakery, the delicious smell of fresh bread and pastries fills the air. Bakers work hard to create sweet and savory treats. Customers are often seen smiling with their chosen delight.

- a) Bakers use magical powers.
- b) Bakeries provide a cozy space to enjoy fresh, tasty treats.
- c) The bakery only sells ice cream.

3) In the classroom, students sit at desks, listening and participating in lessons. Teachers use the whiteboard to explain subjects, and friends help each other learn. Fun projects make learning more exciting.

- a) Teachers never explain anything.
- b) Students only play games in the classroom.
- c) Classrooms are places for learning and collaboration.

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.

1) At the school library, children can find books about dinosaurs, planets, and pirates. They can read at the tables or borrow books to take home. Sometimes, the librarian reads stories to the kids.

2) In the summer, my family goes to the beach. Children build sandcastles and collect seashells. Parents lounge in beach chairs, and everyone enjoys splashing in the waves.

3) At the community park, there's a garden with colorful flowers and tall trees. People walk their dogs, and children fly kites. On sunny days, artists come to paint the beautiful scenery.

4) During winter, people bundle up in warm coats and scarves. They go ice-skating or have snowball fights. Families enjoy sipping hot chocolate together after playing outside in the cold.

Success Criteria - Analyzing Paragraphs

Analyze

Read the paragraph below. Write things you like about the paragraph. Afterwards, share your ideas with the class, so you and your classmates can come up with between 4 – 8 criteria that make a good paragraph.

Planting a garden is a wonderful way to connect with nature and enjoy the outdoors. Choosing the right plants and seeds teaches us about different types of vegetables. Next, caring for the garden by watering and weeding helps plants grow strong and healthy. Finally, watching the garden bloom and thrive brings a sense of accomplishment and joy. Planting and tending to a garden not only benefits our minds but also nurtures a love for nature and the environment.

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

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

Describe your favourite animal.	What's the best season of the year?
Write about a visit to the zoo.	Describe a beautiful place you visited.
What do you like to do on a rainy day?	Explain how to make your favourite sandwich.
Explain your favourite hobby.	What is your favourite game? Explain how to play.
Would you like to be invisible?	Describe what you would do on a perfect day.

- 1) What is your topic?
- 2) Brainstorm ideas that come to your mind when you think of this topic.

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

Write

Plan your paragraph by brainstorming about your topic below.

5) Write the 3 supporting details you will include in your paragraph.

1

2

3

6) Write your topic sentence of your paragraph below. Include transitions words between your supporting sentences.

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	✓	✗
Has a clear topic sentence		
Includes at least three supporting ideas		
Maintains a focus on the main idea		
Uses transition words appropriately		
Uses interesting word choices so it isn't boring		
Has a well-crafted conclusion sentence		
Grammar, spelling, and punctuation are correct		
The paragraph flows and makes sense.		

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	✓	✗
Has a clear topic sentence		
Includes at least three supporting ideas		
Maintains a focus on the main idea		
Uses transition words appropriately		
Uses interesting word choices so it isn't boring		
Has a well-crafted conclusion sentence		
Grammar, spelling, and punctuation are correct		
The paragraph flows and makes sense.		

Assignment - Paragraph Writing

Write

Write your paragraph below.

PREVIEW

Rubric - Paragraph Writing

Category	4 Points	3 Points	2 Points	1 Point
Topic Sentence	Strong, engaging topic sentence.	Clear topic sentence, but not engaging.	Vague topic sentence.	Missing or unrelated topic sentence.
Conclusion Sentence	Strong, effective conclusion.	Clear conclusion, but not engaging.	Vague or weak conclusion.	Missing or unrelated conclusion.
Main Idea	Consistently focused on the main idea.	Generally focused on the main idea.	Sometimes strays from the main idea.	Lacks clear focus on the main idea.
Supporting Details	Three or more relevant details; details are specific.	Two or three relevant details; details may be general.	One or two details; may be irrelevant or vague.	Missing or irrelevant supporting details.
Transition Words	Smooth transitions throughout.	Some transitions used.	Transitions are lacking or forced.	No transition words used.
Word Choice (Interesting)	Rich, vivid word choice.	Some interesting word choices.	Word choices are repetitive.	Word choices are inappropriate or unclear.
Grammar/ Spelling/ Punctuation	No errors in grammar or spelling.	Few minor errors.	Several errors that affect readability.	Numerous errors that affect understanding.

Teacher Comments

Mark

Student Reflection - How did you do on this assignment? What could you do better?

Formal Versus Informal Letters

Formal Letters: A Professional Way to Write

Formal letters are used when you need to write to someone in a professional or serious way. You might write a formal letter to your school principal, a company, or a government official. These letters have specific rules and a clear structure.

- **Opening:** Always use a polite greeting like "Dear Mr. Smith."
- **Body:** Explains your main point or request. Be polite and clear.
- **Closing:** End with words like "Sincerely" or "Yours truly."

Informal Letters: Friendly and Family

Informal letters are casual and friendly. You can write them to friends, family members, or anyone you know. They are relaxed and can have a fun tone.

- **Greeting:** Start with something friendly like "Hi!"
- **Body:** Share news, ask questions, or talk about what you like.
- **Closing:** End with something warm like "Love" or "See you soon."

Email Letter Writing: Modern Communication

Emails can be both formal and informal, depending on who you are writing to and why. They have become a common way to communicate.

Formal emails need a clear structure and polite tone, often used for job applications or professional communication. **Informal emails**, on the other hand, are like casual letters sent online, used for writing to friends or family.

Key Parts of an Email

- **Subject Line:** Describe what the email is about.
- **Greeting:** Use a friendly or formal greeting.
- **Body:** Write your main message.
- **Closing:** End with a polite or friendly sign-off.



Formal Versus Informal Letters

True or False

Is the statement true or false?

1) Formal letters require a clear structure.	True	False
2) Informal letters use a formal greeting.	True	False
3) Emails can be formal or informal.	True	False
4) Emails have a subject line.	True	False
5) Formal letters end with "Love."	True	False

Think

Which type of letter is given in the example.

Dear Principal Jones,

I hope this letter finds you well. I am writing to ask if we can have more books about animals in our library.

Sincerely,
James

- | | |
|--------------------|-------------------|
| a) Formal Letter | c) Formal Email |
| b) Informal Letter | d) Informal Email |

Hi Sammy!

What's up? I got a new puppy! Can't wait for you to meet him.

See you soon,
Amy

- | | |
|--------------------|-------------------|
| a) Formal Letter | c) Formal Email |
| b) Informal Letter | d) Informal Email |

Subject: Inquiry About Science Project

Dear Mrs. Smith,

I need help understanding the water cycle for our science project. Can we meet after school?

Yours truly,
Brian

- | | |
|--------------------|-------------------|
| a) Formal Letter | c) Formal Email |
| b) Informal Letter | d) Informal Email |

Subject: My Soccer Game

Hi Auntie,

We won our soccer game yesterday! You should have seen my goal.

Love,
Kennedy

- | | |
|--------------------|-------------------|
| a) Formal Letter | c) Formal Email |
| b) Informal Letter | d) Informal Email |

Purpose and Audience of Letters

Think

Read the purpose and audience of the email. Then decide if it will be a formal or informal email?

Audience	Purpose	Formal or Informal	
School Principal	Requesting a meeting	Formal	Informal
Cousin	Sharing vacation photos	Formal	Informal
Local Council	Inquiry about community services	Formal	Informal
Best friend	Inviting to a sleepover	Formal	Informal
Teacher	Asking for clarification on homework	Formal	Informal
Customer Service	Complaining about a product	Formal	Informal
Grandparent	Updating about school activities	Formal	Informal
Potential Employer	Applying for a job	Formal	Informal
Classmate	Collaborating on a group project	Formal	Informal
Favourite Author	Asking a question about a book	Formal	Informal

Think

Think of 5 emails you might want to send. Write the purpose and audience. Will it be formal or informal?

Audience	Purpose	Formal or Informal	
		Formal	Informal
		Formal	Informal
		Formal	Informal
		Formal	Informal
		Formal	Informal

Analyzing Informal Emails

Analyze

Read the emails below. Underline the subject and closing (or use highlighters). Then describe the voice used in each email. Is the person happy, sad, scared?

Subject: Weekend Plans

Hi Emily! Guess what? I just found out about a cool carnival happening this weekend. It has everything from fun games to tasty snacks. I think it would be amazing if we could go together. There's even a giant Ferris wheel and even a magician! What do you think? I can't wait to see you there! Talk to you soon,

Your friend,

Jessica

Author's
Voice

Subject: Lost My Favourite Toy

Hello Jordan! You won't believe what happened. I lost my little toy car, and I can't find it anywhere. I've looked all over the house. If you find it, please let me know. I feel lost without it.

Thanks,

Dylan

Author's
Voice

Subject: Math Test Tomorrow

Hey Taylor! Our math test tomorrow has me in knots. I've been trying to study, but I'm struggling with some concepts. Could you maybe help me after school today? I think together we can crack it.

Thanks so much, Ethan

Author's
Voice

Name: _____

49

Curriculum Connection
01.1.02.3

Informal Email Writing

Write

Using what you've learned about informal letters, write 2 letters below.
Use the audience and purpose provided for you.

Audience	Purposes
Friend	Inviting to a sleepover or expressing thanks

Subject: _____

Audience	Purpose
Teammate	Asking to practice more or telling them how you did

Subject: _____

Informal Email Writing - Interjections

Yay!	Ugh!	Wow!	Grrr!	Eek!
Oh!	Ouch!	Yippee!	No!	Yikes!
Hooray!	Sob!	Wahoo!	Argh!	Gulp!

Think

Add the appropriate interjections and describe the voice used.

Subject: Loud Noise!

Hey Mom, _____! Why does your dog have to bark so late at night?

_____! Wake up again! _____! Can you please keep him
inside or do something to stop the noise?

Talk to you soon,
Jenna.

Voice (Angry, Sad, Mad, Frustrated, etc.)

Subject: Lost My Favourite Toy

Hi Mom, _____! I lost my favourite toy today at school. _____ I
looked everywhere for it, even in the lost and found. I really miss it.
Can we look for it together tomorrow?

Love,
Tom.

Voice (Angry, Sad, Mad, Frustrated, etc..)

Subject: Won the Art Contest!

Hey Dad! _____! I won the art contest at school! _____! My painting
of the sunset got the first prize! _____! I can't wait to show it to you. Let's
celebrate!

See you soon,
Lily.

Voice (Angry, Sad, Mad, Frustrated, etc..)

Success Criteria – Informal Emails

Analyze

Read the email below. Write things you like about the email. Afterwards, share your ideas with the class, so you and your classmates can come up with between 4 – 7 criteria that make a good informal email.

Subject: My Weekend Adventure

Hi Sarah,

Whoa! I had a great weekend at the adventure park! First, you wouldn't believe the roller coasters; I felt so excited and terrified at the same time. Next, I tried the giant swing, and it was so fun. Also, I met a new friend named Jake who's also into thrill rides. Wheel! You will have to try it too!

How was your weekend? I miss our weekend outings. So, let's plan something soon, maybe a movie or a picnic.

Catch you later,

Emily

1)

2)

3)

4)

5)

6)

7)

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.

Audience	Purposes
Friends	Sharing news, inviting to a party
Family Members	Giving thanks, holiday greetings
Classmates	Asking for homework help, playdate
Sports Teams	Discussing practice, game updates
Pen Pals	Introducing oneself, cultural exchange
Favourite Celebrity	Letter, asking questions

1) Who will be the audience for your informal email?

2) What will be the purpose of your email?

3) Brainstorm anything that comes to mind when you think of this purpose. What things could you write about to this audience?

4) Write the subject line below.

5) Write the greeting you will use.

6) Write the closing you will use.

Write

Plan your email by filling in the graphic organizer.

7) What voice will you use in your email? Are you angry, happy, excited?

8) What adjectives/words will you use to communicate your voice? For example, if you're mad, you might use interjections like: Argh! Ugh! Grr! Seriously! You might also use lots of exclamation marks.

9) Write your important part of your email below. Include interjections like the ones listed above.

PREVIEW

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	☒	☐
Greeting		
Clear Topic Sentence		
Engaging Body – Good word choice		
Use of interjections		
Appropriate Voice and Tone		
Clear Conclusion Sentence		
Appropriate Closing		
Flow – Does it Make Sense?		

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	
Greeting	
Clear Topic Sentence	
Engaging Body – Good word choice	
Use of interjections	
Appropriate Voice and Tone	
Clear Conclusion Sentence	
Appropriate Closing	
Flow – Does it Make Sense?	

Assignment – Informal Email Writing

Write

Write your informal email below.

PREVIEW

Rubric – Informal Email

Category	4 Points	3 Points	2 Points	1 Point
Greeting	Friendly and appropriate greeting	Greeting is mostly friendly	Greeting is vague or impersonal	Greeting is inappropriate or missing
Topic Sentence	Clear and engaging topic sentence	Topic sentence is clear	Topic sentence is vague	Topic sentence is missing or confusing
Engaging Body/Word Choice	Words are lively and interesting; body is mostly engaging	Good word choice; body is mostly engaging	Some engaging words; body lacks interest	Words and body are dull or confusing
Use of Interjections	Uses many appropriate interjections	Uses some appropriate interjections	Uses few or inappropriate interjections	No interjections are used
Voice	Voice matches purpose (e.g., happy, excited)	Voice is consistent	Voice is inconsistent or unclear	Voice is missing or inappropriate
Closing	Closing is warm and wraps up the letter	Closing is appropriate	Closing is new or inappropriate	Closing is missing or inappropriate

Teacher Comments

Mark	
-------------	--

Student Reflection – How did you do on this assignment? What could you do better?

Analyzing Formal Letters

Analyze

Read the emails below. Underline the subject and closing (or use highlighters). Circle the transition words being used. Then describe the voice used in each email. Is the person happy, sad, scared, etc.?

Happy Valley School

45 School

Toronto, ON M8B 1B6

Dear Mr. Johnson,

I am writing to thank you for the recent sports day. Firstly, it was an amazing event, and I had a wonderful time. In addition, I participated in the relay race and, furthermore, won a ribbon! Thank you once again for making this a great year.

Sincerely,

Addy Rothwell

Author's Voice

Ottawa City Hall

123 City Square

Ottawa, ON K1A 1B2

Dear Mayor Thompson,

I am writing to express my dissatisfaction with the lack of playgrounds in our community. Many children, including myself, are feeling neglected. Furthermore, I urge you to consider our need for outdoor spaces. Moreover, this is an issue that needs immediate attention. Please act on this matter promptly.

Yours faithfully,

Steven Johnson

Author's Voice

Name: _____

59

Curriculum Connection
D1.1, D2.2, D2.3

Formal Letter Writing

Write

Using what you've learned about formal letters, write a letter below. Use the audience and purpose provided for you.

Audience	Purpose
Principal	To ask for better school yard equipment

PREVIEW

Intro to Narrative Writing

What's the Big Idea?

Narrative writing is a way of telling a story. It's like painting a picture with words! You can write about something that really happened or something you make up. Let's explore what makes narrative writing special.

Characters and Setting

In narrative writing, you need characters. They are the people, animals, or things in your story. Stories also need a setting, which tells where and when the story happens. You can write about a spooky haunted house or a beach. It's up to you!



The Plot Thickens

The plot is what happens in the story. It has a beginning, a middle, and an end.

- **Beginning:** The start of the story where we meet the characters.
- **Middle:** The part where exciting things happen, like a problem or finding a treasure.
- **End:** This is where the story wraps up, and we find out what happens in the end.

Interesting Words

When you write a story, using interesting words makes it more fun to read. Instead of saying "said," you could use "whispered," "yelled," or "laughed." It helps the reader feel like they are right there in the story with the characters.

Bringing it to Life

Narrative writing is like building a bridge between your imagination and the reader's mind. You can make them laugh, feel scared, or even cry. The words you choose and the way you put them together make the story come alive.

Intro to Narrative Writing

True or False

Is the statement true or false?

1) A setting tells where the story happens.	True	False
2) The plot has no ending.	True	False
3) The beginning of the plot introduces characters.	True	False
4) "Whisper" is an interesting word choice for "said."	True	False
5) The end of the plot resolves the story.	True	False

Questions

Answer the questions below.

1) What are the three parts of narrative writing?
2) Idea generation: Write 2 plot ideas for a story. Think about your hobbies and then think of problems you face when doing these things. Ex: William the hockey goalie lets in 10 goals in his first game.

Think

Write the beginning, middle, and end for the story idea below.

Story Idea: Dane is nervous because he is starting at a new school.	
Beginning	
Middle	
End	

Narrative Writing - Setting

Describe

Imagine the story takes place in the picture. Describe the setting. Make up extra details you can't see using your 5 senses.



See	
Feel	
Hear	
Taste	
Smell	

Use your notes above to write a paragraph form.

Analyze

The setting below has been written about a medieval castle. Write what the character will see, feel, hear, taste, and smell.

Once upon a time in a magical land, a medieval castle stood tall. Young Emily stepped through the gates, feeling the cool, rough stones and hearing knights' swords. She smelled baking bread and burning candles, tasted a hearty feast, and saw walls with tapestries of dragons, lit by torchlight. Emily knew adventure awaited.

See	
Feel	
Hear	
Taste	
Smell	

Narrative Writing - Characters

Analyze

Read the character introductions that could be used in different stories. Fill in the organizer.

Sally, with her big glasses and neat brown hair tied in a ponytail, is always seen in her lab coat. Her curiosity is endless and she is never without a wrench. Often, she is seen tinkering with ordinary household items and turning them into something extraordinary.

Wearing a safari hat and a green jacket, Timothy's mischievous smile gives away his adventurous spirit. He's never afraid of a challenge and has a knack for exploring new places. Even without a map, he seems to find his way.

Fiona's colourful clothes and bright blue eyes reflect her creative soul. Gentle and observant, she sees beauty everywhere. Her paintings are so stunning that they often get mistaken for real-life photographs.

Name	
Look	
Personality	
Special Trait or Talent	

Name	
Look	
Personality	
Special Trait or Talent	

Name	
Look	
Personality	
Special Trait or Talent	

Narrative Writing - Plot

Creating a plot in a story is like putting together a puzzle. Here's a simple way for you to develop a plot for your story:

- 1) **Start with an Idea:** Think of what you want your story to be about. It can be an adventure, a mystery, or even a funny event.
- 2) **Build the Characters:** Who are the main characters in your story? What do they want, and what's stopping them from getting it?
- 3) **Plan the Beginning:** This is where you set the scene and introduce the characters and the problem.
- 4) **Write the Middle:** The middle part of the story is where the characters try to solve the problem or reach their goal. They might face challenges, meet new friends, or learn important lessons along the way.
- 5) **Design the End:** How does the story end? Will the characters solve the problem or reach their goal? The end should leave the reader satisfied.

Remember, your plot doesn't have to be complicated. You can start with a simple idea and build on it. Be creative, and most importantly, have fun writing your story!

Practice

Read the short story plot below. Then, use the organizer.

Meet Billy, a brave 8-year-old boy who loves exploring. One day, he finds a clue in his playroom hinting at treasure in his garden. Excitedly, he takes a shovel and goes outside.

Billy digs and digs. He finds rocks and bugs but keeps going. His hands get tired, but he's determined to find the treasure.

Soon, he finds a small box. Inside, there are old toys from his dad's childhood and a note about cherishing memories. Billy feels happy, not because of gold or jewels, but because he's discovered something special about his family. He learns that real treasure is the love and memories we have with those we care about.

Character	
Beginning	
Middle	
End	

Narrative Writing - Plot

Brainstorm

A plot needs a problem or goal. Write as many problems as you can below in this brainstorm activity. There are no bad ideas!

PREVIEW

Plot Ideas

Practice

Choose a plot from above and plan more detail.

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Beginning – How will your characters first discover the problem?

Practice

Fill in the organizer below.

4) Middle – Write the events that will happen in the middle of the story. Describe how the character(s) will try to handle the problem. Write at least 3 different events.

1

2

3

5) End – How will the problem be solved? How will the characters solve the problem?

6) What is a good title for your story?

7) If this was a book, draw the front cover.

Creative Writing – Narrative Practice

Practice

Choose a character, plot, and a setting and then start writing!

Characters	Plots	Settings
A brave astronaut	Finding a lost treasure	Desert Island
A young wizard	Protecting a village from a dragon	Outer Space
A mischievous ghost	Returning to their home planet	Futuristic Metropolis
An adventurous explorer	Making a new friend	Medieval Castle
A timid animal	Leading a group of animals to safety	Mountain Village
A stranded alien	Solving a mystery at the museum	Small Town
A superhero sidekick	Escaping a dangerous situation	Enchanted Forest
A strong warrior	Discovering a hidden treasure	Inventor's Workshop
A wise elder	Planning a new adventure	Dense Jungle
A clever inventor	Building a machine that helps people	A Farmer's Barn
A talking animal	Winning a big race	Haunted Mansion
A curious detective	Learning how to fly a plane	Big City

Using Quotations in Narratives

What are Quotations?

