



Preview – Information



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

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

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

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

rob@supersimplesheets.com



Google Slides Lessons Preview





Ontario Language Curriculum Foundations of Language – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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

Week 1 - Vocabulary List

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

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

unavailable	unfortunate	unkind
choke	treasure	chance
uncover	unlock	transition
unpaid	triumph	charity
trial	champion	trivial
tragedy	chocolate	unhappy
unsteady		cheerful

Prefix Un-

Decide if the word with the Prefix Un- makes sense.

Word	Makes Sense?
Unfold	
Unwrap	
Unrain	
Unapple	
Uncertain	
Unpen	
Unfair	
Uncloud	
Unlucky	

Word	Makes Sense?
Untie	
Unlamp	
Unfriend	
Unclear	
Unball	
Unkind	
Unstable	
Unaware	
Unchair	

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Fluency Readings

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

	<input type="checkbox"/> The boy takes a deep breathe.		<input type="checkbox"/> The girl is drawing a happy face.
	<input type="checkbox"/> The boy is reading a big book.		<input type="checkbox"/> The speaker gives a speech on stage.
	<input type="checkbox"/> She is writing a story about her cat.		<input type="checkbox"/> The kids are building a tall tower.
	<input type="checkbox"/> The explorer is exploring a dark cave.		<input type="checkbox"/> The runner will succeed in the race.
	<input type="checkbox"/> He is understanding the math problem.		<input type="checkbox"/> The little girl tries to squeeze the lemon.
	<input type="checkbox"/> They are creating a colourful poster.		<input type="checkbox"/> The bright colours appeal to the artist.



Prefix mis-

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

Across

- 3) A person who doesn't belong.
- 4) Use something wrongly.
- 5) Repeat someone's words wrongly.
- 6) Bad or wrong behaviour.

Down

- 1) Not have confidence in someone.
- 2) Read something incorrectly.
- 3) Put in the wrong spot.
- 5) Use a rule or idea wrongly.

Word Bank:


a	i	y	r	u	p	s	i	f	i	q
m	p	t	s	e	t	m	x	l	u	e
i	r	m	e	o	u	i	l	s	c	t
s	e	c	s	m	s	k	p	s	u	m
a	i	a	t	m	c	i	o	n	d	i

of Speech - Understand Personification

Choose only the personification sentences. Drag the sentence to the picture it best matches.

The wind whispered through the trees.

The waves hugged the shore.



Figures of Speech - Understand Personification


...ing behaviour. ...ngly.


2) Read something incorrectly


3) Put in the wrong spot.


5) Use a rule or idea wrongly.


Read all the sentences on the right. Choose only the personification sentences. Drag sentence to the picture it best matches.
















The wind whispered through the trees.	The waves hugged the shore.
The book called to me from the shelf.	The storm chased us down the street.
The moon followed me home.	The grass tickled my feet.
The forest welcomed us with open arms.	The sun smiled down on the meadow.
The computer refused to work today.	The mountains stood tall and proud.
The stars winked in the dark night sky.	The river ran as fast as it could to the sea.
The books whispered stories in the library.	The fire crackled and laughed.







Ontario Language Curriculum

Foundations of Language – Grade 5

Prefix Sub-

Drag each word to the basket if it is a real word with the prefix Sub-.
Drag it to the bin if it is not.

Sunday	Submarine	Substitute
Subdivide	Subsection	Subway
Subzero	Subchair	Substandard
Subdance	Subtitle	Supply
Submerge	Subtree	Subplay

Decorative elements: books, a paperclip, and a green eraser.

Figures of Speech

Draw a line to connect each simile beginning on the left to the simile ending on the right. Make sure each simile makes sense.

Simile Beginning	Simile Ending
As brave as <input type="checkbox"/>	<input type="checkbox"/> ice
As busy as <input type="checkbox"/>	<input type="checkbox"/> a feather
As quiet as <input type="checkbox"/>	<input type="checkbox"/> a lion
As light as <input type="checkbox"/>	<input type="checkbox"/> silk
As strong as <input type="checkbox"/>	<input type="checkbox"/> lightning
As cold as <input type="checkbox"/>	<input type="checkbox"/> a mouse
As sweet as <input type="checkbox"/>	<input type="checkbox"/> a breeze
As fast as <input type="checkbox"/>	<input type="checkbox"/> honey
As gentle as <input type="checkbox"/>	<input type="checkbox"/> a bee
As smooth as <input type="checkbox"/>	<input type="checkbox"/> an ox

Simile Beginning	Simile Ending
As bright as <input type="checkbox"/>	<input type="checkbox"/> a rose
As fresh as <input type="checkbox"/>	<input type="checkbox"/> a puppy
As white as <input type="checkbox"/>	<input type="checkbox"/> a knife
As black as <input type="checkbox"/>	<input type="checkbox"/> coal
As playful as <input type="checkbox"/>	<input type="checkbox"/> a mouse
As quiet as <input type="checkbox"/>	<input type="checkbox"/> a daisy
As tall as <input type="checkbox"/>	<input type="checkbox"/> a cucumber
As red as <input type="checkbox"/>	<input type="checkbox"/> the sun
As cool as <input type="checkbox"/>	<input type="checkbox"/> a tree
As sharp as <input type="checkbox"/>	<input type="checkbox"/> snow

Decorative elements: a book icon and a stack of books.

Suffix -ness

Decide if the word with the Suffix -ness makes sense.

Word	Makes Sense?
Kindness	
Tallness	
Bookness	
Catness	
Redness	
Fastness	
Chairness	
Smartness	
Kidness	

Word	Makes Sense?
Sweetness	
Loneliness	
Dueness	
Danceness	
Freshness	
Gladness	
Windness	
Coinness	
Fairness	

Yes ☐ No ☐

Decorative elements: a book icon and a stack of books.



Workbook Preview



Grade 5 – Language

A. Literacy Connections and Applications

Throughout Grade 5, in connection with the learning in strands B to D, students will:



