



# Preview – Information



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- ✓ A selection of Ready-To-Use Google Slides Lessons.
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# Google Slides Lessons Preview





# BC 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 Text Forms and Reading Comprehension Strategies?

We are learning to **understand** different text forms and reading comprehension strategies so we can explain an author's purpose, identify fiction and non-fiction genres, and use strategies like questioning, predicting, and visualizing to make meaning from what we read.



#### Match The Text To Its Purpose!

Read each message on the left. Then, draw a line to match it to the correct purpose on the right.

Text Types	Purpose of the Text
A newspaper article	a) To explain how to make something step by step.
A fairy tale	b) To make you laugh or enjoy a short story through pictures.
A recipe book	c) To share true facts and information about real events.
An advertisement	d) To persuade you to buy or try something.
A science report	e) To entertain the reader with make-believe stories.
A comic strip	f) To teach or explain facts about the world.

#### Part 2 – Action!

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

#### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Read the story carefully and think about what is happening and what might happen next.

Olivia and Marcus had been exploring the edge of the forest near their school when they spotted something unusual. Hidden between tall oak trees was a small treehouse, its wooden ladder swaying gently in the breeze. The door was slightly open, and a faded sign above it read, "Keep Out!" Marcus wanted to climb up right away, but Olivia hesitated. "What if someone still uses it?" she whispered. The sound of distant birds filled the air as they pecked inside from the ground. There were dusty books, an old lantern, and a box covered in cobwebs. "Do you think we should go in?" Marcus asked. Olivia glanced at the sign again and bit her lip, unsure what to do next.

#### Consolidation – The Mysterious Treehouse

##### Questions

- 1) **Making Connections** – Have you ever discovered something mysterious or unexpected? How did it make you feel?
- 2) **Questioning** – What question do you have to understand the story?
- 3) **Visualizing** – Draw what you see in your mind from the story.
- 4) **Prediction** – Do you think they will go inside or walk away? Why?
- 5) **Inference** – What might the faded "Keep Out" sign suggest about the treehouse's history?



Consolidation



# BC Language Curriculum

## Reading Comprehension – Grade 4

### Voice in Letter Writing – Tone Detective

Read each short letter carefully. Think about the tone of the letter. Drag the best tone for each letter.

Letter	Tone
<p>Hi Mr. Parker,</p> <p>I was wondering how astronauts sleep in space. Do they float around or have special beds? Could you tell us more during science class tomorrow?</p> <p>Thank you, Declan</p>	<div>Proud</div> <div>Curious</div> <div>Worried</div> <div>Apologetic</div> <div>Informal</div> <div>Formal</div>
<p>Dear Coach,</p> <p>I'm really sorry I missed yesterday's practice. I forgot my soccer cleats at home and couldn't join the drills. I promise it won't happen again.</p> <p>Sincerely, Tessa</p>	
<p>Yo Lara,</p> <p>I wanted to share some great news! I finally learned how to ride my bike without training wheels. It took a lot of practice, but I did it!</p> <p>L8er, Elliot</p>	
<p>Hey Mom,</p> <p>I can't find my math homework anywhere. I've checked my bag three times, and I'm worried I might have left it at school. What should I do?</p> <p>Love, Harper</p>	

### Part from The Gift of the Great Lake

Match each part of the story to the matching part of the story.

Part from The Gift of the Great Lake	Principle
We must care for this lake; it gives us life.	
Tovin organized a gathering so everyone could help.	
When we take care of the water, everything is healthier.	
Listen to the Elders," Naira reminded everyone.	
The lake gives us life, and we must care for it.	
When we work together, we all flourish.	
Protecting the lake for future generations.	

### to the Principle!

Principle Bank

- Reciprocity
- Interrelatedness
- Respect
- Reverence
- Synergy
- Holism
- Responsibility

### Analogy Match

Read each message on the left. Then, draw a line to match it to the correct part on the right.

Column A	Column B
Bee : Honey	a) Painter : Brush
Teacher : School	b) Clock : Time
Pencil : Writer	c) Chef : Kitchen
Book : Knowledge	d) Spider : Web
Doctor : Hospital	e) Student : Classroom
Eye : See	f) Ear : Hear





# BC Language Curriculum

## Reading Comprehension – Grade 4



### Cause and Effect



Read each cause on the left. Then, choose the correct effect on the right and check the box to show your answer.

1) Marcus forgot to save his project on the computer.

☐

His project was ready to print.

☐

He had to start over.

2) Zoe planted sunflower seeds in spring.

☐

The sunflowers grew tall and bright.

☐

The ground stayed empty.

3) A tree branch fell during a windy night.

☐

Nothing was on the road.

☐

The road was blocked.

4) Caleb left the freezer door open.

☐

The ice cream melted.

☐

Everything stayed frozen.

5) Priya spilled juice on the homework sheets.

☐

The pages got sticky.

☐

The papers stayed clean.

6) Noah's kite got caught in the tree.

☐

The kite flew away perfectly.

☐

He couldn't pull it down.

7) Jordan stayed up late reading.

☐

He was full of energy all morning.

☐

He felt sleepy in class.

8) Evelyn practiced basketball after school every day.

☐

She missed every basket.

☐

She became the best shooter on her team.



Read each funny cause on the left and the effect that makes sense.

#### Funny Causes

Felix sneezed so hard that his hat flew off.

The meatball rolled down the hill at full speed.

Pickles the parrot tried to eat spaghetti with a fork.

Mr. Harold slipped on a noodle.

The spaghetti blizzard got stronger.

#### Silly Effects

a) A spaghetti snowman melted into a giant pasta puddle.

b) His hat landed on his neighbour's dog.

c) The dog chased it all the way to the town square.

d) The fork flipped, and spaghetti flew everywhere.

e) He slid across the ground like he was ice-skating.

### Text Features

1) \_\_\_\_\_ act like titles that tell what the big sections are about.

2) \_\_\_\_\_ make information easy to see and compare.

3) A \_\_\_\_\_ groups related facts together using smaller headings.

4) \_\_\_\_\_ are small symbols that give us quick meaning or ideas.

Glossary

Table of content

Icons

Headings

Charts



# Workbook Preview



# Grade 4 – Language

## Comprehension, Story, Text Forms



<b>Big Idea 1</b>	Language and text can be a source of creativity and joy.
<b>Big Idea 2</b>	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
<b>Big Idea 3</b>	Texts can be understood from different perspectives.
<b>Big Idea 4</b>	Using language in creative and playful ways helps us understand how language works.
<b>Big Idea 5</b>	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

**Preview of 140 pages from  
this product that contains  
360 pages total.**

		es
CST4.1		3-100, 153- 243
CST4.2	Text features: how text and visuals are displayed	10-13, 16-17, 78-95, 137-147, 153-154, 156- 160, 210-243
CST4.3	Literary elements: theme, character, setting, plot, conflict, and purpose	51-60, 78-95, 113-122
CST4.4	Literary devices: sensory detail (e.g., imagery) and figurative language (e.g., metaphor, simile)	101-112, 175- 195, 204-206

<b>CST4.5</b>	Evidence	118-122
<b>CST4.6</b>	Reading strategies: using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences	18-31, 43-60, 64-100, 113-223, 225-243
<b>CST4.7</b>	Metacognitive strategies: talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer	18-19, 32-42



# Block 1:

## Text Forms and

## Reading

## Comprehension

## Strategies - Basics

Focus

- Pre-reading: activate prior knowledge and 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 Texts – Purpose of Texts

## What are Texts?

**Texts** are anything written, like stories, articles, or even signs. They are a way to share ideas, tell stories, or give information. Let's find out why people write texts.

## Sharing Information

One big reason for writing is to share information. This can be facts, instructions on how to do something, or news about what's going on. Here are some examples:

- A science book tells you about plants and animals.
- A cookbook gives you steps to make a yummy dish.
- A newspaper article tells you about an important event.



## Telling Stories

Many texts are written to tell stories. These can be fun or make you believe. Storytelling is a fun way to entertain and share adventures. Here are some examples of storytelling texts:

- Fairy tales, like "Cinderella."
- True stories, like a biography of a famous person.
- Comic books with exciting adventures.

## Persuading People

Sometimes, writers want to persuade or convince you about something. They use words to make you think or feel a certain way. For example:

- An advertisement might persuade you to buy a new toy.
- A letter to the editor gives opinions about community issues.

Texts are powerful! They can teach us, entertain us, and even change our minds about things. That's why writing and reading are such important skills to learn.

## True or False

Is the statement true or false?

1) Texts can only be found in books.	True	False
2) A cookbook is an example of a text that shares information.	True	False
3) Newspapers help us learn about what's happening in the world.	True	False
4) Texts are only for entertainment, not for learning.	True	False
5) Letters to the editor in newspapers share opinions.	True	False

## Answer

Answer the following questions.

1) Name the type of text that shares information and describe what it might include.

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2) What are the three main reasons why we read?

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## Write

Write a short news article to inform people about an event in your school.

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# Genres: Fiction and Non-Fiction

## Understanding Genres

A genre is a type of book or writing.

Think of it like different flavors of ice cream. Each genre has its own style and content. There are two main types of

genres: fiction and non-fiction. Let's learn about them!



## Fiction: Imaginary Stories

Fiction is all about imaginary stories. These stories come from the author's imagination. They can take you on adventures, scare you a little, or even make you laugh. Here are some types of fiction:

- Humour: These stories are funny and make you laugh.
- Adventure: Stories filled with exciting journeys and quests.
- Traditional Literature: Old tales like fairy tales and fables.
- Fantasy: Magical and imaginary worlds with dragons and magic.
- Mystery: Stories that involve solving a puzzle or a crime.
- Science Fiction: Stories about the future or advanced technology.
- Horror: These can be a bit scary and involve spooky themes.

## Non-Fiction: Real and Informative Writing

Non-fiction tells us about real things, people, events, and facts. It's like getting a scoop of the real world. Here are some types of non-fiction genres:

- Reports: These give information about a topic, like animals or space.
- How-to Guides: Instructions on how to do things, like baking a cake.
- Biographies: The life story of a real person.
- Procedural Writing: Step-by-step directions, like a recipe.
- Persuasive Texts: Writing that tries to convince you about something.



**Comprehension Check**

Is the statement true or false?

1) Fiction genres are always based on true stories.	True	False
2) Non-fiction texts are about real things and facts.	True	False
3) Mystery is a type of fiction genre.	True	False
4) Science fiction stories can be about the future or technology.	True	False
5) Humour in fiction is meant to be scary.	True	False

**Match**

Draw a line from the genre to the book title

	Book Title
Humour	The Haunted House
Adventure	Journey to the Center of the Earth
Traditional Literature	Merella
Fantasy	Knock-Out-Loud Joke Book
Mystery	The Secret System Explained
Biography	Baker for Baker
Reports	The Story of the Old City
How-to guide	The Secret of the Old City
Horror	Wizards and Dragons

**Personal Preference**

Write about your favorite genre. Is it fiction or non-fiction? Why do you like it? What is one book or story from this genre that you enjoy?

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# 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 Skills:** Enhances how you understand and use language.
- **Enhancing Creativity and Problem Solving:** 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 read.
- **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.



**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

**Questions** Write about reading comprehension and why is it important?

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**Matching**

Match the strategies to their description by writing 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



## Comprehension Practice – Making Connections

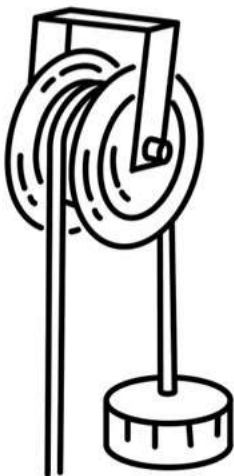
### "Max's Winter Wonders: Simple Machines at Work"

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 a hard job. 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 strong rock). He pushed snow on one end and pushed down on the other end, clearing the snow off the driveway. Mrs. Thompson was amazed!

Next, Max used a wheel and axle. He attached a large 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.



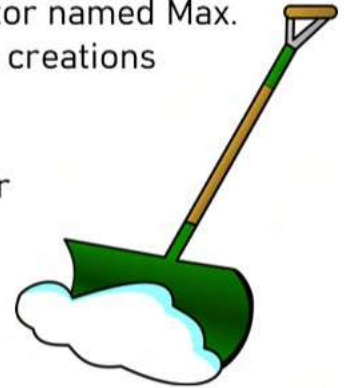
Then, he used an inclined plane. He built a ramp for Mrs. Thompson to move her heavy groceries from her car to her house. Max made a simple ramp, and she could slide her boxes up easily without lifting them.

Finally, Max used a pulley to hang bird feeders in 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?

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### 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?

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**Text-To-World:** What does the story remind you of happening around the world?

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**Text-To-Text:** What does the story remind you of about another text you read?

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### After Reading

Summarize the main idea of the story and list 3 supporting details

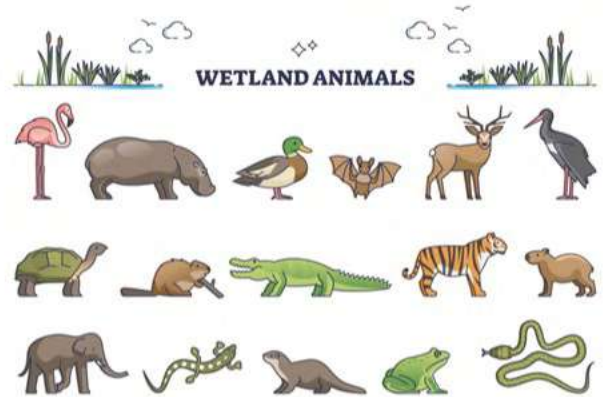
Main Idea	
Supporting Detail	
Supporting Detail	
Supporting Detail	



## 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 and are sometimes found near rivers.
- Bogs: Bogs are very wet, 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:** 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 the solar system. 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?