Quotations are the words someone says in a story. When you write what a character says, you put those words inside quotation marks. For example: "I love reading," said Emily.



Rules for Quotations

There are several important rules you need to know when using quotations in your writing. These rules help the reader know who is speaking and what they are saying.

- 1) Start with Capital Letter: Always start quotations with a capital letter. Example: "The cat meowed."
- 2) Use Comma Before the Quote: If you say who is speaking before the quote, use a comma. Example: Mom said, "Time for dinner."
- 3) Punctuation Inside the Quote: Put punctuation like periods and commas inside the quotation marks. Example: "Is it time for bed?" asked Max.
- 4) Quotations for Speaking: Only use quotations for spoken words, not thoughts.
- 5) New Speaker, New Line: Start a new line or paragraph when a different character begins speaking. This helps the reader keep track of who is speaking.
- 6) Use Speaker Tags Wisely: Speaker tags (e.g., "he said") can be placed at the beginning, middle, or end of a quote, but should be used appropriately to make clear who is speaking.

Using Quotations in Narratives

Edit

Fix the mistakes below.

Original "the cat meowed."

Edited

Original said "Time for dinner."

Edited

Original "Is your bed Max?"

Edited

Original "I think, therefore I am."

Edited

Original "Are you coming to the party?" Jane asked. "I'll be there."

Edited

Original "Let's go to the park, he said."

Edited

Original "I can't believe it's raining" he said.

Edited

Original "I'm so excited for the trip!" John said "Me too!" said Tom.

Edited

Analyzing a Short Story - Quotations**Treasure Map**

Billy found an intriguing old map in his attic. Excited, he ran to his best friend, Lucy. "Look at this map, Lucy! It says there's a treasure nearby," he said.

Lucy's eyes widened. "Really? Let's go find it!" she exclaimed.

With the map in hand, they ventured into the woods. After a while, Lucy pointed to a spot on the map and said, "It should be right here!"

Billy began to dig, only to find something hard. "I found it!" he shouted, pulling out a small chest filled with shiny stones.

Back home, they examined the treasure. Billy thoughtfully, "These may not be gold or jewels, but they're our treasure."

Billy agreed, smiling. "And the best treasure is the adventure we had together." They both knew that the real treasure was their friendship, and they celebrated that day.

**Questions**

Answer the questions below.

1) Write 4 different speaker tags that were used in the story.

2) Write an example of when the speaker tag was before the quote.

3) Write an example of when the speaker tag was after the quote.

4) When you use an exclamation point in a quote, do you need a capital letter after?

Writing Speaker Tags

asked	whispered	shouted	exclaimed	warned
replied	muttered	groaned	questioned	pouted
announced	cried	cheered	requested	moaned
insisted	mumbled	declared	laughed	grumbled

Fill in the _____'s

Use a different speaker tag for the quotations below.

1)	"I can't be late for school," _____ Mom.
2)	Sally _____ "I think I see a rabbit."
3)	"Can you help me with my homework?" _____
4)	"I wish it would stop raining," _____ Tim.
5)	"You're it!" _____ Emily as she tagged her friend.
6)	Lucy _____, "I'll be there to help you."
7)	"Watch out for that puddle!" _____
8)	"This is the best ice cream ever," Peter _____
9)	"Do you think it will snow tomorrow?" _____ Sam.
10)	"I don't want to go to bed," _____ Lily.
11)	"We won the game!" _____ the whole team.
12)	"Please pass the salt," _____ Grandpa.
13)	Tom _____, "I have finished my painting."
14)	"I can't find my shoes," Brian _____

Success Criteria – Narrative

Analyze

Read the story below. Write things you like about the story. Afterwards, share your ideas with the class, so you and your classmates can come up with 7 criteria that make a good narrative.

The Hidden Garden

In the small town of Willowbrook, lived a curious girl named Lily. One sunny day, she stumbled upon a hidden garden filled with magical flowers. The aroma of sweet nectar filled the air, and the vibrant colours dazzled her eyes.

"Where is this?" she asked, startling Lily. It was a talking butterfly, its wings shimmering in the sunlight.

"I'm Lily," she replied, "and how did you find this place?"

"This is the Garden of Wishes," the butterfly explained. "Make a wish but choose wisely."

Lily thought hard and finally said, "I wish for my friends and family to always be happy."

"Your wish is pure and kind," the butterfly raised, "and it will come true."

Lily thanked the butterfly, feeling a warm glow. "I won't forget this garden or you," she said, leaving the enchanted place.

As she returned home, she knew she had experienced something truly magical. Her senses had been awakened, and her character had grown. The memory of the hidden garden and the wise butterfly would remain with her forever.

1)	
2)	
3)	
4)	
5)	
6)	
7)	

Success Criteria – Narrative: No Quotations**Analyze**

Read the story below. Write things you like about the story. Afterwards, share your ideas with the class, so you and your classmates can come up with 7 criteria that make a good narrative.

The Dancing Paintbrush

In the small town of Harmony, lived a young artist named Lily. She could feel the soft bristles of the paintbrush as it danced across the canvas. The scent of paint filled her art studio, and the walls were covered with vibrant colours and memories.

One day, Lily discovered a magical paintbrush, hidden in a dusty corner. Its handle was warm to the touch, and it seemed to hum a soft tune. With this brush, her paintings came to life!

Excitedly, she began painting a garden filled with butterflies. The brush moved effortlessly, and she could feel the gentle fluttering of wings and smell the fresh blossoms.

As she finished, the canvas shimmered, and the garden came real! Lily stepped into her painting, feeling the grass tickle her feet and the sun warm her face. The butterflies danced around her, thanking her for their new home.

Lily returned to her studio, leaving the magical garden behind. But she carried its beauty in her heart. Her art was no longer just a hobby; it was a way to share and share with others.

1)	
2)	
3)	
4)	
5)	
6)	
7)	

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Lost puppy	Finds way home	Forest
Young artist	Magical paintbrush	Small town art studio
Space robot	Befriends aliens	Planets
Adventurer	Solve neighborhood mystery	Suburb
Elderly gardener	Discovers magical singing garden	Backyard
Young chef	Wins cooking contest	City kitchen

Plan

Choose a topic from above and plan it out in more detail.

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Beginning – How will your characters first discover the problem?

Plan

Fill in the organizer below.

4) Middle – Write the events that will happen in the middle of the story. Describe how the character(s) will try to handle the problem. Write at least 3 different events.

1

2

3

4

5

5) End – How will the problem be resolved? How will the character(s) solve the problem?

6) What is a good title for your story?

Name: _____

89

Curriculum Connection
D2.1, D2.6

Assignment – Narrative Writing

Rough Draft

Write the rough draft of your narrative below.

PREVIEW

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	☐	☐
Interesting Plot		
Well-Developed Characters		
Clear Beginning, Middle, and End		
Strong Setting – Uses 5 Senses		
Vivid Descriptions – Word Choice		
Appropriate Title		
Story Makes Sense		
Optional: Realistic Dialogue – Use of Quotations		

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	☐	☐
Interesting Plot		
Well-Developed Characters		
Clear Beginning, Middle, and End		
Strong Setting – Uses 5 Senses		
Vivid Descriptions – Word Choice		
Appropriate Title		
Story Makes Sense		
Optional: Realistic Dialogue – Use of Quotations		

Activity: Story Swap Revision Party

Objective

What are we learning more about?

To allow students to practice proofreading and revising narrative stories by working with peers in an engaging and supportive environment. This activity will foster collaboration and help students develop their writing skills.

Materials

What is needed to complete the activity?

- ☐ Drafts of narrative stories
- ☐ Pencils and pens
- ☐ Highlighters (optional)
- ☐ Revision checklist (see page 92) or student success criteria



Instructions

How do we complete the activity?

- 1) **Introduction:** Explain to the students that they will be participating in a "Revision Party," where they'll get to read each other's stories and help them even better. Emphasize that constructive feedback is important.
- 2) **Pair Up:** Divide students into pairs and have them swap stories.
- 3) **Read Carefully:** Each student reads their partner's story and uses highlighters to mark areas that are particularly good or might need revision.
- 4) **Use the Checklist:** Hand out the revision checklist and ask students to review their partner's story, checking for each of the criteria.
- 5) **Discuss:** Encourage the pairs to discuss the feedback and brainstorm ways to make improvements.
- 6) **Revise:** Students take back their own stories and begin revising based on the feedback and their discussions.

Activity: Story Swap Revision Party

Feedback

Fill in the graphic organizer below to give feedback to your partner.

1) Based on the success criteria, what did your partner do well?

2) Based on the success criteria, what does your partner need to change?

3) What is your favourite part of your partner's story?

4) Write 3 questions you have about your partner's story.

1)

2)

3)

5) **Hand this sheet back to your partner.** Now, your partner should write how they will change their story to ensure it is as good as it can be. If there were lots of questions, what could you add to the story to ensure it is easy to follow? Think of 3 changes.

1)

2)

3)

Rubric – Story Writing

Category	4 Points	3 Points	2 Points	1 Point
Interesting Plot	The plot is highly engaging and keeps the reader's attention throughout.	The plot is interesting but lacks some details.	The plot is somewhat engaging but needs more development.	The plot lacks interest and is confusing.
Characters	Characters are well-developed, with clear traits and motives.	Characters are defined but need more depth.	Characters lack some development and depth.	Characters are one-dimensional or lacking.
Beginning, Middle, End	The story has a clear beginning, middle, and end.	The story has a beginning, middle, and end, but one part may be weak.	One or more parts of the story (beginning, middle, end) are lacking or undeveloped.	The story does not have a clear beginning, middle, or end.
Setting (senses)	The setting is vivid and described using all the senses.	The setting is described but lacks some sensory detail.	The setting lacks detail and does not use all the senses.	The setting is unclear or not described.
Word Choice	Word choice enhances the story and is appropriate for the audience.	Word choice is good but lacks some variety or sophistication.	Word choice is adequate but lacks variety or sophistication.	Word choice is inappropriate or confusing.
Title	The title is engaging, relevant, and adds to the story's interest.	The title is relevant but lacks creativity.	The title is relevant but lacks creativity.	The title is irrelevant or missing.
Quotations	Quotations are used effectively and enhance the story.	Quotations are used but may not always add to the story.	Quotations are used incorrectly or ineffectively.	Quotations are not used or used throughout the story.

Comments

Mark

Understanding Persuasive Writing

Understanding Persuasive Writing

Persuasive writing is a type of writing where you try to convince someone to agree with your opinion. It's like talking to a friend and trying to get them to see things your way.

When Do We Use Persuasive Writing?

We use persuasive writing in many areas of our lives. Here are some examples:

- In essays arguing a book is the best or why a rule should be changed.
- In advertisements to get people to want to buy something.
- In letters to a mayor or other officials, to ask for a new park or safer streets.

Key Ingredients in Quality Persuasive Writing

1. Strong Opinions

A persuasive piece must have a clear opinion. You must know what you think and why.

2. Good Reasons and Facts

You have to give good reasons and facts to back up your opinion.

This is what makes people believe you.

3. Understand Your Audience

Think about who you are talking to and what might convince them.

4. Clear and Exciting Words

Choose words that help the reader feel what you feel. If you are writing about a new playground, use words like "fun" and "exciting" so the reader wants it too.

5. Structured Writing

You have to organize your writing well. Start with what you think, then give your reasons, and finish with a strong sentence that sums it all up.



Understanding Persuasive Writing

True or False

Is the statement true or false?

1) Persuasive writing is used to convince someone.	True	False
2) You must have a clear opinion in persuasive writing.	True	False
3) You don't need reasons or facts in persuasive writing.	True	False
4) Persuasive writing is used only in school.	True	False
5) Persuasive writing is like talking to a friend.	True	False

Questions

Answer the questions below.

1) What is the main purpose of persuasive writing?

2) Name two places where persuasive writing might be used.

Be Persuasive

Explain your opinion below but be persuasive.

Which is better, summer or winter?

Activity: Being Persuasive

Objective

What are we learning more about?

Students will practice persuasive speaking by debating various prompts, developing their ability to form arguments and listen to others' perspectives.

Materials

What is needed to complete the activity?

☐ Prompt cards

☐ Timer or clock



Instructions

How will we complete the activity?

- 1) **Pair Up the Students:** Divide the students into pairs. If there's an odd number, you can have one group of three.
- 2) **Introduce the Activity:** Explain to the students that they will be debating different prompts from the list. One student will choose a side for the first prompt, and the other will choose for the next. They will alternate sides.
- 3) **Start with the First Prompt:** Have the pairs look at the first prompt. One student will pick a side to argue for or against. The other student will argue the opposite side.
- 4) **Think Time:** Give the students 2 minutes to think about their arguments. They may jot down quick notes if they wish.
- 5) **Debate Time:** Let the students debate for 3 minutes. Encourage them to listen to each other's arguments respectfully.
- 6) **Move to Next Prompt:** After debating the first prompt, move to the next one, allowing the other student to choose a side first. Repeat the think and debate time.
- 7) **Repeat Until All Prompts are Debated:** Continue moving through the prompts, alternating sides, until all have been debated.
- 8) **Classroom Debate (Optional):** Ask for volunteers to debate in front of the class. They can choose one of the prompts they have already debated.

Activity: Being Persuasive

Prompts

Debate the prompts below.

- 1) Argue for or against school uniforms.
- 2) Debate if students should have homework on weekends.
- 3) Argue for or against the use of technology in the classroom.
- 4) Argue for or against extending recess time.
- 5) Debate whether pets should be allowed in school.



Feedback: Use the graphic organizer below to give feedback to your partner.

1) What did you learn from your partner's challenge about persuading others?

2) What strategies did you use to make your argument convincing?

3) What did you learn from listening to your classmates' arguments?

4) Do you think it will be easier to write your opinion or speak your opinion? Explain.

Persuasive Writing - Opinions

Opinion

What is your opinion of the topics below? Explain why with 3 reasons each.

	Topic	Opinion - Yes or No?
1)	Should homework be given every night?	
Reason 1		
Reason 2		
Reason 3		
2)	Are video games good?	
Reason 1		
Reason 2		
Reason 3		
3)	Should school be year-round?	
Reason 1		
Reason 2		
Reason 3		
4)	Should junk food be allowed in school?	
Reason 1		
Reason 2		
Reason 3		

Understanding Bias in Persuasive Writing

Understanding Bias in Persuasive Writing

Bias means leaning towards one side in an argument without considering all sides fairly. In persuasive writing, it's essential to know what bias is and how to spot it.

Different Points of View

Everyone has their own opinion, and it's normal to have different points of view on the same topic. For example, some people might think that school uniforms are a great idea, while others may think they are unnecessary. Both sides have valid reasons, and it's essential to understand and respect these different perspectives.

Analyzing Different Perspectives

When reading persuasive writing, it's important to consider different perspectives. Here are some steps to follow:

- Identify the Author's Opinion: What side is the writer taking?
- Find the Reasons: Why does the writer feel that way? Look for examples that support their opinion.
- Look for Bias: Is the writer only telling one side of the story? Are they not fairly presenting the other side?
- Think About Your Own Opinion: After reading all sides, what do you think?

What is Confirmation Bias?

Confirmation bias is when people pay attention to information that agrees with their own beliefs and ignore information that doesn't. It's like only listening to friends who like the same games as you and not hearing others who might like different games.



Version 1: Activity – Finding Bias in Writing**Tough Job**

Imagine you are the principal of your school. You have received a letter today. Respond to the letter by pointing out the bias.

Dear Principal,

I am writing to propose a wild but amazing idea: let's have a chocolate fountain in our school cafeteria! Before you dismiss it, hear me out. Chocolate makes people happy, and happy students learn better! Just imagine the smiles on everyone's faces as they dip their fruits or vegetables into the flowing chocolate. We could also dip healthy foods like strawberries and apples into the chocolate. It would encourage kids to eat more fruits because they taste much better with chocolate! And think about our unforgettable school! If our school would be famous for having a chocolate fountain. Students from other schools would wish they were here, and our school's reputation would increase. Please make our dreams come true and add a chocolate fountain to our cafeteria.

Sincerely,
Hanna Stevenson

1) What is the author's opinion?

2) What reasons did they give? List 3.

3) Why is this a biased opinion? Write the other perspective. Give 3 reasons why this is a bad idea.

Activity – Finding Bias in Writing**Tough Job**

Write your response letter back to Hanna.

PREVIEW

Include:

- ☐ A greeting
- ☐ Topic sentence
- ☐ Body with main points



- ☐ Transition words
- ☐ A closing, like "Sincerely"
- ☐ Your signature (your name)

Informational Reports: A Quick Guide

What Are Informational Reports?

Informational reports tell us facts about something. They're used to explain things in a simple and clear way. For example, if you want to learn about lions, an informational report about lions will tell you where they live, what they eat, and other interesting facts. Read the rest of this report to learn more about informational reports.

Parts of an Informational Report

An informational report usually has these parts:

- Title: Tells what the report is about.
- Introduction: Introduces the topic.
- Headings: Break the report into sections.
- Body: Has the facts and information.
- Pictures or Diagrams: Help explain the words.
- Conclusion: Summarizes the main points.

How to Format an Informational Report

An informational report should be organized so it's easy to read. Here are some tips:

- Use Headings: They help the reader find what they want to know.
- Write in Short Paragraphs: Keeps information clear.
- Use Bulleted or Numbered Lists: Makes some information stand out.
- Include Pictures or Diagrams: Makes it fun to read and helps explain things.

Informational reports are important in school and everyday life. They help us learn new things and understand the world around us. Next time you have a question about something, try reading an informational report!



Informational Reports: A Quick Guide

True or False

Is the statement true or false?

1) Informational reports tell facts about something.	True	False
2) Pictures or diagrams make a report harder to understand.	True	False
3) Headings break the report into sections.	True	False
4) Bulleted lists confuse the reader.	True	False
5) Informational reports are only used in school.	True	False

Questions for the questions below.

1) What is the purpose of an informational report?	
2) Describe each of the components of an informational report below.	
Introduction	
Headings	
Body	
Pictures/Diagrams	
Conclusion	

Brainstorm

Write as many topics as you can that you would want to write a report about.

--

Informational Reports: Non-Fiction

Fiction means a story that's made up, like fairy tales or superhero adventures. **Non-fiction** is about real things. If you read a book about lions in Africa, that's non-fiction. If you read a story about a talking lion who goes on adventures, that's fiction. Fiction is pretend, and non-fiction is true!

Think

Is the story with the topic below fiction or non-fiction?

1)	A map that helps a child find lost treasures in a forest.	Fiction	Non-Fiction
2)	An exploration of the solar system, with facts about planets.	Fiction	Non-Fiction
3)	The true story of the first train built across Canada.	Fiction	Non-Fiction
4)	Talking animals work together to solve problems.	Fiction	Non-Fiction
5)	A young wizard struggles to attend a mystical school.	Fiction	Non-Fiction
6)	A guide to recycling and how it helps protect the environment.	Fiction	Non-Fiction
7)	A biography of a famous Canadian inventor and his inventions.	Fiction	Non-Fiction
8)	A dream grants a child the power to fly, leading to whimsical escapades.	Fiction	Non-Fiction
9)	Space robots discover a new planet and embark on thrilling adventures.	Fiction	Non-Fiction
10)	A historical account of a Canadian community and its traditions.	Fiction	Non-Fiction

Think

Write at least 2 fictional and 2 non-fictional stories you've read recently.

Fiction	Non-Fiction

Activity: Idea Factory

Objective

What are we learning more about?

Students will learn how to generate ideas for an informational report by participating in an assembly-line process, where they will collaborate and build on each other's ideas.

Materials

What is needed to complete the activity?

- ☐ Topic Selection
- ☐ Writing utensils
- ☐ Timers (optional)

Instructions

How do we complete the activity?

- Divide into Groups: Divide students into small groups of 3-4.
- Topic Selection: Provide each group with a topic to choose from below.
- Assembly Line Process: Instruct each student to write an idea or fact related to the topic on a separate page, then pass the page to the next person in their group to add another idea or fact.
- Rotation and Collaboration: Continue the process for a set time (5-10 minutes) or until they have a substantial amount of information.
- Presentation: Have each group present their ideas and explain how they collaborated.

Topics

Print out the topics below.