	Curriculum Expectations – Overall Expectations	Pages
A	Transferable Skills	14, 18, 27, 29, 33, 37, 41, 42, 47, 51, 58, 62, 65, 68, 71, 74, 77, 80, 83, 86, 89, 92, 95, 98, 101, 104, 107, 110, 113, 116, 119, 122, 125, 128, 131, 134, 137, 140, 143, 146, 149, 152, 155, 158, 161, 164, 167, 170, 173, 176, 179, 182, 185, 188, 191, 194, 197, 200, 203, 206, 209, 212, 215, 218, 221, 224, 227, 230, 233, 236, 239, 242, 245, 248, 251, 254, 257, 260, 263, 266, 269, 272, 275, 278, 281, 284, 287, 290, 293, 296, 299, 302, 305, 308, 311, 314, 317, 320, 323, 326, 329, 332, 335, 338, 341, 344, 347, 350, 353, 356, 359, 362, 365, 368, 371, 374, 377, 380, 383, 386, 389, 392, 395, 398, 401, 404, 407, 410, 413, 416, 419, 422, 425, 428, 431, 434, 437, 440, 443, 446, 449, 452, 455, 458, 461, 464, 467, 470, 473, 476, 479, 482, 485, 488, 491, 494, 497, 500, 503, 506, 509, 512, 515, 518, 521, 524, 527, 530, 533, 536, 539, 542, 545, 548, 551, 554, 557, 560, 563, 566, 569, 572, 575, 578, 581, 584, 587, 590, 593, 596, 599, 602, 605, 608, 611, 614, 617, 620, 623, 626, 629, 632, 635, 638, 641, 644, 647, 650, 653, 656, 659, 662, 665, 668, 671, 674, 677, 680, 683, 686, 689, 692, 695, 698, 701, 704, 707, 710, 713, 716, 719, 722, 725, 728, 731, 734, 737, 740, 743, 746, 749, 752, 755, 758, 761, 764, 767, 770, 773, 776, 779, 782, 785, 788, 791, 794, 797, 800, 803, 806, 809, 812, 815, 818, 821, 824, 827, 830, 833, 836, 839, 842, 845, 848, 851, 854, 857, 860, 863, 866, 869, 872, 875, 878, 881, 884, 887, 890, 893, 896, 899, 902, 905, 908, 911, 914, 917, 920, 923, 926, 929, 932, 935, 938, 941, 944, 947, 950, 953, 956, 959, 962, 965, 968, 971, 974, 977, 980, 983, 986, 989, 992, 995, 998, 1001, 1004, 1007, 1010, 1013, 1016, 1019, 1022, 1025, 1028, 1031, 1034, 1037, 1040, 1043, 1046, 1049, 1052, 1055, 1058, 1061, 1064, 1067, 1070, 1073, 1076, 1079, 1082, 1085, 1088, 1091, 1094, 1097, 1100, 1103, 1106, 1109, 1112, 1115, 1118, 1121, 1124, 1127, 1130, 1133, 1136, 1139, 1142, 1145, 1148, 1151, 1154, 1157, 1160, 1163, 1166, 1169, 1172, 1175, 1178, 1181, 1184, 1187, 1190, 1193, 1196, 1199, 1202, 1205, 1208, 1211, 1214, 1217, 1220, 1223, 1226, 1229, 1232, 1235, 1238, 1241, 1244, 1247, 1250, 1253, 1256, 1259, 1262, 1265, 1268, 1271, 1274, 1277, 1280, 1283, 1286, 1289, 1292, 1295, 1298, 1301, 1304, 1307, 1310, 1313, 1316, 1319, 1322, 1325, 1328, 1331, 1334, 1337, 1340, 1343, 1346, 1349, 1352, 1355, 1358, 1361, 1364, 1367, 1370, 1373, 1376, 1379, 1382, 1385, 1388, 1391, 1394, 1397, 1400, 1403, 1406, 1409, 1412, 1415, 1418, 1421, 1424, 1427, 1430, 1433, 1436, 1439, 1442, 1445, 1448, 1451, 1454, 1457, 1460, 1463, 1466, 1469, 1472, 1475, 1478, 1481, 1484, 1487, 1490, 1493, 1496, 1499, 1502, 1505, 1508, 1511, 1514, 1517, 1520, 1523, 1526, 1529, 1532, 1535, 1538, 1541, 1544, 1547, 1550, 1553, 1556, 1559, 1562, 1565, 1568, 1571, 1574, 1577, 1580, 1583, 1586, 1589, 1592, 1595, 1598, 1601, 1604, 1607, 1610, 1613, 1616, 1619, 1622, 1625, 1628, 1631, 1634, 1637, 1640, 1643, 1646, 1649, 1652, 1655, 1658, 1661, 1664, 1667, 1670, 1673, 1676, 1679, 1682, 1685, 1688, 1691, 1694, 1697, 1700, 1703, 1706, 1709, 1712, 1715, 1718, 1721, 1724, 1727, 1730, 1733, 1736, 1739, 1742, 1745, 1748, 1751, 1754, 1757, 1760, 1763, 1766, 1769, 1772, 1775, 1778, 1781, 1784, 1787, 1790, 1793, 1796, 1799, 1802, 1805, 1808, 1811, 1814, 1817, 1820, 1823, 1826, 1829, 1832, 1835, 1838, 1841, 1844, 1847, 1850, 1853, 1856, 1859, 1862, 1865, 1868, 1871, 1874, 1877, 1880, 1883, 1886, 1889, 1892, 1895, 1898, 1901, 1904, 1907, 1910, 1913, 1916, 1919, 1922, 1925, 1928, 1931, 1934, 1937, 1940, 1943, 1946, 1949, 1952, 1955, 1958, 1961, 1964, 1967, 1970, 1973, 1976, 1979, 1982, 1985, 1988, 1991, 1994, 1997, 2000, 2003, 2006, 2009, 2012, 2015, 2018, 2021, 2024, 2027, 2030, 2033, 2036, 2039, 2042, 2045, 2048, 2051, 2054, 2057, 2060, 2063, 2066, 2069, 2072, 2075, 2078, 2081, 2084, 2087, 2090, 2093, 2096, 2099, 2102, 2105, 2108, 2111, 2114, 2117, 2120, 2123, 2126, 2129, 2132, 2135, 2138, 2141, 2144, 2147, 2150, 2153, 2156, 2159, 2162, 2165, 2168, 2171, 2174, 2177, 2180, 2183, 2186, 2189, 2192, 2195, 2198, 2201, 2204, 2207, 2210, 2213, 2216, 2219, 2222, 2225, 2228, 2231, 2234, 2237, 2240, 2243, 2246, 2249, 2252, 2255, 2258, 2261, 2264, 2267, 2270, 2273, 2276, 2279, 2282, 2285, 2288, 2291, 2294, 2297, 2300, 2303, 2306, 2309, 2312, 2315, 2318, 2321, 2324, 2327, 2330, 2333, 2336, 2339, 2342, 2345, 2348, 2351, 2354, 2357, 2360, 2363, 2366, 2369, 2372, 2375, 2378, 2381, 2384, 2387, 2390, 2393, 2396, 2399, 2402, 2405, 2408, 2411, 2414, 2417, 2420, 2423, 2426, 2429, 2432, 2435, 2438, 2441, 2444, 2447, 2450, 2453, 2456, 2459, 2462, 2465, 2468, 2471, 2474, 2477, 2480, 2483, 2486, 2489, 2492, 2495, 2498, 2501, 2504, 2507, 2510, 2513, 2516, 2519, 2522, 2525, 2528, 2531, 2534, 2537, 2540, 2543, 2546, 2549, 2552, 2555, 2558, 2561, 2564, 2567, 2570, 2573, 2576, 2579, 2582, 2585, 2588, 2591, 2594, 2597, 2600, 2603, 2606, 2609, 2612, 2615, 2618, 2621, 2624, 2627, 2630, 2633, 2636, 2639, 2642, 2645, 2648, 2651, 2654, 2657, 2660, 2663, 2666, 2669, 2672, 2675, 2678, 2681, 2684, 2687, 2690, 2693, 2696, 2699, 2702, 2705, 2708, 2711, 2714, 2717, 2720, 2723, 2726, 2729, 2732, 2735, 2738, 2741, 2744, 2747, 2750, 2753, 2756, 2759, 2762, 2765, 2768, 2771, 2774, 2777, 2780, 2783, 2786, 2789, 2792, 2795, 2798, 2801, 2804, 2807, 2810, 2813, 2816, 2819, 2822, 2825, 2828, 2831, 2834, 2837, 2840, 2843, 2846, 2849, 2852, 2855, 2858, 2861, 2864, 2867, 2870, 2873, 2876, 2879, 2882, 2885, 2888, 2891, 2894, 2897, 2900, 2903, 2906, 2909, 2912, 2915, 2918, 2921, 2924, 2927, 2930, 2933, 2936, 2939, 2942, 2945, 2948, 2951, 2954, 2957, 2960, 2963, 2966, 2969, 2972, 2975, 2978, 2981, 2984, 2987, 2990, 2993, 2996, 2999, 3002, 3005, 3008, 3011, 3014, 3017, 3020, 3023, 3026, 3029, 3032, 3035, 3038, 3041, 3044, 3047, 3050, 3053, 3056, 3059, 3062, 3065, 3068, 3071, 3074, 3077, 3080, 3083, 3086, 3089, 3092, 3095, 3098, 3101, 3104, 3107, 3110, 3113, 3116, 3119, 3122, 3125, 3128, 3131, 3134, 3137, 3140, 3143, 3146, 3149, 3152, 3155, 3158, 3161, 3164, 3167, 3170, 3173, 3176, 3179, 3182, 3185, 3188, 3191, 3194, 3197, 3200, 3203, 