## 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 gratitude, 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.

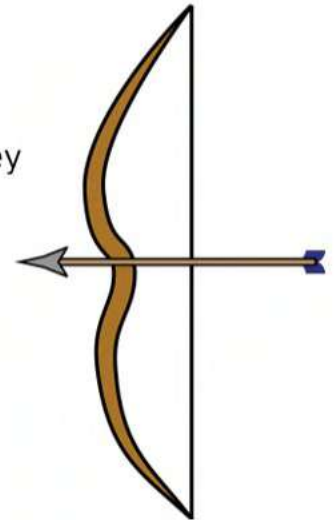
In the afternoons, Takoda and his friends would run through the fields, playing games that were more than just child's play. One of their favourite games was a cross-country race, symbolizing unity and conflict resolution. They also engaged in a game called "Hoop-Over-Log," where they sharpened their running and aiming skills.

But it wasn't all play for Takoda. He would also listen attentively to the stories of his elders, learning about the values of respect, reciprocity, and interrelatedness. 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 <sup>st</sup> Prediction		Was Your Prediction Correct?
2 <sup>nd</sup> Prediction		Was Your Prediction Correct?
3 <sup>rd</sup> 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?




## Activity: Reading Goal-Setting

### Objective

What are we learning more about?

To enhance reading comprehension skills by applying targeted strategies, students will set personal reading goals and monitor their progress.



### Instructions

How do we complete the activity?

- 1) Show the Reading Strategies: Gather the students and discuss these reading strategies: Activate prior knowledge, Purpose of reading, Making predictions, Drawing connections, Summarizing, Making inferences. Have each student understand the strategies by giving examples.
- 2) Personal Reflection: Have students reflect on each reading strategy listed. Ask students to reflect on which strategies they use often and which ones they need to practice more.
- 3) Set Individual Goals: Have students choose one strategy they want to focus on improving. They should write down this goal at the top of their worksheet.
- 4) Goal-setting Planner: Provide students with a goal-setting planner. They can set their goal for the strategy they chose. Then, they write down the ways they can work towards their goal and why that goal is important for them. For example, if the goal is to make predictions, one action might be, "I will try to guess what might happen next before I turn the page."
- 5) Weekly Reflection: At the end of each week, students should reflect on their progress and discuss it with a partner or the class. They can share if they met their goal, how their chosen strategy helped with their comprehension, and what they will focus on next.
- 6) Goal Adjustment: Allow students to adjust their goals as needed, encouraging them to challenge themselves with different strategies as they grow.

**Reflection**

Reflect on these reading comprehension strategies. Do you often use any of these strategies? Which strategies do you need to focus on more. Write yes/no as your answer for each.

Strategy	Do you often use this strategy?	Do you need to focus on this strategy
Activate Previous Knowledge		
Purposeful Reading		
Making Connections		
Questioning		
Making Connections		
Summarizing		
Making Inferences		

**Questions**

Answer these questions.

1) Which reading strategy do you want to focus on the most?

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2) Why have you chosen this strategy? Why do you think it is important for you to improve this strategy?

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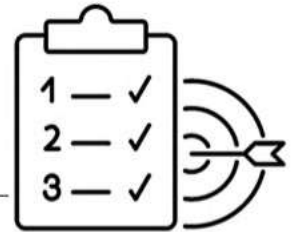
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Name: \_\_\_\_\_

34

Curriculum Connection  
CST4.7

# MY GOAL PLANNER



My goal is to: \_\_\_\_\_  
\_\_\_\_\_

Ways I can work toward my goal:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_



Why this goal is important to me: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New things I will try:

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I am going to work harder at:

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I want to read:

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**Instructions**

Follow the given instructions to fill your weekly reflection table.

- 1) **Week Ending:** Write the last day of the week you are reflecting on.
- 2) **Reading Goal:** Write your specific reading goal for the week.
- 3) **Strategy Practiced:** Identify the strategy you focused on this week.
- 4) **Actions Taken:** List the actions you took to practice the strategy.
- 5) **Books/Texts Read:** Note down the titles of the books or texts you read.
- 6) **Observations:** Reflect on what you noticed about your reading. Did the strategy help? Was it difficult or easy?
- 7) **Did I meet my goal?** Simply state yes or no.
- 8) **Next Steps:** Based on your observations, outline your plan for next week. Will you continue with the same strategy, or will you choose a new strategy to focus on?

<b>Week Ending</b>			
<b>Reading goal</b>			
<b>Strategy Practiced</b>			
<b>Did I meet my goal?</b>			
<b>Actions Taken</b>	<b>Books/Texts Read</b>	<b>Observations</b>	<b>Next Steps</b>

Name: \_\_\_\_\_

# READING LOG

My goal for \_\_\_\_\_ is \_\_\_\_\_ minutes.  
(month) (number)

## Instructions

Write the number of minutes you read each day and then the total for each week. Fill in this log each month to reach your reading goals.

SUN	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.	
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.

Total minutes read for the month: \_\_\_\_\_

# **INDEPENDENT READING ACTIVITIES**



## Day 1

Fill in the organizer below before, during, and after reading

Name of Book

Before Reading: What will this book be about?

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During Reading: Write 2 questions you have while you read.

1)

2)

After Reading: Summarize the story. What was it all about?

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How did using the strategies help you understand the text?

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## 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. Explain.

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During Reading: Making Connections – What does this book remind you of in your life?

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After Reading: Make an inference – Something that wasn't stated in the book.

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Name: \_\_\_\_\_

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Curriculum Connection  
CST4.1, CST4.6

Day 7

Fill in the organizer below

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Visualizing – Draw a picture of something you visualized. Explain the picture.	
	<hr/> <hr/> <hr/> <hr/> <hr/>
How did visualizing help you understand the text?	
<hr/> <hr/> <hr/>	

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 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	<b>Free Space</b>	Describe the author's style and explain why you like it	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



# 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 – 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 Creation 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 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?




## Traditional Literature – 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 hearts. 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 it. We must give it a chance to find her baby."

The children returned to the pup, leaving it where they found it. They watched from a distance, and 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



## Traditional Literature – 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, Turtle decided to play a game using a small ball and wooden sticks with nets at the end. And so, the first game of Lacrosse was born.

Here's how you play: Each team has seven players: 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. The midfielders 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.



Name: \_\_\_\_\_

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Curriculum Connection  
CST4.1, CST4.3, CST4.6

### Before Reading

Predicting: What will this story be about?


### Making Connections

Make a connection to self, text, and world

Text-To-Self: What 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

# 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 nice words and full sentences. We write this way when it's something serious or very important.

I look forward to hearing from you soon.

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 each person? 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?

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## 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 in the boxes below, showing how you are 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 go outside to enjoy any outdoor activities.	Implicit	Explicit
3) Fast food may be convenient, but at the same time, it's not good for you.	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, so 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 other side of life!

Your soon-to-be-celebrity friend  
Sparkle Star ✨

### Questions

### Answer the questions.

1) Did Sparkle Star explicitly state their perspective? Explain.

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2) Is Sparkle Star biased in their letter? Do they have a biased opinion about the toy?

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3) Why do you think Sparkle Star wrote this letter?

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4) Is there a lot of biased opinions in advertising? Explain and give an example.

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## 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.

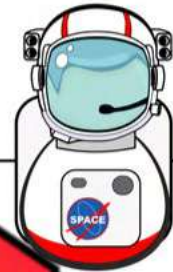
Right now, you're in grade 4, and it might feel like what you're doing in the classroom isn't that important. Trust me, the hard work you put in now will pay off big time later. Whether you want to be an astronaut like me, a doctor, or an artist, it all starts with giving your best in school.

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 learning, 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?

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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."

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3) Personal Wonderings – What do you think the author wants you to learn or think about from this text?

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# 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.
- Major and minor characters
- Subplots and flashbacks
- Figurative language – personification, idiom, analogy
- Sequencing the events of multiple plots in a story, explaining the cause and effect

# Structure of Narrative Texts

## What is a Narrative Text?

Narrative texts are stories that can be either made up (fiction) or real (non-fiction). They are like journeys made with words, taking us through exciting, funny, or even sad



## The Basic Story

Most narrative texts follow a certain order. Here's a simple way to look at it:

- **Beginning:** This is where the story starts. You get to know the setting (where and when the story happens) and meet the characters (the people or animals in the story).
- **Problem:** Every good story has a problem or challenge that needs to be solved. This problem makes the story interesting.
- **Events:** These are things that happen in the story as characters solve the problem.
- **Solution:** This is how the problem gets solved, often near the end of the story.
- **Ending:** The story wraps up, and we see how the characters have changed.

## Special Story Elements

Sometimes, stories have extra parts that make them even more exciting.

- **Flashbacks:** These are parts of the story that jump back in time to explain something.
- **Subplots:** These are like mini-stories within the bigger story. They usually involve minor characters.
- **Major Characters:** These are the main people (or animals) the story is about.
- **Minor Characters:** They are less important but still add interesting details to the story.

Narrative texts, whether they are books, movies, or plays, take us on adventures through their words. By understanding their structure, you can enjoy these stories even more and maybe even write your own one day!



## True or False

Is the statement true or false?

1) The setting is where and when the story happens.	True	False
2) Every good story must have a problem or challenge.	True	False
3) Flashbacks are used to tell what will happen in the future.	True	False
4) Major characters are the most important people in the story.	True	False
5) Subplots are mini-stories within the main story.	True	False

## Questions

Answer the questions below.

1) Why do you think setting is important in a narrative text?

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2) How do minor characters add to a story? Do you think of a minor character from a book or movie who made the story more enjoyable?

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## Summarize

What is the main idea of the report and the supporting details?

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## 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 and 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, they taught each other how to weave stronger nests and build more secure burrows. Soaring Eagle shared feathers to strengthen the nests, while Gentle Doe showed how to use twigs and leaves to perfect the burrows.

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 important 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?




## Fictional Text – Fantasy Story

### The Adventure in Whispering Woods

In the mystical Whispering Woods, where trees talked and animals wore hats, there was a small village named Glitter Glen. The most magical part of Glitter Glen was its legend of the Hidden Star, a treasure said to grant wishes.



Long ago, the bravest knight of Glitter Glen, Sir Rufus, had set out to find the Hidden Star. He journeyed through the Whispering Woods, meeting various creatures like Mr. Hoot, the wise owl, and Bella, the dancing bear. But Sir Rufus was never seen again, and the villagers always wondered about his fate.

Now, two curious children, Ellie and Max, decided to solve the mystery. Along with their pet raccoon, Rascal, they embarked on an adventure through the Whispering Woods. They met many characters, including the mischievous fairy, the butterfly who loved to gossip, the Mumbling Moles who always lost their glasses, and Leo the Lizard, who was an expert in riddles.

One night, as they camped under the stars, Ellie found a rusted, rusty sword. Touching it, she was suddenly whisked into a flashback. She saw Sir Rufus, young and brave, fighting a shadowy figure. He defeated the figure but was trapped in a crystal by a mysterious spell.

Ellie awoke from the flashback, realizing that the sword was Sir Rufus's. Determined to free him, they journeyed deeper into the woods. They met the mischievous fairy, the mischievous and Lolly, the laughing river, who gave them clues.

As they neared the heart of the forest, they encountered Giggles, the giggling grasshopper who offered to lead them through a maze of tall grass. Finally, they reached a clearing where a crystal stood, glowing softly.

Inside the crystal, they saw the silhouette of Sir Rufus. Remembering the words of Leo the Lizard, Ellie raised the sword and chanted, "Bravery shines and darkness fades, free the knight from timeless shades." A beam of light shot from the sword, shattering the crystal.

Sir Rufus emerged, thanking Ellie and Max for their bravery. He led them to the Hidden Star, which granted each of them a wish. Ellie wished for the Whispering Woods to always be safe, Max wished for endless adventures, and Rascal, with a twinkle in his eye, wished for an endless supply of tasty treats. The children returned to Glitter Glen as heroes, with tales of their adventure and the knowledge that the magic of Whispering Woods was safe once again.

**Questions**

Answer the questions below.

1) What were the main characters in the story? Describe their personalities.


2) List all the characters in the story that helped understand the plot of the story.


3) **Personal Wonder** If you were in the story, what would you have done differently? Why?


**Reflection**

Answer the following questions.

1) How did the flashback help you in understanding the story? Did it make the story more interesting?


2) How did the flashback help Ellie and Max in their journey?




## Traditional Literature - The Tortoise and the Hare

In a sunny field next to a big, cool forest, there lived a tortoise named Tilly and a hare named Harry. Tilly was a calm and kind tortoise who liked to take her time and look at the clouds. She always finished what she started, even if it took a while. Harry was a fast and bouncy hare who loved to race the wind and brag about how quick he was to anyone who would listen.

Nearby, there were three friends: a squirrel named Sam, a sparrow named Sally, and a butterfly named Benny. Sam was always busy collecting acorns, Sally chirped a happy song all day, and Benny fluttered about looking for pretty flowers.

One bright morning while Harry was showing off how fast he could run, he was plodding along, steady and slow. He couldn't run as fast as the old oak tree and back before you could blink. "I'm laughing."



Tilly just smiled and said, "My pace could be fun."

As Harry went to sleep in a cozy spot, he dreamt about a big race from last spring. He had zoomed ahead of everyone but decided to take a nap mid-race. But in his dream, when he woke up, he didn't see the hare. Instead, he saw Tilly crossing the finish line, slow and steady, while he was still sleeping! He woke up with a jump. "That won't happen," he said to himself. "I'm too fast to lose!"