The Summer Season	Recycling	The Earth	Winter in Canada
Trees	Community Helpers	Types of Weather	Water
Canada Geese	Bicycles	Pets	Outer Space
Canadian Maple Trees	Taking a Train Ride	School Subjects	Making Cookies
Holidays	Earth's Oceans	Canadian Wildlife	Basic Kitchen Safety

Activity: Idea Factory

Think

Write your ideas/facts below about your topic.

1) What is your topic?

2) Write your facts below, taking turns.

PREVIEW

Writing a Report - Lions

Objective

What are we learning more about?

We will be practicing writing a report using the proper formatting.

Instructions

How do we complete the activity?

- 1) Read the facts below.
- 2) Sort the facts into 1 of 3 main headings: diet, where they live, and body parts. Label each fact (d) for diet, (w) for where they live, and (b) for body.
- 3) On the next page, write the introduction for the report. Then you'll need 3 headings for the body of the report. You'll also need a conclusion. You don't need to use all the facts for your report, so you can choose the ones you like best.

Facts

Organized Facts

Lions live in grasslands and plains.

Male lions have big manes.

Lions hunt in groups called prides.

Lions have strong leg muscles to run fast.

Lions sleep a lot, up to 20 hours a day.

Lions are mostly found in Africa.

Female lions usually do the hunting.

Lions live in the Gir Forest in India.

Lions can eat up to 40 pounds at once!

Lions have sharp claws for hunting.

A lion's tail has a tuft at the end.

Lions live in groups called prides.

Lions have big teeth to eat meat.

Lions also scavenge food sometimes.

Lions eat meat, like zebras and antelopes.



Writing a Report - Lions

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

Body – What headings be? What 3 facts will you include about each heading?

Heading #1

Fact 1

Fact 2

Fact 3

Heading #2

Fact 1

Fact 2

Fact 3

Heading #3

Fact 1

Fact 2

Fact 3

Conclusion – Summarize the report in just a few sentences.

Name: _____

125

Curriculum Connection
01.4

Writing a Report - Lions

PREVIEW

How To Research Effectively

Finding Information: How to Start

When you want to know more about something, research helps you find the information.

Choosing the Right Tools: Library, Internet, and Search Engines

Libraries, internet, and search engines have lots of information. At the library, you can find books and magazines. On the internet, websites and search engines like Google help you find information.

When you use a search engine, use key terms. Here are some examples:

Good Searches	Bad Searches
"What do elephants eat?"	"I want to know what elephants eat for dinner."
"How does a rainbow form?"	"Tell me how rainbows happen, please."
"Canada's tallest mountain"	"What is the name of the really tall mountain in Canada?"

The Importance of Trustworthy Sources

When you're looking for information, it's really important to know if what you're reading is true. You want to use things called trustworthy sources. Here's what you can do to find good information:

- Ask your teacher or librarian for help.
- Look at websites made by schools, museums, or governments.
- Read books written by people who know a lot about the subject.

Some websites and books can give you wrong information. You might want to avoid:

- Social media posts by people who aren't experts.
- Blog posts without facts or proof.
- Websites that are trying to sell you something without showing why it's good.

How To Research Effectively

Think

Is the search good or bad?

1) The capital city of France.	Good	Bad
2) What is the name of the really tall mountain in Canada?	Good	Bad
3) Famous Canadian authors.	Good	Bad
4) Tell me some famous people who write books in Canada?	Good	Bad
5) The life of a butterfly.	Good	Bad
6) I want to know about a butterfly's life from egg to flying around.	Good	Bad
7) How to recycle.	Good	Bad
8) Can you tell me how I can recycle the plastic things at home?	Good	Bad
9) Weather patterns in Canada.	Good	Bad
10) What's the weather like in Canada and how does it that way?	Good	Bad

Questions

Answer the questions below

1) Why is it important to use trustworthy sources?		

2) How do we know if a website is trustworthy or not?		

3) Is the description of the website below trustworthy? Yes or no?		
1) Government website providing official statistics and data.	Yes	No
2) Blog post with personal opinions but no sources.	Yes	No
3) University research with peer-reviewed articles and studies.	Yes	No
4) Health organization website offering medical advice from doctors.	Yes	No
5) A shop that is trying to sell you something.	Yes	No

How To Research: Online Treasure Hunt

Objective

What are we learning more about?

To enable students to learn how to use search engines and online resources to find answers to simple questions, fostering their research and digital literacy skills.

Materials

What is needed to complete the activity?

- ☐ Computer or tablet with internet access
- ☐ Pre-written questions (list below)
- ☐ Paper and pens



Instructions

How do we complete the activity?

- 1) **Introduction:** Explain to students that they are going on an online treasure hunt to find answers to exciting questions. They will need to record the source of the website they found the answer on. So, you will need to determine the name of the website.
- 2) **Divide Students:** Split the class into pairs or small groups and assign each group with access to a computer or tablet.
- 3) **Distribute Questions:** Hand out a list of pre-written questions to each group (on back page)
- 4) **Research Time:** Give students time to research and find the answers to the questions using online resources. Emphasize the importance of finding **trustworthy** sources.
- 5) **Record Answers:** Students should write down their answers on paper, along with the websites where they found the information.
- 6) **Review and Discuss:** Once the activity is complete, review the answers with the class and discuss the sources they used.

How To Research: Online Treasure Hunt

Research

Find answers to the questions below.

Question	Answer	Source – Website Name
1) What is the tallest mountain in Canada?		
2) What snake hibernates in the snow?		
3) Who was the first Prime Minister of Canada?		
4) How many provinces are there in Canada?		
5) What is the largest mammal living in the ocean?		
6) What is the national bird of Canada?		
7) How many times bigger is the Sun than the Earth?		
8) Who wrote the national anthem of Canada?		
9) Who won the first Stanley Cup?		
10) What is the distance from the Earth to the Moon?		

Report Writing – Introductions

A good introduction grabs the reader's attention and tells what the writing is about. Here's what makes an introduction great:

- Start with a fun fact or question.
- Tell the main idea.
- Give a hint of what you'll talk about.
- Keep it short and interesting!

Analyze the introductions below and use a checkmark if it meets the criteria.

Do you know why the sky is blue? In this report, we'll explore the fascinating science behind the color of the sky and share some fun facts along the way! Get ready to look up and discover something new.

Start with fun fact or question?	Give a hint of what you'll talk about.	
----------------------------------	--	--

Tell the main idea?	Keep it short and interesting!	
---------------------	--------------------------------	--

I'm writing about trees. Trees are big and small. In this report, you'll learn about trees, and it will be about trees.

Start with fun fact or question?	Give a hint of what you'll talk about.	
----------------------------------	--	--

Tell the main idea?	Keep it short and interesting!	
---------------------	--------------------------------	--

Canada is home to some amazing animals! This report will introduce you to the unique wildlife found across our country, from the snowy Arctic to the dense forests. From polar bears to beavers, there's so much to explore!

Start with fun fact or question?	Give a hint of what you'll talk about.	
----------------------------------	--	--

Tell the main idea?	Keep it short and interesting!	
---------------------	--------------------------------	--

Recycling is a thing. In this report, you'll learn about recycling. Recycling is about using old things again.

Start with fun fact or question?	Give a hint of what you'll talk about.	
----------------------------------	--	--

Tell the main idea?	Keep it short and interesting!	
---------------------	--------------------------------	--

Report Writing – Introductions

Write

Write introductions for the topics below and then check whether you met the criteria.

Topic: Canadian Wildlife: Exploring Animals Native to Canada

Start with fun fact or question?

Give a hint of what you'll talk about.

Tell the main idea?

Keep it short and interesting!

Topic: Transportation: Why We Need Planes, Trains, and Buses

Start with fun fact or question?

Give a hint of what you'll talk about.

Tell the main idea?

Keep it short and interesting!

Activity – Finding Diagrams/Pictures/Charts

Objective

What are we learning more about?

We are learning how to find and select visuals that will help readers understand the information in our reports.

Materials

What is needed to complete the activity?

- ☐ Internet
- ☐ PowerPoint or Google Slides
- ☐ Prompts or Topics page



Instructions

How do we complete the activity?

- 1) Choose a Topic: Select one of the topics provided in the separate section of this activity. Make sure to understand the topic before you begin.
- 2) Research Visuals: Using safe search methods and reliable sources, find visuals that are relevant to the chosen topic. Look for charts, diagrams, or pictures that help explain or illustrate the subject.
- 3) Create a Slide Presentation: Open PowerPoint or Google Slides and create a new presentation.
- 4) Write the Prompt: On the first slide, write the topic you have chosen as the prompt.
- 5) Add the Visual: On the same slide, insert the visual (chart, diagram, picture) that you found to supplement the topic. Make sure it is clear, and appropriately sized to fit the slide.
- 6) Include a Description: Beneath the visual, explain how the visual relates to the topic. Share what the visual shows and why it is important.
- 7) Continue this for 5 different prompts.

Activity – Finding Diagrams/Pictures/Charts

Prompts

Find visuals that go with these topics below.

Question

Explore the life cycle of a butterfly and its different stages.

Write about different activities people do in summer.

Research the customs and traditions of Japan.

Analyze how sunflowers grow and what they need to thrive.

Tell about the achievements of Alexander Graham Bell.

Investigate how recycling helps the environment.

Describe how the water cycle works and why it's important.

Explain the importance of eating fruits and vegetables.

Discuss the different types of clouds and their meanings.

Describe how bees make honey.

What is Poetry?

Getting to Know Poetry

Poetry is a special kind of writing that uses words to create images, feelings, and sounds. Poets use rhythm and rhyme to make their poems fun to read.

Different Types of Poetry

- Rhyme Poetry: These poems use words that sound the same at the end of lines.
- Haiku: A type of poem from Japan with three lines and 17 syllables in total.
- Free Verse: A poem that doesn't follow a specific pattern or rhyme.
- Limerick: A poem that is five lines long with a specific rhythm and rhyme scheme.
- Sonnet: A 14-line poem that expresses feelings of love, that follows a particular rhyme scheme.
- Narrative Poetry: These poems tell a story and have a plot, characters, and setting.

How Poetry Makes Us Feel

Poetry can make us feel happy, sad, excited, or calm. A poet uses words like "twinkling stars" or "roaring waves" to paint pictures in our minds.

Some Famous Poems and Poets

- "Twinkle, Twinkle, Little Star" by Jane Taylor
- "Sonnet 18" by William Shakespeare
- "The Raven" by Edgar Allan Poe



Poetry is not only found in books but also in songs, movies, and plays. Next time you read a poem or hear a song, think about how it makes you feel and the pictures it paints in your mind.

What is Poetry?

True or False

Is the statement true or false?

1) Haiku has 17 syllables.	True	False
2) Limericks are sad poems.	True	False
3) Poetry can be found in songs.	True	False
4) "The Raven" by William Shakespeare.	True	False
5) All poems have a specific pattern.	True	False

Questions Answer the questions below.

- 1) What is a haiku?

- 2) Name two feelings that poetry can make you feel.

- 3) How does a poet create images in the reader's mind?

Write

Write words that can make the reader feel the emotions below.

Happy	
Sad	
Scared	
Excited	

What is a Haiku?

What is a Haiku?

A haiku is a special type of poem that comes from Japan. It has only three lines and follows a pattern of syllables: 5 in the first line, 7 in the second, and 5 in the third.

Haikus often talk about nature or feelings, and they paint a simple picture with words. Here are a couple of examples:



Snow

Snow on a high
Children laugh and play
Winter's chilly day

Night Sounds

Frog leaps in the pond (5)
Splash breaks the quiet night's peace (7)
Nature's song is sung (5)

These little poems are fun to read and a wonderful way to share something special about the world around us!

Write

Finish the Haiku poems below.

Topic: Rainy Afternoon

Line 1	Rain taps on the roof,
Line 2	Umbrella in my wet hand,
Line 3	

Topic: Playing at Recess

Line 1	Friends laugh and they run,
Line 2	Playing tag, having such fun,
Line 3	

How to Write a Rhyming Poem

Getting Started with Rhyming Poetry

Rhyming poetry is a fun way to play with words. When words rhyme, they sound the same at the end. Poets use rhymes to create rhythm and make their poems more interesting. Let's explore how to write rhyming poetry!

What is a Rhyme?

A rhyme occurs when two words have the same sound at the end. For example, "cat" and "hat" rhyme because they both end with the "-at" sound. Rhymes can make a poem sound musical.

Steps to Write a Rhyming Poem

- 1) Pick a Topic: Think about something you like or find interesting.
- 2) Choose a Rhyme Scheme: Decide how your rhymes will work. A common pattern is AABB, where the first two lines rhyme and the next two lines rhyme.
- 3) Write Your Poem: Using the rhyme scheme, write your poem. You may need to change words around to make them rhyme.

Example of AABB Rhyme Scheme:

- Line 1: I have a furry cat (A)
- Line 2: She likes to wear a hat (A)
- Line 3: She purrs and takes a nap (B)
- Line 4: Right on my cozy lap (B)



Tools for Finding Rhymes

- Rhyming Dictionaries: Help you find words that rhyme.
- Online Rhyming Tools: Websites that help you find rhyming words.

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Cat			
Dog			
Cake			
Play			
Rain			
Sun			
Boat			
Light			

Write

Finish the poem below using rhyming words.

AABB Poems

The cat sat on a soft mat (A)
 It purred and wore a funny hat (A)
 The dog wagged its tail with glee (B)

AABB Poems

A smiling face and a warm hug (A)
 Make me feel snug as a bug in a rug (A)
 I love to read and write at school (B)

ABAB Poem

I see a rainbow high and bright (A)
 With colours bold, it greets the day (B)
 It arcs across the sky just right (A)

ABAB Poem

The sun shines down, it's time to play (A)
 With friends around and games to share (B)
 A brand new chance to learn today (B)

Children's Book

Illustrate

Illustrate the children's book by drawing pictures that go with the poems.

Jamie had a bright new day,
She had come to hearay!
Flowers bloomed and birds sang,
Spring brought everything.

Summer arrived with a golden smile,
Beaches and picnics, fun in style,
Jamie played in the sun's warm ray,
Every day was a perfect playday.

Children's Book

Illustrate

Illustrate the children's book by drawing pictures that go with the poems.

Leaves 9 air grew cool,
Back school the rule,
Yet Jamie in autumn
Pumpkins and apples hanging from

Winter came with snow so white,
Days were short, long was the night,
Jamie built snowmen, skated on ice,
Hot cocoa and fires, oh, so nice!

What is a Limerick Poem?

What is a Limerick Poem?

Limericks are fun and playful poems that often make people laugh. They have a special rhythm and rhyme that makes them unique.



The Pattern of a Limerick

Limericks have a particular pattern. They have five lines, and the rhyme scheme is usually AABBA. They also have a rhythm as well – think Hickory Dickory Dock.

- Lines 1, 2, and 5 rhyme with each other (A) and are typically longer (~8 syllables)
- Lines 3 and 4 rhyme with each other (B) and are typically shorter (~5 syllables)

Examples of Limericks

Funny Raccoon

A funny raccoon in Quebec,
Wore glasses that sat on his neck,
He'd read and he'd write,
In the pale moonlight,
His poems were all top-notch and dreck.

Running Bear

In the deep chilly winter,
A bear was running a sprinter,
He ran in the snow,
He ran in the snow,
And warmth in his fur.

Write

Finish the Limerick poems below

Topic: Skiing Squirrel

Topic: Skiing Squirrel	
Line 1	A squirrel in the Calgary trees,
Line 2	Skiing down the slopes with great ease,
Line 3	With a swish and a swoop,
Line 4	In a never-ending loop,
Line 5	

What is a Limerick Poem?

Write

Finish the Limerick poems below.

Topic: Fun in the Sun

Line 1	In the Maritimes, under the sun,
Line 2	A whale had a tonne of great fun,
Line 3	With a splash and a dive,
Line 4	He was alive,
Line 5	

Topic: Winter Fun

Line 1	In the winter, you know it's a-
Line 2	Building snowmen, or trying to make a snowman,
Line 3	Kids are bundled for fun,
Line 4	
Line 5	Even though winter's chill is quite numbing,

Topic: Windy Day

Line 1	When autumn's wind blows, leaves take flight,
Line 2	They twist and they turn out of sight,
Line 3	The trees they do sway,
Line 4	
Line 5	

What is a Limerick Poem?

land	strive	play	grand	remain
heard	same	word	reign	say
thrived	vain	claim	bland	stay

Write

Use the word bank words to fill in the limericks with equity, inclusion, and diversity themes.

	_____ where fairness did _____,
Line 2	_____ child _____ chance, none in _____,
Line 3	_____ respect _____,
Line 4	So that _____,
Line 5	All together, the toy _____.

Line 1	Our school's _____ where all kids _____,
Line 2	No matter what others may _____,
Line 3	Each voice it is _____,
Line 4	Inclusion's our _____,
Line 5	Together, we laugh, learn, and _____.

Line 1	In a garden with flowers so _____,
Line 2	Many colours spread across the _____,
Line 3	No blossom the _____,
Line 4	Diversity its _____,
Line 5	Our garden grows bright, never _____.

Examining Bias In Reviews

Understanding Bias in Reviews

Bias in reviews means when someone's personal feelings or opinions affect how they talk about something. It's like if your favourite colour is blue, you might say that a blue hockey stick is better than the red one beside it, even though the colour has no impact on its performance.



When Bias Happens

Bias can be found in many places, like book reviews, movie reviews, or restaurant reviews. Here's how you might see it:

- A reviewer gives a good movie a 4-star rating because their favourite actor is in it.
- Someone says a book is boring because they don't like the topic, even if it's well-written.
- A reviewer doesn't like a toy because it's not something they usually play with.

Why It's Important to Recognize Bias

Knowing about bias helps you understand what's really going on and not just what someone says about something. It helps you make your own opinion and not just believe what you read.

Tips to Spot Bias:

- Look for words that show strong feelings, like "I love this because..."
- See if the reviewer is only talking about things they like or dislike.
- Think about what the reviewer is saying and ask yourself if it makes sense or if it seems like just their opinion.

Remember, everyone has different opinions, and that's okay! Knowing about bias can help you understand why people think the way they do, and it can help you make your own decisions about what you like and don't like.

Examining Bias In Reviews

Examine

Read the reviews closely. Explain why the reviews are biased and whether you should believe what they are saying.



Movie Review - Superhero Film: "This movie is the worst thing I've ever seen. I just can't stand superhero movies, so the entire plot was ridiculous to me. Don't waste your time on this one."

Amusement Park Review - ThrillLand is a terrible amusement park. I get motion sickness, so I only went on one ride. I don't know why people like this place. Stay away!"

Product Review - Brand X Cola: "I have always been a fan of Brand Y, but when I tried Brand X Cola, it tasted horrible. Nobody should ever buy Brand X when I do."

Book Review - Fantasy Novel: "I don't understand why anyone reads fantasy books. This one was full of dragons and magic, things that aren't even real. This genre is silly, and this book was a waste of time."

Eliminating Bias In My Reviews



Eliminating bias in a book review means trying to be fair and not letting your personal likes or dislikes take over what you say. Here's how you can do it:

- 1) **Focus on the Story:** Instead of saying you like or dislike the topic, talk about what happens in the book. Share the plot without giving away the ending.
- 2) **Talk about the Writing:** Explain if the writing was good or not so good, and why. Did it make the story exciting or was it confusing?
- 3) **Be Honest and Fair:** It's okay to say if you didn't like something, but explain why. Instead of saying "I hate this book because it's about space, and I don't like space," say, "I found the book's setting in space hard to understand, but someone who likes sci-fi might enjoy it."
- 4) **Think about your readers:** Remember, other people who have different likes and dislikes might read your review. Think about what they might want to know.

Write

Write a review about a book/TV shows/movie. Use the ideas above to help you eliminate bias.