3206, 3209, 3212, 3215, 3218, 3221, 3224, 3227, 3230, 3233, 3236, 3239, 3242, 3245, 3248, 3251, 3254, 3257, 3260, 3263, 3266, 3269, 3272, 3275, 3278, 3281, 3284, 3287, 3290, 3293, 3296, 3299, 3302, 3305, 3308, 3311, 3314, 3317, 3320, 3323, 3326, 3329, 3332, 3335, 3338, 3341, 3344, 3347, 3350, 3353, 3356, 3359, 3362, 3365, 3368, 3371, 3374, 3377, 3380, 3383, 3386, 3389, 3392, 3395, 3398, 3401, 3404, 3407, 3410, 3413, 3416, 3419, 3422, 3425, 3428, 3431, 3434, 3437, 3440, 3443, 3446, 3449, 3452, 3455, 3458, 3461, 3464, 3467, 3470, 3473, 3476, 3479, 3482, 3485, 3488, 3491, 3494, 3497, 3500, 3503, 3506, 3509, 3512, 3515, 3518, 3521, 3524, 3527, 3530, 3533, 3536, 3539, 3542, 3545, 3548, 3551, 3554, 3557, 3560, 3563, 3566, 3569, 3572, 3575, 3578, 3581, 3584, 3587, 3590, 3593, 3596, 3599, 3602, 3605, 3608, 3611, 3614, 3617, 3620, 3623, 3626, 3629, 3632, 3635, 3638, 3641, 3644, 3647, 3650, 3653, 3656, 3659, 3662, 3665, 3668, 3671, 3674, 3677, 3680, 3683, 3686, 3689, 3692, 3695, 3698, 3701, 3704, 3707, 3710, 3713, 3716, 3719, 3722, 3725, 3728, 3731, 3734, 3737, 3740, 3743, 3746, 3749, 3752, 3755, 3758, 3761, 3764, 3767, 3770, 3773, 3776, 3779, 3782, 3785, 3788, 3791, 3794, 3797, 3800, 3803, 3806, 3809, 3812, 3815, 3818, 3821, 3824, 3827, 3830, 3833, 3836, 3839, 3842, 3845, 3848, 3851, 3854, 3857, 3860, 3863, 3866, 3869, 3872, 3875, 3878, 3881, 3884, 3887, 3890, 3893, 3896, 3899, 3902, 3905, 3908, 3911, 3914, 3917, 3920, 3923, 3926, 3929, 3932, 3935, 3938, 3941, 3944, 3947, 3950, 3953, 3956, 3959, 3962, 3965, 3968, 3971, 3974, 3977, 3980, 3983, 3986, 3989, 3992, 3995, 3998, 4001, 4004, 4007, 4010, 4013, 4016, 4019, 4022, 4025, 4028, 4031, 4034, 4037, 4040, 4043, 4046, 4049, 4052, 4055, 4058, 4061, 4064, 4067, 4070, 4073, 4076, 4079, 4082, 4085, 4088, 4091, 4094, 4097, 4100, 4103, 4106, 4109, 4112, 4115, 4118, 4121, 4124, 4127, 4130, 4133, 4136, 4139, 4142, 4145, 4148, 4151, 4154, 4157, 4160, 4163, 4166, 4169, 4172, 4175, 4178, 4181, 4184, 4187, 4190, 4193, 4196, 4199, 4202, 4205, 4208, 4211, 4214, 4217, 4220, 4223, 4226, 4229, 4232, 4235, 4238, 4241, 4244, 4247, 4250, 4253, 4256, 4259, 4262, 4265, 4268, 4271, 4274, 4277, 4280, 4283, 4286, 4289, 4292, 4295, 4298, 4301, 4304, 4307, 4310, 4313, 4316, 4319, 4322, 4325, 4328, 4331, 4334, 4337, 4340, 4343, 4346, 4349, 4352, 4355, 4358, 4361, 4364, 4367, 4370, 4373, 4376, 4379, 4382, 4385, 4388, 4391, 4394, 4397, 4400, 4403, 4406, 4409, 4412, 4415, 4418, 4421, 4424, 4427, 4430, 4433, 4436, 4439, 4442, 4445, 4448, 4451, 4454, 4457, 4460, 4463, 4466, 4469, 4472, 4475, 4478, 4481, 4484, 4487, 4490, 4493, 4496, 4499, 4502, 4505, 4508, 4511, 4514, 4517, 4520, 4523, 4526, 4529, 4532, 4535, 4538, 4541, 4544, 4547, 4550, 4553, 4556, 4559, 4562, 4565, 4568, 4571, 4574, 4577, 4580, 4583, 4586, 4589, 4592, 4595, 4598, 4601, 4604, 4607, 4610, 4613, 4616, 4619, 4622, 4625, 4628, 4631, 4634, 4637, 4640, 4643, 4646, 4649, 4652, 4655, 4658, 4661, 4664, 4667, 4670, 4673, 4676, 4679, 4682, 4685, 4688, 4691, 4694, 4697, 4700, 4703, 4706, 4709, 4712, 4715, 4718, 4721, 4724, 4727, 4730, 4733, 4736, 4739, 4742, 4745, 4748, 4751, 4754, 4757, 4760, 4763, 4766, 4769, 4772, 4775, 4778, 4781, 4784, 4787, 4790, 4793, 4796, 4799, 4802, 4805, 4808, 4811, 4814, 4817, 4820, 4823, 4826, 4829, 4832, 4835, 4838, 4841, 4844, 4847, 4850, 4853, 4856, 4859, 4862, 4865, 4868, 4871, 4874, 4877, 4880, 4883, 4886, 4889, 4892, 4895, 4898, 4901, 4904, 4907, 4910, 4913, 4916, 4919, 4922, 4925, 4928, 4931, 4934, 4937, 4940, 4943, 4946, 4949, 4952, 4955, 4958, 4961, 4964, 4967, 4970, 4973, 4976, 4979, 4982, 4985, 4988, 4991, 4994, 4997, 5000, 5003, 5006, 5009, 5012, 5015, 5018, 5021, 5024, 5027, 5030, 5033, 5036, 5039, 5042, 5045, 5048, 5051, 5054, 5057, 5060, 5063, 5066, 5069, 5072, 5075, 5078, 5081, 5084, 5087, 5090, 5093, 5096, 5099, 5102, 5105, 5108, 5111, 5114, 5117, 5120, 5123, 5126, 5129, 5132, 5135, 5138, 5141, 5144, 5147, 5150, 5153, 5156, 5159, 5162, 5165, 5168, 5171, 5174, 5177, 5180, 5183, 5186, 5189, 5192, 5195, 5198, 5201, 5204, 5207, 5210, 5213, 5216, 5219, 5222, 5225, 5228, 5231, 5234, 5237, 5240, 5243, 5246, 5249, 5252, 5255, 5258, 5261, 5264, 5267, 5270, 5273, 5276, 5279, 5282, 5285, 5288, 5291, 5294, 5297, 5300, 5303, 5306, 5309, 5312, 5315, 5318, 5321, 5324, 5327, 5330, 5333, 5336, 5339, 5342, 5345, 5348, 5351, 5354, 5357, 5360, 5363, 5366, 5369, 5372, 5375, 5378, 5381, 5384, 5387, 5390, 5393, 5396, 5399, 5402, 5405, 5408, 5411, 5414, 5417, 5420, 5423, 5426, 5429, 5432, 5435, 5438, 5441, 5444, 5447, 5450, 5453, 5456, 5459, 5462, 5465, 5468, 5471, 5474, 5477, 5480, 5483, 5486, 5489, 5492, 5495, 5498, 5501, 5504, 5507, 5510, 5513, 5516, 5519, 5522, 5525, 5528, 5531, 5534, 5537, 5540, 5543, 5546, 5549, 5552, 5555, 5558, 5561, 5564, 5567, 5570, 5573, 5576, 5579, 5582, 5585, 5588, 5591, 5594, 5597, 5600, 5603, 5606, 5609, 5612, 5615, 5618, 5621, 5624, 5627, 5630, 5633, 5636, 5639, 5642, 5645, 5648, 5651, 5654, 5657, 5660, 5663, 5666, 5669, 5672, 5675, 5678, 5681, 5684, 5687, 5690, 5693, 5696, 5699, 5702, 5705, 5708, 5711, 5714, 5717, 5720, 5723, 5726, 5729, 5732, 5735, 5738, 5741, 5744, 5747, 5750, 5753, 5756, 5759, 5762, 5765, 5768, 5771, 5774, 5777, 5780, 5783, 5786, 5789, 5792, 5795, 5798, 5801, 5804, 5807, 5810, 5813, 5816, 5819, 5822, 5825, 5828, 5831, 5834, 5837, 5840, 5843, 5846, 5849, 5852, 5855, 5858, 5861, 5864, 5867, 5870, 5873, 5876, 5879, 5882, 5885, 5888, 5891, 5894, 5897, 5900, 5903, 5906, 5909, 5912, 5915, 5918, 5921, 5924, 5927, 5930, 5933, 5936, 5939, 5942, 5945, 5948, 5951, 5954, 5957, 5960, 5963, 5966, 5969, 5972, 5975, 5978, 5981, 5984, 5987, 5990, 5993, 5996, 5999, 6002, 6005, 6008, 6011, 6014, 6017, 6020, 6023, 6026, 6029, 6032, 6035, 6038, 6041, 6044, 6047, 6050, 6053, 6056, 6059, 6062, 6065, 6068, 6071, 6074, 6077, 6080, 6083, 6086, 6089, 6092, 6095, 6098, 6101, 6104, 6107, 6110, 6113, 6116, 6119, 6122, 6125, 6128, 6131, 6134, 6137, 6140, 6143, 6146, 6149, 6152, 6155, 6158, 6161, 6164, 6167, 6170, 6173, 6176, 6179, 6182, 6185, 6188, 6191, 6194, 6197, 6200, 6203, 6206, 6209, 6212, 6215, 6218, 6221, 6224, 6227, 6230, 6233, 6236, 6239, 6242,