The day of the race came, and all the animals gathered. Sam had a little side adventure going on. He had made a bet with Sally that he could find 100 acorns before the race ended. He scurried around, his little paws full of acorns, darting back and forth across the field.

"Ready, set, go!" shouted Sally, and the race began. Harry zoomed away like he always did, leaving Tilly far behind. Tilly didn't mind. She moved slowly and steadily, enjoying the warmth of the sun on her shell.

Harry, confident he'd win, decided to rest under a tree, thinking about the dream he had. But he didn't go to sleep this time. He watched the clouds and waited. He thought Tilly would never catch up.

Meanwhile, Tilly kept going, step by step, passing Harry as he lounged by the tree. The crowd cheered for Tilly as she went by, and Harry, hearing the cheers, suddenly remembered his dream. He jumped up and raced after Tilly with all his might.

As Tilly neared the finish line, Harry was catching up. But she didn't hurry or worry. She just kept going, steady and sure. And just like in Harry's dream, Tilly reached the old oak tree first. Everyone cheered, especially Sam, who had just gathered his 100th acorn.

Harry couldn't believe it, but he smiled. "Well done, Tilly," he said. "You've taught me that being steady is just as important as being fast."



**Comprehension**

Answer the questions below.

1) Describe the flashback in the story. What did the character see?

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2) Who were the minor characters in the story? Describe their roles.

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3) What was the subplot in the story? How did it add to the story?

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**About the Story**

Answer the following questions.

1) Why do you think the author included the subplot in the story?

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2) Traditional literature includes fables, legends, folktales, myths, and fairy tales that often teach a lesson. What lesson is taught in this folktale?

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## Traditional Literature - The Boy Who Cried Wolf

In the little village, nestled between green fields and whispering woods, there was a young boy named Alex. Alex had a big job for a boy: he was the shepherd. Every day, he watched the sheep, making sure they were safe.

Alex liked to have fun, maybe too much fun. In the village, there was Mrs. Ella, who baked the yummiest bread, and his best friend Lily, who could make a flower crown in less than a minute.

One sunny day while the sheep nibbled on grass, Alex had a naughty idea. He wanted to play a trick. He yelled, "Wolf! Wolf!" just to see what would happen.

Mrs. Ella ran to help, and Lily dropped her flowers. They ran to help Alex, but when they got there, it was all a joke. Alex laughed, but his friends did not.

He played this trick a few times, and even fewer friends came to help. Mrs. Ella said, "If you tell tall tales, no one will come when you really need help."

That night, Alex remembered nothing. His grandpa told him a story about a boy who lied, and the star dimmed until it was gone. Alex thought maybe it was important.

While this was happening, Lily had a problem. Her favorite flower crown had gone missing. She looked everywhere, in the meadow, by the stream, even in Mrs. Ella's bakery. She was sad because it was special, made from the first flowers of spring.

The next day, a real wolf sneaked out of the trees. Alex said, "Wolf! Wolf! A real wolf this time!" But the villagers were tired of his tricks. They didn't come.

Alex had to be brave. He clapped and shouted, and the wolf ran away. The sheep were safe, but Alex felt alone.

When the villagers found out there was a real wolf, they felt sorry. They told Alex they should have helped. Alex felt sorry too, because he knew he had made a mistake.

Together, they fixed the fence to keep the sheep safe. And while they worked, Lily found her flower crown! It was in the field. The sheep had found it and were using it to play a game. Lily laughed. She wasn't sad anymore because now she had a funny story to tell.

From that day on, Alex was honest. And when he said something, everyone listened. Mrs. Ella gave him the first slice of bread from the oven, and Lily made him a new flower crown, one with extra colours.

And Alex, with his honest words, was like a bright star in the village, never dimming again. Lily's flower crowns became famous, and the villagers knew they were all safer and happier when they worked together and told the truth.





**Questions**

Answer the questions below.

1) Who was the major character in the story? Describe his personality.

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2) List the two minor characters in the story. What roles did they play?


3) Describe the \_\_\_\_\_ in the story. How did it connect to the main story?


4) What lesson did you learn from this fable?


**Visualizing**

Draw what you were picturing while you were reading. Explain the picture.




## 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, 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.

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2) Summarize the sequence of events that happened in the story. Write 6 events in one sentence.

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**Personality Traits**

Describe Pheidippides personality – ambitious, courageous, reliable, curious, trustworthy, confident, empathetic, brave.

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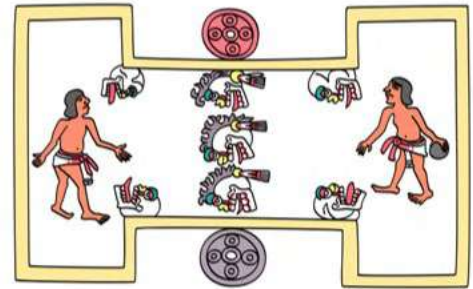
## Advantages/Disadvantage of Points of View

### 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 old and something 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.

Name: \_\_\_\_\_

100

Curriculum Connection  
CST4.1, CST4.6

## 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.

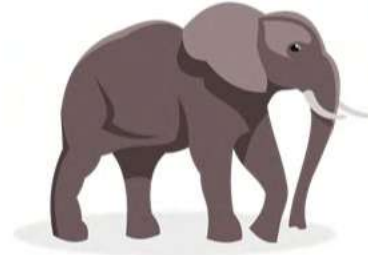
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## Simile

A **simile** is a way to describe something by comparing it to something else, using the words "like" or "as." It helps make our writing more interesting and helps people get a better picture of things. For example:

- The pillow was soft like a ball of fur.
- The baby's smile is as bright as the sun.
- The pillow is as big as an elephant.
- The fire is as hot as fire.



Think \_\_\_\_\_ Read \_\_\_\_\_ and underline examples of similes, then write them below.

Once upon a time, in a small village, as a silent night, there lived a young boy named Felix. Felix was as curious as a cat, always seeking new adventures.

One sunny morning, bright as a polished mirror, Felix discovered a hidden path in the forest. The trees stood tall like guardians of a secret world. As he walked, the leaves rustled like whispers of ancient stories.

Suddenly, he saw a bird with feathers as blue as the sky, singing a song as sweet as honey, leading Felix to a clearing. There, in the middle of the clearing, was a sparkling pond, clear as a crystal.

Felix realized that beauty and wonder were all around, just like the night sky. He promised to explore as much as the endless ocean and share his adventures, inspiring others to find their own paths.



## Scavenger Hunt

Find books that have examples of similes.

Book Name	Example – Describe or quote the example.
"Where the Wild Things Are"	Max's room became a forest, as wild as his imagination.
"The Gruffalo"	The mouse's tail is as long as a spaghetti noodle.

## Matching

Match the sentence in Column A with the sentence in Column B that shows a simile.

Column A	Column B
As loud as	a clown
As funny as	water
As slow as	a tortoise
As blue as	thunder
As clear as	the sky



## Imagery

**Imagery** in stories is when the writer uses words to create pictures in your mind. It's like painting with words so you can see, hear, smell, taste, or touch what's happening in the story without being there. Here are three examples:

- **See:** The big, yellow school bus rumbled down the street, looking like a cheerful banana on wheels.
- **Smell:** The air smelled like fresh cookies from the oven, sweet and warm, making my tummy rumble.
- **Hear:** The cat's meow was as soft as a whisper, like a secret just for me.



**Think** Read the passage and underline examples of imagery, then write them below.

In the mountains of Peru, where the peaks touch the sky, lived a girl named Marisol. The sun painted the morning sky in shades of orange and red, and the air was filled with the scent of blooming flowers. Marisol loved to look at the colorful clothing at the market, smelling of spicy corn and sweet breads.



In the daytime, Marisol worked with her hands quickly to make cloth with lots of colours. The market, where she sold things, was full of laughter and chatter, as bright and colourful as parrots.

At night, Marisol gazed up at the twinkling stars, feeling the cool breeze on her face and the soft earth under her feet. The cool breeze carried the promise of adventure, and she knew her heart belonged to the beautiful land of Peru, wrapped in a blanket of history and dreams.




## Scavenger Hunt

Find books that have examples of imagery.

Book Name	Example – Describe or quote the example.
"The Enchanted Forest" by Emma Johnson	"The trees whispered secrets to the wind, and the leaves danced like golden coins falling from the sky."

## Describe

Describe the objects below using as much imagery as possible.

Object	Description
	
	
	



# Metaphor

A **metaphor** is a way to talk about one thing by calling it something else. It helps us make a picture in our minds. For example, when we say "The world is a stage," we don't mean it's really a stage, but we understand life better by thinking of it that way.

- The moon is a glowing cookie in the sky.
- Her eyes are shining stars.
- The world is a zoo today.
- His words are a treasure.



Think

Read the story below and find examples of metaphors.

Once upon a time, in a village nestled in a valley, lived a young girl named Clara. Her heart was as big as the ocean, and her imagination soared like an eagle in the sky.

One day, Clara found a tiny, trembling kitten hiding under a rainbow of flowers. Its fur was as soft as clouds, and its eyes sparkled like stars. Clara's heart melted like snow in spring.

She named the kitten Leo, and they became inseparable. They danced in the rain, and Leo taught Clara to purr with happiness. Together, they created a symphony of joy, playing sweet music that echoed through the village.

As the seasons changed, their friendship bloomed like a flower in the sun. Clara and Leo showed the village that love and kindness are golden keys that unlock the treasure chest of happiness. And so, their story became a legend, a whispering wind of warmth and light in every heart.

# Metaphor

## Scavenger Hunt

Find books that have examples of metaphors.

Book Name	Example – Describe or quote the example.
"Corduroy"	The department store is a wonderland.
"Harold and the Purple Crayon"	The crayon is Harold's magic wand.

## Match The Column

Match the words in Column A with the metaphorical descriptions in Column B to create complete metaphors.

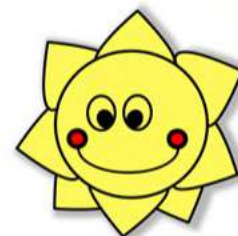
Column A	Column B
Heart of a lion	Brings happiness and brightness
Time is a thief	Very brave
Life is a rollercoaster	Time passes quickly, taking moments away
She is the sunshine	Pleasant to listen to
Her voice is music	Full of ups and downs

## 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 the story 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, as if they were whispering secrets to each other. Nearby, a babbling stream seemed to sing a soothing lullaby.

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 comforting hug, 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, almost like the forest is telling us we're not alone."

Personification

Personification

Personification

Personification

Anthropomorphism

Anthropomorphism



## Figurative Language - Analogy

An **analogy** is when you explain something by comparing it to something else. It's like saying, "This is like that..." An analogy helps us understand things better by showing how two different things are similar.



**For example:**

1. "Just like a fish swims in water, a bird flies in the sky." This shows how fish and birds move in their homes.
2. "Reading a book is like going on a treasure hunt. You discover new things on every page." This compares reading to an exciting adventure.

This... Read the story below and find examples of analogy. Write them below.

Once upon a time, in a lush green forest, there was a little rabbit named Benny. Benny loved to explore, his curiosity leading him to gaze at the stars in the night sky. Every day, he hopped around the forest like a dancer, his ears perked up in excitement. The forest was his playground, filled with wonders and adventures waiting to be discovered.

One sunny morning, Benny stumbled upon a stream. The water was as clear as glass, flowing gently like a peaceful melody. "This is like a mirror," thought Benny, as he gazed into it. He saw fish swimming gracefully, their movements smooth and coordinated like dance ballet. So colorful and vibrant, they were like tiny, living jewels glinting in the sun. Benny watched in awe, fascinated by the lively underwater world.



Just then, a butterfly fluttered by, its wings flapping softly like gentle whispers. Benny followed it with his eyes, admiring its delicate beauty. The butterfly was as colourful as a painter's palette, leaving a trail of magic in the air. In that moment, Benny realized the forest was full of beautiful things, each unique and special in its own way. The stream, the fish, and the butterfly - they were all part of the forest's grand tapestry. And Benny, the little rabbit with a big heart, knew he was right where he belonged.

## Figurative Language - Idiom

An **idiom** is a phrase where the words together have a different meaning than the individual words. It's like a special code! When you hear an idiom, you can't understand it just by looking at each word. You have to know what the whole phrase means together.

**For example:**

1. "Break a leg" doesn't mean to actually break someone's leg. It's a fun way to wish someone good luck.
2. "Cry over spilled milk" is not about crying about actual milk. It means to be sad about something that can't be changed or fixed.



Think \_\_\_\_\_ Find \_\_\_\_\_ Try below and find examples of idiom. Write them below.

In the heart of a busy city lived a boy named Max who always had a lot on his plate. He was a bundle of energy, jumping from one activity to another. One sunny day, Max decided to bake a cake for his mother's birthday. He knew it wouldn't be a piece of cake, but he was up to the challenge.

Max started by breaking a few eggs, but he ended up with an egg on his face when he accidentally dropped one! He didn't cry over spilled milk, though. Instead, he cleaned up and continued. Mixing the batter, he realized baking was not his forte, but he was in too deep to back out now.

After what felt like ages, the cake was finally in the oven. Max paced the kitchen and hoped for the best. To his surprise, the cake turned out great. His mother smiled at him. "You've really outdone yourself," she beamed.

That day, Max learned that even if something isn't your forte, giving it your best shot can lead to sweet success.



## 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 be afraid, Daisy," said Tommy. Daisy felt nervous, but they were competitors for food.

B) Benny the Bear was having a mental debate. "Should I have berries or fish?" he thought to himself. "I can eat both because I'm a omnivore!"