Book/Movie/TV Shows:**Your Rating**

MY BOOK REVIEW**Title:****Author:****Summary****My Thoughts**

PREVIEW

My Rating

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	☐	☐
Tells the book's title and author's name		
Has an exciting start that grabs the reader's interest		
Shares a brief summary without giving away the ending		
Gives an unbiased recommendation		
Includes a rating		
Makes it clear who would enjoy the book		
Author's voice comes through in the writing		
Is interesting and informative		

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	☐	☐
Tells the book's title and author's name		
Has an exciting start that grabs the reader's interest		
Shares a brief summary without giving away the ending		
Gives an unbiased recommendation		
Includes a rating		
Makes it clear who would enjoy the book		
Author's voice comes through in the writing		
Is interesting and informative		

Rubric – Book Review

Category	4 Points	3 Points	2 Points	1 Point
Title/Author's Name	Includes the title and author's name accurately	Title and author's name mentioned but may have minor errors	Only title or author's name is provided	Both title and author's name are missing
Exciting Introduction	Introduction is engaging and grabs the reader's attention	Introduction is interesting but lacks excitement	Introduction is bland and does not attract interest	Introduction is missing or unrelated
Brief Summary (No Spoilers)	Provides a clear and concise summary without giving away the ending	Summary is brief but may reveal minor spoilers	Summary is either too detailed or too vague	Summary is missing or contains major spoilers
Rating	Clear and helpful rating	Rating is given but lacks clarity	Rating is vague or confusing	Rating is missing
Clear What They Liked and Didn't Like	Clearly states what was liked and disliked	Mentions what was liked and disliked	Vague about what was liked and disliked	Does not mention likes or dislikes
Voice of the Review's Author	Review's voice is distinctive and engaging	Voice is present but lacks personality	Voice is inconsistent or lacks interest	Voice is not evident or engaging
Is Interesting and Informative	Review is both interesting and informative	Review is either interesting or informative but not both	Review is neither interesting nor informative	Review is neither interesting nor informative
Provides Recommendations	Provides clear recommendations for other readers	Recommendations are present but lack detail	Recommendations are vague or general	Does not provide recommendations

Teacher Comments

Mark
Student Reflection – How did you do on this assignment? What could you do better?

All About Comic Strips

The Magic of Comic Strips

Comic strips are a series of pictures and words that tell a story. Each comic strip consists of panels with different elements that make the story fun and engaging.

Character, Dialogue, and More

Characters can be people, animals, or objects, and they are the main focus of the story.

- Speech Bubbles: Where the characters' words appear, showing conversations.
- Thought Bubbles: These show what characters are thinking.
- Sound Effects: Words like "BOOM" or "POW!" to describe sounds.
- Background: The setting where the story happens.
- Expressions: The characters' faces showing happiness, sadness, or surprise.

Creating Your Own Comic Strip

Making a comic strip can be exciting!

- 1) Think of an exciting story idea.
- 2) Draw the characters and background.
- 3) Write the words in speech or thought bubbles.
- 4) Add sound effects if needed.
- 5) Colour it all in to make it come to life.



Why Comic Strips Are Loved by Many

Comic strips are enjoyed by children and adults all over the world. Some are funny, while others might tell an adventurous or thoughtful story. Famous examples include "Peanuts," "Garfield," and "Calvin and Hobbes."

The Adventure of Storytelling Structure

Building a Story: Start to Finish

Every great story is like a fun journey, taking you from one exciting place to another. The path of a story is made up of three main parts: the beginning, the middle, and the end.

- **The Beginning: Setting Out:** The beginning introduces characters and what the story is about. In a comic strip, this is where we meet the heroes.
- **The Middle: Adventure Time:** This is where the action happens. Your characters face challenges, make friends, or learn something new.
- **The End: Treasure Found:** The end brings everything together, like finding treasure. It's a happy ending or a surprise twist.

Write

one below and draw a comic strip for it

Beginning	Middle	End
A superhero discovers a new power.	The superhero battles a tricky villain.	The superhero learns to control the power and saves the day.
A dog finds a mysterious map in the yard.	The dog and its friend follow the map.	The dog finds hidden toy treasure.
A student finds a magic pencil.	Whatever the pencil draws comes to life.	The student uses the pencil to solve a problem.
A family goes on a camping trip.	They encounter wild animals and weather.	They find a picnic spot and enjoy a picnic.

Assignment: Storytelling Through Pictures

Objective

What are we learning more about?

To create a visual story using only pictures, allowing students to understand the importance of visual elements in storytelling and how to sequence images to create a coherent narrative.

**Instructions** How do we complete the activity?

- 1) Choose a Topic: Select a simple and familiar story theme like "A Day at the Beach," "A Trip to the Zoo," "Seasons," or "Growing a Plant." Students can also choose their own topic with teacher approval.
- 2) Planning: Your story will use only pictures, but it will need a beginning, middle, and end. Plan this out by deciding on your theme and brainstorming some different beginnings, middles, and endings. This will help as you might not be able to find the perfect picture to represent your first idea.
- 3) Find Images: Search the internet for images that represent different parts of your story. For example, if the story is about a day at the beach, students should find pictures of a sunny beach, sandcastles, beach balls, and waves.
- 4) Create Slides: In PowerPoint, students will create slides using the images they've found. Each slide should represent a part of the story, and the sequence of slides should create a clear beginning, middle, and end. You should have between 5 – 10 slides.
- 5) Present the Story: Students can present their visual stories to the class, explaining why they chose each image and how it contributes to the overall story.

Assignment: Storytelling Through Pictures

Themes

Below are options for themes you could use.

A Day in the Jungle	A Family Road Trip	A Visit to Grandpa's
A Robot's Life	Cooking a Feast	The Lost Puppy
Space Adventure	Building a Treehouse	A Fairy in the Garden

Plan

Plan your story by answering the questions below.

1) Which theme did you choose?

2) Describe what could happen in each part of your story. Include pictures you might look for.

Beginning

Middle

End

Onomatopoeia in Comic Strips

What is Onomatopoeia?

Onomatopoeia is when a word describes a sound and actually sounds like the noise it's representing. Comic strips love to use onomatopoeia because it makes the story more exciting and helps you hear the sounds in your head as you read.

Imagine a superhero comic. When a hero lands with a powerful leap, you might see the word "THUMPI!" written really big. Or when a door opens slowly, you might read "CREEAAK." These words help you hear the action as it's happening.



Instructions: Choose 6 onomatopoeia and draw them below.

CRASH	POW!!!	WHACK	THUMP
SPLASH	CRACK	ZIP	ZAP
BUZZ	POW!!!	CLANG	BOOM
CHIRP	BEEP	POW!!!	CRACK
GULP	HONK	POW!!!	WOOF

Writing Comic Strips

Instructions

Use the dialogue below to write a 3-panel comic strip. Read the story so you know how to draw the setting/characters. Then write their dialogue.

Panel 1:

- **Character A (kid):** "Hey, look at this old treasure map I found in the attic!"
- **Character B (friend):** "Wow! Do you think it's real? Let's follow it!"

Panel 2:

- **Character A:** "I guess we should turn left at the big oak tree..."
- **Character B:** "Look! There's a marking on the ground! We're close!"

Panel 3:

- **Character A:** "I found it! A treasure chest full of... chocolate coins?"
- **Character B:** "Hehe, that treasure map was a pretty good one!"



PREVIEW

What is a Biography?

Learning About Biographies

A biography is a true story about someone's life. It's a special kind of book that tells us all about a person, such as what they did, where they lived, and why they are important. Authors write biographies to share interesting facts and stories about other people.



What's a Biography?

A biography is usually written in parts to make it easy to read and understand. Here's what you might find:

- **Introduction:** Tells us about the person and why they're important.
- **Early Life:** About their childhood and family.
- **Achievements:** Big things they did or created.
- **Later Life and Legacy:** What happened later in life and what they are remembered for.

Elements That Make a Great Biography

A well-written biography has some special elements that make it an interesting read. Here's a list of some of them:

- **Facts:** Real details about the person's life.
- **Photos or Pictures:** To show what they looked like or places they've been.
- **Quotes:** Words that the person actually said.
- **Timeline:** A line that shows when things happened in their life.

Biographies are a wonderful way to learn about the lives of people who have made a difference in the world. They tell us about their struggles, successes, and the things that made them special. An **autobiography** is when someone writes a biography about themselves.

What is a Biography?

True or False

Is the statement true or false?

1) A biography is a fictional story.	True	False
2) Biographies are about people's lives.	True	False
3) A biography is written by the person it is about.	True	False
4) Biographies can have quotes that share the person's thoughts.	True	False
5) Biographies show the struggles and successes of people.	True	False

Questions

Answer the questions below

1) What is the purpose of the biography?
2) Name four elements we should include in any biography we write.
3) What is the difference between a biography and a fictional story?
4) Explain what a timeline in a biography shows.
5) What voice do you think a biography should be written in? Formal or informal? Explain.

Biography – Thomas Edison

Introduction: Meet the Inventor

Thomas Edison, born on February 11, 1847, was an incredible inventor who brought light to our world. He was not only an inventor but also a scientist and businessman. He once said, "I have not failed. I've just found 10,000 ways that won't work."



Early Life and Education

Growing up in Milan, Ohio, Edison was very curious but struggled in school. He was homeschooled by his loving mother and started working at a young age, selling newspapers on trains.

Achievements: Lighting Up the World

Edison's inventions changed our lives. He invented the practical light bulb, the phonograph, and the motion picture camera. With over 1,090 patents, he held more patents than any other inventor in his time!

Later Life and Legacy: Remembering a Legend

Edison continued inventing and working in his laboratory until he passed away on October 18, 1931. His work still impacts our daily lives, and we remember him for his creativity, hard work, determination, and never giving up on his dreams.

Timeline: Important Dates

- 1847: Born in Milan, Ohio
- 1877: Invented the phonograph
- 1879: Invented the practical light bulb
- 1889: Created the motion picture camera
- 1931: Died in West Orange, New Jersey



Biography – Thomas Edison

Questions

Answer the questions below

1) Who was the biography about?

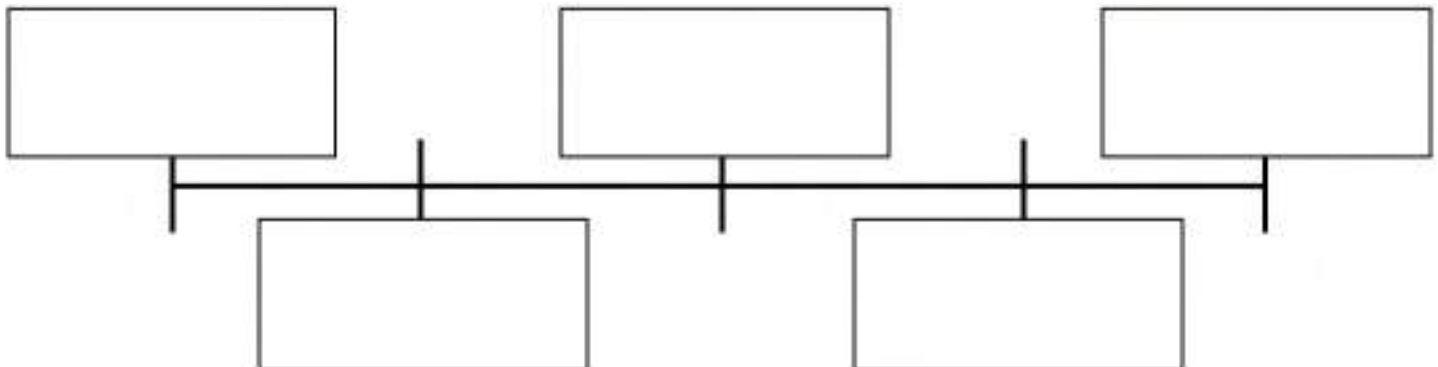
2) Write 3 facts from the biography.

3) What quote from Edison is in the biography? Write it below.

4) What achievements did Edison have?

Timeline

Fill in the timeline below using the timeline from the biography



Researching Skills - Plagiarism

What is Plagiarism?

Plagiarism is like copying someone's homework. It means using someone's words or ideas without saying they made them up first. It's not fair, and it's not allowed in school.

Avoiding Plagiarism – Use These Methods Below

- 1) **Paraphrasing:** Paraphrasing is rewriting something in your own words, keeping all the details.
- 2) **Summarizing:** Summarizing is telling the main points of something in a short way.
- 3) **Quoting:** When writing exactly what you read, you need to use quotations to show someone's words. Then you need to cite where you found the information.

Practice

Paraphrase, summarize, and quote the passages below

The rock cycle is a loop where rocks can become igneous, sedimentary, or metamorphic kinds. These transformations happen because of temperature and pressure, showing how Earth's surface changes.

Paraphrasing	The rock cycle is like a loop where rocks can become three different types: igneous, sedimentary, or metamorphic. These changes take place when there's heat and squeezing.
Summarizing	The rock cycle shows how rocks change in three ways, explaining Earth's surface changes.
Quoting	"The rock cycle is a loop where rocks change from igneous, sedimentary, or metamorphic (igneous, sedimentary, or metamorphic) kinds."

Habitats are special places where animals and plants live. Different habitats like forests, deserts, or oceans provide everything needed for survival. Protecting these areas is very important.

Paraphrasing	_____

Summarizing	_____

Quoting	_____

Researching Skills - Plagiarism

Practice

Paraphrase, summarize, and quote the passages below

Samuel de Champlain, known as the "Father of New France," founded Quebec City in 1608. He was a talented mapmaker who explored and mapped places like the Great Lakes. He built strong friendships with Indigenous peoples and learned from them.

Paraphrase

Summarizing

Quoting

Jacques Cartier was a French explorer who sailed up the St. Lawrence River in the 1530s. He explored parts of Quebec and the Maritime Provinces, and he learned a lot from the Indigenous word. Cartier's voyages gave Europe information about Canada.

Paraphrasing

Summarizing

Quoting

Researching Skills - Bibliography

Giving Credit Where It's Due: Why Cite Sources?

When you use someone else's ideas or words, it's important to say where they came from. This is called citing sources, and it's a way to show respect for the work of others. It also helps other people find the information you want to learn more.



Easy Steps to Create a Bibliography

A **bibliography** is a list of the websites, and other sources you used in your work. Here's how you can create a simple bibliography:

- Write the Author's Name: List the last name, then the first name.
- Title of the Source: This could be the title of the article, or webpage.
- Publishing Information: If it's a book, list the publisher's name and the year it was published and the publisher's name.
- Date: When was the book published or the webpage was created. List the date down too.

Check out the examples below.

- 1) Rowling, J.K. "Harry Potter and the Sorcerer's Stone." London: Bloomsbury, 1997.
- 2) Smith, Jane. "The Wonders of the Rainforest." National Geographic Kids, March 2020, pages 12-15.
- 3) Johnson, Tom. "The History of Robotics." RoboWorld, www.roboworld.com/history, Accessed on July 15, 2022.

Use Your Manners: The Importance of Being Honest

Not citing your sources is like taking someone else's work and saying it's yours. That's not fair, and it's called **plagiarism**. Being honest and giving credit shows that you are a responsible and respectful researcher.

Researching Skills - Bibliography

Practice

Organize the information below in a bibliography

For a Book

- Author's Name: Jane Smith
- Title of the Source: "The World of Insects"
- Place of Publication: Toronto
- Publisher: Nature Books Publishing
- Date of Publication: 2010

For a Website

- Author's Name: Mary Adams
- Title of the Webpage: "The Amazing Life of Penguins"
- Web Address: www.penguinsworld.com/amazing-life
- Date Accessed: July 15, 2022

For a Website

- Author's Name: Unknown
- Title of the Webpage: "Canadian Wildlife: A Journey Through the North"
- URL or Web Address: www.canadianwildlife.org
- Date Accessed: October 10, 2023

For a Website

- Author's Name: Unknown
- Title of the Webpage: "Understanding the Solar System"
- URL or Web Address: www.spaceforkids.org/solarsystem
- Date Accessed: February 20, 2023

Bibliography



Google Slides Lessons Preview





Ontario Language Curriculum Reading Comprehension – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

What are Cultural Text Forms?

We are learning to understand what Cultural Text Forms are, including Creation Stories, cultural elements such as norms, values, artifacts, music, sports, and songs from different Indigenous communities, so we can explain how these texts share traditions, history, and identity.

Q
Who Said It? – Creation Story Voices

Read the story carefully. Then drag each quote or idea to the character who said it or thought it.

People

Sky Spirit

Who Said It?	Answer
1 "The world is too dark—we cannot see!"	
2 "I will place a glowing ember in the sky."	
3 "Then I will give you gentle light for the night."	
4 "It is too bright! We cannot rest."	
5 "Now we can live in balance."	

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

C
Consolidation – Exit Card

After learning about Creation Stories, Cultural Elements, and Songs from Indigenous Communities, complete the multiple-choice questions below.

Question	A	B	C	Answer
1) What is the main purpose of a Creation Story?	To tell jokes about animals	To explain how the world or nature began	To describe what food people eat	
2) Which of the following is an example of a cultural value?	Sharing with others in your community	Winning every game you play	Reading only adventure stories	
3) Songs from Indigenous communities are often used for:	Teach lessons and share traditions	Count numbers and do math	Name every animal in the forest	
4) When reading cultural text forms, what should you look for?	The length of each sentence	The number of characters mentioned	The message or teaching inside the story or song	



Ontario Language Curriculum

Reading Comprehension – Grade 4

Answer Slide

Email Writing - Cohesive Ties

Dear Ethan,

Yesterday, our history club visited Heritage Village for a special workshop. We explored old houses and learned about how people lived 200 years ago. I wanted to take lots of photos, _____ and my camera battery died halfway through the tour! We watched a blacksmith at work, _____ he showed us how tools were made by hand. The guide shared fascinating stories, _____ many of them came from his own family's history. It started to rain suddenly, _____ we moved into the barn to finish the activities. _____ I've collected so many cool facts to share with you!

From,
Clara

however meanwhile besides since finally

Each cause on the left. Then, choose the correct effect on the right and check the box to show your answer.

2) Zoe planted sunflower seeds in spring.	☐ He had to start over.	5) Priya spilled juice on the homework sheets.	☐ The pages got sticky.
3) A tree branch fell during a windy night.	☐ The sunflowers grew tall and bright.	6) Noah's kite got caught in the tree.	☐ The papers stayed clean.
4) Caleb left the freezer door open.	☐ The ground stayed empty.	7) Jordan stayed up late reading.	☐ The kite flew away perfectly.
	☐ Nothing was on the road.	8) Evelyn practiced basketball after school every day.	☐ He couldn't pull it down.
	☐ The road was blocked.		☐ He was full of energy all morning.
	☐ The ice cream melted.		☐ He felt sleepy in class.
	☐ Everything stayed frozen.		☐ She missed every basket.
			☐ She became the best shooter on her team.

Consolidation – Exit Card

After learning about Finding Bias in Reviews, Voice in Review Writing, and Understanding Hyperbole in Review Writing, complete the multiple-choice questions below. Choose the best answer for each question.

Question	A	B	C	Answer
1) What makes a perspective explicit in a review?	The reviewer's opinion is clearly stated.	The reviewer hides their feelings.	The reviewer uses lots of facts only.	
2) Which sentence shows an implicit perspective?	"This book was boring and too long."	"The story moved slowly, like a turtle's crawl."	"I loved every page of this book."	
3) If a review says, "Cats are the best animals, so this story was amazing," what is the problem?	It's balanced.	It shows bias.	It's implicit.	
4) How can a reader recognize a reviewer's "voice"?	By the words and style they use.	By the pictures in the review.	By the length of the review.	
5) Which review line is an example of hyperbole?	"The mystery kept me turning pages."	"This story was so thrilling, my heart nearly exploded!"	"I thought the book was a little too long."	



Ontario Language Curriculum

Reading Comprehension – Grade 4

Q Order The Comic Panels

Number the comics in the right order to show how the story goes from beginning to end.

1

2

3

4

In the end, Marcus smiles, proud that he saved the laundry from getting soaked.

He quickly rushes outside to bring in the laundry from the clothesline.

Just as he grabs the last shirt, the rain starts pouring down.

Marcus looks out the window and notices dark clouds gathering.

Look at each meme picture carefully and match them with the correct caption in the table.

A

B

C

When Mom asks Who ate the cookies and you're still chewing one.	
Math class versus gym class	
Stop stop, I am going to peel	

Structure Of Biography

Match the descriptions to the matching description.

Descriptions	Parts
Lists when life events happened, like moving or starting a job.	
Splits the story into sections about the person's life.	
Gives the opening that introduces the person.	
Lists topics in ABC order to find them fast.	
Shows photos or drawings to make the story real.	
At the front, lists chapters and page numbers.	