Grade 5 – Language

B1. Oral and Non-Verbal Communication



	Curriculum Expectations	Pages
B1.1	Effective Listening Skills use effective listening skills, including expressing interest in what is being said at appropriate times, asking questions to encourage a speaker to elaborate, and responding to the comments of others in group discussions, in formal and informal contexts, and for various purposes	20 – 21
B1.2	Listening Strategies for Comprehension select and use a variety of listening strategies before, during, and after listening to understand information and messages communicated orally and non-verbally, determine the purpose of a text, seek meaning, seek clarification, and develop an appropriate response	35 – 36, 49 – 50, 77 – 78, 91 – 92, 105 – 106
B1.3	Speaking Purposes and Strategies identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently	120 – 121, 128 – 129, 143 – 144
B1.4	Oral and Non-Verbal Communication Strategies identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning	157 – 158, 172 – 173, 180 – 181, 243 – 244
B1.5	Word Choice, Syntax, and Grammar in Oral Communication use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to support audience comprehension	194 – 195, 203 – 208, 215 – 221, 234 – 235

Grade 5 – Language



B2. Language Foundations for Reading and Writing

	Curriculum Expectations – Overall Expectations	Pages
B2.1	<p>Word Recognition and Spelling: Using Morphological Knowledge</p> <p>use general knowledge of the meanings of words and morphemes, bases, prefixes, and suffixes to read words with accuracy and fluency</p>	<p>15, 24, 30, 38, 44, 53, 59, 65, 72, 80, 86, 94, 100, 109, 115, 123, 131, 138, 146, 152, 160, 167, 175, 183, 189, 198, 210, 223, 229, 238</p>
B2.2	<p>Vocabulary</p> <p>demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context</p>	<p>14, 18, 22 – 23, 27, 29, 33, 41, 43, 47, 51 – 52, 56, 64, 68, 70 – 71, 75, 77, 80, 89, 93, 97, 99, 103, 108, 112, 114, 118, 126, 134, 136, 149, 163, 165 – 166, 174, 178, 182, 188, 192, 196 – 197, 201, 209, 213, 222, 226, 228, 232, 236 – 237, 241</p>
B2.3	<p>Reading Fluency: Accuracy, Rate, and Prosody</p> <p>read a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading</p>	<p>125, 133, 139 – 140, 147 – 148, 169, 177, 225, 231</p>

Grade 5 – Language

B3. Language Conventions for Reading and Writing



	Curriculum Expectations	Pages
B3.1	Identify and Use Sentence Structure Identify and use various sentence types and forms, including compound-complex sentences, and correct sentence fragments and run-on sentences	16 – 17, 25, 39 – 40, 46, 61, 67, 95 – 96, 101 – 102
B3.2	Grammar Demonstrate an understanding of the functions of parts of speech in sentences, including direct object, indirect object, intensive and reflexive pronouns, proper adjectives, and correlative conjunctions, and use this knowledge to support comprehension and communicate meaning clearly	26, 31 – 32, 45, 54 – 55, 60, 66, 73 – 74, 81 – 82, 87 – 88, 124, 162, 200, 212
B3.3	Capitalization and Punctuation Use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of commas to set off advanced phrases or clauses such as appositives and participles, and colons for introducing a list after a complete sentence	110 – 111, 116 – 117, 153, 161, 168, 176, 185, 191, 199, 211, 224, 230, 239 – 240

SCIENCE OF READING - OVERVIEW

Understanding the Science of Reading

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

Simple View of Reading

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

Despite reading's apparent complexities, this model offers a clear depiction of the fundamental elements of reading development.

Key Areas for Early Literacy Instruction

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

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

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

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

Applying the Science of Reading in the Classroom

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

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

SCIENCE OF READING - OVERVIEW

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

In grade 5, the focus in the curriculum is on decoding and understanding affixes (prefixes and suffixes). Teachers are also required to use derivational families to support spelling words with different letter blends.

The **our** reading program will be broken down into 30 weekly word lists that align with expectations in the grade 5 foundations of language curriculum. Each week, the word lists focus on one affix and two graphemes.

The remaining words in the word lists consist of challenging vocabulary that students in grade 5 may not be familiar with. They will work with these words to build automaticity with spelling and reading and add these words to their everyday vocabulary.

Week	Prefix/Suffix	Blend/Digraph/Diphthong
1	Prefix: un-	ch, tr
2	Prefix: th-	th, wh
3	Suffix: -ing	ee
4	Suffix: -ed	ch
5	Prefix: dis-	
6	Suffix: -ly	
7	Prefix: pre-	thr, spl
8	Suffix: -ness	oo, aw
9	Prefix: mis-	ie, oa
10	Suffix: -able	au, ue
11	Prefix: sub-	ar, er
12	Suffix: -less	ir, ur
13	Prefix: inter-	or, scr

READING PROGRAM - OVERVIEW

Weekly Plan		
Week	Prefix/Suffix	Blend/Digraph/Diphthong
14	Suffix: -ful	str, spr
15	Prefix: anti-	ng, kn
16	Suffix: -ment	wr, bl
17	Prefix: non-	cl, fl
18	Suffix: -tion	gl, pl
19	Prefix: super-	sl, sm
20	Suffix: -less	sp, st
21	Prefix: de-	sw, tw
22	Suffix: -ly	br, cr
23	Prefix: bi-	fr, gr
24	Suffix: -al	ch, sh
25	Prefix: tri-	sn, tn
26	Suffix: -y	sc, sp
27	Prefix: co-	qu, gh
28	Suffix: -ance	thr, spl
29	Prefix: ex-	lk, mp
30	Suffix: -ite	pt, rd