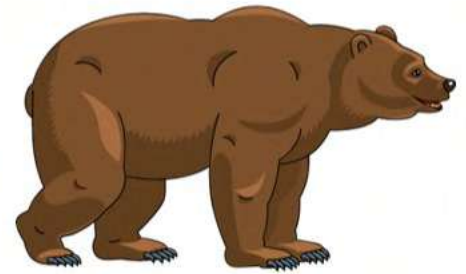
C) In the depths of the forest, Benny the Bear, Daisy the Deer, and Tommy the Tiger—were a team of adventure. Though they were the best of friends, their diets were completely different.

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.

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# Narrative Writing – Inferencing: 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>storm</u> came, and the lights.	Cause	Effect
You <u>don't water</u> the plants, and it dies.	Cause	Effect
She reads a book a 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 heard the whispers of this groundbreaking invention. "A printing press, you say? It could revolutionize our village!" He approached Mr. Gutenberg and proposed, "Could you 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.



Name: \_\_\_\_\_

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Curriculum Connection  
CST4.3, CST4.6

### 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.



## Adventure Story

### The Canyon's Secret Glow

Once upon a time, in a vast, colourful canyon, lived two friends: Oliver and Zoe. They were curious about the mysteries of the world and loved exploring new places. One sunny day, they discovered an ancient, hidden cave behind a waterfall.

"Let's see what's inside!" exclaimed Oliver, his eyes sparkling with excitement. Zoe nodded, agreeing with anticipation. They cautiously entered the cave, their torches illuminating walls covered in mysterious paintings.

Suddenly, they found a large, smooth, orange, glowing rock. Oliver wanted to take it back home, thinking it could be a treasure. "No, don't touch it," Zoe warned. "It might be important here. It might be important to our ancestors. We should argue about the consequences."



Despite Zoe's warning, Oliver couldn't resist. He picked up the rock, and instantly, the cave began to shake. The friends hurried out, the rock still in Oliver's hand.

As they stepped outside, they noticed the sky had turned dark, and birds were flying away in fear. Zoe looked at Oliver with concern. "We need to fix this," she said firmly.

They decided to seek the advice of an old, wise eagle named Maximus. After listening to their story, Maximus spoke in a deep voice, "You must return the rock to its rightful place to restore balance."

With determination, Oliver and Zoe raced back to the cave. They carefully placed the glowing rock back where it belonged. The moment they did, the sky cleared, and the birds returned, singing joyfully.

"We did it!" cheered Zoe, relieved. "Thank you, Zoe, for showing me the right thing to do," Oliver said gratefully.

From that day on, Oliver and Zoe continued their adventures, always respecting the wonders of nature, and their friendship grew even stronger.

Name: \_\_\_\_\_

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Curriculum Connection  
CST4.1, CST4.3, CST4.5, CST4.6

## Questions

Answer the questions below.

1) What disagreement or conflict do Oliver and Zoe face in the story?

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2) How is the conflict resolved? What do Oliver and Zoe do to fix the problem?

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3) Write two character traits that Oliver has. Provide evidence from the story.


## Imagine

Imagine you are an explorer like Oliver and want to go on an adventure. What would you like to go on? Describe and draw.

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## Humour Story

### The Great Spaghetti Blizzard

Once upon a time, in a world where weather was made of food, lived a boy named Felix and his pet parrot, Pickles. Felix lived in a unique place called Spaghetti Springs, where instead of snow, spaghetti fell from the sky!

One day, Felix woke up to a loud sound. "SQUAWK! It's raining meatballs!" Pickles screeched. Felix ran outside and saw giant meatballs bouncing around like rubber balls. "This is no ordinary day," Felix chuckled, grabbing his fork and helmet. "Time to come fight!"

Outside, Felix saw his neighbor Agnes, trying to walk her ten cats, but they were slipping on spaghetti! "Oh dear, this spaghetti blizzard is a real noodle twister!" she exclaimed. Felix and Agnes couldn't help but giggle.

Then, they spotted Mr. Harold, the town's funniest man, who had fashioned a spaghetti lasso and was twirling it around. "Yeehaw! I'm the spaghetti cowboy!" he shouted, but then he tripped on a meatball and landed in a pile of noodles. Felix and Pickles burst into laughter.

As they continued their walk, they saw something extraordinary: a snowman! "Someone's creative!" Felix said, admiring the snowman with meatball eyes and a carrot nose. Pickles added a touch by placing a feather on its head.

Finally, they reached the town square, where everyone was having a spaghetti snowball fight. Felix and Pickles joined in, throwing spaghetti snowballs and ducking behind noodle forts. Laughter filled the air, and everyone was having a blast.

That night, as Felix and Pickles cuddled up at home, Felix thought about the day. "Today was silly, but it reminded me how much fun it is to be with friends and family, even in a spaghetti blizzard!" And with that, they drifted off to sleep, dreaming of the next wacky weather adventure in Spaghetti Springs.





Name: \_\_\_\_\_

121

Curriculum Connection  
CST4.1, CST4.3, CST4.5, CST4.6

## Questions

Answer the questions below.

1) What do you think is the main message or theme of the story?

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2) How does the author use different elements (like the spaghetti weather or the characters) to make the story funny?

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3) What was the funniest moment in the story for you? Explain why it made you laugh.

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4) What do you think is the main purpose of the story? Check all that apply.

Entertainment

Information

to be loved

## Draw

Draw your own version of a "food weather" day.



# 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 – 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 on how many times I've seen kids glued to their screens, ignoring the teacher completely. It's so distracting! 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.

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2) Which text uses facts? Do facts help the author be more persuasive?

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3) Which text uses emotions? Do you think being emotional is persuasive?

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## 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.
- Safety: Studies show that using wheelbarrows reduces the risk of back injuries by a whopping 15%!
- Time-Saver: Your workday is up to 25% by eliminating constant back-and-forth trips.
- Longevity: Our wheelbarrows are built from high-grade materials that can withstand the test of time!



#### 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!



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### Local Inferences

Make inferences based on the sentences below.

"Studies show that using wheelbarrows reduces the risk of back injuries by a whopping 25%!"

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"If you finish jobs 25% faster, you could take on an extra 1 or 2 projects every week!"

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"Longer Life. Our wheelbarrows are built to last, made from high-grade materials that can withstand the toughest jobs."

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"Massive Capacity. Hold up to 500 pounds!"

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### Global Inferences

Make 4 inferences based on the advertisement.

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### Reflect

Why is it important to think critically about advertisements?

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# 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 Wednesday.

**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 - 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 wobbly 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 explicitly says in the first piece of evidence is provided. Then draw conclusions 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?


# Block 6: Informational Reports

## Focus

- ✓ Text features like bold, hyperlinks, etc.
- ✓ Diversity, inclusion, and accessibility themes - facts
- ✓ Making inferences after reading
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Summarizing and Synthesizing
- ✓ Problem/Solution Reports



# Comprehension – Text Features in Reports

## The Rock Cycle: Nature's Recycling System

Rocks are all around us, and they go through an amazing journey called the **rock cycle**. This cycle changes rocks from one type into another through processes like **melting**, **cooling**, and **erosion**.

### Meet the Igneous Rocks

Igneous rocks form when **magma** cools and hardens. The speed of the cooling affects the size of the crystals in the rock. **Basalt** has small crystals because it cools quickly, while **granite** has large crystals because it cools slowly.

### The Layered World of Sedimentary Rocks

Sedimentary rocks come from small particles or materials like sand, shells, and even old plant matter. These materials get pressed together over time to form rocks like limestone and sandstone.



### Transformation into Metamorphic Rocks

Metamorphic rocks used to be either igneous or sedimentary rocks but changed because of heat and pressure. If you've ever seen marble, you've seen a metamorphic rock.

## The Journey of Rocks

Throughout their life, rocks can change into different types thanks to the rock cycle. Here are some steps rocks might go through:

- 1) Weathering: Breaks down igneous rocks into smaller pieces
- 2) Forming Sedimentary Rocks: These small pieces can later gather and form sedimentary rocks
- 3) Becoming Metamorphic: With heat and pressure, any rock can change into a metamorphic rock

**Text Forms**

Answer the questions below.

1) What main headings are used in the report?

2) What subheadings are used in the report?

3) Why is the caption helpful to the reader?

**Making Connections**

Make connections to the world, and to other texts.

Text-To-Self: What does the report remind you of about your life?Text-To-World: What does the report remind you of that is happening around the world?Text-To-Text: What does the report remind you of about another text you have read?

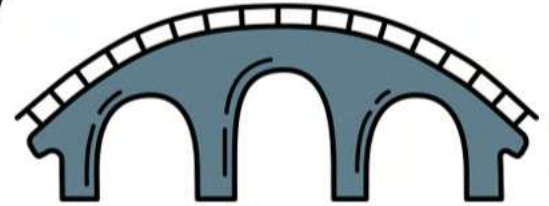


## Compare and Contrast Report – Arch or Beam Bridge

### Comparing Engineering Marvels: Arch Bridge vs Beam Bridge

#### Introduction

Bridges are essential for connecting places separated by water, valleys, or other obstacles. Two of the most commonly used bridge designs are arch bridges and beam bridges. This report aims to compare and contrast these two types of bridges to help you understand their unique features and applications.



#### Essential Components: What Makes Them Stand?

Both arch and beam bridges serve the fundamental purpose of providing a passageway over an obstacle, but their structural designs are quite different.

- **Arch Bridges:** Rely on a curved structure that distributes weight onto the foundations at each end. They are naturally strong and can bear heavy loads.
- **Beam Bridges:** Simplicity is key for beam bridges. They consist of a horizontal beam supported at each end by piers. The weight of the bridge and any additional load is transferred to the supporting piers.

#### Advantages and Limitations: What Works Where?

Arch bridges and beam bridges have their own set of advantages and disadvantages:

- **Longevity:** Arch bridges often last longer and require less maintenance.
- **Load Capacity:** Beam bridges can usually handle less weight in comparison to arch bridges.
- **Construction Time:** Beam bridges are quicker and less expensive to build.
- **Aesthetic Appeal:** Arch bridges usually offer more visual appeal.

#### Making the Choice

The decision to build an arch bridge or a beam bridge depends on various factors like the location, purpose, and available resources. In terms of longevity and aesthetic value, an arch bridge usually wins out. However, if speed of construction and cost-effectiveness are primary concerns, a beam bridge may be the better option.





True or False

Is the statement true or false?

1) Arch bridges have a curved structure that helps distribute weight.	True	False
2) The aesthetic appeal is usually greater in beam bridges.	True	False
3) Speed of construction is a big concern when building an arch bridge.	True	False
4) Beam bridges are generally more expensive and take longer to build.	True	False
5) Arch bridges require more frequent maintenance than beam bridges.	True	False

During Reading

Write 3 questions that come to mind while you read.

1)	
2)	
3)	

Compare

Fill in the table with the advantages/ disadvantages of both types of bridges

Criteria	Arch Bridges	Beam Bridges
Longevity		
Load		
Construction		
Look		

# Summarizing and Synthesizing

## What is Summarizing?

**Summarizing** is like taking a big story and telling it in a short way. Imagine you read a long book, and someone asks you what it's about. You tell them the main points in a few sentences. That's summarizing! You keep the important parts and leave out the small details.

### Key Points of Summarizing:

- Make it short and clear.
- Only include the main ideas.
- Leave out small details.



## What is Synthesizing?

**Synthesizing** is like being a detective. You take information from different places and put it together to create something new. For example, if you read about dinosaurs in three different books, you use all that information to explain why dinosaurs were so big, that's synthesizing.

### Key Points of Synthesizing:

- Use information from different sources.
- Combine ideas to understand something new.
- Think about how all the pieces fit together.

## How are They Different?

While summarizing and synthesizing might sound similar, they are very different. When you summarize, you are making something long into something short while keeping the main idea. When you synthesize, you are combining different ideas to make a new understanding. It's like summarizing is zooming out to see the picture from far away, and synthesizing is putting different puzzle pieces together to see the whole picture.

## Comparing Summarizing and Synthesizing:

- Summarizing: Shortens and keeps main ideas.
- Synthesizing: Combines and creates new understanding.

Understanding summarizing and synthesizing helps us in learning and sharing knowledge in a clear way. So, next time you read or learn something, think about if you are summarizing or synthesizing the information!



## Activity – Synthesizing Practice

### Instructions

Read these three reports on the topic of school uniforms. Then synthesize information in the worksheet based on your reading.

#### School Uniforms: Teachers' Perspective

Teachers often support school uniforms for several reasons. They believe uniforms create a focused learning environment by minimizing distractions. With everyone dressed the same, there is less competition or tension over fashion choices. Teachers also find that uniforms foster a sense of unity and school spirit.



They argue that uniforms make school safer by making it easier to identify students and non-students. Additionally, teachers appreciate that uniforms promote discipline and reduce the time spent enforcing dress codes.

#### School Uniforms: Students' Perspective

From the students' point of view, uniforms have pros and cons. Many students feel that uniforms restrict their ability to express individuality and creativity through their fashion choices. They often prefer wearing their own clothes that reflect their personal style.

However, some students acknowledge the benefits of uniforms, such as reducing pressure to wear trendy or expensive clothing. There is also an appreciation for the simplicity of uniforms, making getting ready in the morning quicker and less stressful. Nonetheless, the desire for more freedom in clothing is a common sentiment among students.

#### School Uniforms: Parents' Perspective

Parents' opinions on school uniforms are varied. Some parents value the convenience and cost-effectiveness of uniforms, as it reduces the need to purchase a variety of outfits. They also agree that uniforms can contribute to a sense of equality among students, reducing the likelihood of bullying or social isolation based on clothing.

On the other hand, some parents are concerned about the additional expense of buying specific uniforms, especially if they are only available from certain suppliers. They also worry about their children's comfort and the potential loss of individual expression. Parents often seek a balance that considers both the practical and emotional aspects of school attire.