Picture

Timeline

Glossary

Chapters

Index

Table of Contents

Introduction



Workbook Preview



Grade 4 – Language

A. Literacy Connections and Applications

Throughout Grade 4, in connection with the learning in strands B to D, students will:



	Curriculum Expectations – Overall Expectations	Pages
A	<u>Transferable Skills</u> Demonstrate an understanding of how the seven transferable skills (critical thinking and problem	70
A	Preview of 92 pages from this product that contains 252 pages total. Included are Blocks 1 -5. There are 10 Blocks in total	
A3	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	35 – 44, 62 – 69, 99 – 100, 109 – 110, 120 – 125, 168 – 170

Grade 4 – Language

C1. Knowledge about Texts



	Curriculum Expectations – Specific Expectations	Pages
C1.1	<u>Using Foundational Knowledge and Skills to Comprehend Texts</u> Read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge	50 – 52, 58, 83 – 84, 94 – 95,
C1.2	<u>Text Forms and Genres</u> Describe characteristics of various text forms and genres, including their text features, and explain how they help communicate meaning	48 – 52, 83 – 84, 94 – 95, 97 – 100, 112 – 125, 158 – 167
C1.3	<u>Text Patterns and Features</u> Identify text patterns, such as space, in a graphic text, and text features, such as styles, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand meaning	97 – 100, 140 – 170
C1.4	<u>Visual Elements of Texts</u> Explain how images, graphics, and visual design can communicate, and contribute to meaning in various texts	143 – 156, 160 – 163
C1.5	<u>Elements of Style</u> Identify various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre	83 – 136
C1.6	<u>Point of View</u> Identify the narrator's point of view, including first, second, or third person, in a variety of texts, and describe the advantages and disadvantages of the approach used in each story	70 – 74
C1.7	<u>Indigenous Context of Various Text Forms</u> Read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators to make meaning through Indigenous Storywork about First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences	62 – 69

Grade 4 – Language

C2. Comprehension Strategies



	Curriculum Expectations – Specific Expectations	Pages
C2.1	Prereading: Activating Prior Knowledge identify and explain prior knowledge from various sources, including personal experiences, that they can use to make connections and understand new texts	12 – 13, 22 – 23
C2.2	Prereading: Identifying the Purpose for Reading, Listening, and Viewing identify a purpose for engaging with texts, and select texts or media that are suitable for the purposes	12 – 13, 18 – 19, 106 – 107
C2.3	Monitoring of Understanding: Making and Confirming Predictions make predictions about background knowledge, text features, and evidence from the text to see if they check whether their predictions were correct	12 – 13, 16 – 17, 22 – 23
C2.4	Monitoring of Understanding: Ongoing Comprehension use strategies such as adjusting reading pace, visualizing, reading ahead, asking questions, and consulting references to monitor and improve their understanding of various texts	12 – 13, 18 – 19, 24 – 33, 59 – 60
C2.5	Monitoring of Understanding: Making Connections describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them	12 – 17
C2.6	Summarizing: Identifying Relevant information and Drawing Conclusions summarize the main idea of a text and the supporting details in sequence, and draw a simple conclusion	12 – 13, 18 – 19, 101 – 105
C2.7	Reflecting on Learning explain how strategies, such as visualizing, making predictions, summarizing, and connecting to their experiences, have helped them comprehend various texts	12 – 13, 24 – 33

Grade 4 – Language

C3. Critical Thinking in Literacy



	Curriculum Expectations – Specific Expectations	Pages
C3.1	Literary Devices Describe literary devices, including personification and anthropomorphism, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience	75 – 76, 112 – 125, 137 – 139
C3.2	Global Inferences Make global inferences, using explicit and implicit information, to enhance their understanding of various texts	20 – 23, 56 – 57, 88 – 93, 108, 140 – 141, 152
C3.3	Analyzing Texts Analyze various texts, including literary and informational texts, by identifying supporting ideas, sequencing the events of a narrative, and explaining cause and effect	77 – 81, 148 – 151
C3.4	Analyzing Cultural Elements Identify cultural elements that are present in various texts, including norms, values, customs, and music, investigate the meanings of these elements, and make connections to their lived experience and the world	35 – 46, 108
C3.5	Perspectives within Texts Identify explicit and implicit perspectives contained in various texts, explain how these perspectives are conveyed, give some evidence of any biases the texts may contain, and suggest how such biases could influence an audience	55, 85 – 91, 125 – 132
C3.6	Analysis and Response Explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, and describe what insights or messages are conveyed	74 – 95, 104, 106 – 107
C3.7	Indigenous Contexts Explain how texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations are influenced by historical periods, cultural experiences, and events, and how they relate to current lived experiences	35 – 46, 109 – 110, 126 – 127
C3.8	Reflecting on Learning Identify the critical thinking skills they used to analyze and evaluate various texts, and explain how these skills have helped them better understand the texts	85 – 89, 92 – 93

Comprehension: Understanding and Responding to Texts

Long Range Plan

Block 1: Introduction to Reading Comprehension Strategies (3 weeks)

- Pre-reading: activate prior knowledge and identify the purpose of reading
- During-reading: making and confirming predictions, questioning, making connections to self, other texts, and to the world
- After-reading: summarizing, visualizing, making local and global inferences

Block 2: Cultural Texts (3 weeks)

- Create a glossary of new words
- Share and discuss different indigenous communities
- Adjusting reading strategies for comprehension
- Cultural elements: forms, artifacts, music, and sports.
- Making connections to other cultural texts
- Visualizing different cultural forms

Block 3: Letters (3 weeks)

- New vocabulary, grammar rules, cohesive ties, evidence – all specific to letters
- Voice in letters
- Bias in texts (as applicable in letters) – Implicit and explicit perspectives in various texts
- Making inferences after reading – local inferences and global inferences – implicit and implicit evidence – do you listen to a letter persuading you?
- Reading Comprehension Strategy: Questioning

Block 4: Narratives (3 weeks)

- Include cultural text forms – indigenous storytelling, songs
- Identify narrators' point of view
- Indigenous Storywork
- Literary devices – personification, anthropomorphism
- Sequencing the events of multiple plots in a story, explaining the cause and effect
- Reading Comprehension Strategy: Making Connections

Comprehension: Understanding and Responding to Texts

Long Range Plan

Block 5: Persuasive Texts (3 weeks)

- Vocabulary, grammar, cohesive ties, sentence structure in persuasive texts
- Critical thinking skills for understanding persuasive texts
- Diversity, inclusion, and accessibility themes in persuasive writing
- Making inferences after reading – local inferences and global inferences using explicit and implicit evidence – do you believe the text? Has it changed your opinion?
- Reading Comprehension Strategy: Inferencing and Making Connections

Block 6: Informative Texts (3 weeks)

- Text features like text boxes, headings, subheadings, and images
- Diversity, inclusion, and accessibility themes in informative texts
- Making inferences after reading
- Read reports written by indigenous groups that share their history
- Reading Comprehension Strategy: Summarizing

Block 7: Poetry (3 weeks)

- Literary devices in poetry
- Reading Comprehension Strategy: Visualizing
- Making inferences based on implicit evidence in a variety of poems.
- Critical thinking
- Read poems written by indigenous groups

Block 8: Book Reviews (3 weeks)

- Bias in book reviews
- Read texts written by indigenous groups (reviews)
- Reading Comprehension Strategy: Inferencing

Comprehension: Understanding and Responding to Texts

Long Range Plan

Block 9: Graphic Texts (3 weeks)

- Spatial order, images, graphics, visuals
- Text patterns in graphic text
- How images, graphics, and visuals contribute to the meaning in a text
- Reading Comprehension Strategy: Making Connections

Block 10: Biographies (3 weeks)

- Reading Comprehension Strategies: Making Connections
- Point of view
- How images, graphics, and visuals contribute to the meaning in a text
- Reading Comprehension Strategy: Summarizing

This 30-week Language Plan is divided into 10 week blocks, designed to align with a Composition Unit, enhancing students' understanding of text forms. The plan integrates Reading Comprehension Strategies such as activating background knowledge, summarizing, and making inferences throughout each block.

The first block lays the foundation with an introduction to reading comprehension strategies like pre-reading and making predictions. Block 2 focuses on Cultural Texts, emphasizing Indigenous creation stories and songs, and teaching students about Indigenous norms and values.

In the Letters block, students will study vocabulary and structure of different forms of writing, and identify implicit and explicit biases. Narratives will explore Indigenous storytelling techniques and literary devices like anthropomorphism. Persuasive Texts will challenge students to explore diversity and inclusion while understanding the art of persuasion. Informational Reports will introduce text features such as hyperlinks and bold text, and include reports written by Indigenous communities to share their history.

The Poetry block will focus on Indigenous poems and literary devices. Students will also study book reviews to identify biases in Block 8. Graphic Texts will examine how visuals contribute to the text's meaning. The final block on Biographies will highlight stories from First Nations, Metis, and Inuit creators, allowing students to identify narrators' points of view.

This plan aims not just to build language skills but also to instill a rich understanding of Canada's diverse cultures, particularly its Indigenous communities.

Block 1: Reading Comprehension Strategies - Basics

Focus

- Pre-reading: activate prior knowledge and identify the purpose of reading.
- During reading: Making and confirming predictions, questioning, visualizing, and making connections to self, other texts, and to the world.
- After reading: Summarizing the main idea and supporting details, asking questions, and making inferences.

Understanding Reading Comprehension

Understanding Reading Comprehension

Reading comprehension is the ability to understand, remember, and apply what you have read. It's not just about reading words but grasping their meaning and the whole message. This skill is essential in many areas of learning, and here's why:



The Importance of Reading Comprehension

- **Building Knowledge:** As you learn about different topics and ideas.
- **Improving Communication:** Enhances how you understand and use language.
- **Enhancing Creativity:** Sparks ideas by connecting with various stories and information.

Strategies to Enhance Reading Comprehension

A) Before You Read: Prereading

- **Activate Prior Knowledge:** Think about what you know about the topic before you start reading.
- **Identify the Purpose of Reading:** Decide why you are reading the text.

B) While You Are Reading

- **Making Predictions:** Guess what might happen next and check if you were right.
- **Questioning:** Ask yourself questions about the text to think deeper.
- **Making Connections:** Link what you read to your own life, other books, or the world around you.

C) After You've Finished Reading

- **Summarize the Main Idea:** Think about the most critical points and supporting details.
- **Making Inferences:** Use clues in the text and what you know to figure out something the author doesn't directly tell you.

Understanding Reading Comprehension

True or False

Is the statement true or false?

1) Reading comprehension is just about reading words.	True	False
2) Making connections links reading to your life.	True	False
3) Summarizing the main idea is done before reading.	True	False
4) Questioning while reading makes you think deeper.	True	False
5) Reading comprehension only helps in Language class.	True	False

Question Write about reading comprehension and why is it important?**Matching**

Match the strategies to their descriptions. Write the letter from the description beside the strategy.

Answer	Strategy	Description
	Activate Prior Knowledge	A) Creating a brief summary of main ideas after reading
	Purpose of Reading	B) Asking questions during reading to understand better
	Making Predictions	C) Finding the reason for reading a particular text before starting
	Questioning	D) Connecting what you read to your own life, other texts, or the world
	Making Connections	E) Activating what you already know before reading
	Summarizing	F) Making educated guesses about what will happen next in the text
	Making Inferences	G) Drawing conclusions from what you've read using both direct information and your own reasoning

Making Connections

Making connections is like being a detective while you're reading. It means linking what you read to things you already know or have experienced. This helps you understand the story or information better!

- **Connection to Text:** This is when something in what you're reading reminds you of another book, movie, or story you know.
- **Connection to World:** This is when something in the book reminds you of something that happens in the real world.
- **Connection to Self:** This is when something in the book reminds you of your own life.



Making Connections Make connections to the short passages below.

1) Emily found a mysterious map in her grandmother's attic. It was torn at the corners but promised to lead to hidden treasure.

Text-to-Self

Text-to-Text

Text-to-World

2) Polar bears have a thick layer of blubber that keeps them warm in cold Arctic temperatures. They are excellent swimmers and can cover long distances in water.

Text-to-Self

Text-to-Text

Text-to-World

3) Tim was very excited for his first soccer game. But when he arrived at the field, he realized he had forgotten his soccer shoes.

Text-to-Self _____

Text-to-Text _____

Text-to-World _____

4) The Earth rotates around the sun about 365 days. This journey is what gives us the four seasons: spring, summer, fall, and winter.

Text-to-Self _____

Text-to-Text _____

Text-to-World _____

5) Once upon a time, a small dragon named Spike lived in a deep forest. Unlike other dragons, Spike didn't like to scare people.

Text-to-Self _____

Text-to-Text _____

Text-to-World _____

Comprehension Practice – Making Connections

"Max's Winter Wonders: Simple Machines at Work"

Once upon a time, in a small Canadian town, lived a clever inventor named Max. He loved tinkering with tools and building things. Max's favourite creations were simple machines.

One winter, his neighbour, Mrs. Thompson, found shoveling her driveway very hard. Max had an idea and decided to help her using simple machines.

First, he used a long board and placed it on a fulcrum (a rock). He pushed snow on one end and pushed down on the other end to lift the snow off the driveway. Mrs. Thompson was amazed!

Next, Max used a wheel and axle. He attached a wheel to a smaller rod and made a rolling snow cleaner. With a gentle push, he rolled snow away and cleared the snow even faster.



Then, he used an inclined plane. He helped Mrs. Thompson move her heavy groceries from her car to her house. He made a simple ramp, and she could slide the boxes up easily without lifting them.

Finally, Max used a pulley to hang bird feeders in Mrs. Thompson's garden. The birds chirped joyfully as they enjoyed their winter feast.

Mrs. Thompson thanked Max for making her life easier with simple machines. Max smiled, happy to have used his knowledge to help a friend.

"Simple machines can do amazing things," he said, "They make hard work much easier!"

With a wave goodbye, Max went home, already thinking about his next invention. His love for simple machines had brought joy to his neighbour and warmth to the cold winter day.



Comprehension Practice – Making Connections

Pre-Reading

After reading the title and looking at the pictures, what do you think the text is about?

While Reading

As you read, stop and make connections to your life

Text-To-Self: What does the story remind you of in your life?

Text-To-World: What does the story remind you of happening around the world?

Text-To-Text: What does the story remind you of about a text you have read?

After Reading

Summarize the main idea of the story and list 3 supporting details

Main Idea	
Supporting Detail	
Supporting Detail	
Supporting Detail	

Comprehension Practice – Questioning

Understanding Wetland Habitats

Wetlands are special places where land and water meet. There are different types of wetlands, including marshes, swamps, and bogs. Let's explore what makes these habitats unique.



Types

- **Marshes:** These are wet, with many grasses, reeds, and water-loving plants.
- **Swamps:** Swamps are more wooded and are sometimes found near rivers.
- **Bogs:** Bogs are very wet, with many peat bogs, and the water can be very acidic.

Animals of the Wetland

In wetlands, you'll find animals like:

- Frogs and toads
- Birds like ducks and herons
- Fish such as catfish
- Insects like dragonflies



Plants and Life in the Mud

Plants in wetlands include reeds, cattails, and water lilies. The muddy ground is full of nutrients and helps the plants grow. Many animals burrow in the mud, like crayfish and certain insects. The mud is also where many birds find food.

Conclusion

Wetlands are not all the same, and the type of wetland can affect which plants and animals live there. The connection between water, mud, and plants in these areas makes wetlands important habitats in our world.

Comprehension Practice – Questioning

Pre-Reading

What text form is it – letter, report, story, advertisement? Why would you read a text like this?

While Reading As you read, stop and write down questions you have.

1)	
2)	
3)	
4)	

After Reading

Write a summary. Start with the main idea and then write the supporting details.

What is an Inference?

When we read or hear something, our brain is adding the new information to what we already know. Then, we can use the new information to make new ideas, thoughts, or conclusions. Many times, we use the new information to make **inferences**, which are new ideas we have that were not directly told to us, but that we can assume based on what we just learned and what we already know.



Example

- **New Information:** A group of penguins huddled together to keep their eggs warm.
- **Inference:** (1) The penguins live in the cold. (2) Eggs need to be warm to survive.

Infer the inferences below by answering the questions

1) Emily wore her rain boots and carried an umbrella. She was humming a cheerful tune as she stepped outside.

How is Emily feeling about the weather?

2) The Sun is setting, and the sky is turning pink and orange. It will be dark outside.

What time of day is it?

3) The teacher turned on the projector and opened a slideshow about penguins. The students listened attentively.

Is the teacher a good teacher?

4) The farmer woke up early and went to the barn. He started to feed the animals and clean their living spaces.

What kind of work ethic does the farmer have?

5) The old tree's leaves were falling off, and its branches were bare.

What season is it likely to be?

What is an Inference?

Infer

Make 3 inferences about the sentences below

1) Maria put on her coat and wrapped a scarf around her neck.

2) After the match, Coach Johnson handed out orange slices to the team.

3) Samantha was admiring the painting and taking notes on the guide questions.

4) John keeps a recycling bin under his desk and picks up litter at the park.

5) During the gold rush, miner Tom sifts through the river water, hoping to find a shiny nugget.

PREVIEW

Comprehension Practice – Predicting

Takoda's Day: Life Before Canada Became A Country

Once upon a time in the lush forests of what is now known as Canada, lived a young Indigenous boy named Takoda. Takoda's life was filled with the rich traditions and values of his people.

Every morning, Takoda would rise with the sun and give thanks to the Creator. His sense of responsibility, and reverence were deeply rooted in his community, guiding every action. Together with his family, they would ensure that they took only what they needed from the earth, leaving no waste.

Takoda's father was skilled in crafting bows and arrows from the natural materials around them. His mother was a talented artist, creating beautiful woven baskets that held their daily essentials.

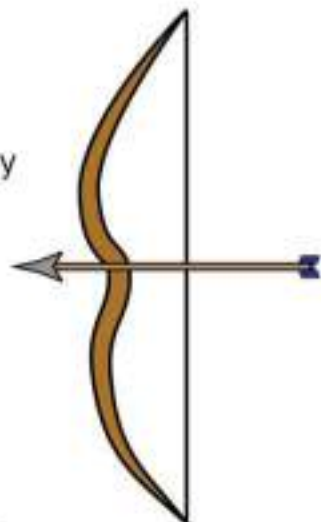
In the afternoons, Takoda and his friends would run through the fields, playing games that were more than just child's play. One of their favourite, symbolizing unity and conflict resolution. They also engaged in a game of tag, where they sharpened their running and aiming skills.

But it wasn't all play for Takoda. He would also listen attentively to the stories of the elders, learning about the values of respect, reciprocity, interrelatedness, and harmony. The stories they told were filled with lessons and morals that guided his life.

As the sun would set, the community would gather around the fire. Elders would share tales from their ancestors, and songs would fill the air, echoing their rich culture and history. Takoda would often lose himself in these stories, envisioning the adventures of his forefathers.

Among the artifacts and sports, the values and the community gatherings, Takoda's life was a beautiful tapestry of traditions and teachings. It was a time before the world changed, a time when the connection to the land was sacred, and the community was one.

And so, through the eyes of a young boy named Takoda, we catch a glimpse of a world filled with wisdom, simplicity, and a profound understanding of life's delicate balance. A world that continues to inspire and teach us to this day.



Comprehension Practice – Predicting

Pre-Reading What is the story going to be about? What do you know about this subject?

While Reading

Make predictions as you read. For example, in paragraph 3, it starts by saying "My father was a skilled hunter." You could stop after that sentence and predict what they used to hunt with.

1 st Prediction		Was Your Prediction Correct?
2 nd Prediction		Was Your Prediction Correct?
3 rd Prediction		Was Your Prediction Correct?

After Reading

An inference is a thought you reach from reading a text. It is based on the information you find but isn't directly said. Make inferences below.

Was hunting easier or harder for Indigenous people?

Did kids have fun before Europeans came to what is now Canada?

Comprehension Practice – Visualizing

July 23, 1632

To: Sister Marie
12 Rue de l'Église
Paris, France

Dear Sister Marie,

I hope this letter finds you well. I am writing to you from a new land I have set foot upon, full of wonders and beauty.

Upon arriving, the landscape that met my eyes was breathtaking. Vast forests with towering trees, sparkling rivers, and open fields are everywhere. The air is so fresh, and the land seems perfect for farming.

Our King has sent us here with hopes of finding new resources such as furs and metals, and to establish trade with the local people. The people here are skilled in ways we have never seen before. They've taught us how to hunt and live on this generous land.

Our aim in coming to this uncharted territory is not only to find wealth but also to learn and explore. The beauty of the land and the kindness of its people make me feel like we have discovered something truly special.

I long for the day when I can show you this incredible place and share with you the adventures I've experienced.

With all my love,

Your brother, Jacques the Explorer

Comprehension Practice – Visualizing

Pre-Reading

What text form is it – letter, report, story, advertisement? How do you know? List 3 reasons.

While Reading

Sketch 2 different pictures of what you are visualizing while reading

Reflecting

How does drawing what you were picturing while you were reading help you understand the story? Does it force you to pay attention? Explain.

INDEPENDENT READING ACTIVITIES

Independent Reading - Responses

Day 1

Fill in the organizer below before, during, and after reading

Name of Book _____

Before Reading: What will this book be about?_____
_____During Reading: Write down questions you have while you read.