READING PROGRAM - OVERVIEW

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

READING PROGRAM - OVERVIEW

Weeks	Lessons	
16	Homophones	Decoding strategy – Syllable splitting
17	Homonyms	Decoding strategy – Chunking
18	Using Expression while Reading	Fluency readings – Providing a list of sentences that get more difficult to read
19	Using Intonation while Reading	Fluency readings – Providing a list of sentences that get more difficult to read
20	Punctuation and Capitalization	Using Correlative Conjunctions
21	Commas: Intro	Synonyms: Identifying and Creating
22	Commas with Introductory Phrases	Vocabulary: Context Clues. What do you think the underlined (challenging word) means?
23	Commas with Direct Address	Vocabulary: Context Clues. What do you think the underlined (challenging word) means?
24	What are Appositives?	Commas with Appositives
25	What are Participles?	Commas to set off Participles
26	Commas used in Parenthetical Expressions – Used to separate expressions	Contractions
27	Capitals for Proper Adjectives	Contractions
28	Capitals for Historical Periods or Events	Activity - Reading by Adjusting Intonation
29	What are acronyms? Using Capitals for Acronyms	Activity - Reading by Adjusting Expression
30	Use Quotation Marks	Writing Dialogue

NAME: _____

FOUNDATIONS OF LANGUAGE

PREVIEW



Week 1 - Vocabulary List

Unhappy	Unlock	Uncover	Unkind	Unsteady
Unfortunate	Unpaid	Unavailable	Cheerful	Champion
Charity	Chance	Choke	Chocolate	Trial
Treasure	Transition	Tragedy	Triumph	Trivial

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

Answer	Vocabulary Word	Description
		A) A sweet treat made from cacao beans.
	Unkind	B) Not being nice or friendly.
	Uncover	C) To remove a cover or reveal something.
	Unkind	D) Something very valuable or dear.
	Unsteady	E) To choke because something blocks the air.
	Unfortunate	F) A lack of opportunity.
	Unpaid	G) Feeling sad and not pleased.
	Unavailable	H) Helping others by giving them things.
	Cheerful	I) Not paid for yet.
	Champion	J) A test or the act of trying something.
	Charity	K) To open something using a key.
	Chance	L) A change from one thing to another.
	Choke	M) Feeling happy and showing it.
	Chocolate	N) Not stable or shaky.
	Trial	O) A very sad event or situation.
	Treasure	P) Not able to be used or gotten.
	Transition	Q) A great victory or success.
	Tragedy	R) Having bad luck or an unlucky event.
	Triumph	S) Not very important or small matter.
	Trivial	T) A person who wins or is the best.

PREFIX UN-

The prefix "un-" means "not" or "the opposite of." It changes the meaning of a word to show the lack or opposite of something.

Examples:

- "Unhappy" means not happy.
- "Unlock" means to not be locked.



Opposites Write the opposite of the words below.

1) Unhappy		6) Unload	
2) Undo		7) Unveil	
3) Available		8) Unravel	
4) Unplug		9) Fold	
5) Pleasant			

Completion Complete the sentences with the correct "un-" word.

A. unsigned	B. unexpected	C. uncomfortable	D. unscripted	E. unclear
F. unattended	G. unwell	H. unable	I. unknown	J. uneven

	1) The document was _____ by the manager.
	2) Her behaviour was _____ during the meeting.
	3) The shoes are too tight; they are _____.
	4) His reaction to the surprise was completely _____.
	5) The test results were _____, so they had to run more tests.
	6) The toys left on the floor were _____.
	7) After the heavy meal, he felt _____.
	8) The student was _____ to understand the complex topic.
	9) The path ahead was _____ to most hikers.
	10) The ground was _____, making it hard to set up the tent.

IDENTIFY SENTENCE FRAGMENTS

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

Examples:

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



Complete or Fragment?

Is the sentence complete or is it a fragment?

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

Find the Fragment

Underline the fragments in the passage.

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

CORRECT SENTENCE FRAGMENTS

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

Examples:

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

Identify the sentence fragment correct or not?

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

Mix and Match Match the fragments to its suitable ending.

ANSWER	FRAGMENTS	POSIBLE ENDINGS
	1) Beyond belief	a) she was
	2) Dreams dashed	b) they hurried
	3) If only	c) he moved on.
	4) No way out	d) they danced.
	5) Out of time,	e) Yet, he did it.
	6) Darkness falls	f) they soared.
	7) Through the looking glass	g) he achieved it.
	8) Impossible!	h) he faced forward.
	9) To infinity and beyond	i) the world sleeps.
	10) Beneath the stars,	j) they hurried.

WORD SEARCH**Word Search**

Find the word bank words in the puzzle.

<input type="checkbox"/> Unhappy	<input type="checkbox"/> Unlock	<input type="checkbox"/> Uncover	<input type="checkbox"/> Unkind	<input type="checkbox"/> Unsteady
<input type="checkbox"/> Unfortunate	<input type="checkbox"/> Unpaid	<input type="checkbox"/> Unavailable	<input type="checkbox"/> Cheerful	<input type="checkbox"/> Champion
<input type="checkbox"/> Charity	<input type="checkbox"/> Chance	<input type="checkbox"/> Choke	<input type="checkbox"/> Chocolate	<input type="checkbox"/> Trial
<input type="checkbox"/> Treasure	<input type="checkbox"/> Transition	<input type="checkbox"/> Tragedy	<input type="checkbox"/> Triumph	<input type="checkbox"/> Trivial

**Word Search**

Make your own word search using 8 of the words.

Word Bank

Week 1 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Complete or Fragment?

Is the sentence complete or a fragment?

1) She read and wrote a review.	Complete
2) Running in the rain.	Fragment
3) The view on the mountain.	Fragment

Completion

Complete the given fragments with suitable endings.

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

Oral Communication – Listening Strategies

The Importance of Good Listening

Listening carefully lets us understand others more deeply, acquire new knowledge, and make people feel appreciated. Effective listening is more than just keeping quiet while someone else is talking. It involves actively focusing and trying to grasp the meaning behind the words.



Tips for Good Listening

- Pay Attention: When someone is speaking, look directly at them and avoid distractions.
- Give a Nod: Use small nods or signs to let the person talking that you're listening.
- Hold Off on Talking: Wait until you fully understand their thought before you respond.

Questions: Your Path to Understanding

When something piques our interest, we can ask questions. When someone is sharing a story or explaining a concept, demonstrate your curiosity by asking thoughtful questions.

Contributing in Group Conversations

- Wait for the Right Moment: It's polite to allow others to finish their sentence before you speak.
- Extend Thoughts: "I concur with Sarah, and would like to add..."
- Be Respectful: Even if you hold a different view, you can express it by saying, "I understand your perspective, but I see it another way."

Different Contexts for Listening

In Formal Situations - Such as in the classroom or listening to the principal.

- Listening Approach: Maintain good posture, refrain from talking to classmates, and signal with your hand if you want to ask something.

In Casual Settings - Like hanging out with friends, at home, or during leisure activities.

- Listening Approach: You can be more laid-back, but it's important to stay attentive to show you're truly engaged.

Oral Communication – Listening Strategies

Questions

Answer the questions below

1) What does good listening involve?

2) How do you show a speaker you're interested in what they are saying?

True or False

Is this statement true or false?

1) Nodding shows you are listening to the speaker.

True

False

2) Saying "I concur" means you disagree.

True

False

3) You should slouch when the principal is talking.

True

False

4) You can be laid-back in casual settings.

True

False

5) Good listening is about being silent.

