



# Preview – Information



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# 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	K	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.

Yes

No

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. ✓



- ☐ The boy takes a deep breathe.
- ☐ The boy is reading a big book.



- ☐ She is writing a story about her cat.
- ☐ The explorer is exploring a dark cave.



- ☐ He is understanding the math problem.
- ☐ They are creating a colourful poster.



- ☐ The girl is drawing a happy face.
- ☐ The speaker gives a speech on stage.



- ☐ The kids are building a tall tower.
- ☐ The runner will succeed in the race.



- ☐ The little girl tries to squeeze the lemon.
- ☐ 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

**Personification Sentences:**

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, a stapler, and a stack of papers.

### 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.

As brave as <input type="checkbox"/>	<input type="checkbox"/> ice	As bright as <input type="checkbox"/>	<input type="checkbox"/> a rose
As busy as <input type="checkbox"/>	<input type="checkbox"/> a feather	As fresh as <input type="checkbox"/>	<input type="checkbox"/> a puppy
As quiet as <input type="checkbox"/>	<input type="checkbox"/> a lion	As white as <input type="checkbox"/>	<input type="checkbox"/> a knife
As light as <input type="checkbox"/>	<input type="checkbox"/> silk	As black as <input type="checkbox"/>	<input type="checkbox"/> coal
As strong as <input type="checkbox"/>	<input type="checkbox"/> lightning	As playful as <input type="checkbox"/>	<input type="checkbox"/> a mouse
As cold as <input type="checkbox"/>	<input type="checkbox"/> a mouse	As quiet as <input type="checkbox"/>	<input type="checkbox"/> a daisy
As sweet as <input type="checkbox"/>	<input type="checkbox"/> a breeze	As tall as <input type="checkbox"/>	<input type="checkbox"/> a cucumber
As fast as <input type="checkbox"/>	<input type="checkbox"/> honey	As red as <input type="checkbox"/>	<input type="checkbox"/> the sun
As gentle as <input type="checkbox"/>	<input type="checkbox"/> a bee	As cool as <input type="checkbox"/>	<input type="checkbox"/> a tree
As smooth as <input type="checkbox"/>	<input type="checkbox"/> an ox	As sharp as <input type="checkbox"/>	<input type="checkbox"/> snow

Decorative elements: a book, a stapler, and a stack of papers.

### 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, a stapler, and a stack of papers.



# Google Slides Lessons Preview





# Ontario Language Curriculum Composition (Writing) – Grade 5

## 3-Part Lesson Format

### Part 1 – Minds On!

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

**LEARNING GOAL**

We are learning to **write strong paragraphs** with **clear topic sentences and hooks** so we can **organize** our ideas and make our writing more interesting to read.

### Spot the Strong Beginnings!



Drag the ☒ check mark to the sentences that are strong hooks.

<input type="checkbox"/>	"Zap! Lightning flashed across the sky."	<input type="checkbox"/>	"The sky was blue today."
<input type="checkbox"/>	"Dogs are animals that people keep as pets."	<input type="checkbox"/>	"Have you ever wondered what it feels like to fly?"
<input type="checkbox"/>	"Crash! The glass shattered into a thousand tiny pieces."	<input type="checkbox"/>	"The library is a place where students read books."
<input type="checkbox"/>	"Plants need water and sunlight to grow."	<input type="checkbox"/>	"Guess what! Dinosaurs once roamed where your school is now!"
<input type="checkbox"/>	"Boom! The volcano shook the ground as fire lit the sky."	<input type="checkbox"/>	"Imagine living in a world with no electricity."
<input type="checkbox"/>	"Apples are a type of fruit that grows on trees."	<input type="checkbox"/>	"Canada is a country located in North America."

### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

### Writing Engaging Topic Sentences



Rewrite the topic sentence below using the different strategies.

**Topic Sentence:** Reading books is fun.

<b>Asking a Question:</b> Start with a question This makes people curious to read more.	<i>Have you ever wondered why reading books can be so much fun?</i>
<b>Using an Exclamation:</b> Use an exclamation to show something exciting.	<i>Reading books is the best way to enjoy your free time!</i>
<b>Making a Bold Statement:</b> Use big words to share your main idea.	<i>Books are the most exciting adventure you can hold in your hands.</i>
<b>Adding an Interesting Fact:</b> Use a cool fact to make your paragraph interesting.	<i>Reading books can take you to new places without ever leaving your chair.</i>

	Original Version: Rainy days can be enjoyable.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	



# Ontario Language Curriculum Composition (Writing) – Grade 5



## Good Research or Not?

Put a ✓ check mark if it shows good research and a X cross mark if it does not show research.