1) _____

2) _____

After Reading: Summarize the story. What was it all about?_____
_____**Day 2**

Fill in the organizer below before, during, and after reading

Name of Book _____

Before Reading: What genre is this – fiction, non-fiction, funny, adventure, etc.?_____
_____During Reading: Making Connections – What does this book remind you of in your life?_____
_____After Reading: Make an inference – Something that wasn't stated in the book._____

Independent Reading - Responses

Day 3

Fill in the organizer below before, during, and after reading

Name of Book _____

Before Reading: What do you already know about this book – Look at the titles, pictures.

_____During Reading: Make 2 predictions while you are reading.

1) _____

2) _____

After Reading: Did your predictions come true? Explain below.

_____**Day 4**

Fill in the organizer below before, during, and after reading

Name of Book _____

Before Reading: Purpose of reading – why are you reading the text?

_____During Reading: Visualizing – draw a picture of something you visualized in your head.After Reading: Make an inference from something you read in the book.

Independent Reading - Responses

Day 5

Fill in the organizer below before, during, and after reading

Name of Book _____

Before: Preview – look at headings, pictures, and summary (back of the book)_____
_____During: Connecting text to world: what does this remind you of in the world?_____
_____After: Summarize – what you found out?_____
_____**Day 6**

Fill in the organizer below before, during, and after reading

Name of Book _____

Before: Preview – look at headings, pictures, and summary (back of the book)_____
_____During: Making Connections: text to text: what does this remind you of from another text?_____
_____After: What are you still wondering after reading the text?_____

Independent Reading - Responses

Day 7

Fill in the organizer below

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Visual	Draw a picture of something you visualized. Explain the picture.

Day 8

Fill in the organizer below

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Questioning – Write 3 questions about the text. One before reading, one during, one after.	
Before	
During	
After	

Independent Reading - Responses

Day 9

Fill in the organizer below

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Making Connections	What are you reminded of when you read this book?
Text-to-Self	
Text-to-Text	
Text-to-World	

Day 10

Fill in the organizer below

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Summarize - What was the main idea of the book? What were the supporting details?	

Independent Reading BINGO

BINGO

Choose a reading response from a square in the BINGO card.

B	I	N	G	O
Summarize the book in 3 sentences	Make a prediction about what will happen next	Name the main character and describe them in one sentence	Draw a new book cover that you think fits the story	Rate the book between 1-5 and explain your rating
What's your favourite part? Describe it in 3 sentences	Write down 3 questions you would like to ask the author	Describe the setting and explain why it is important to the story	Compare this book to another one you've read: What's similar? What's different?	Tell a friend about the book in 4 sentences
Write down an important lesson you learned from the story	Choose a favourite character and explain why in 3 sentences	Free Space	Describe the time and place where the story takes place	List 3 new facts or ideas you learned from this book
Create a new ending: Write 3 sentences on how you'd end the story differently	What made you laugh or smile in the story?	Write down 3 new vocabulary words you learned and their meanings	Write a diary entry pretending you are a character from the book	Identify the main problem in the story and how it was solved
Would you recommend this book to a friend? Why or why not?	Draw your favourite scene from the book and label it	Write about a moment in the story that surprised you and explain why	If you were in the story, what would you have done differently?	Share a favourite quote and tell why it stood out to you

Independent Reading BINGO

BINGO

Choose a reading response from a square in the BINGO card.

B	I	N	G	O
Write the story's main idea in 3 sentences. Explain how you know.	Guess what the character will do next and explain why.	Name the secondary character and describe their role.	Redesign the story's climax (big problem) in 3 sentences.	Rank your top 3 characters and explain why.
What puzzled you in the story? Write down two questions.	Describe the author's purpose: to make you happy or sad?	Identify the author's purpose: to make you happy or sad?	Contrast two characters in the story (differences between them).	Summarize a chapter you just read in 3 sentences.
Find a word you didn't know and write its definition.	Pick a scene and write how it made you feel.	Free Space	What did you think of the way the author wrote the story?	Describe the book's genre. How do you know?
Write a letter to a character offering them advice.	What would you ask a character if you could?	Draw a scene you pictured in the story.	If you were the author, what would you change?	What did the story have the most lasting impact on you? Explain in 3 sentences.
What would be a good sequel to this book? Describe in 3 sentences.	Create a title for a chapter that doesn't have one.	Mention a plot twist and how it affected the story.	Do you agree with the character's choices? Why or why not?	Choose a sentence and explain why it's important.

Block 2: Cultural Text Forms

Focus

- Creation Stories
- Songs from different Indigenous communities
- Adjusting reading rate for comprehension
- Cultural elements – norms, values, artifacts, music, and sports.
- Making connections to these cultural elements
- Visualizing different cultural text forms

Creation Story – Cree First Nation: Wesakechak

Once upon a time, long, long ago, in the days when the Earth was young, there was a Cree First Nation living in the region now known as Alberta.

The community loved to tell stories, and their favourite story was about Wesakechak, the trickster god, and how he brought the Sun and the Moon into the sky.

According to the story, there was a time when the world was always dark. The people could not see and kept bumping into each other. They asked Wesakechak for help.

Wesakechak was a mischievous god who loved to play people and loved a good joke. He thought about how to help the people and had a bright idea.



He traveled far away to the east, where he found a glowing ember from a mighty fire. It was as bright and warm as a thousand fires combined. He took the ember and threw it high into the sky, where it stuck and became the Sun. The world and brought warmth to the people.

The people were happy but soon realized that the Sun was too hot to be in the sky all the time. They could not rest, and it was too hot to do anything. They asked Wesakechak for help.

Wesakechak then traveled to the west, where he found a beautiful silver pebble by a cool stream. He tossed the pebble into the sky where it stuck and became the Moon. The Moon was cooler and softer than the Sun, perfect for when the people needed to rest.

The people were finally happy. They had the Sun to warm and light their days, and the Moon to cool and softly light their nights. And that is how Wesakechak gave the Cree people the Sun and the Moon.

From then on, every time the Cree people saw the Sun rise and the Moon glow, they would remember Wesakechak and the great gifts he had given them.

Comprehension Check

Is the statement true or false?

1) Wesakechak was a Cree god.	True	False
2) Wesakechak found the Sun in the west.	True	False
3) The Sun came from a glowing ember.	True	False
4) The people were unhappy with the Sun.	True	False
5) The Sun and the Moon were both gifts from Wesakechak.	True	False

Questions Answer the questions below.

1) Describe how the Sun was created according to the story.

2) What problem did the people face after the Sun was placed in the sky and how was it resolved?

Visualizing

Draw what you were picturing while you were reading. Explain the picture.

Creation Story – Haida First Nation: The Raven

Oral Stories

For Indigenous communities, hieroglyphs are used to record important events so they can be remembered. These events can also be passed down by storytelling.

The elders in a community have the job of sharing important stories of their history. This way the stories are not forgotten. The same stories are being told for thousands of years so that we can learn about the history of a community.

Storytelling – The Legend of Haida Gwaii

The story about how the Islands of Haida Gwaii were formed begins with a Raven.

According to the story, a Raven was flying over the ocean when he saw a clamshell. He became curious and decided to open the clamshell, revealing a beautiful young woman inside. The Raven was immediately smitten and decided to marry the woman, who became known as the Mother of the Haida.



The Mother of the Haida was unhappy living in the clamshell and asked the Raven to find her a place to live. The Raven searched the ocean and eventually found a large rock, which he pulled up from the bottom of the ocean and placed on the surface.

The rock became the first of the islands of Haida Gwaii. The Raven and the Mother of the Haida then had many children, who became the ancestors of the Haida people.



Before Reading Read the title and headings and then predict what the text will be about.

Comprehension Check Is the statement true or false?

1) The Raven is part of the Haida Gwaii creation story.	True	False
2) Stories help us to learn about our history.	True	False
3) The Raven is not a part of Haida culture.	True	False
4) The Raven made the islands of Haida Gwaii for himself.	True	False
5) The Raven married a beautiful woman named Lamshell.	True	False

Question How do many Indigenous communities remember their history?

Making Connections What does this text remind you of in your life? Explain.

How does making a connection help you understand the text?

Indigenous Norms and Values – Inuit Story

Kalla and the Lost Seal Pup

Long ago in the icy lands of the Inuit, there lived a young girl named Kalla. She loved exploring the snow-covered hills and frozen shores with her friends. One day, as they walked along the coastline, they spotted a small seal pup all alone on the ice.

Kalla's friend Akiak wanted to take the pup home, but Kalla stopped her. "Wait," she said, "we must ask the elder for advice."

They rushed to find Elder Ukiuk, a wise woman who knew many ways of life. Kalla explained the situation.



Elder Ukiuk nodded, understanding the children's dilemma. She told them a story about the importance of patience and respect for nature. "Long ago," she began, "our ancestors taught us to only take what we need from the land and sea. If we disrupt the balance, it can bring hardship to our people."

Kalla and Akiak listened closely, absorbing the wisdom. Elder Ukiuk continued, "The seal pup's mother might be nearby, searching for her pup. We must give her a chance to find her baby."

The children returned to the pup, leaving it where they found it. Kalla's heart swelled with worry. But one morning, as the sun peeked over the horizon, they saw a joyful sight – the seal pup was playing with its mother in the water.

Kalla and Akiak learned a valuable lesson that day. They realized that their ancestors' teachings of patience, respect, and balance with nature were crucial for their community's well-being. From then on, they followed these teachings, ensuring that their actions were in harmony with the world around them.

And so, the story of Kalla and the lost seal pup became a cherished tale, passed down through generations, reminding all Inuit children of the importance of living in harmony with nature and upholding the values of their people.

Before Reading

What do you know about the Inuit Indigenous group? Write 3 things.

Question

Answer the question below.

- 1) Based on the text, what values are important to Inuit people? Examples: curiosity, respect, wisdom, etc. Write the 3 values and explain why they are important.

- 2) Make a connection: Do you have the same values? Explain.

Comprehension Check

Is the statement true or false?

1) The Inuit value patience, wisdom, and respect.	True	False
2) The Inuit believe in taking more than they need.	True	False
3) The Inuit value money more than the environment.	True	False
4) Kalla learned the importance of patience that day.	True	False
5) Kalla and Akiak respected their elders and trusted their wisdom.	True	False

Indigenous Artifacts – First Nation Story

Visualizing

Illustrate the story by drawing what you are picturing while you read.

The Sacred Drum

Once upon a time in our Saugeen First Nation village, Grandmother Willow gathered all the young kids around a warm fire. "Listen carefully, my little ones," she began a story to tell about the Sacred Drum."

"A long time ago, our ancestors made the Sacred Drum from the skin of a deer and wood from the forest. This was our drum; it carried the heartbeat of our nation."

One day, Crow, a sneaky bird, thought he could become powerful by stealing the Sacred Drum. He snatched it while everyone was away. Crow didn't know was that the drum was magical only in the hands of our people.

Our warriors noticed the drum was missing and were very worried. How could they connect with their ancestors without it?

Little Sparrow, a young girl no older than you, decided to find Crow and bring back the Sacred Drum. She remembered the lessons of her grandmother about the plants of the forest and the tracks of the animals.

After days of searching, she found Crow. He was trying to drum, but the sound came out wrong. "You don't understand the power of the Sacred Drum," Little Sparrow said. "It's not just an artifact; it's part of our community."

Feeling ashamed, Crow brought the Sacred Drum back. When it was played in the village, its sound was loud and more beautiful than ever.

"Remember, children," Grandmother Willow concluded, "our artifacts like the Sacred Drum are not just things; they hold the spirit and stories of our people. Respect them, and they'll respect you."

Indigenous Sports – First Nation Story

The Tale of Raven and Fox: The Origins of Lacrosse

Gather around, young ones! Have you ever wondered how our traditional game of "Lacrosse" came to be? Well, let me tell you the tale of how Raven and Fox introduced us to this amazing game.

Long ago, a Fox and a Raven were always arguing about who was the fastest and most skilled. To settle their debate, Turtles decided to play a game using a small ball and wooden sticks with nets at the ends. And so, the first game of Lacrosse was born.



Here's how you play: Each team has three attackers, two midfielders, and a goalie. The aim is to use your stick to catch the ball and pass the ball to score goals. But remember, you can't touch the ball with your hands!

The attackers stay near the other team's net to score. They run up and down the field, helping both the attackers and the goalie. The goalie's job is to protect the net and stop the other team from scoring.



To start, players stand at the centre of the field. The referee drops the ball, and a player from each team tries to grab it first. This is called a "face-off."

Raven and Fox played fiercely, chasing the ball and making amazing passes. In the end, they both played so well that they decided they were equally skilled and fast. And so, they taught the game to our people.

So, kids, the next time you play Lacrosse, remember the tale of Raven and Fox, and how this wonderful sport teaches us teamwork, respect, and skill.

Before Reading

Predicting: What will this story be about?

Making Connections

Make a connection to self, text, and world

Text-To-Self: Does the story remind you of in your life?

Text-To-World: What does the story remind you of that is happening around the world?

Text-To-Text: What does the story remind you of about another story you have read?

Comprehension Check

Circle the best answer to the questions.

1) Who suggested the game?	Turtle	Bear
2) What does Raven argue about?	Speed	Strength
3) How many attackers are there?	Three	Four
4) What starts the game?	Face-off	Timeout
5) Who were the first players?	Raven	Sparrow
6) Can you use hands in the game?	Yes	No
7) How many midfielders are there?	Two	Three

Activity: Examining Indigenous Music

Objective

What are we learning more about?

To deepen students' understanding of Indigenous culture and heritage by exploring an Indigenous song. The activity aims to teach students how to analyze the lyrics of a song to discover its themes, messages, and historical context.

Instructions

How do we complete the activity?

- 1) Introduction (5 minutes): Briefly discuss the importance of music and songs in Indigenous culture.
- 2) Song Selection (10 minutes): Provide the list of Indigenous songs to each student. Let each student choose a song from the list.
- 3) Listening and Reading (10 minutes): Play the selected songs. Distribute printed lyrics and have students follow along.
- 4) Analysis (15 minutes):
 - Students will use highlighters or coloured pencils to highlight key words or phrases that stand out to them.
 - On a separate piece of lined paper, students will jot down their thoughts on the song's themes, messages, or any cultural elements they notice.
- 5) Class Discussion (10 minutes): Encourage students to share their analyses and discuss the meanings behind the songs.

Songs

Below are some options for songs. You could also look up Canadian Indigenous artists and search for songs of interest.

Jeremy Dutcher - Ancestors Too Young	Bear Fox - Sky World Song
"Electric Pow Wow Drum" - A Tribe Called Red	Tanya Tagaq - Uja
Buffy Sainte-Marie & Tanya Tagaq "You Got To Run (Spirit Of The Wind)"	

Research

Answer the questions below

1) Which Indigenous artist/song did you choose?

2) How does this song make you feel, and why do you think it evokes this emotion?

3) What is the message of the song?

4) Listen closely to the lyrics or find the meaning. Write down the lyrics that you liked. Write it below.

5) Why did you choose this lyric?

Reflect: What do you think of this song? Do you like it or dislike it? Explain.

Block 3:

Reading Letters

Focus

- Voice in letters
- New vocabulary, grammar rules, cohesive ties, sentence structure specific to letters
- Bias in texts (as applicable in letters) – Implicit and explicit perspectives in various texts
- Making inferences after reading – local inferences and global inferences using explicit and implicit evidence – do you listen to a letter persuading you?

Letters – Voice in Letter Writing

456 Oak Rd.
Vancouver, BC
V2C 3D4

Dear Mrs. Smith,

I hope you are well. I am writing to talk about why letters are important. We write letters to share news, ask questions. Sometimes we keep them so we can read them again later. We put them in special folders or boxes. Unlike emails, letters feel more personal.

In a formal letter, we use proper words and full sentences. We write this way when it's something serious or very important.

I look forward to hearing from you.

Sincerely,
Timmy Johnson

101 Birch Ln.
Calgary, AB
T2R 3S1

Hey Mrs. Smith,

How's it going? I wanted to chat about why we write letters. It's a fun way to tell someone what's up, or to ask them something. And guess what? You can keep it to read later! Sometimes, I stick my fave letters on my bedroom wall. Emails are quick, but letters are like little gifts!

When you write to a friend, you can use fun words and maybe even some slang. It's way more chill.

Can't wait to hear back from you!

Cheers,
Timmy Johnson

P.S. Do you like my dinosaur?

Letters – Voice in Letter Writing

True or False

Is the statement true or false?

1) The first letter is an informal letter.	True	False
2) Timmy used slang in the formal letter.	True	False
3) Timmy likes to stick emails on his wall.	True	False
4) The formal letter was written for something serious.	True	False
5) The voice in both letters is the same.	True	False

Questions 1-2: Answer the questions below.

1) Voice in writing is how your letter sounds like talking to a friend or a teacher. Which letter type has a more formal voice?

2) What voice would you use to write to _____? Different voices could be: funny, serious, fact-based, bossy, curious, excited, etc.

Best Friend

Prime Minister

Mayor

Parent

Brother/Sister

Teacher

Principal

3) Why do we write letters?

Email Writing – New Vocabulary

Subject: Get Ready for a Fun and Earth-Friendly Adventure!

Hey Cool Kids,

Guess what? We're about to become planet-saving heroes! 🌍 We're diving into ecology, learning how nature, animals, and us humans all hang out together.

In the next few weeks, let's team up and make our community garden super-awesome! This is our chance to synthesize everything we've learned about Mother Earth.

First off, you'll be inquiry-based detectives. Yup, we're going to come up with hypotheses on what plants and animals do, and how to love them right!

Hold on to your hats! A real-live biologist will join us. They'll spill the beans on how to garden like a pro.

At the end, it's showtime! We'll wrap up with a presentation and share our amazing discoveries with everyone.

Got questions or need more information? Just ask!

Catch you later,
Mr. Strickland

P.S. Can't wait to see you all turn into little sustainability superheroes! 🦸🦹

Vocabulary

Read the email and write any words you don't know to your list. Then look up their meaning.

Word	Meaning – Use Context Clues or Look Up

Email Writing – Cohesive Ties

Cohesive ties are words that link sentences and ideas together. When you use them, your reader can easily follow what you're saying from start to finish. They can be conjunctions, pronouns, or transition words.

Examples:

- "And" helps you add more information.
- "So" shows what happened as a result.
- "Because" tells the reason something happened.
- "Then" shows what comes next.
- "First" is used for starting a list of steps or events.



Conjunctions		Pronouns		Transition Words	
And			They	First	Also
But	Because		We	Then	Finally
So	Yet	It	You	However	Next

Instructions

Circle the cohesive ties in the email below.

Subject: Reminder for Tomorrow's Class Meeting

Dear Students,

I hope you're all doing well. Our class meeting is tomorrow at 10 a.m. Please bring your projects because we'll be sharing them. Then, we'll talk about next week's event.

Best,
Mrs. Smith

What voice was used in this email?

Formal

Informal

Subject: Cool New Game Alert! 🎮

Hi friends,

I found this awesome game! First, you build a rocket. Then, you go to space. Also, there are aliens! Wanna play because it's super fun!

Bye!
Sara

What voice was used in this email?

Formal

Informal

Letter Writing – Sentence Structure

- 1) Greeting Line: Start with "Dear [Name]."
- 2) Opening: Say why you're writing - Ex: "I hope you're well."
- 3) Body: Use short, clear sentences - Ex: "I loved the zoo trip."
- 4) Connective Words: Use "and," "so," "because." - Ex: "I liked the monkeys because..."
- 5) Ask: Make your question clear - Ex: "Can we go again?"
- 6) Closing: Sum up or say thanks - Ex: "Thanks for the trip!"
- 7) Sign: End with "Sincerely," and your name.



Instructions: Underline the greeting and circle the signature. Then answer the questions below.

Dear Mayor Johnson,

I hope you are doing well. My name is Hunter. I'm a grade 4 student. I'm writing to ask for more parks in our city.

Having more parks is essential because they offer a peaceful retreat for families. Then, there's the benefit of beautifying our city with green spaces. Besides, parks don't just have to be playgrounds; they could also feature garden paths, walking trails, and more.

Therefore, could you please consider creating more parks? These green spaces would make residents like me very happy.

Thank you for your time. I'm sure you want the best for our community.

Sincerely,
Hunter

1) Is a formal or informal voice used?

2) What cohesive ties were used?

3) Did the opening state the purpose of the letter? Explain.

4) How did Hunter close the letter?

Letter Writing – Implicit and Explicit Perspectives

Bias in Letters: Imagine you have a favourite ice cream flavour, like chocolate. If you tell everyone that chocolate is the best and no other flavour is good, that's a little like what "bias" is. When someone only tells you one side of the story, that's biased.

Implicit Perspective: This one's a bit sneaky. It's when the letter gives you hints about what the writer thinks, but they don't come right out and say it. Imagine if your friend says, "I guess broccoli is okay, if you like eating trees." They didn't say they dislike broccoli, but you can kind of tell they do.