True

False

Activity

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

Question	Did your partner show good listening skills? Explain.
What is your favourite day of the week?	<hr/> <hr/> <hr/>
Explain why.	<hr/> <hr/> <hr/>

Week 2 - Vocabulary List

Wholesome	Review	Retry	Rebuild	Remake
Replace	Reject	Reconsider	Restore	Thought
Theme	Thunder	Thousand	Theory	Thesis
Whisper	Whistle	Whack	Whimsical	Whirlwind

Cursive

Write the word using cursive writing.

Word	Trace	Write
Review	<i>Review</i>	
Retry	<i>Retry</i>	
Rebuild	<i>Rebuild</i>	
Remake	<i>Remake</i>	
Replace	<i>Replace</i>	
Reject	<i>Reject</i>	
Reconsider	<i>Reconsider</i>	
Restore	<i>Restore</i>	
Thought	<i>Thought</i>	

Name: _____

23

Curriculum Connection
A3, B2.2

Week 2 - Vocabulary List

Cursive

Write the word using cursive writing.

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

PREFIX RE-

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

Examples:

- Rewrite - to write again.
- Rebuild - to build again.
- Return - to come back.



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

Re <u>assignment</u>	Reappearance	
Re <u>adjustment</u>	Redecor <u>ation</u>	
Re <u>application</u>	Rediscovery	
Re <u>assignment</u>	Reevaluation	
Reintroduction	Reformation	

Write _____ Write a sentence changing the underlined word to happen again.

Original	I <u>play</u> the song for my friend.
Again Version	

Original	We <u>build</u> a tower with our blocks.
Again Version	

Original	I <u>turn</u> the page to read the next chapter.
Again Version	

Original	She <u>paints</u> a beautiful picture of the sunset.
Again Version	

SIMPLE SENTENCES

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

Examples:

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



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

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

Write _____ Finish the sentences using a simple sentence.

1) The fish

2) My sister

3) The wind

4) The teacher

5) The clock

6) The baby

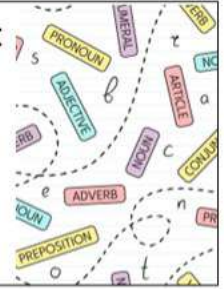
7) The sun

8) The door

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

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

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



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

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

Write









Use the given words in sentences.







Computer	
Whisper	
Fragrant	
Slowly	






































































































































































CRACK THE CODE

Directions

Use the code below to reveal each spelling word.

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

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

CODE	CODE	ANSWER
   	  	
      	   	
      	    	
     	     	
     	       	
      	       	
      	         	
      	         	
                   	         	
                   	         	

Week 2 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Write

Finish the sentences in a simple sentence.

1) The sun
2) The door
3) The cat
4) The car

Identify

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

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

Week 3 - Vocabulary List

Think

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

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

Instructions: Use the words and unscramble the words using the vocabulary list above.

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

DINEDE	EAUFTER	GRADEIN	AESORN	CEDERE
_____	_____	_____	_____	_____

SUFFIX -ING



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

Examples:

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



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

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

Write

Use the words below to create a meaningful sentence.

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

DIRECT OBJECTS FOR NOUNS

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

Examples:

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

**Identify**

Identify the direct object in each sentence.

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

Write

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

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

PRONOUNS – INTENSIVE AND REFLEXIVE

Pronouns replace nouns to avoid repetition.

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

Intensive pronouns emphasize another noun or pronoun.

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

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

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



Think Identify if the bold pronoun is Reflexive or Intensive.

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

Rewrite Rewrite the original sentences using the appropriate pronoun.

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

WORD SEARCH

Word Search

Find the word bank words in the puzzle.

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



Word Scramble

Read the clue and then unscramble the word.

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

Week 3 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Identify

Identify the direct object in each sentence.

	Sentence	Direct Object
1	The teacher wrote an equation on the board.	
2	The bird sang a lovely song.	
3	He drank a cup of coffee.	
4	She read a long book during vacation.	

Rewrite

Rewrite the original sentences using the appropriate pronouns.

	Original Sentence	Rewritten Sentence
1	Lisa met Lisa.	
2	She helped she.	

Activity: Passion Project Sharing

Objective

What are we learning more about?

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

Materials

What do we need for our activity?

- ✓ Paper or screen
- ✓ Writing
- ✓ A small bell



Instructions

How do we complete this activity?

- 1) Preparation: Ask each student to think of something they are passionate about. This could be a hobby, an animal, a favorite book, etc.
- 2) Pair Up: Pair students randomly or have them choose their partner.
- 3) Listen and Elaborate: Student A will begin to share about their passion for 3 minutes. Student B is their active listener. Student B should take notes, and whenever they want Student A to elaborate on a point, they should raise their hand as a prompt for Student A to go into more detail. There's no interrupting with words, just the silent cue of raising their hand.
- 4) Asking Questions: After the 3 minutes, Student B will ask questions or make comments for another 2 minutes to get Student A to elaborate further.
- 5) Switch Roles: After 5 minutes, Student A and B will switch roles and repeat steps 3.
- 6) Reflection: Once both students have shared and listened, they should answer the questions on the back of this page.

Activity: Passion Project Sharing

Reflection

Answer the questions below

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

2) Name two things you learned about this topic.

1

2

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

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

You Asked

Your Partner Asked

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

Week 4 - Vocabulary List

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

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

Write

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

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

SUFFIX -ED

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

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

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

Write

Rewrite the sentences in the past tense form of verb.

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

Write

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

IDENTIFY RUN ON SENTENCES

What are run-on sentences?

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

Example:

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



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

	Sentence	Correct / Run-On
1	My favorite sport is soccer I play every weekend.	
2	I love chocolate with the best ice cream.	
3	It was raining outside I decided to read a book.	
4	She is a talented artist she paints every day.	
5	The garden is full of flowers, and there are many flies of different colors.	
6	He didn't want to go to the party he was feeling tired.	

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

Emily loved her little garden, it was her escape from the hustle and bustle of city life. Every morning, she would go out to tend to her plants, she felt an indescribable peace in their company. Roses were her favourite they bloomed in various shades of reds, pinks, and whites. One day, she noticed a peculiar plant it wasn't something she remembered planting. Curiously, she let it grow, she wondered about its origin. Weeks passed, the mysterious plant grew taller, and it bore a unique flower it was a shade of deep blue with a hint of silver. Emily was amazed she had never seen such a flower before. She decided to preserve it, she thought it was a gift from nature. That evening, as she sipped her tea, she looked at the garden, she felt grateful for the little surprises it held.

CORRECT RUN-ON SENTENCES

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

Write **R**ewrite the following run-on sentences using simple sentences or punctuation.

1) I love apples I eat them daily.

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

3) She sings well she never took lessons.

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

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

6) The baby is sweet they like the outdoors.

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

8) I wanted ice cream the store was closed.

CROSSWORD PUZZLE**Crossword**

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

**Across**

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

Down

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

Week 4 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Write

Rewrite the sentences in the past tense.

1	They visit their grandparents to spend quality time together.
2	The cat chases the mouse around the living room.

Write

Revise the following run-on sentences using simple sentences or punctuation.

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

Week 5 - Vocabulary List

Disagree	Disobey	Disinherit	Disorient	Disregard
Dishearten	Disperse	Disband	Choice	Rejoice
Poison	Exploit	Hoist	Turmoil	Doubt
Shout	Sprout	Mountain	Encounter	Announce

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

Answer	Description
Disagree	A) A substance causing harm or death.
Disorient	B) Uncertain about.
Disinherit	C) To break up.
Disorient	D) State of confusion or agitation.
Disregard	E) To ignore or pay no attention.
Dishearten	F) To scare or frighten.
Disperse	G) The act of selecting or choosing.
Disband	H) To begin to grow, sprout.
Choice	I) To yell or scream loudly.
Rejoice	J) To use selfishly for advantage.
Poison	K) To cause loss of hope.
Exploit	L) Large landform, higher than hill.
Hoist	M) To refuse to follow orders.
Turmoil	N) To lose sense of direction.
Doubt	O) To break up, dissolve a group.
Shout	P) To express joy or happiness.
Sprout	Q) To have a differing opinion.
Mountain	R) To ignore or pay no attention.
Encounter	S) To make a formal public statement.
Announce	T) To deprive of inheritance.