Saying, "Chocolate is the best because I said so."		Tasting different flavours and writing notes.	
Reading a book or article about ice cream flavours.		Choosing chocolate only because it's your favourite.	
Asking people which flavour they like best and why.		Comparing the ingredients of chocolate vs. vanilla.	
Copying a friend's opinion without proof.		Looking up surveys about popular ice cream.	
Ignoring facts and only sharing your feelings.		Guessing which flavour is most popular.	



X	✓
X	✓
X	✓
X	✓
X	✓

## Instructions

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



What if the Pacific Ocean is bigger than all the world's oceans combined? This report will explore their creatures, and why they are so important.

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

Can you imagine inventing something that changes the world? This report will share stories of famous Canadians and their contributions.

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

Have you ever wondered what it feels like to walk on the Moon? This report will take a look at astronauts, rockets, and the discoveries made in space.

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

Do you know which planet is the hottest in the solar system? This report will explore the planets, moons, and mysteries of outer space.

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

Drag the correct names into each comic part picture, then write the letter that matches its correct definition.



Thought Bubble

Setting

Speech Bubble

Characters

A Boxes where the action happens.

B Show what characters are saying.

C Extra text that explains context.

D The people or animals in the story.

E Where and when the story takes place.

F Show what characters are thinking.








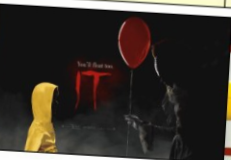




# Ontario Language Curriculum Composition (Writing) – Grade 5




### Sorting Story Genres

Match each picture of a movie or story to the correct genre from the word bank and write your answer in the space provided.

Humour	Mystery	Science Fiction	Drama
Comic	Horror	Fantasy	Romance



Read the biography of Wayne Gretzky from the page and write the most important facts about his life in the boxes below.



Fact 1

Fact 2

Fact 3













Fact 4

Fact 5

Fact 6

### Check: Thumbs Up or Thumbs Down?

Write the right way or the wrong way to use information in your work. Drag the correct thumb for each statement.

I copy text from a website without changing any words.	I write assignments completely in my own words.	 
I copy and paste from the internet without paraphrasing.	I share my homework with classmates so they can copy.	 
I always put information into my own words before using it.	I double-check my work to make sure it is free of plagiarism.	 
I forget to mention where I found the information.	I create a bibliography or reference list at the end of my work.	 
I use quotation marks when I copy exact words from a source.	I take information from a book and pretend it's mine.	 
I give credit to the author when I use their ideas.	I check more than one source to make sure my facts are correct.	 



# Google Slides Lessons Preview





# Ontario Language Curriculum Reading Comprehension – Grade 5

## 3-Part Lesson Format

### Part 1 – Minds On!

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

#### Learning Goal

#### What are Reading Comprehension Strategies?

We are learning to use different reading comprehension strategies so we can better understand texts, make connections, ask questions, and draw inferences that help us think more deeply about what we read.



#### Making Inferences From a Letter



Read the sentences. Drag and drop stars to rate each sentence: ★★★★★ = Perfect inference (matches the letter best) and ★ = Weak inference (doesn't fit well)

Sentence	★★★★★
1) Jess is a teacher at the school.	★★★★★
2) Jess is training to become a professional athlete.	★★★★★
3) Jess has an injury so she can't participate in the event.	★★★★★
4) The event was just for fun, and the results were not important.	★★★★★
5) Jess is a student in the class she was coaching.	★★★★★
6) Jess couldn't do the race, so she helped the teacher.	★★★★★
7) Jess was in charge of the event.	★★★★★

### Part 2 – Action!

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

### Part 3 – Consolidation!

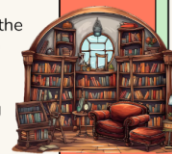
- Exit Cards
- Quizzes
- Reflection
- And More!

Read the passage carefully and think about how good readers use strategies to understand and respond to texts.

Leah pushed open the creaking door of the old library that had been closed for years. Dust floated in the beams of light from cracked windows. Shelves leaned under the weight of forgotten books, some open as if the readers had left in a hurry. A single chair sat in the middle of the room, facing a fireplace that hadn't been lit in decades. Leah brushed her hand across the spines of books, noticing handwritten notes in the margins. Something about the place felt both inviting and unsettling, as though stories still lingered in the air, waiting to be uncovered.