Explicit Perspective: This one's easy! The writer just tells you exactly what they think. Like, "I love broccoli. It's the best!" There's no guessing here; they're making it clear.

Instructions Write down your opinion on each statement, being implicit or explicit in their perspective?

1) Cats are the best pets because they are low maintenance.	Implicit	Explicit
2) Winter is the worst season because you can't enjoy any outdoor activities.	Implicit	Explicit
3) Fast food may be convenient, but at what cost to your health?	Implicit	Explicit
4) Well, I suppose going to the dentist is better than having a toothache.	Implicit	Explicit
5) I can't stand the taste of broccoli. It tastes like cardboard to me.	Implicit	Explicit
6) Homework can be useful, if you enjoy spending your evenings doing more schoolwork.	Implicit	Explicit

Explain The perspectives below are implicit. Can you figure out what they feel?

1) You could choose to walk to school, provided you don't mind being a little late.

2) Well, math is an important subject if you like crunching numbers all day.

3) Going camping is an adventure, especially if you like bugs and dirt.

Letter Writing – Bias in Advertising

Dear Awesome Students,

Hey there! I'm Sparkle Star, the world's most amazing singer, dancer, and movie star! Guess what? I've got something UNBELIEVABLE for you! It's the Sparkle Star Super Duper Toy, and trust me, this toy is the best thing you will ever own.

This toy isn't just cool, it's life-changing! It can make you the most popular kid in school! Oh, you're interested in science? With this toy, you'll basically become a genius overnight. It's 1,000,000 times better than any other toy in the universe. Everyone who is anyone will have one. Don't want to be the only one without it.

Don't miss out! Rush to the store now! Owning the Sparkle Star Super Duper Toy is the first step to being as cool and successful as me, Sparkle Star!

See you on the streets of L.A.!

Your soon-to-be best friend
Sparkle Star ✨

Questions

Answers

1) Did Sparkle Star explicitly state their perspective on this toy?

2) Is Sparkle Star biased in their letter? Do they have a biased opinion on this toy?

3) Why do you think Sparkle Star wrote this letter?

4) Is there a lot of biased opinions in advertising? Explain and give an example.

Letter Writing – Inferences

Dear Students,

Hello! My name is Captain Skyler, and I am living my dream as an astronaut. I've had the amazing opportunity to explore space, see Earth from above, and even float in zero gravity! Today, I want to share with you the key ingredient to my journey: working hard in school.

Right now, you're in grade 4, and it might feel like what you're doing in the classroom isn't that important. Trust me, the hard work you put in now will pay off big time later. Whether you want to be an astronaut like me, a doctor, or an artist, it all starts with giving your best in school.

Imagine building a spaceship. Each math problem you solve and every book you read is a part to your ship. The more you add, the better your spaceship will be, and the closer you can get to reaching your dreams.

Yes, the journey to space has challenges. You will face challenges, and there will be times you'll feel like giving up. But remember, no astronaut ever made it to space without overcoming obstacles. Keep working, keep trying, and your future will be as bright as the stars.

Wishing you all the best on your educational journey.

Captain Skyler



Questions

Answer the questions

1) What is the perspective of Captain Skyler? Do they state it explicitly or implicitly?

2) Make a local inference – what conclusion can you make from this sentence:
"But remember, no astronaut ever made it to space without overcoming obstacles."

3) Make a global inference – what conclusions can you make from the entire reading?
Idea: Is Captain Skyler a hard worker? Is it easy to become an astronaut?

Letter Writing – Inferences

Thebes, Upper Egypt

Year 5 under the reign of Pharaoh Ramesses II (1275 BC)

Dear Aunt Nefertari,

I hope this finds you in good health. Life by the Nile River has been busy as always. The annual flooding of the Nile just ended, and it has once again left fertile black soil for planting. I'll be out in the fields with the workers, sowing barley and flax seeds. We've been using the shadoof to irrigate the land.

Mother continues to bake bread in our clay oven. She uses emmer wheat, and sometimes adds figs and dates to make it sweeter. I'll be taking the bread to the market in our reed baskets. People still use the barter system, trading goods like bread for other items like cloth or pottery.

Did you know Pharaoh Ramesses II has commissioned a new temple? It's amazing! The artisans are carving massive limestone blocks, transported from the quarries. The temple will be decorated with hieroglyphs and dedicated to the god Amun.

I've started lessons with the scribe at the temple. We use papyrus scrolls and write with reed brushes. They say being a scribe is an honourable job, one that doesn't require physical labour under the sun.

Please send my regards to Uncle Ahmose. May the gods keep you in good health.

Sincerely,

Akhen

Letter Writing – Inferences

Local Inferences

Make inferences from the sentences below.

"People still use the barter system, exchanging goods like bread for other items like cloth or pottery."

"The flood just ended, and it has once again left fertile black soil for planting."

"They say being a scribe is an honourable job that doesn't require physical labour under the sun."

Global Inferences

Make three inferences from the entire text.

How does making inferences about the text help you understand it?

Letter Writing – Grammar Rules

- Say Hi: Start with "Dear [Name]" for serious letters and "Hi [Name]" for friendly ones.
- Tell Why: Begin with a sentence that tells why you're writing. Like, "I want to tell you about..."
- Full Stops and Commas: Use periods to end sentences and commas to pause.
- And, But, So: Use these words to join your ideas together.
- Be Polite: Use words like "please" and "thank you" to be nice.
- Say Goodbye: Use "Sincerely" for serious letters and "Bye" or "Love" for friendly ones.



Grammar

Fix the letter by crossing out his grammar errors. Cross out sentences/ words that don't make sense and re-write them below. Add punctuation.

Dear Person

Hi im Akpik. i live in the Arctic its cold. My dad hunt for us we use snowmobile
sometimes but also dog sled. we dont live in igloos we live in houses. its always cold here,
no trees no big buildings. We see polar bears sometimes. Theyre big. Mom make clothes
from seal skin. Summer is short we fish and pick berries. School is ok we learn in English
and Inuktitut. i like play hockey with friends. bye

Akpik

Email Writing – Questioning

Subject: Important Meeting to Discuss Cleaner Parks and Schools

Dear Minister Sarah Williams,

I hope this email finds you well. I'm writing to let you know we have an important meeting coming up to talk about making our parks and schools cleaner and better.

First, I'm super excited that our team is doing a great job at keeping the environment clean. But, there's more work to do. We should all come together and share ideas to improve things everywhere.

Secondly, I've heard lots of kids want to play in cleaner parks. They also want their schools to be nicer and healthier. This is important for everyone, but for the future of Canada too! We have to take action.

Lastly, experts like Dr. Emily Green have given us some great suggestions on how we can make things better. These include planting more trees, recycling, and making sure everyone can recycle easily at school.

Our meeting will be on Monday at 9 a.m. Let's be prepared with ideas and questions. We should listen to everyone and then decide the best steps to take. This is a big deal, and I know we can do it.

If you have any questions or want to talk before the meeting, just let me know. I'm excited to see what we can do together for a better Canada.

Best regards,

Prime Minister Justin Trudeau

Name: _____

60

Curriculum Connection
C2.4

Email Writing – Questioning

Before Reading

Preview the text by reading the subject, greeting, and signature.
Write 3 questions you have.

1)

2)

3)

While Reading

Read the text and write 3 questions you have.

1)

2)

3)

After Reading

After you're finished reading the email, write 3 questions you still have.

1)

2)

3)

Block 4:

Narratives

Focus

- Indigenous storytelling – norms, sports, values, artifacts, music
- Include cultural text forms – indigenous story telling, songs
- Identify narrators' point of view
- Indigenous Storywork
 - Indigenous Storywork is built on the seven principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and synergy.
 - Read and listen to stories from First Nations, Metis, and Inuit creators.
- Literary devices – personification, anthropomorphism
- Sequencing the events of multiple plots in a story, explaining the cause and effect

What is Indigenous Storywork?

What is Indigenous Storywork?

Indigenous Storywork is a special way of telling stories that comes from First Nations, Metis, and Inuit people. It's not just about telling a story, it's also about teaching important lessons and values. It's a way to keep old traditions alive and to share wisdom.

The Principles

Indigenous Storywork is based on seven main ideas, which are like rules to make the stories meaningful. These are:

- Respect: Being polite and listening.
- Responsibility: Doing what you are supposed to do.
- Reciprocity: Sharing and giving back.
- Reverence: Treating something as special.
- Holism: Seeing the whole picture, not just a part of it.
- Interrelatedness: Understanding how everything is connected.
- Synergy: Working together to make something better.



Why Is It Important?

Indigenous Storywork helps us understand how to be better people and how to live in a good way. It teaches us about respect for the earth, animals, and each other. It's also a fun way to learn new things!

How Do We Learn It?

We can listen to stories from people in these communities. Sometimes, these stories are told during special ceremonies or family gatherings. Other times, you can read them in books or hear them in school.

What is Indigenous Storywork?

True or False

Is the statement true or false?

1) Indigenous Storywork comes from First Nations people only.	True	False
2) There are seven principles in Indigenous Storywork.	True	False
3) Respect is not a principle of Indigenous Storywork.	True	False
4) Indigenous Storywork is just storytelling.	True	False
5) Synergy is working alone.	True	False

Questions

Answer the questions below.

1) What is Indigenous Storywork?

2) What 7 principles are taught in Indigenous storywork?

Summarize

What is the main idea of the report and the supporting details?

The Tale of Wise Owl and Eager Beaver

The Tale of Wise Owl and Eager Beaver

Long ago, in a forest filled with towering trees and sparkling streams, lived Wise Owl and Eager Beaver. They were great friends but very different. Wise Owl loved to sit and think. Eager Beaver, on the other hand, was always busy building and fixing.

One sunny day, Eager Beaver had a plan. "Let's build the tallest dam in the forest with joy."

Wise Owl, perched on a tree branch, shook his head. "It's good to build, but we must think of other animals in the forest, too."

But Eager Beaver was too eager. He didn't listen and started chopping down trees.

Soon, the animals in the forest noticed the problem. Little Frog couldn't get to his pond, and Mama Deer had no place for her young ones to graze. They all came to Wise Owl for help.



Wise Owl said, "This is a lesson from one of the seven teachings of our ancestors. We must also share responsibility by taking care of our home and the animals that live here."

With that, Wise Owl flew down to Eager Beaver. "Your dam is impressive, but it's causing problems. Could you use your skills to make it better for everyone?"

Eager Beaver felt a pang of guilt. "You're right," he said. "I got carried away."

Eager Beaver started to rebuild his dam to be less tall, making little streams on its sides for Little Frog and Mama Deer. The forest was happy and balanced again.



The End

Questions

Answer the questions below.

1) What characters were in the story? Describe their personalities.

2) Why are stories like this told by elders to the younger kids in Indigenous communities?

3) Make a connection. Stories like this one often teach us lessons we can use in our lives. Since we don't read the story, how does this story relate to what humans are doing?

Storywork Traits

This Indigenous Storywork teaches us about Responsibility, Respect and Interrelatedness. How were these traits brought to light?

Responsibility	
Respect	
Interrelatedness	

The Adventure of Soaring Eagle and Gentle Doe

In a serene valley surrounded by tall mountains, two friends lived in harmony with nature: Soaring Eagle and Gentle Doe. Soaring Eagle loved to fly high and see the world from above, while Gentle Doe enjoyed exploring the meadows and forests.

One fine day, a terrible storm destroyed many nests and homes. Soaring Eagle said, "We must do something to help our friends."

Gentle Doe replied, "Yes, but we should not just give; we should also receive. We must rebuild."

This was a lesson in reciprocity, giving and receiving in a way that benefits everyone. So, they decided to hold a rebuilding gathering, teaching their friends how to make stronger homes.

However, before they started, Soaring Eagle flew up to the sky and spoke, "Great Spirit, guide us as we work in harmony with nature."

Gentle Doe bowed to the earth, showing reverence and respect for all living things. "May our actions honour the sacredness of our home."



During the gathering, the animals learned how to weave stronger nests and build more secure burrows. Soaring Eagle shared feathers to strengthen the walls, while Gentle Doe showed how to use twigs and leaves effectively.

Once the work was done, they shared a feast of berries and fresh water. Everyone was grateful and vowed to uphold the teachings of Reciprocity and Reverence in their daily lives.

"We've not just rebuilt our homes, but we've also learned to live better with nature and each other," said Soaring Eagle.

Gentle Doe nodded, "Yes, and may we always remember to give back as much as we take, respecting the beauty and wisdom of the land that sustains us."

So, children, this story reminds us to always give and receive with an open heart, and to show deep respect for the world around us. By living the principles of Reciprocity and Reverence, we make the world a better place for everyone.



Questions

Answer the questions below.

1) What characters were in the story? Describe their personalities.

2) What was the setting in this story?

3) What was the problem in the story? What was the problem?

4) **Make a Connection:** Stories teach us lessons we can use in our lives. What did you learn from this story that you can use in your life?

Storywork Traits

What Indigenous Storywork traits did you learn from this story? How were these two traits taught?

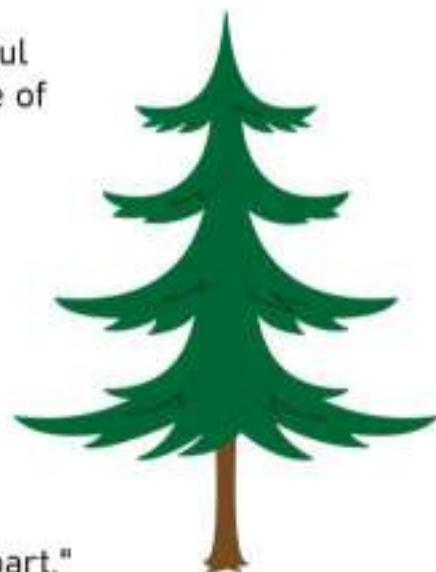
The Tale of Whispering Pines and Laughing River

In a peaceful forest, two best friends lived harmoniously: Whispering Pines, a tall pine tree, and Laughing River, a joyful river that flowed nearby. They loved the forest and took care of it the best way they could.

One sunny afternoon, they noticed that the animals were looking weak and the plants were wilting. Whispering Pines and Laughing River realized something was not right.

"This is terrible," said Whispering Pines. "All parts of the forest are connected. If one part suffers, we all suffer."

"Absolutely," said Synergy, added Laughing River. "We can achieve more together than we could apart."



They decided to seek advice from Wise Owl, who said, "The forest is losing its balance. You need to find something that restores this balance."

Whispering Pines and Laughing River, embodying the principle of Interrelatedness, knew they had to involve everyone. So, they called a meeting. Each creature and plant shared what they could do to help.

The bees offered to pollinate more flowers, the squirrels agreed to dig for acorns, and the birds pledged to spread the word across the forest. Whispering Pines provided shade and shelter, while Laughing River offered fresh water to all.

Slowly, the forest started to bloom again. Animals regained their strength, and the plants perked up. This was Synergy in action—everyone's contributions created a result that was greater than what anyone could achieve alone.

"We did it!" exclaimed Laughing River.

"Yes, and let's always remember, everything in nature is connected," Whispering Pines said, embodying the lesson of Holism.

Wise Owl smiled, "By understanding the lessons of Holism, Synergy, and Interrelatedness, you've restored balance and harmony to the forest."

Questions

Answer the questions below.

1) What was the plot of the story? What was the problem?

2) What was the resolution to the problem?

3) Many stories like this one often teach us lessons we can use in our lives. What did you learn from this story that you can use in your life?

Storywork Traits

This Indigenous Storywork teaches about Holism, Synergy and Interrelatedness. How were these traits brought?

Holism

Synergy

Interrelatedness

Narrator's Point of View

Narrator's point of view is about who is telling the story. There are three main types:

First-Person: Told by a character in the story. Uses words like "I" and "we."

➤ Example: "I found a treasure!"

Second-Person: Talks directly to the reader, making them part of the story. Uses words like "you" and "your."

➤ Example: "You find a treasure!"

Third-Person: Told by someone not in the story. Uses words like "he," "she," "they."

➤ Example: "He found a treasure!"

Instructions

Read the story prompts and decide which point of view is being used

1) I ran as fast as I could.	First	Second	Third
2) You feel the wind in your hair.	First	Second	Third
3) He jumps over the log.		Second	Third
4) We had so much fun at the fair.	First	Second	Third
5) You spot a rainbow in the sky.	First	Second	Third
6) She laughs at the funny joke.		Second	Third
7) I can't find my favourite toy.	First	Second	Third
8) You hear a mysterious noise.	First		Third
9) My dog and I went for a walk.	First	Second	Third

Book Hunt

Look in your classroom for books that are written in different points of view.

Name of Book	Point of View

The Story of Marathon – Different Points of View

First-Person

My name is Pheidippides, and I'll never forget the day General Miltiades called me into his tent. He looked at me with grave eyes. "Pheidippides, we've won the Battle of Marathon, but the Persians have set sail to attack Athens. You must warn the city!" My heart sank, but I nodded in understanding of the urgency.

With my sandal straps fastened, I sprinted down the path from Marathon to Athens. Each step was a mix of agony and urgency, my legs heavy but my mind even heavier. I couldn't let my city down.



Second-Person

Imagine you're in my place. You feel the weight of the city, the need to protect your loved ones back in Athens becomes your driving force. Each stride you take feels like a Herculean effort, but the thought of Athenian children playing under the olive trees no longer spurs you on.

Your legs are aching, your throat is dry, but you can't stop. You must deliver, a city to save.

Third-Person

As Pheidippides' feet pounded the earth, his eyes glimpsed the distant Athens skyline. The Parthenon stood tall, a beacon calling him home. He thought of his family and friends who were unaware of the looming threat.

His muscles screamed in agony, but his determination was unbreakable. Bursting into Athens, he shouted, "Prepare for battle! The Persians are coming by sea!" His voice echoed across the agora, ringing the alarm for all to hear. Exhausted but relieved, Pheidippides collapsed, knowing he had saved his city.

Questions

Answer the questions below.

1) Which part of the story did you enjoy the most: first-person, second-person, or third-person? Explain your choice.

2) Summarize the sequence of events that happened in the story. Write 6 events in one sentence.

**Personality
Traits**

Describe Pheidippides personality – ambitious, courageous, confident, curious, trustworthy, confident, empathetic, brave.

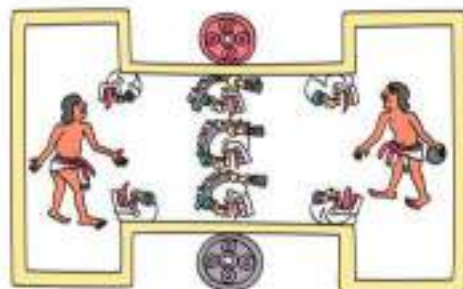
Advantages/Disadvantage of Points of View

Version 1: First-Person Point of View

Hi, I'm Maya! Guess what? My favourite game in the whole wide world is Ulama! It's not just any game; it's a really, really old one that people have been playing for thousands of years! My friends and I play it every Saturday.

Last weekend, we had the most exciting match ever. I was on Team Jaguar, and we were up against Team Monkey. The ball was super heavy, but I pushed it with my hips as hard as I could. "Maya!" my friends cheered. I felt like a real Ulama champion! We won by just one point, and I couldn't believe it.

So, if you're looking for a game to play, why not try Ulama? Maybe you'll just love it as much as I do!



Version 2: Second-Person Point of View

Imagine you're Maya, a kid who loves playing Ulama more than any other game. It's Saturday, your favourite day of the week, and it's a beautiful day! You're on Team Jaguar, and you're playing against Team Monkey.

The ball feels heavy, but you're ready. Using your hips, you push the ball toward the goal. Your friends are cheering, "Go, Maya!" and it makes you feel like you're doing it; you're really playing Ulama like the champions from long ago. Your team wins by a single point, and you can't help but smile. You're a part of something so amazing, so ancient, and it feels amazing.

Version 3: Third-Person Point of View

Maya is a young girl who absolutely loves playing Ulama, an ancient game that has been around for thousands of years. Every Saturday, she and her friends gather for a match. This Saturday is special; Maya's Team Jaguar is going head-to-head with Team Monkey.

The ball is heavy, but Maya is determined. She uses her hips to push the ball toward the goal. Her friends cheer her on, shouting, "Go, Maya!" Their cheers fill her with pride and excitement. In a nail-biting finish, Team Jaguar wins by just one point. Maya can't contain her smile; she feels like a true Ulama champion.

Playing Ulama makes Maya feel connected to a rich history, and she can't wait for next Saturday to do it all over again.

Advantages/Disadvantage of Points of View**Analyze**

Read the versions of the short story and describe the benefits/drawbacks of each point of view.