**Compare and Contrast**

In the table below, summarize the opinion of each group

Perspective	Summary
Teachers	<hr/> <hr/> <hr/> <hr/> <hr/>
Students	<hr/> <hr/> <hr/> <hr/> <hr/>
Parents	<hr/> <hr/> <hr/> <hr/> <hr/>

**Synthesizing**

Write a short paragraph that combines all three views and explain how each perspective adds to our understanding of school.

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## Activity – Summarizing Reports

### Objective

What are we learning more about?

To summarize a 4-part report, understand the main ideas, and work together as a team.



### Instruction

How do we complete the activity?

- 1) Form Groups: Divide students into groups of 4. Each group receives a 4-part report.
- 2) Assign Parts: Each student in the group picks one part from the report to read and summarize.
- 3) Read and Summarize: Each student reads their part carefully and writes a short summary on a piece of paper. The summary should be 2-3 sentences and capture the main idea of their section.
- 4) Share Summaries: Once everyone has finished writing, each student shares their summary with the rest of the group.
- 5) Create the Big Summary: After hearing all the summaries, work together to combine them into one big summary that captures the main points of the entire report. You can write this on a separate piece of paper.
- 6) Discuss: Talk about how each student's summary contributed to the overall understanding of the report. Were there any surprises? Did summarizing help you understand the report better?



## Activity – Summarizing Reports

### Instructions

Cut out the sections of the report below

1)

#### The Climate Zones: Earth's Weather Patterns

Our planet Earth has different climate zones that make each part of the world unique. The climate zones have special types of weather, and they help to create the habitats where plants and animals live. Let's explore these fascinating zones!

#### Hot and Wet: The Tropical Zone

In the tropical zone, it's all hot and rainy all year long. This zone is near the equator. The rainforests are a part of this zone, filled with lots of trees, colourful birds, and interesting animals like monkeys and toucans. The heavy rain and warm temperatures make it a perfect home for many creatures.

#### Warm Summers, Cold Winters: The Temperate Zone

The temperate zone has seasons like summer, autumn, winter, and spring. This is where you'll find forests with trees that lose their leaves in autumn, and animals like deer and squirrels. The changing seasons make it a very interesting place for different kinds of plants and animals.

3)

#### Cold and Icy: The Polar Zone

In the polar zone, it's very cold almost all the time. You'll find ice and very few trees. The animals here, like polar bears and penguins, have thick fur or feathers to stay warm. It's a challenging place to live, but these animals have adapted to it.

4)

#### Hot and Dry: The Desert Zone

Deserts are places with very little rain and a lot of heat. Cacti, snakes, and camels are some of the plants and animals you'll find here. They've adapted to survive with very little water.

So, as you can see, the climate zones play a huge role in shaping the habitats around the world. Each zone has its own unique weather and creatures, making our Earth an incredibly diverse and interesting place to live!



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## Activity – Summarizing Reports

Instructions

Write your summary below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Final Summary

groups final summary below

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

## Inferencing Practice

**Inference**

Read the short reports written by Indigenous people in Canada. Then make an inference based on what you read.

**Ice Fishing: Not Just a Pastime**

Hi, I'm Nuna! Up north, ice fishing isn't just a hobby, it's a way to survive. The winters are really long, and fish become an important food for us. We even catch enough to share with our community.

**Together We Stand: Importance of Teamwork**

We always work in teams. This is super important because it keeps everyone safe. Teamwork also makes us efficient fishermen!

**The Mighty Totem Poles: What They Mean**

Hello there, I'm Tala! Totem poles are magnificent wooden statues. They help us remember our ancestors and understand our history. Carving on a totem pole tells a part of a story.

**Our Community Through Art**

In the Haida Nation, art isn't just something to look at. It helps keep our history and beliefs alive. We learn from a young age how to carve and connect with both our community and ancestors.

**Sailing Through History: Canoe Crafting**

Hey kids, it's Kaya! Canoes are more than just boats to us; they're pieces of art that carry history. We use them for fishing, travel, and even ceremonies.

**Learning From the Past: Canoe Crafting**

Canoes have been around for a long time in our culture. Our elders teach us how to make them. They also tell us stories about the journeys our ancestors took in canoes.

# Block 6: Procedural Writing

## Focus

- ✓ Prereading – what is the purpose of reading?
- ✓ Text features of procedural writing
- ✓ Visual aids used in procedural writing
- ✓ How to craft traditional Indigenous objects
- ✓ Comparing procedural texts – which is easier to understand?
- ✓ Non-Fiction Genre – Sub-form: instructions
- ✓ Linear Sequencing – Linear sequencing presents information in a straight, progressive line



# What is Procedural Writing?

## What is Procedural Writing?

**Procedural writing** is a way of writing that tells us how to do something. It's like a recipe in a cookbook or instructions for building a toy. This type of writing is important because it helps us complete tasks correctly. It gives us step-by-step instructions and lists what we need to complete tasks.



## Features of Procedural Writing

- **Clear Title:** The title tells what the procedure is about.
- **Materials Needed:** Lists all the things you need.
- **Numbered Steps:** The steps are usually numbered, so we can follow them.
- **Simple Instructions:** The instructions are easy to understand.
- **Action Words:** It uses words that tell you to do something, like 'cut', 'mix', or 'assemble'.
- **Pictures or Diagrams:** Sometimes, there are pictures to show us how to do something.

## Example: Making a Peanut Butter and Jelly Sandwich

### Materials:

2 slices of bread, Peanut butter, Jelly, Knife, Plate

### Steps:

- 1) **Lay Bread on Plate:** Put the two slices of bread side by side on the plate.
- 2) **Spread Peanut Butter:** Use the knife to spread peanut butter on one slice of bread.
- 3) **Spread Jelly:** On the other slice, spread jelly.
- 4) **Put Together:** Carefully place the peanut butter slice on top of the jelly slice.
- 5) **Enjoy:** Your sandwich is ready to eat!

This example shows how procedural writing can help us make a simple sandwich.

Remember, the steps in procedural writing are there to guide us to complete something successfully!

**Prereading**

Before reading, answer the questions below.

Before reading, decide why you are reading this. Is it because your teacher told you to? Or is it because it looks interesting? How does that affect how you read it?

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Make Connections How have you seen instructions before? When do you get instructions? How do you read them? When have you used instructions?

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**Order**

Order the steps below from the first step to the last in making a peanut butter sandwich.

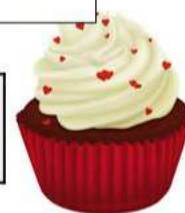
Order	Steps
	Carefully place the peanut butter slice on top of the jelly slice.
	Your sandwich is ready to eat!
	Put the two slices of bread side by side on the plate.
	Use the knife to spread peanut butter on one slice of bread.
	On the other slice, spread jelly.



# Linear Text - Recipes – Ordering Steps

## Examine

The information in the procedural writing is in the wrong order. Number what should come first, second, third, and so on.



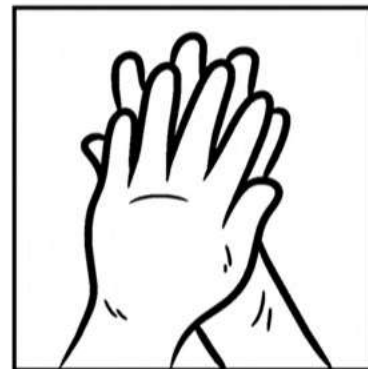
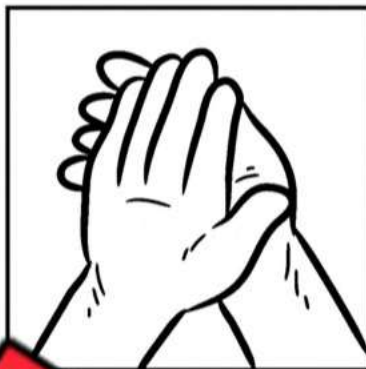
Order	Information
	Stir in vanilla extract and red food coloring.
	<b>Red Velvet Cupcakes Recipe</b>
	Preheat the oven to 350°F (175°C). Place cupcake liners in the
	cupcake pan and bake for 20-25 minutes. You can check if
	the cupcakes are done by inserting a toothpick in a cupcake. If it comes out clean,
	they are ready.
	<b>Ingredients</b>
	<ul style="list-style-type: none"> <li>➤ 1 1/2 cups of flour</li> <li>➤ 1 cup of sugar</li> <li>➤ 1/2 cup of butter (softened)</li> <li>➤ 2 large eggs</li> <li>➤ 2 tablespoons cocoa powder</li> <li>➤ 1 1/4 teaspoons baking powder</li> <li>➤ 1/4 teaspoon baking soda</li> <li>➤ 1/2 teaspoon salt</li> <li>➤ 1/2 cup buttermilk</li> <li>➤ 1 teaspoon vanilla extract</li> <li>➤ 1/2 teaspoon red food coloring</li> <li>➤ 1 cupcake liner</li> <li>➤ 1 cupcake pan</li> <li>➤ Mixing bowl</li> <li>➤ Mixer</li> </ul>
	In a bowl, mix together flour, cocoa powder, baking powder, baking soda, and salt.
	Use a spoon to fill the cupcake liners with batter, about 3/4 full.
	Add eggs to the butter mixture, one at a time, mixing well.
	Let the cupcakes cool before eating. You can even add frosting if you like. Enjoy your cupcakes!
	In another bowl, beat the butter and sugar together until fluffy.
	Slowly mix the dry ingredients into the wet ingredients.



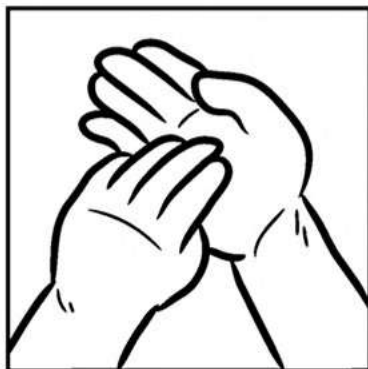
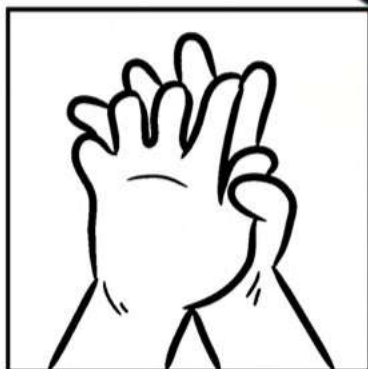
## Graphics in Procedural Writing – Handwashing

Label

Pictures in procedural texts are important because they help us understand what to do. Write instructions below each picture.



Rub back of hands



Wash palms



## Following Instructions – Drawing a Tipi

**Draw**

Follow the procedural text below to draw a tipi.



Title	Drawing a Tipi
<b>Materials</b>	<ul style="list-style-type: none"> <li>- A blank sheet of paper</li> <li>- A pencil</li> <li>- Eraser</li> <li>- Coloured pencils (optional)</li> </ul>
<b>Introduction</b>	Tipis are cone-shaped tents made of animal skins upon wooden poles and built by indigenous peoples of the Plains as homes and meeting places.
<b>Step 1</b>	Start by drawing a wide, shallow "U" shape at the bottom of your paper. This will be the base of your tipi.
<b>Step 2</b>	Draw three straight lines starting from the top of the U shape and meeting at a point above the U. These lines represent the wooden poles that hold up the tipi.
<b>Step 3</b>	Draw a slightly curved line connecting the top of the U shape, following the curve of the U. This shows where the animal skin would wrap around the poles.
<b>Step 4</b>	On one side of the U shape, draw a small flap pointing outwards to represent the entrance of the tipi.
<b>Step 5</b>	Tipis often have beautiful designs. Draw some simple shapes like circles, triangles, or lines on the body of your tipi.
<b>Step 6</b>	Go over your drawing with a darker pencil to make the outlines more visible.
<b>Step 7</b>	Use coloured pencils or markers to colour in your tipi. Be imaginative with your colours!
<b>Finish</b>	Draw some grass at the base of the tipi and maybe a sun or clouds in the sky to show where the tipi is set up.



## Comparing Instructions – Playing Hide and Seek

**Compare**

Read both instructions. Which is easier to understand?

**Option 1:****How To Play Hide and Seek**

Hide and seek is a fun game where one person, the "seeker," closes their eyes and counts to a certain number while everyone else hides. When the seeker finishes counting, they open their eyes and start looking for everyone. If you're found, you're out. The last person found wins!



Step	Instructions
Step 1	Everyone decides who will be the seeker first. The seeker is the person who looks for others.
Step 2	The seeker closes their eyes and counts to a number, standing in one spot.
Step 3	While the seeker is counting, everyone else finds a place to hide.
Step 4	After counting, the seeker opens their eyes and starts looking for everyone who is hiding.
Step 5	When the seeker finds someone, that person is out of the game.
Step 6	The game ends when everyone is found. The last person to be found is the winner and becomes the seeker in the next game.



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Before Reading

Make a Connection

Background knowledge – Read the title and look at the pictures. What do you know about this already?

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Sum \_\_\_\_\_ Could you explain how to play to someone? Write 6 steps.

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After Reading

Answer the question below

Which set of instructions were easier to understand? Explain what made it easier to understand.

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# Block 7: Poetry

## Focus

- ✓ 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
- ✓ Concrete poems
- ✓ Free-verse poetry

# Literary Devices Used in Poetry

## What Is Poetry?

Poetry is a special kind of writing that plays with words to express feelings, ideas, or stories. It's different from regular writing because it often has rhythm and sometimes rhymes. Just like painting or music, poetry is an art form that allows people to express themselves in creative ways.