#### Consolidation – The Abandoned Library

- 1) **Making Connections** – What does this scene remind you of from your own life, a text you've read, or something you know about the world?
- 2) **Questioning** – What question do you have to understand the story?
- 3) **Visualizing** – What images or details appeared most strongly in your mind as you read?
- 4) **Prediction** – If Leah continues to explore, what might she discover next? Explain your reasoning with evidence from the text.
- 5) **Inference** – Why do you think the library was abandoned? Use clues from the passage to support your idea.



Consolidation



# Ontario Language Curriculum

## Reading Comprehension – Grade 5

**Point of View**

Read each sentence carefully. First, identify the point of view of the sentence. Then, rewrite the sentence in a different point of view of your choice and tell which point of view you used.

First Person   Second Person   Third Person

Original Sentence	Original Point of View	Rewrite the Sentence in a New Point of View	New Point of View Used
I opened the treasure chest.			
You walk into a dark cave.			
She scored the winning goal.			
We built a treehouse together.			
He solved the last riddle.			

Read the seven events from the story carefully. Then, drag the events from left to right to show the correct order of what happened in the story.

Friends arrived at the park early on Saturday morning with a picnic basket.

Suddenly, a soccer ball rolled onto their picnic, and a group of kids came running.

As the sun began to set, they packed up their things and headed home.

They spread a blanket under a big oak tree and unpacked sandwiches and fruit.

Emma laughed and decided to join the soccer game with her friends.

Read the seven events from the story carefully. Then, drag the events from left to right to show the correct order of what happened in the story.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

6) \_\_\_\_\_

7) \_\_\_\_\_

**Literary Devices in Poetry**

Read each sentence. Fill in the blank with the right word from the word bank.

1) A \_\_\_\_\_ is when a word sounds like the noise it makes, like "buzz" or "crash."

2) A \_\_\_\_\_ is when words that start with the same letter are used together, like "Silly snakes slither."

3) A \_\_\_\_\_ happens when words at the end of lines sound the same, like "cat" and "hat."

4) A \_\_\_\_\_ makes a strong comparison using "like" or "as," such as "Her smile was as bright as the sun."

5) A \_\_\_\_\_ is when one thing is described as if it were another, like saying "Time is a thief."

6) A \_\_\_\_\_ is when something is described in an extreme way, such as "I've told you a million times!"

alliteration   simile   onomatopoeia   rhyme   hyperbole   metaphor





# Ontario Language Curriculum

## Reading Comprehension – Grade 5



### Know Your Poem Types!

After learning about different types of poems, complete the multiple-choice questions below.

Question	<div>A</div> <div>B</div> <div>C</div>			Answer
	A	B	C	
1) Which poem often captures a single moment in nature with very few words?	Cinquain	Limerick	Haiku	
2) Which poem hides a secret word or message when the first letters are read vertically?	Limerick	Acrostic	Cinquain	
3) Which poem usually makes people laugh with silly or funny rhymes?	Cinquain	Limerick	Haiku	
4) Which poem has five lines, with each line having its own special job?	Acrostic	Cinquain	Haiku	
5) Which poem uses rhythm and rhyme patterns like AABBA?	Haiku	Acrostic	Limerick	
6) Which poem is the shortest, often written with a 5-7-5 syllable pattern?	Haiku	Cinquain	Acrostic	



### Adult or Kid Voice

Read the review and drag adult or kid based on who you think said it.

- "The science fair was the coolest! I couldn't stop staring at the volcano project."
- "That soccer game was so fun—I scored and everyone cheered so loudly!"
- "The explanation of the experiment was logical and supported by clear reasoning."
- "The review highlighted key details and provided thoughtful analysis of the theme."
- "The video game was epic! I stayed up way too late playing it."
- "The presentation of the research was well-organized and professionally delivered."
- "The essay demonstrated a strong understanding of the text and clear organization."
- "That movie was kinda mid, but the action scenes were fire!"
- "Bro, the concert was lit—I was jumping the whole time!"

### Reading Funny Reviews

#### Humour Review Sentences

- 1 "This movie moved faster than a rocket on fire!"
- 2 "The burger was so big, I needed a ladder to finish it!"
- 3 "This video game was so exciting, I nearly jumped out of my chair!"
- 4 "The book was slower than a turtle taking a nap."
- 5 "This story was so dull, even my pillow had more fun!"
- 6 "The puzzle was trickier than trying to juggle with spaghetti!"
- 7 "The new robot toy stopped working faster than a sneeze."

#### What It Really Means

- A The story was very boring.
- B The book was extremely boring.
- C The toy broke very quickly.
- D The movie's action was very fast-paced.
- E The game was thrilling and full of energy.
- F The food was served in a giant portion.
- G The puzzle was really difficult.