Advantages of the Point of View**First Person****Second Person****Third Person****Disadvantages of the Point of View****First Person****Second Person****Third Person****Reflect**

Which story is your favourite version? Explain why.

Personification & Anthropomorphism

Literary devices are special tools that writers use to make their stories more exciting and fun to read. They help paint pictures in our minds, make us feel emotions, or understand the story better. Here are two:

Personification: Giving human traits to things that aren't human.

- Example: "The sun smiled down on us."

Anthropomorphism: Making animals or objects act like humans.

- Example: In the movie "Cars," the cars talk and have feelings.



Think about a story you've read and find examples of personification and anthropomorphism.

In a quiet forest, deep in the heart of nature, Benny the Bear often felt lonely. The towering trees swayed gently in the breeze, as if they were whispering secrets to each other. Nearby, a babbling stream seemed to giggle like a happy baby.

One night, the moon shone extra bright, and Benny decided to cheer up everyone in the forest. Oliver the Owl, perched high on a branch, suddenly noticed. "Wow, Benny, do you see this? The forest is alive with magic tonight!"

Feeling the soft wind caress his fur like a comforter, and as the stars twinkle as if they were winking at him, Benny had to agree. "You're right, Oliver," he said, feeling less lonely. "Some nights truly are special, although the forest makes us feel like we're not alone."

Personification

Personification

Personification

Personification

Anthropomorphism

Anthropomorphism

Scavenger Hunt: Personification & Anthropomorphism**Scavenger Hunt** Find books that have examples of personification and anthropomorphism.

Book Name	Example – Describe or quote the example.
Charlotte's Web	"Salutations are greetings; it's my fancy way of saying hello." - Anthropomorphism
Where the Wild Things Are	"The wind told the grasses, and the grasses told the trees."

PREVIEW

Sequencing the Plot of a Story

A) Emily couldn't believe her eyes. There, half-buried in the dirt, was a bone—no ordinary bone, but a dinosaur bone! Her heart raced with excitement as she carefully began to brush away the dirt surrounding it.

B) Emily had always loved dinosaurs. She read books about them, watched documentaries, and even visited museums just to see their massive skeletons. Her room was like a mini-museum filled with dinosaur posters and models.

C) "You're on to something, Emily!" said Mr. Johnson, her science teacher and the club supervisor. "Make sure you document everything." Emily nodded, jotting down her findings in her science teacher's notebook.

D) Armed with her digging kit—a small shovel, brushes, and a journal—Emily had joined the after-school paleontology club. Today was their first field trip, and they had come to a site where a dinosaur fossil had been found before.

E) With the bone finally unearthed, Emily carefully placed it in a protective box. She couldn't wait to get it back to the school for further examination.

F) At school the next day, Emily and Mr. Johnson cleaned and examined the bone. "It's definitely from the Cretaceous period," Mr. Johnson said, looking through a microscope. "Probably from a Triceratops."

G) As Emily got off the school bus, her eyes immediately began scanning the ground. She was full of hope but also nervous. What if she didn't find anything? All her worries evaporated when her eyes met the dirt.

H) Emily presented her findings to the paleontology club the following week. Her classmates listened in awe as she described her discovery and its importance. Emily felt proud; she had uncovered a piece of history, and her dream of becoming a paleontologist was one step closer to reality.



Sequence

Write the order of the story using the letters for each paragraph. Then draw what you visualized when you read the story.

Plot Sequence

--	--

Sequencing the Plot of a Story – Multiple Plots

Sequencing the events of multiple plots in a story means putting the different things that happen in a story in the right order. Sometimes, stories have more than one storyline or 'plot' going on at the same time. It's like watching two or three movies at once, but they're all part of the same big movie!

Read

Read the story below, trying to put the multiple plots in order

A) Back in the forest, Daisy the Deer was startled by a rustle in the bushes. It was Tommy the Tiger. "Don't worry, Daisy," said Tommy. Daisy felt relieved, but they were still competitors for food.

B) Benny the Bear was having a mental debate. "Should I have berries or fish?" he asked himself. "I can eat both because I'm omnivorous!"



C) In the depths of the forest, Benny the Bear, Daisy the Deer, and Tommy the Tiger were friends of adventure. Though they were the best of friends, their diets were completely different.

D) Benny finally made his decision and happily dug for a bunch of berries. He felt good about his choice. "You know, it's nice that we can be friends even though we eat different things," Benny declared. All three friends agreed to continue to roam the forest, each happy in their own way.

E) Daisy decided to invite Tommy and Benny to a patch of green grass. "I eat plants. They give me all the energy I need," Daisy said as she munched on the leaves.

F) Meanwhile, in another part of the forest, Tommy the Tiger was eyeing a small rabbit. He was a carnivore, after all. His diet was strictly meat-based.

G) Nearby, a bird tweeted loudly, catching Benny's attention. "I could go for some berries," thought Benny, momentarily distracted from his fish vs. berries dilemma.

Sequence

Write the order of the story using the letters for each paragraph.

--

Narrative Writing - Cause and Effect

In stories, "cause and effect" means one thing happens because of another thing. It's like a chain of events.

- **Cause:** It rains. **Effect:** You get wet.
- **Cause:** You study hard. **Effect:** You get good grades.
- **Cause:** The dog barks. **Effect:** The cat runs away.



Instruction:

Is the underlined part of the sentence the cause or effect?

The <u>switch</u> broke, so the lights went out.	Cause	Effect
You <u>don't water</u> the plants, so they die.	Cause	Effect
She reads a book every day, and <u>she becomes a better reader.</u>	Cause	Effect
Because he didn't tie his shoelaces, <u>he tripped and fell.</u>	Cause	Effect
It's <u>your birthday</u> , so you get presents and cake.	Cause	Effect
She feels sick, so <u>she goes to bed early.</u>	Cause	Effect
He <u>practices the piano daily</u> , and he becomes good at it.	Cause	Effect
If you feed the dog, <u>the dog wags its tail.</u>	Cause	Effect
The <u>teacher explains the lesson</u> , so the students understand it better.	Cause	Effect

Think

Think of either the cause or effect that matches below.

Cause	Effect
She studies hard,	
	so now you are hungry.
They didn't follow the recipe,	
	so you slept in.

The First Printing Press Adventure

The First Printing Press Adventure

Once upon a time in a quiet, little village, a brilliant man named Mr. Gutenberg showed his newest invention: the first-ever printing press. "With this incredible machine," he declared, "books and ideas can be shared with everyone in the village!"

His daughter Emily was beyond thrilled. She had always dreamed of creating a storybook for her little brother Tim's upcoming seventh birthday. "This is my chance!" Emily thought with excitement. She gathered her quills, ink, and an abundance of parchment to begin drafting.



At the same time, Mr. Thompson, the village elder, had heard the whispers of this groundbreaking invention. "A printing press, you say? It could revolutionize our village!" He approached Mr. Gutenberg and proposed, "Could we print our village laws? It would help our citizens be more informed and responsible."

Emily was deep in the creative zone, her imagination flowing like a river, when disaster struck. Her elbow accidentally knocked over the bottle of ink on the table. The ink spilled across her draft, ruining her hard work. "This is terrible," she wept. "Now I'll have to rewrite everything."



Her father, Mr. Gutenberg, agreed to Mr. Thompson's request and began preparing the press for the village laws. This meant Emily had to wait.

After what seemed like an eternity, Emily finished her new, improved draft. Mr. Gutenberg had also completed the printing of the village laws. Together, they fed Emily's pages into the press, and her beautiful storybook was printed just in time for Tim's birthday.

The impact was immediate and astonishing. Villagers found it much easier to understand the laws, now that they were clearly printed and posted in the town square. As for Tim, he was overjoyed with his special storybook, hugging Emily tightly.

And so, the invention of the printing press brought joy, understanding, and a sense of community to everyone in the village.

Cause/Effect

Fill in the table below, explaining the cause or the effects.

1) Finish the effects of the causes below.

Mr. Gutenberg makes a printing press,

Emily wants to write a story,

Mayor Thompson hears about it,

2) Think of causes that go with the effects below.

so she has to re-write her story

so Emily has to wait

so they print Tim's book

Think

Write any causes you can think of from the story.

Plots

Plots are events/problems that happen. Write the 3 plots from the story.

Block 5:

Persuasive Texts

Focus

- ✓ Vocabulary, grammar, cohesive ties, sentence structure in persuasive texts
- ✓ Critical thinking skills for understanding persuasive texts
- ✓ Diversity, inclusion, and accessibility themes in persuasive writing
- ✓ Making inferences after reading – local inferences and global inferences using explicit and implicit evidence – do you believe the text? Has it changed your opinion?
- ✓ Reading Comprehension Strategy: Inferencing

Persuasive Writing Advertisement

✨ Come Join Our Persuasive Writing Class! ✨

Hey Awesome Grade 4s! Ever wanted to be a word superhero? Get people to see things your way? We have the perfect class for you! ✍️



🏠 What You Will Learn:

- ✓ Winning Arguments: Be like a word lawyer and make your case!
- ✓ Sentence Structures: Learn to build strong sentences that people can't ignore!
- ✓ Power Vocabulary: Use convincing words like "must," "should," and "important!"

🌈 Why Persuasive Writing is Awesome:

- ✓ Share Your Ideas: Make people understand why your thoughts are the best!
- ✓ Become a Word Artist: Paint pictures with your words to win people over!
- ✓ Friendly Debates: It's like having a super fun argument!
- ✓ Boost Confidence: Feel super sure of yourself when you write persuasively!

👤 Who Should Join?

- ✓ Anyone who loves sharing their ideas!
- ✓ Kids who like convincing others that their opinion is best
- ✓ Future politicians, company owners, advertisers, or lawyers



So what are you waiting for? Come and join our Persuasive Writing Class and become a word superhero!



Sign up today and let your words do the talking! 💬 ✨

Persuasive Writing Advertisement

True or False

Is the statement true or false?

1) Only a formal voice is used in persuasive writing.	True	False
2) Persuasive Writing is boring.	True	False
3) This class will teach you to be a "word lawyer."	True	False
4) Being polite sometimes means friendly debates.	True	False
5) Choosing the right words isn't important in persuasive writing.	True	False

Questions

Answer the questions below.

1) What is persuasive writing?

2) Write more engaging and persuasive synonyms for the words below.

Original Word	Option 1	Option 2	Option 3	Option 4
Good				
Bad				
Happy				
Smart				
Small				

3) Why would the jobs below need good persuasive skills?

Politician	
Company Owner	
Lawyer	
Advertisers	

Persuasive Writing – Multiple Perspectives

Smartphones Should Be Allowed in Class

Did you know that smartphones can be educational tools? According to research, smartphones can be used to access information quickly and efficiently during class. Teachers can use apps to help with interactive learning, and students can look up facts or definitions in real-time. With parental controls and educational apps, the distractions can be minimized. A study by the University of Toronto showed that students who used educational apps scored higher on tests than those who didn't. So, allowing smartphones in class, when used responsibly, can actually benefit our education.

Smartphones Are Too Distracting for Class!

I can't count the times I've seen kids glued to their screens, ignoring the teacher completely. Smartphones are way too distracting and make it hard for anyone to focus. It's not just about one person; if one kid starts giggling at a funny video, the whole class gets distracted. And what about the temptation to text or play games? Sure, smartphones are cool, but they have no place in the classroom. We're here to learn, not to get distracted by social media!

Think Critically

Answer the questions below.



1) Which text is more persuasive? Explain your answer.

2) Which text uses facts? Do facts help the author be more persuasive?

3) Which text uses emotions? Do you think being emotional is persuasive?

Persuasive Writing – Thinking Critically

Hey, friends! I'm Mr. Johnson, the owner of a wonderful zoo! You might be curious to know why zoos are actually great places for animals. So, let me explain!

Firstly, in our zoo, animals get top-notch care! We have awesome vets who make sure they are always healthy and feeling good. Out in the wild, there are lots of dangers like sickness and predators. But here, they're safe and sound!



Secondly, this is like a big, happy family! Some of the animals are endangered, which means there aren't many of them left in the wild. By living safely in our zoo, they can live longer and their species survive. That's super important!

And don't forget, we give them the tastiest and healthiest meals that are prepared for them. In the wild, they might have to hunt or look really hard for food, but here it's like a five-star restaurant every day!

So, zoos like ours aren't just great for people – they're really good for animals too! They get to live longer, healthier lives and even help their species. Isn't that amazing?

Think Critically

Answer the questions below.

1) Who wrote the persuasive text?

2) Is the author biased? Do they have a reason for having this opinion?

3) Is Mr. Johnson forgetting a perspective in his writing? What perspective is he forgetting?

4) Why would researching the other perspective be wise before making an opinion?

Persuasive Writing – Thinking Critically

Hey everyone, I'm Sammy, and I've got something super important to tell you: kids should absolutely be allowed to choose their own bedtime! I mean, come on, bedtime is just so unfair! Why do parents get to stay up late and we don't? It's like they don't even trust us!

Honestly, staying up late is super fun and missing out on it is just the worst thing ever. Parents say it's because of "school" or "health," but let's be real here. They just don't want us to have fun!

And guess what? If I'm up late, I can play more video games, chat with my friends, and even sneak some extra snacks. I mean, that's way better than going to bed and doing NOTHING!

So, let's make a rule and tell all the grown-ups that kids should pick their own bedtime. Trust me, it would be so much better!



Think Critically

Answer the questions below.

1) We should ask questions when we read something or hear an argument. Answer the questions below.

a) Who is the source of the writing? Are they biased?

b) Are their arguments true? Did they make up any lies?

c) Is this person a trustworthy source of information? Explain.

2) Sammy didn't use any statistics/facts. What facts/stats would have helped his argument?

Inferences - Persuasive Writing Advertisement

Revolutionize Your Landscaping Business with Our Ultra-Durable Wheelbarrows!

Hey there, landscaping pros! Tired of back-breaking work and time-consuming projects? Say hello to efficiency and goodbye to sore muscles with our top-of-the-line wheelbarrows! 🛠️

Why Choose Our Wheelbarrows?

- Massive Capacity: Hold up to 500 pounds! That's like moving 10 large bags of soil in a single trip.
- Back Injury Prevention: Studies show that using wheelbarrows reduces the risk of back injury by a whopping 55%!
- Time-Saver: Cut your work time up to 25% by eliminating constant back-and-forth trips.
- Longevity: Our wheelbarrows are built from high-grade materials that can withstand the toughest jobs.

Stats Don't Lie!

- 95% of our customers reported increased efficiency.
- 89% experienced reduced muscle fatigue!
- An impressive 100% said they would recommend our wheelbarrows to other landscape owners!

Think About the Time and Money You'll Save!

If you finish jobs 25% faster, you could take on an extra 1 or 2 projects every week! More jobs = more profits!

A Wise Investment

The cost of our wheelbarrow pays for itself in just a few jobs, thanks to the time and effort you'll save!

So why settle for less? Elevate your landscaping business today with our unbeatable wheelbarrows!

 Call Now and Take Your Business to the Next Level!



Local Inferences

Make inferences based on the sentences below.

"Studies show that using wheelbarrows reduces the risk of back injuries by a whopping 25%!"

"If you finish jobs 25% faster, you could take on an extra 1 or 2 projects every week!"

"Longer Life. Our wheelbarrows are built to last, made from high-grade materials that can withstand the toughest jobs."

"Massive Capacity. Hold up to 500 pounds!"

Global Inferences

Make 4 inferences based on the advertisement.

Reflect

Why is it important to think critically about advertisements?

Inferences – Implicit or Explicit Evidence

Explicit Evidence: This is when something is stated clearly and directly, leaving no room for doubt.

- Example: The teacher says, "The test is Monday," so you know exactly when the test is.

Implicit Evidence: This is when something is hinted at but not directly stated, requiring you to make an inference or a good guess.

- Example: Your friend yawns and keeps looking at the clock, so you infer they are tired and want to go home.



Instructions: The evidence provided is explicit, meaning it's directly stated. Form a conclusion that you can draw based on this clear evidence.

Example – Evidence: The sun will set at 8:30 p.m. tonight.

Conclusion: I will stop playing baseball by 8:30 p.m. tonight.

1) Explicit Evidence: Your homework is due on Friday.

Conclusion:

2) Explicit Evidence: The pizza has four slices.

Conclusion:

3) Explicit Evidence: The soccer game starts at 10:00 a.m.

Conclusion:

4) Explicit Evidence: Your report card will be given out on Friday.

Conclusion:

5) Explicit Evidence: The school bus arrives at 7:45 a.m. every day.

Conclusion:

6) Explicit Evidence: The teacher said we will have a quiz next week.

Conclusion:

Inferences – Implicit or Explicit Evidence

Instructions

The evidence below is implicit, meaning you'll need to make an inference. Form a conclusion you can draw based on the inference you made.

Example – Evidence	Sarah put on her raincoat and boots.
Inference	It's must be raining outside
Conclusion	I'll stay inside and play video games

1) Implicit Evidence	Dad is making pancakes, and the syrup is on the table.
Inference	
Conclusion	

2) Implicit Evidence	Mr. Baker is carrying art supplies into the classroom.
Inference	
Conclusion	

3) Implicit Evidence	Mom is filling the picnic basket with _____ and juice.
Inference	
Conclusion	

4) Implicit Evidence	The dog's tail is wagging, and his leash is by _____
Inference	
Conclusion	

5) Implicit Evidence	The sky is getting dark and cloudy.
Inference	
Conclusion	

6) Implicit Evidence	The coach blew the whistle and nodded at the clock.
Inference	
Conclusion	

Inferences - Persuasive Writing Advertisement

Dear Students,

I hope you are all doing well and enjoying your time at school. I wanted to talk to you about something very important: being inclusive and celebrating diversity.

Our school is a special place because it is like a big, colourful garden. In a garden, different types of flowers bloom side by side, making it more beautiful. Just like flowers, each one of you is unique and brings something special to our school community.

It is important to include everyone, even if they look or act differently than you. When we all play together, share our ideas, and treat each other kindly, we learn so much more.

Have you ever noticed the sunny bench in the playground? It is there to help kids who are feeling lonely. If you see someone sitting there, it's a good chance to make a new friend.

Please remember that differences are what make us special. By including everyone, our garden—our school—can be the most wonderful and amazing place it can be.

Thank you for listening, and for helping our school be the best it can be!

Sincerely,
Principal McGuire



Local Inferences

Write 3 things the principal is saying. For each thing, write the first piece of evidence you find. Then draw a conclusion from these things.

Evidence	It is important to include everyone...
Conclusion	

Evidence	
Conclusion	

Evidence	
Conclusion	

Local Inferences

Write an inference from the implicit evidence in the table below.
Then make a conclusion based on the inference.

Implicit Evidence	"In a garden, different types of flowers bloom side by side, making it more beautiful."
Inference	
Conclusion	
Implicit Evidence	"If you see someone sitting there, it's a good chance to make a new friend."
Inference	
Conclusion	
Implicit Evidence	"Please remember, differences are what make us special."
Inference	
Conclusion	

Global Inferences

Make 3 inferences based on the entire text.

Reflect

Why is it helpful to understand bias in persuasive texts?

Cohesive Ties in Persuasive Writing – Transition Words

Cohesive ties are words that help stick our ideas together like glue in sentences and stories.

Transition words are a type of cohesive tie. They help us move smoothly from one idea to another. For example, words like "firstly," "however," "therefore," and "finally" help make our writing clear and easy to follow.

Instruction

Circle the transition words in the text.

Firstly, let's talk about diversity. Diversity is like having many different flavours in an ice cream shop. If there was only one flavour like vanilla. That would be boring! However, when we have different flavours, everyone can find something they like. Therefore, having diverse friends and classmates is awesome because you can learn new things and understand different ways. In conclusion, diversity makes life more interesting and fun for everyone.

Secondly, we should consider inclusion. Think about when you're picking teams at recess. If everyone gets chosen, then all the kids can play the game and feel like they belong. Furthermore, being inclusive helps you make new friends and learn to be a good teammate. As a result, everyone is happier and learns more. In conclusion, inclusion is great for making sure everyone has a chance to participate and feel welcome.

Finally, there's accessibility. For example, imagine a friend who uses a wheelchair wants to play on the playground. If there are ramps and wide paths, then everyone can play together. Moreover, accessible spaces aren't just good for people with wheelchairs; they help parents with strollers and people with other needs too. Therefore, making places accessible is important for everyone. In conclusion, accessibility allows all people, no matter their abilities, to be part of the community.

Grammar

Answer the questions below.

1) What is a transition word? Why do we use them?

2) List as many transition words as you can below.

Questions

Answer the questions below.

1) What do the terms below mean?

Inclusion

Diversity

Accessibility

2) Why is inclusion important?

3) Why is diversity important?

3) Why is accessibility important?