Shakespeare

## Literary Devices

- **Personification:** Giving human qualities to non-human things. For example, "The sun smiled down on the happy children."
- **Simile:** Similes compare two things using the words 'like' or 'as.' For instance, "As busy as a bee."
- **Hyperbole:** This is an exaggeration to make a statement more interesting. Like saying, "I'm so hungry I could eat a horse."
- **Idiom:** Idioms are phrases that don't mean exactly what the words say. For example, "It's raining cats and dogs" means it's raining very hard.
- **Analogy:** An analogy compares two things to show their similarity. "Life is like a race; you have to run it well."

## Types of Poetic Structures

- **Verse:** Most poems are written in verse. Verse is like a paragraph in a story, but in a poem. It has lines that may or may not rhyme.
- **Free Verse:** Free verse poems don't follow rules of rhyme or rhythm. Poets use it to write in a more relaxed, conversational style.
- **Concrete Poetry:** This is a fun one! Concrete poems are shaped like their subject. For example, a poem about a star might be written in the shape of a star.



**Inferences**

Answer the questions by making inferences.

1) What do you think is meant by the idiom, "Raining cats and dogs."

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2) What do you think is meant by the simile, "Reading a book is like taking a journey."

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**Reflect**

Answer the questions below.

1) Why do poets sometimes use very unusual words?

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2) Which literary device(s) is used in the lines from the poem below?

1. The sun smiled down on us.

2. Just like a key opens a lock, knowledge opens the mind.

3. A penny for your thoughts.

4. As busy as a bee.

5. A team works like a puzzle; every piece is important.

6. As busy as a bee, I buzz around.

7. Bite off more than you can chew.

8. The clock raced against time.

9. My dog is so lazy, he makes a sloth look fast.

10. Learning is like building a house; it takes one brick at a time.

## Types of Poems

### Exploring Types of Poems

Poetry is a wonderful way to express emotions, ideas, and stories in a creative form. There are many types of poems, and each has its own unique characteristics.

#### Haiku: The Nature Poem

Haiku is a type of poem from Japan and it's all about nature! This poem has only three lines. The first line has 5 syllables, the second line has 7 syllables, and the third line has 5 syllables.

Snowflakes gently fall  
Covering the ground in white  
Winter's soft blanket



#### Acrostic: The Hidden Message

In an Acrostic poem, the first letter of each line spells a word or message when read from top to bottom. This makes the poem a word puzzle. Here's how it looks with the word "Sun":

Sunny days are here  
Under clouds, the rays peek thro  
No more rain, hooray!



#### Limerick: The Funny Poem

A Limerick is a funny poem with five lines. The first, second, and fifth lines rhyme with each other, and the third and fourth lines rhyme too. Limericks are short and make people laugh.

#### Cinquain: The Five-Line Poem

Cinquain poems have five lines and each line has a specific job. The first line is one word that's the title, the second line describes the title in two words, the third line tells an action in three words, the fourth line shares a feeling in four words, and the fifth line is another word for the title.

Dog  
Furry, playful  
Running, barking, wagging  
Always happy to see me  
Pooch



Name: \_\_\_\_\_

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Curriculum Connection  
CST4.1, CST4.4, CST4.6

### Paraphrase

Rewrite the rules for each poem in your own words.

Acrostic	<hr/> <hr/> <hr/>
Haiku	<hr/> <hr/> <hr/>
Limerick	<hr/> <hr/> <hr/>
Cinquain	<hr/> <hr/> <hr/>

### Visualizing

Read each poem from the book, and draw what you're picturing

Haiku	Cinquain
<div>Haiku drawing area</div>	<div>Cinquain drawing area</div>
<div>Acrostic</div> <div>Acrostic drawing area</div>	



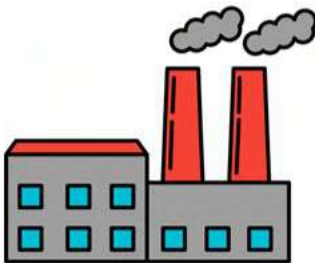
## Haiku Poetry – First Nation Reflection

### Haiku Poetry – First Nation Reflection

Long ago, the First Nations people lived on the land we now call Canada. They had their own ways of living, speaking, and celebrating. Then, people from Europe came to the land. These new people and the First Nations did not always get along. Things changed a lot.

Here are four short poems called haikus that help us think about what it was like for the First Nations during that time.

**PREVIEW**



Whisper of the river,  
Steel and smoke now cloud the horizon—  
Still, the salmon leap.



Ancestors' stories,  
Drowned out by foreign muskets—  
Echoes in the wind.



Beaver, elk, and pine,  
Traded for some shiny beads—  
Lands lost, what's the cost?

**Inferences**

When reading poetry, you often need to make inferences as a lot of the evidence is implicit. Read the parts of the poems and explain what you think the author means.

1) "Worlds start to collide"

2) "Ancestors' bones, Drowned out by foreign muskets"

3) "River used to sing, but now it's silent" cloud its voice"

4) "Lands lost, what's the cost?"

**Visualizing**

Read each of the poems from the reading and draw a picture illustrating.

Haiku 1	Haiku 2	Haiku 3	Haiku 4



# Acrostic Poems – Canada's Regions

## Acrostic Poems – Canada's Regions

Canada is a big country with many different places to see! One of these places is called the "Canadian Shield." It has lots of rocks and lakes. Another is the "Western Cordillera," with tall mountains and beautiful views. We're going to learn about these regions through special poems called "acrostic poems." Each letter in the name of the region will be the start of a line in the poem!

### Acrostic Poems



#### Canadian Shield

**C** - Creeks and lakes abound  
**A** - Ancient rocks on the ground  
**N** - Northern lights dance around  
**A** - Animals like moose are found  
**D** - Deep forests spread all around  
**I** - Icy winters are quite renowned  
**A** - All seasons have their own sound  
**N** - Nature's beauty truly unbound

**S** - Sprawling lands far and wide  
**H** - Hiking trails where adventures reside  
**I** - Indigenous history we cannot hide  
**E** - Every lake like a sapphire, side by side  
**L** - Loons call across waters far and wide  
**D** - Dense forests where secrets abide

#### Western Cordillera

**W** - Where the mountains touch the sky  
**E** - Eagles soar and freely fly  
**S** - Streams and rivers, never dry  
**T** - Trees reach up high  
**E** - Everywhere oh my, oh my!  
**R** - Rocky mountains goats pass by  
**N** - Nature's beauty catches the eye

**C** - Canyons deep and wide  
**O** - Open spaces far and wide  
**R** - Ranges of mountains side by side  
**D** - Downhill skiing, a slippery ride  
**I** - Incredible views that can't hide  
**L** - Lakes that shimmer like a bride  
**L** - Landscapes that fill hearts with pride  
**E** - Every sunset a colourful glide  
**R** - Rivers that through valleys slide  
**A** - Adventure waits, so come outside



Name: \_\_\_\_\_

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Curriculum Connection  
CST4.1, CST4.4, CST4.6

### Visualizing

Poetry is written to paint a picture in our minds. Draw what you are picturing while you read each poem.

**PREVIEW**

Canyon Shield

Western Cordillera

## Cinquain Poems – Critical Thinking

### Cinquain Poetry – Life in an Inuit Community

A cinquain is a short poem with five lines. Each line has a special job, like describing or showing action. Want to make your cinquain extra special? Use similes and metaphors!

A simile compares something using "like" or "as," such as saying a kayak is "as agile as a fish." A metaphor says something is something else, like calling snow "Earth's winter blanket." Look at the Inuit themed cinquains below that use similes and metaphors.

#### Drum

Drum

Round, loud

Tapping, booming, echoing

The heartbeat of community

Rhythm



#### Northern Lights

Lights

Bright, dance

Glowing, waving, twinkling

Like a night rainbow

Aurora

#### Seal Hunt

Seal

Quick, smooth

Swimming, diving, hiding

Fast as a dart

Prey



#### Night

Sun

Bold, warm

Glowing, lighting

A never-ending campfire

Daylight



#### Whale

Whale

Massive, deep

Diving, surfacing, singing

Ocean's gentle giant

Mammal

#### Kayak

Kayak

Long, sleek

Gliding, paddling, floating

As agile as a fish

Vessel



**Critical Thinking**

Answer the questions below.

1) In "Drum Beat," why do you think the drum is described as the "heartbeat of the community"? What does that metaphor tell you about the drum's importance?

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2) What emotion does the "Northern Lights" poem make you feel? Happy, sad, excited, calm, scared, confused, surprised, nervous, creative, etc. Explain.

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3) Personal Preferences: Which poem did you like the best?

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4) Personal Preferences: What was your favourite part of the poem? Quote it and explain why it was your favourite.

Quote

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Explain

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**Visualizing**

Re-read the poems and draw what you are picturing.

Seal Hunt

Midnight Sun

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## Rhyming Poems – Critical Thinking

### Rhyming Poetry – Simple Machines

Have you ever wondered what makes a rhyming poem so catchy? It's all about the words at the end of each line sounding the same! There are different ways to make these rhymes. One way is ABAB, where the first line rhymes with the third, and the second with the fourth. Another way is AABB, where the first two lines rhyme with each other and the next two lines rhyme too. Rhyming makes poems easy to remember!



#### The Lever

A lever sits on a fulcrum,  
Balancing objects with all its might.  
Left and right, in day and night,  
It makes lifting things so light.

#### Pulley

Up in the sky, so high and free,  
A pulley works with great ease.  
Lifting loads without a plea,  
Moving heavy things a gentle breeze.

#### Wheel and Axle

Round and round the wheel will spin,  
Connected to an axle within.  
They work as one, a perfect twin,  
Moving loads, that's how they win.

#### The Inclined Plane

An inclined plane,  
Helps us carry a heavy load.  
We walk right up, no need to strain,  
Easier work, that's what we gain.

#### Gears

Teeth meshing close in twos and threes,  
Clocks and bikes, in both of these,  
They transfer force with such great ease,  
Gears make work feel like a breeze.

#### Wedge

A wedge can split a log in two,  
Making hard tasks easy to do.  
It dives right in, a helpful friend,  
Easing work from start to end.

**Critical Thinking**

Answer the questions below.

1) In "The Inclined Plane," the phrase "no need to strain" is used. What does this tell you about the purpose of an inclined plane?

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2) The "Gear" poem mentions different applications like clocks and bikes. Can you think of another place where gears are used and explain how they make work easier there?

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3) Personal Preferences: Which poem did you like the best?

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4) Personal Preferences: What was your favourite poem? Quote it and explain why it was your favourite.

Quote

---

---

Explain

---

---

**Visualizing**

Re-read the poems mentioned below and draw what you are picturing.

Wedge

Pulley

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## Concrete Poems – Critical Thinking

### Concrete Poetry

Concrete poems are really fun! They are poems where the words are arranged in a special shape that shows what the poem is about. Imagine writing a poem about a star, and you arrange the words in the shape of a star. That's a concrete poem! The shape helps tell the story of the poem and makes it more interesting to look at. So, concrete poems are like a mix of writing and drawing! Let's look at these examples of concrete poems.

#### Rainbow

Red, sweet, honey, bitter as blood  
Orange, fall, still as a stone  
Yellow, soft as a smile  
Green, rough, smooth as a stone  
Blue, my color  
Indigo, bright  
Purple, weak as a flower

#### Raindrop

I  
watch  
each the  
rain fall  
, full of wonder  
as each  
drop crashes a-  
gainst the ground  
and is no more. The  
long, curvy teardrop  
shape is lost as it splat-  
ters and dies, joining  
its brothers and sisters. It  
is no longer rain now, but  
water soaking the earth  
, wetting the garden, spot-  
ting my eyeglasses, and  
making my sneakers  
go "squish" when  
ever I take a  
step.



**Critical Thinking**

Answer the questions below.

1) What colours were mentioned in the "Rainbow" poem? How did they make you feel?

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2) How did the shapes of the poems help you understand them better?

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3) Personal Preference Which one do you like the best? Explain your opinion.

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**Write**

Write the poem below about the feeling in the heart of a lightning bolt

In the heart of a cloud,  
so high and so bright,  
A spark of light flares,  
suddenly white.

It dances through  
skies, a jagged flash  
spun,  
A burst from the  
heavens, a shot from a  
gun.

In the blink of an eye,  
it's come and gone,  
Leaving awe in its  
wake, from dusk till  
dawn.

# Block 8: Book Reviews

## Focus

- ✓ Bias in book reviews – identify explicit and implicit perspectives
- ✓ Reading comprehension strategy: inferencing
- ✓ Voice: word choice, word patterns, and sentence structure
- ✓ Literary devices in reviews

# Implicit and Explicit Perspectives – Book Reviews

In a book review, **explicit perspective** is when the reviewer clearly states their opinion. **Implicit perspective** is more subtle, letting you guess what the reviewer thinks.

## Explicit Examples:

- "I loved the book."
- "The characters were boring."

## Implicit Examples:

- "The book was a roller coaster of emotions." (Probably means it's exciting)
- "The story took a long time to unfold." (Might mean it's slow)



Perspectives Determine if the perspective is implicit or explicit in the sentences below?

1) I think this book is a roller coaster of emotions.	Implicit	Explicit
2) The ending was really surprising and I loved it.	Implicit	Explicit
3) The characters felt like my friends.	Implicit	Explicit
4) The book was too long, and I got bored.	Implicit	Explicit
5) This story is a roller coaster from start to finish.	Implicit	Explicit
6) You won't be able to put it down.	Implicit	Explicit
7) The story is filled with magical moments.	Implicit	Explicit
8) It's a real page-turner.	Implicit	Explicit

Perspectives The author implicitly described their perspective. What do you think it is?

1) Overflowing with twists and secrets.

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2) Filled with more questions than answers.