PREFIX DIS-

The prefix "**dis-**" often means "not" or "opposite of." It transforms a word to convey a negative or reversing force.

Examples:

- Agree - Disagree: "Agree" means to have the same opinion; "disagree" means to not have the same opinion.
- Obey - Disobey: "Obey" means to follow a rule; "disobey" means to not follow it.

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

Dislike	Disagree	Distract	Disheartened
Disobey	Disappear	Disregard	Disprove

- 1) I _____ my friend because it's wrong.
- 2) The magician made the _____ disappear.
- 3) If you keep playing loudly, you'll _____ the entire class.
- 4) The way he behaved in the meeting showed a clear _____ for the rules.
- 5) When she didn't win the medal, she felt deeply _____.
- 6) He tried to _____ his innocence but couldn't find enough evidence.
- 7) She felt a strong _____ towards spicy food.
- 8) The computer system was _____ due to the virus.

Analyze

Circle all the words with dis- as a prefix.

In a small village, residents often disagree on trivial matters. Lucy, a local artist, faced criticism for her unconventional styles. Many expressed their dislike for her abstract creations, accusing her of trying to distort reality. Feeling the growing distance between herself and her peers, Lucy decided on a plan. One evening, she put on a disguise as a renowned artist from the city. The very people who once showed disregard for her art now praised the "city artist's" work, unaware it was Lucy's. Smiling beneath her mask, Lucy realized true appreciation often lay beyond the familiar.

INTRO TO CONJUNCTIONS - FANBOYS

Conjunctions are words that connect clauses in sentences. **"FANBOYS"** is an acronym for seven common conjunctions: **For, And, Nor, But, Or, Yet, So**.

Examples:

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

Completion

Complete the sentences using "FANBOYS".

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

Write

Create your own sentence using FANBOYS

FOR	
AND	
NOR	
BUT	
OR	
YET	
SO	

WRITING COMPOUND SENTENCES USING COMMAS

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

Examples:

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



Write

Rewrite the sentences using a different coordinating conjunction.

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

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

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

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

Write

Rewrite the boring simple sentences using an interesting compound sentence.

Simple	The cat slept.	The dog played
Compound		

Simple	I love books.	I lack time.
Compound		

Simple	She practiced often.	She won the contest.
Compound		

WORD SEARCH

Word Search

Find the word bank words in the puzzle.

<input type="checkbox"/> Disagree	<input type="checkbox"/> Disobey	<input type="checkbox"/> Disinherit	<input type="checkbox"/> Disorient	<input type="checkbox"/> Disregard
<input type="checkbox"/> Dishearten	<input type="checkbox"/> Disperse	<input type="checkbox"/> Disband	<input type="checkbox"/> Choice	<input type="checkbox"/> Rejoice
<input type="checkbox"/> Poison	<input type="checkbox"/> Exploit	<input type="checkbox"/> Hoist	<input type="checkbox"/> Turmoil	<input type="checkbox"/> Doubt
<input type="checkbox"/> Shout	<input type="checkbox"/> Sprout	<input type="checkbox"/> Mountain	<input type="checkbox"/> Encounter	<input type="checkbox"/> Announce

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

Word Search

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

Word Bank

Week 5 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Completion

Complete the sentences using the words.

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

Write

Rewrite the boring simple sentences using an interesting compound sentence

Simple	I was hungry.	I ate an apple.
Compound		

Simple	I love soccer.	I play every weekend.
Compound		

Activity: Clarifying Quests

Objective

What are we learning more about?

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



Listen

Instructions with intricate details

For our upcoming experiment on Thursday, please bring in one empty, cleaned 500 ml bottle, 10 sheets of white printer paper, and one roll of clear tape. Pack these items in a reusable cloth bag, avoiding plastic bags if possible. As you enter the classroom, place your bag on the third table from the door, beside the science textbooks. When you arrive, arrange yourselves in a circle around the perimeter of the room according to your birth months, starting with January. During our afternoon recess, I'll distribute a small cup to each of you from the cupboard next to the whiteboard, so be sure to come at that time.

Instructions

How do we complete this activity?

- 1) Introduction: Briefly explain to the students that they will be sharing instructions with many details. Their job is to listen carefully.
- 2) Read the Instructions: Read the instructions to the students. They should remain silent during the reading and to concentrate on the details.
- 3) Question Time: After reading the instructions, have the students answer the multiple-choice questions on the back of the page. Don't let them answer while you are reading (maybe hand out the sheet after).
- 4) Form Questions: After they have a few minutes to answer, have them flip their page over and ask questions they think will help them answer the questions. Don't let them just ask the questions written on the page. This should help them now answer all the questions accurately.
- 5) Sharing & Discussion: As a class, discuss the questions and why they were important for understanding the instructions better. Take up the answers to the questions.

Activity: Clarifying Quests

Questions

Answer the questions below after you listen to the instructions

1) What day is the science experiment?	
2) What size should the plastic bottle be?	
3) How many sheets of paper are needed?	
4) What type of glue should you bring?	
5) What type of paper should you use?	
6) Where should you place the glue?	
7) Beside what should you place the glue?	
8) How should you arrange the cups?	
9) When will measuring cups be distributed?	
10) Where are the measuring cups stored?	

Reflection

Answer the questions below after you complete the activity

1) Why is it important to ask clarifying questions?

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

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

Week 6 - Vocabulary List

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

Cursive

Write the word using cursive writing.

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

Name: _____

52

Curriculum Connection
A3, B2.2

Week 6 - Vocabulary List

Cursive

Write the word using cursive writing.

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

SUFFIX -LY

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

Examples:

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



Match Match the sentences with its correct -ly words.

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

Write

Write the following words in a meaningful sentence.

Rapidly	
Merely	
Bravely	
Honestly	
Eventually	

ADVANCED CONJUNCTIONS

Advanced conjunctions are words that connect and show relationships between ideas more complex than basic conjunctions like FANBOYS.

Examples:

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

Matching Match the advanced conjunctions with their meanings.

Answer	Advanced Conjunctions	Meanings
	Only if	A) Only if
	At the same time as	B) At the same time as
	For the possibility that	C) For the possibility that
	Up to the point in time when	D) Up to the point in time when
	On condition that	E) On condition that
	In spite of the fact that	F) In spite of the fact that
	In contrast to the fact that	G) In contrast to the fact that
	On condition that	H) On condition that
	Because of the reason that	I) Because of the reason that
	Despite the fact that	J) Despite the fact that

Write

Combine the two sentences using an advanced conjunction.

The movie was long.

I didn't get bored.

She didn't study.

She passed the exam.

He did not want to do the work.

He got paid.

WRITING ADVANCED CONJUNCTIONS

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

**Write**

Complete the sentences below.

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







Write









Write a short story (3-6 sentences) with at least two different advanced conjunctions.

CRACK THE CODE

Directions

Use the code below to reveal each spelling word.

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

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

Week 6 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Fill in the blanks

Write the appropriate words for each sentence.

1) The kids played _____ outside.
2) The sun shone _____ during the summer.
3) He works _____ to achieve his goals.

Write

Complete the sentences below.

Clause with Advanced Conjunction	Answer
1) <i>Although</i> he had practiced daily,	
2) <i>Whereas</i> she loves chocolate,	
3) <i>Provided</i> that you finish your work,	
4) <i>Inasmuch</i> as he was the team captain,	

Week 7 - Vocabulary List

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

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

Letter Find other words that start with thr and spl.