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## Finding Bias in Reviews

### What is Bias in Reviews?

**Bias** in reviews means the person writing the review has a strong opinion or feeling that affects what they say. For example, if someone loves superhero stories, they might say all superhero books are amazing, even if some are not that good. Or if someone doesn't like talking animals, they might say a book about talking animals is bad, even if other people love it. So, it's good to read different reviews to get a full picture.

### Bias

Read the reviews below and answer the questions.



### Review: "The Adventures of SuperCat"

Wow! "The Adventures of SuperCat" is the best movie ever made in the history of movies! If you don't watch it, you're missing the most amazing thing in the world. It has a superhero cat, so obviously it's a masterpiece. Cats are the best animals ever, and finally, there's a movie that gets it right. The characters are perfect because they're all cats or cat-lovers. The villain, DogMan, could never beat SuperCat because dogs are just not as cool as cats. Honestly, I don't even know why anyone would make movies without cats in them anymore. You have to see this movie to have a life-changing experience!

1) Why is this review a biased review? What is the author's bias?

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2) Should you believe everything the author writes about the movie? Why or why not?

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3) What could you do to learn more about this movie?

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## Our Voice in Review Writing

### What is Voice in Writing?

In writing, different people have different "voices," kind of like how everyone's voice sounds different when they talk. The words they choose, how long their sentences are, and even the punctuation used can show who wrote something. So even if you don't see the person's name on the page, you might guess who wrote it by looking at these things. It's like each writer has their own special way of saying things!

### Voice

A family of 4 watched a movie and each wrote a review. Read them below.

A) I loved the family and the big explosions! But there were people talking a lot and that was boring. I saw more of the robot doing funny stuff! Robots are the best part of any movie.

B) I really enjoyed the heartwarming family moments in the movie. The bond between the characters was touching and inspiring. However, for someone who doesn't like violence, I found the action scenes too intense and overwhelming. A bit of a letdown for me.

C) Yo, this movie was kinda cool but also kinda lame. The action scenes were hype, but why did they have to throw in all that cheesy family stuff? It was kinda boring. If you're into action, you'll dig half of it.

D) The cinematography in this film was absolutely stunning. As an action movie fan, the packed sequences, I was delighted by the intense fight scenes. The story, however, was rather cliché. As someone who appreciates complex narratives, this was a letdown for me. But overall, a thrilling watch for action enthusiasts.

1) Which family member wrote which review?

Dad		Mom		Teenager		Youngest	
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2) Are you 100% positive about the guesses above? Why or why not?

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## Understanding Hyperbole in Review Writing

Hyperbole is used in reviews to make things sound super exciting and interesting. It's like using extra-big words to show that something is really, really good or amazing. For example, saying a book is "the best thing since sliced bread" means it's awesome!

### Review

Read the hyperbole below and answer the questions.



1) This book is so gripping, you'll forget to eat or sleep!

What It  
Means

Why Is It A  
Hyperbole

How Does  
It Improve  
Writing?

2) The characters in this story are so real, they practically jump off the pages.

What It  
Means

Why Is It A  
Hyperbole

How Does  
It Improve  
Writing?

3) The plot twists come at you like a freight train, totally unstoppable!

What It  
Means

Why Is It A  
Hyperbole

How Does  
It Improve  
Writing?



# Block 9:

# Graphic Texts

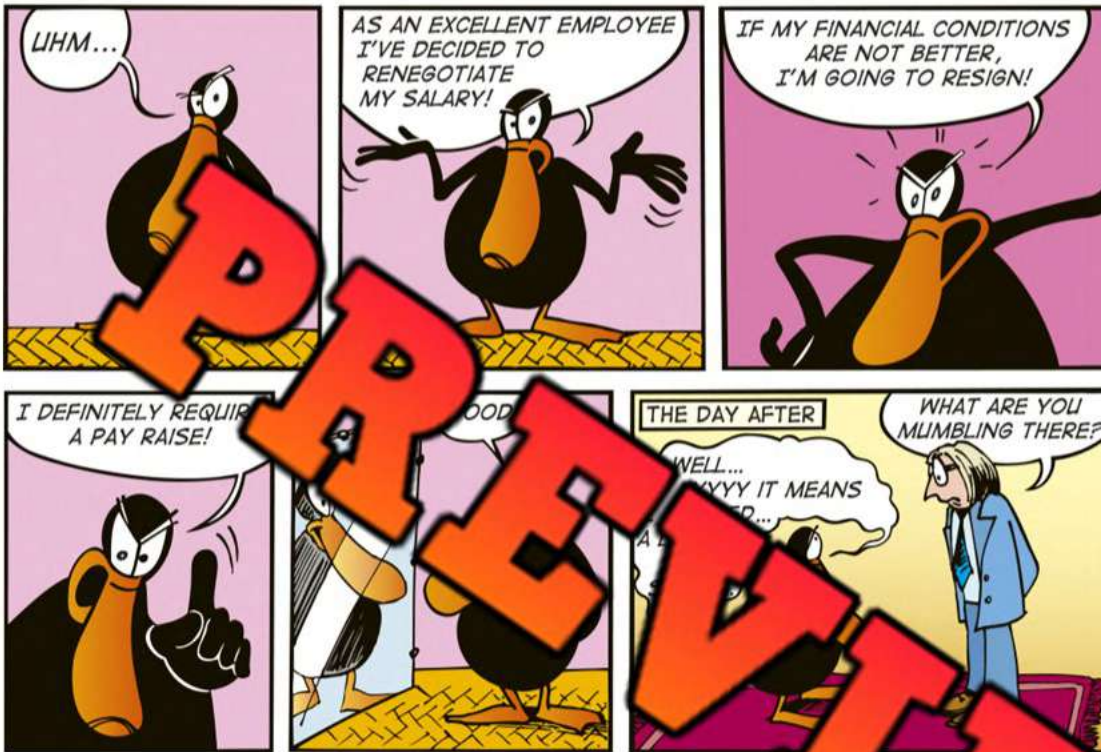
## Focus

- ✓ Spatial order, images, graphics, visuals
- ✓ Graphic texts – timelines, comics, memes, maps, infographics
- ✓ Text patterns in graphic text
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategy: Making Connections

## Understanding Comics

**Analyze**

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

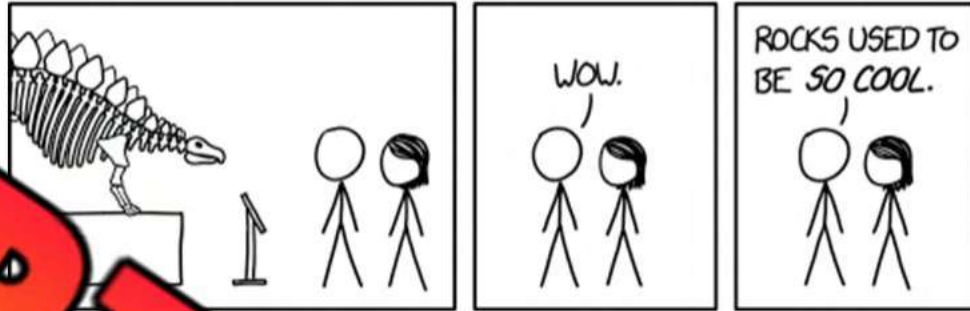
2) Is the joke explained explicitly, or is it implicit? Explain.

3) Global Inference: After reading the comic carefully, explain the joke.

# Understanding Graphic Texts

**Analyze**

Read the comic and answer the questions.



1) What is the comic about? Describe the joke.

2) What do you think of this comic? Explain.

**FILTERS**

**HOURS**

**RATING**

**CURRENT NOISE LEVEL**  
60dB 70dB 80dB 90dB 100dB ANY

**PRICE**

THIS FEATURE SHOULD AUTOMATICALLY  
APPEAR WHEN YOU REACH AGE 30.

1) What is the comic about? Describe the joke.

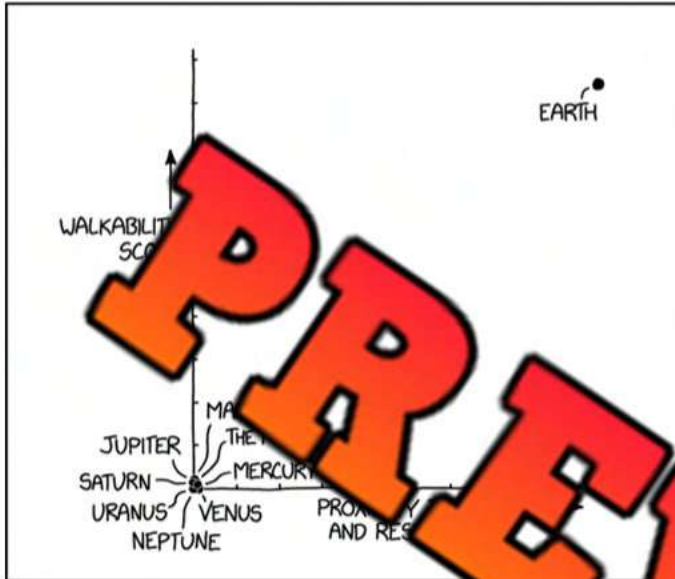
2) Make a connection: What does this remind you of?



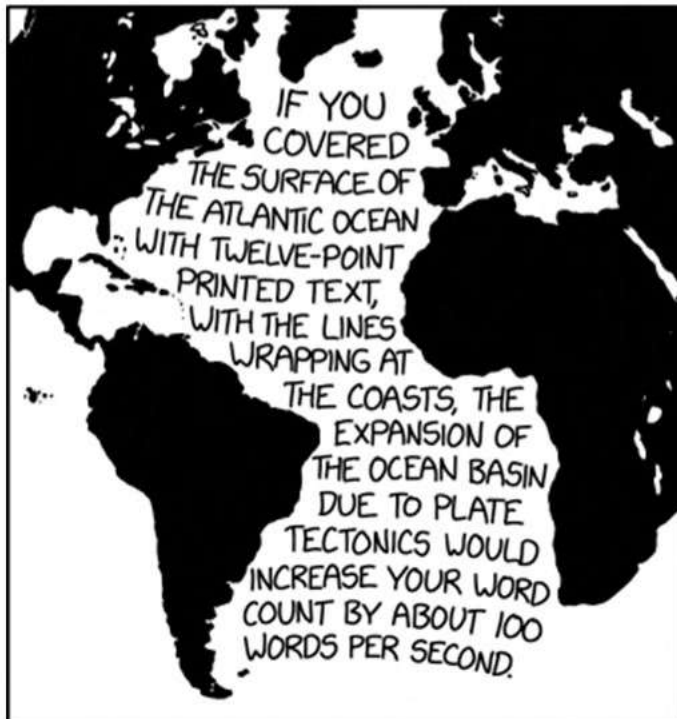
# Understanding Graphic Texts

**Analyze**

Read the comic and answer the questions.



Caption: After doing a real-estate analysis, I get why this place is so popular.



Caption: The Atlantic Ocean is expanding about 4 cm each year.

1) What is the comic about?

2) Where did you start to read? Why did you choose there? Did you re-read anything?

What is the comic about?

2) What do you think of this comic? Explain.

## Text Features in Infographics

**Examine**

Answer the questions.

### Canada Food Guide

1) What is the title of the infographic?

2) Summarize the food guide.

Have plenty of  
vegetables and fruits

Eat protein foods

Make water  
your drink  
of choice

Choose  
whole grain  
foods

3) Does the infographic have more text or pictures?

4) Does the text and arrows help you understand the infographic? Explain.

5) List 4 things you can infer from reading this infographic. Remember, an inference isn't directly stated, so draw conclusions from the information provided.



## Reading Maps – Text Features

### Reading a Map Made Easy

Maps help us know where things are. They have special clues:

- Country Names: Look for big, capitalized words like CANADA.
- Provinces and Territories: Smaller, but still capitalized words are provinces, like ONTARIO.
- Cities and Towns: Names with only the first letter capitalized are cities or towns, such as Ottawa.
- Red Dots: A small red dot marks cities, and a bigger red dot is for the capital of Canada.
- Main Roads: Lines that may be numbered, like "Hwy 1," show the big roads you can travel on.





## Reading Maps – Text Features

**Questions**

Answer the questions below.

1) What do the big, capitalized words on a map usually represent?

2) How can you identify provinces or territories on a map?

3) What does it mean when the first letter of a word is capitalized on a map?

4) What do red dots on a map indicate?

5) What does a bigger red dot represent?

**Examine**

Take a close look at the map and write any information you learn from it.

## Graphic Text - What's a Timeline?

### What's a Timeline?

A **timeline** is like a special ruler that shows when things happened. It helps us understand the order of events, like what came first, second, and so on. Timelines can show us history, like when dinosaurs lived, or even your own life, like when you lost your first tooth!

### Features - What's on a Timeline?

- **Dates:** These tell us when something happened. It could be a year, a month, or day.
- **Event labels:** These are the important things that happened, like "Moon Landing."
- **Lines:** A line connects all the events, showing time passing from left to right.
- **Arrows:** Sometimes an arrow shows point in the direction time is moving.
- **Pictures:** Some timelines have pictures to help us understand the events better.



### Analyze

Look closely at the timeline and answer the questions.

1) What features are part of this timeline?

2) How has life changed for people? Explain what you've learned from the timeline.

3) Did the timeline help you learn about how our jobs have changed over time? Or would a paragraph have been a better choice? Explain.

# All About Me Poster

**Instructions**

Complete this poster by filling in the information about you.

My name is \_\_\_\_\_.

**FACTS ABOUT ME**

I am \_\_\_\_\_ years old.

My birthday is on \_\_\_\_\_.



I am in the \_\_\_\_\_ grade.



My teacher's name is \_\_\_\_\_.

My best friend is \_\_\_\_\_.

**MY FAVOURITE THINGS**

Subject \_\_\_\_\_



Food \_\_\_\_\_



Colour \_\_\_\_\_



Sport \_\_\_\_\_



Animal \_\_\_\_\_



Movie \_\_\_\_\_



Flower \_\_\_\_\_



I love my family!

When I grow up, I will become a/an





**Questions**

Answer the questions below

1) What text features does the poster have?

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2) Is this poster more or less interesting than a written description of you? Explain your opinion.

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3) When are posters good at displaying information? Give 3 times you would use a poster to display information.

1

2

3

4) Take a look at other posters your classmates did. What did you learn from these posters?

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# Block 10: Biographies

## Focus

- ✓ Biographies about important Indigenous people
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategies: Summarizing, visualizing, and making connections

# What Are Biographies?

## Understanding Biographies

A **biography** is a special kind of book that tells the story of someone's life. It's like taking a journey through time to learn all about what a person was like, how they felt, and what they did.

Biographies can be about all sorts of people: famous inventors, brave heroes, or even ordinary people who did extraordinary things!



## What's Inside a Biography

Biographies have lots of parts that help you understand the person's life better. Here's what you might find:

- **Introduction:** A few pages at the beginning that give you an idea of who the person is.
- **Chapters:** These break the story into parts. Usually, each chapter covers a different time or event in the person's life.
- **Photos or Illustrations:** Pictures help you see what the person looked like and what they did.
- **Timeline:** A line with dates and events, just like we talked about before.
- **Index:** A list of important topics and their location (page numbers) in the book.

## Why the Text Features Matter

Text features are like clues that help us understand the story better. For example, captions under pictures give us extra information. If you see a bold word, it's probably important, and you can often find its meaning in the glossary at the back. Indexes at the end of the book can help you find specific information quickly.



**Prereading**

Before reading, answer the questions below.

Read the title and headings and predict what the report will be about.

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**Summary**

Summarize the reading – follow the instructions below.

Main Idea	<hr/> <hr/> <hr/>
Supporting Detail # 1	<hr/> <hr/> <hr/>
Supporting Detail # 2	<hr/> <hr/> <hr/>
Supporting Detail # 3	<hr/> <hr/> <hr/>

Summary – Write a summary with the main idea and supporting details in your own words.

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# Biography – Jane Goodall

## Jane Goodall: A Friend to Chimpanzees

### P1- Early Life

Jane Goodall was born on April 3, 1934, in London, England. Ever since she was a little girl, she loved animals. She dreamt of going to Africa to see wild animals in their homes. She worked hard, saved her money, and at the age of 26, her dream came true.

### P2- Amazing Discoveries in Ethology

Jane went to Gombe Stream National Park in Tanzania. She became an ethologist, which is a scientist who studies animal behaviour. She studied chimpanzees and made friends with them. She gave them names like David Greybeard and Flo. She found out that chimps use tools to get food, which was groundbreaking in the field of ethology.

### P3- Conservation Efforts Over the Years

Jane has won many honours for her work in conservation. Conservation is all about protecting nature and animals. She travels around the world teaching people how to care for animals and protect the planet. In her late 80s, she is actively involved in conservation efforts.

### P4- Timeline

- 1934: Born in London, England
- 1960: Went to Gombe, Tanzania
- 1960s: Discovered chimps using tools
- 1977: Started the Jane Goodall Institute
- 2002: Received a special UN award



Jane Goodall

### Index

- |A|** : Africa, P1, Animals, P1
- |C|** : Chimpanzees, P2, Conservation efforts, P3
- |E|** : Ethologist, P2
- |G|** : Gombe Stream National Park, P2
- |H|** : Honors and awards, P3
- |J|** : Jane Goodall Institute, P3
- |L|** : London, birthplace, P1
- |T|** : Timeline of life, P4, Tool use in chimps, P2
- |U|** : United Nations award, 2002, P4

**Prereading**

Before reading, answer the questions below.

**Prediction:** After reading the title and headings, make 2 predictions about Jane Goodall.


**During Reading**

Stop and write questions about what you are reading.

1	
2	
3	

**Questions**

Answer the questions below.

1) What is an index? Why are they helpful when reading a report or a book?


2) How does the picture of Jane Goodall help you understand her better?


3) What big discovery did Jane Goodall make?




## Biography – Archimedes

### Archimedes: The Genius of Levers

#### Early Life

Archimedes was born around 287 BC in Syracuse, a city in Ancient Greece. From a young age, he loved math and science. He was very **curious** and asked lots of questions. He even traveled to Egypt to learn more.

#### Remarkable Discoveries

Archimedes made many groundbreaking contributions to science and math. One of his most famous discoveries was the **principle of the lever**. He famously said, "Give me a lever long enough, a fulcrum strong enough, and I will move the Earth." This was a big deal in the field of **mechanics**.

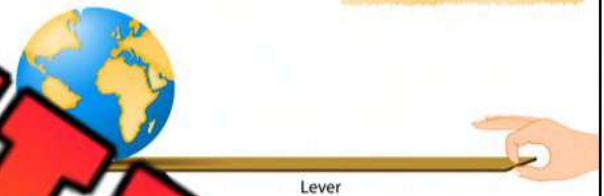
#### Later Years

Even though Archimedes lived 2000 years ago, his work is still important today. It has influenced **generations** of scientists and engineers. He was killed during a **siege** of Syracuse, but his ideas lived on.

#### Timeline

- 287 BC: Born in Syracuse, Ancient Greece
- Early life: Traveled to Egypt for study
- Made discoveries in mechanics, specifically levers
- 212 BC: Died during the siege of Syracuse

#### LEVER (simple machines)



"Give me a lever long enough,  
and a fulcrum strong enough,  
and I will move the Earth."  
- Archimedes

Create a Glossary – explain the words in the body of the text.

Name: \_\_\_\_\_

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Curriculum Connection  
CST4.1, CST4.2, CST4.6

### Before Reading

Before reading, answer the questions below.

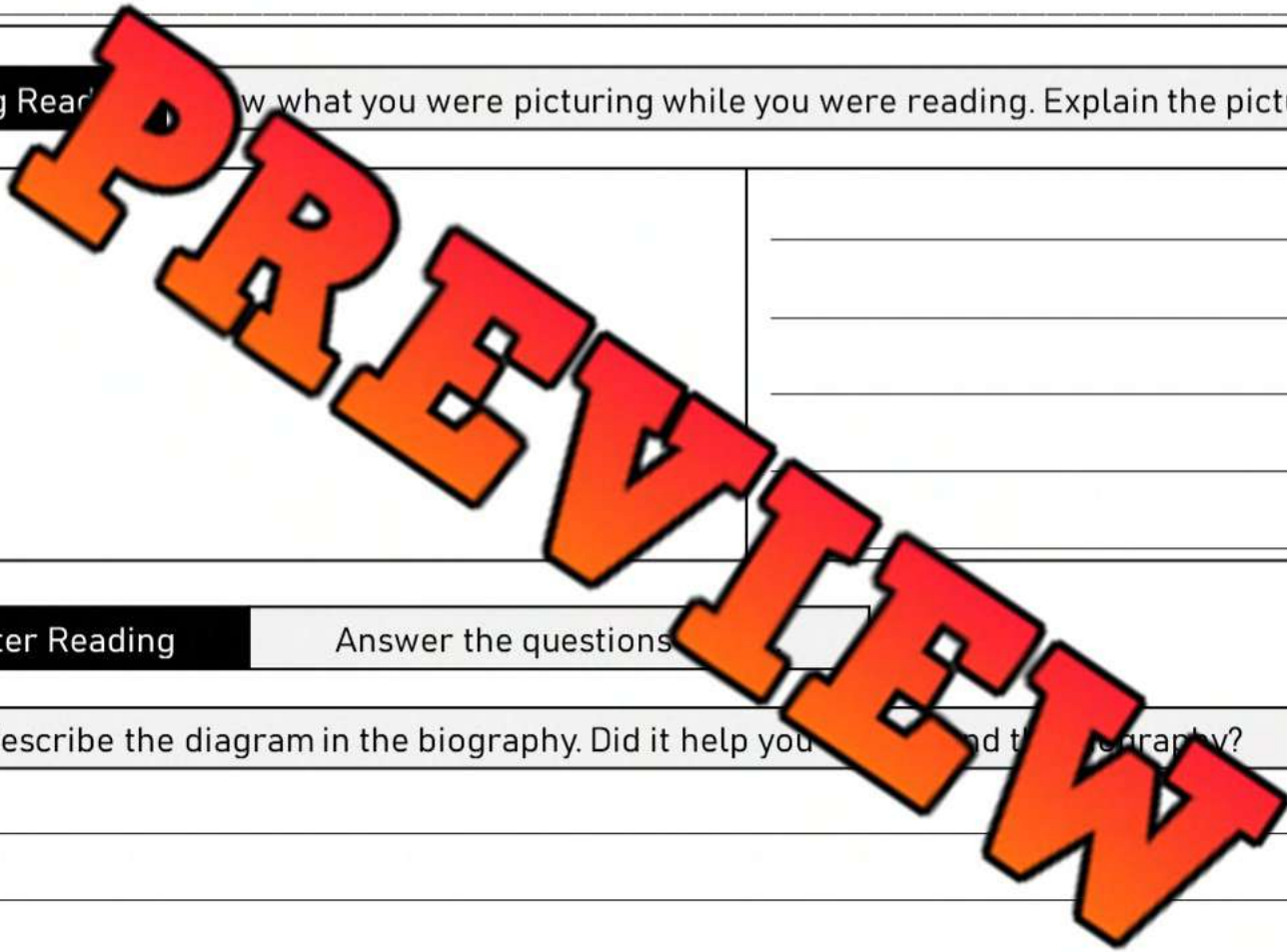
Background knowledge – read the title, headings, and look at the picture. What do you know about these topics already?

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**During Reading** Now what you were picturing while you were reading. Explain the picture.

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### After Reading

Answer the questions

1) Describe the diagram in the biography. Did it help you understand the biography?

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2) Summarize the text – Who was Archimedes and what is his legacy?

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## Autobiography – Justin Trudeau

### Justin Trudeau: Canada's Prime Minister

Hello! My name is Justin Trudeau. I was born on December 25, 1971, in Ottawa, Canada. My dad, Pierre Trudeau, was also the **Prime Minister** of Canada once! As a kid, I loved learning and exploring new things. I always believed in helping others and making a difference in the world.

Before I became a politician, I was a teacher. I taught French and drama. Teaching was fun because I could help kids learn and watch them grow. I believe that **education** is very important for everyone.

In 2008, I decided to become involved in politics. **Politics** is about leading the country and making decisions that can help people live better lives. I wanted to make Canada a great place to live. So, I worked hard and talked to many people about how we can make our country better.

In 2015, something amazing happened. I was elected as the Prime Minister of Canada. As Prime Minister, my job is to work with other leaders and make laws that are good for Canadians. I also travel to different countries to meet with other leaders and talk about how we can work together.

I hope my story shows you that if you care about something and work hard, you can achieve your dreams. You can be a leader in your **community** and make a difference in the world!

#### Timeline

- 1971: Born in Ottawa
- 1998: Became a teacher
- 2008: Entered politics
- 2015: Elected Prime Minister

#### Glossary

- **Community**: A group of people living in the same area or having similar interests.
- **Education**: Learning in school and gaining knowledge and skills.
- **Politics**: The activities involved in leading a country or area.
- **Prime Minister**: The leader of the government in Canada.



Justin Trudeau



**Reflection**

Answer the questions below.

1) If you were the Prime Minister for a day, what would you do to make your school or community better?

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2) Imagine you have the chance to interview Justin Trudeau. Write down two questions you would like to ask him about his life or job.

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3) Justin Trudeau became Prime Minister because he wanted to make a difference. What are some qualities you think a good leader should have?

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**Timeline**

Create a timeline of your own life so far. Include important events and achievements, just like in Justin Trudeau's timeline.

Date	Event

## Autobiography – Bill Gates

### Bill Gates: My Journey

Hello, young readers! My name is Bill Gates, and I want to share my story with you. I was born on October 28, 1955, in Seattle, Washington. As a child, I loved reading and learning, especially about computers.

When I was 13, I found my passion for computers. I spent many hours learning how to **program**. This was the start of my big dream!

In high school, my friend Paul Allen and I enjoyed creating **software**. We were like a great team, always coming up with new ideas.

In 1975, when I was 20, Paul and I started a company called **Microsoft**. We wanted to make software that would be easy for everyone to use. This was a big step in my life, and it was always easy to work hard.

Microsoft grew and became very successful. We created **Windows**, a program that changed how people use computers. It took me a long time to make a window to a world of possibilities!

I also believe in helping others. So, I started the Bill & Melinda Gates Foundation to help people all over the world with their health and education.

I hope my story inspires you to dream big and work hard for your goals. Every big journey starts with a small step!

#### Timeline

- 1955: Born in Seattle.
- 1968: Found my love for computers.
- 1975: Started Microsoft with Paul Allen.
- 1985: Launched Windows.
- 2000: Started the Bill & Melinda Gates Foundation.

#### Glossary

- **Microsoft**: The company I co-founded.
- **Program**: Instructions that tell a computer what to do.
- **Software**: The programs used to operate computers.
- **Windows**: A popular software created by Microsoft.



Bill Gates

Name: \_\_\_\_\_

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Curriculum Connection  
CST4.1, CST4.2, CST4.6

**During Reading**

Stop and write questions about what you are reading.

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3

**After Reading**

you pictured when you finished reading. Explain the picture.

**Reflection**

Answer the questions below.

1) Write a short reflection on how Bill Gates' story makes you feel. Do you think it's important to have big dreams? Why or why not?

2) Why would Bill Gates write an autobiography?