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

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

Write Use the following words in a sentence

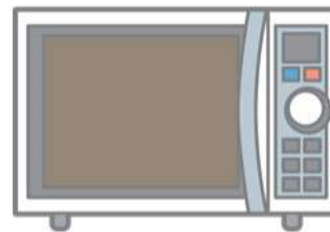
1) Splash	
2) Splendid	
3) Splurge	
4) Thriller	
5) Threaten	

PREFIX PRE-

Understanding the Prefix "Pre-"

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

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



Match the words below to their meanings.

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

Word Meanings

Write the meanings of each word below.

View	
Preview	
Face	
Preface	
Arrange	
Prearrange	

INTRO TO SUBORDINATING CONJUNCTIONS

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

Examples:

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

Completion Write the appropriate subordinating conjunction.

as	before	over	when
since	if	until	though



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

Analyze

Circle all the subordinating conjunctions in the selection.

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

BUILD COMPLEX SENTENCES

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

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

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



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

1) Although the storm came in the morning,	the storm threatened the coast.
2)	the thriller kept her on edge.
3)	she was thrifty with her purchases.
4)	plants thrive in sunlight.
5)	the palace was splendid.

Write Complete with appropriate clauses to create complex sentences.

- 1) Once _____
- 2) Wherever _____
- 3) While _____
- 4) Though _____
- 5) Provided that _____

WORD SEARCH

Word Search

Find the word bank words in the puzzle.

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

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

Word Scramble

Unscramble the word.

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

Week 7 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Completion

Write the appropriate subject and verb.

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

Write

Complete with appropriate clauses to create complex sentences.

1) Though _____ _____
2) Provided that _____ _____

Week 8 - Vocabulary List

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

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

Write

Write 5 sentences that use all 20 words. You'll need to use 2 words per sentence.

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

SUFFIX -NESS

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

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

Matching

Put the correct number of the word beside their meanings.

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

Think

Add -ness to the given adjective.

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

ADJECTIVE	
Free	
Curious	
Eager	
Lonely	
Sad	
Rude	
Idle	
Busy	

ADVANCED SUBORDINATING CONJUNCTIONS

Advanced subordinating conjunctions make sentences more detailed and layered.

Examples:

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

Matching Match the clauses to create a complex sentence.

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

Debate

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

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

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

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

PRACTICE COMPLEX SENTENCE

Examples:

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

**Write**

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

Simple _____ when they see food.

Complex _____

Simple _____ Her sister is into it.

Complex _____

Simple _____ The festival was full of happiness.

Complex _____

Simple _____ The team welcomed a talented rookie.

Complex _____

Write

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

CROSSWORD PUZZLE

Crossword

Read the clues and find the words in the crossword puzzle

**Across**

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

Down

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

Week 8 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Debate

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

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

Write

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

Simple	Lava started to ooze from the volcano.
Complex	

Simple	He rides his scooter to school daily.
Complex	

Week 30 - Vocabulary List

Favourite	Ignite	Meteorite	Infinite	Appetite
Opposite	Excite	Dynamite	Accept	Attempt
Corrupt	Contempt	Encrypt	Exempt	Hazard
Afford	Forward	Steward	Absurd	Standard

Cursive

Write the word using cursive writing

Word	Trace	Write
Favourite	<i>Favourite</i>	
Ignite	<i>Ignite</i>	
Meteorite	<i>Meteorite</i>	
Infinite	<i>Infinite</i>	
Appetite	<i>Appetite</i>	
Opposite	<i>Opposite</i>	
Excite	<i>Excite</i>	
Dynamite	<i>Dynamite</i>	
Accept	<i>Accept</i>	

Week 30 - Vocabulary List

Cursive

Write the word using cursive writing.

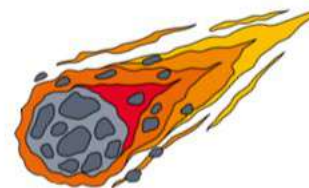
Word	Trace	Write
Attempt	<i>Attempt</i>	
Corrupt	<i>Corrupt</i>	
Contempt	<i>Contempt</i>	
Encrypt	<i>Encrypt</i>	
Exempt	<i>Exempt</i>	
Hazard	<i>Hazard</i>	
Afford	<i>Afford</i>	
Forward	<i>Forward</i>	
Steward	<i>Steward</i>	
Absurd	<i>Absurd</i>	
Standard	<i>Standard</i>	

SUFFIX -ITE

The suffix "-ite" is added to words to indicate a group, follower, or native of something, or a mineral.

Examples:

- **Meteorite** - A mineral from space.
- **Appetite** - The desire to eat.



Word Scramble

Unscramble the word bank words

Favo	Igni	Meteorite	Infinite	Appetite	Opposite
Excite	ite	ite	Parasite	Expedite	Invite

SIPTAERA	ETIOEMERT
TPTPIEEA	IT/DANE
TIGNIE	E/SRO
RNTEGAI	CEEX
SOEOPPIT	EID
TVNIIE	ITEINIFN

Write

Use the following words to create sentences.

Infinite	.
Ignite	
Favourite	
Appetite	

USE QUOTATION MARKS

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

Examples:

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

Insert quotation marks in the direct quote of the speaker.

- 1) Tommy exclaimed, "I found a meteorite in my backyard!"
- 2) The teacher said, "The universe is considered infinite."
- 3) Sarah asked, "Do you have an appetite for some pizza?"
- 4) He told her, "Your opinion is the opposite of mine."
- 5) The magician whispered, "This trick will excite the audience."
- 6) The sign read, "Caution: dynamite in use."
- 7) She responded, "I can't accept your invitation right now."

Completion

Complete each sentence by providing suitable words.

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

WRITING DIALOGUE

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

Examples:

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

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

Topic Which sport is best?

Tom:

Ray:

Tom:

Ray:

Tom:

Ray:

Dialogue Rewrite









Read the example below. Then use the dialogue to write a conversation with speaker tags. Write it below.







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




































































































CRACK THE CODE

Directions

Use the code below to reveal each spelling word.

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

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

CODE	ANSWER	CODE	ANSWER
      		    	
    		  	
     		  	
      		 	
     		   	
      		    	
   		    	
     		    	
   		   	
     		    	

Week 30 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Insert

Place the quotation marks in the correct place for the speaker.

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

Write

Write a short conversation between two characters with the given topic

Topic: Favourite Sport

Tom:

Ray:

Tom:

Ray:

Activity: Understanding Emotion Through Cultural Dances

Objective

What are we learning more about?

To enable students to understand and appreciate how different forms of dance from various cultures can convey specific emotions or stories, without the need for words.



Materials

What do we need for our activity?

- ✓ Computer with internet access to play videos of dances
- ✓ Projector or screen to display videos
- ✓ Notebooks and pencils for each student

Instructions

How do we complete the activity?

- 1) **Introduction:** Begin by discussing how dance, like music, can convey stories and emotions without needing language. Mention that today's focus will be on understanding how different cultural dances achieve this.
- 2) **Cultural Focus:** Introduce the first form of dance students could be the Red River Jig, Highland Dance, Inuit Throat Dancing, Hawaiian Hula, or Square Dance, or First Nations Powwow dances. Briefly explain the origin and significance of the dance.
- 3) **Watch and Feel:** Play a video of the selected dance for the students, asking them to jot down emotions or stories they think the dance is communicating. Encourage them to focus on elements like rhythm, tempo, and the dancers' expressions and movements.
- 4) **Class Discussion:** After watching the video, have a class discussion where students share what they felt or interpreted from the dance. Discuss the common themes and differences in their interpretations.
- 5) **Repeat:** Continue this process for each different form of dance you wish to explore. The more varied, the better, to show the wide range of emotions and stories that can be expressed through dance.

Name: _____

244

Curriculum Connection
A2, B1.4

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

1) Name of First Dance

2) Name of Second Dance

3) Name of Third Dance

4) Name of Fourth Dance
