



Preview – Information



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

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

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

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Google Slides Lessons Preview





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 showing 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 appease the lioness.
<input type="checkbox"/> They are making a colourful poster.	<input type="checkbox"/> The knight enters against the witch.



Ontario Language Curriculum Foundations of Language – Grade 5

Correct Run-on Sentences

Read each sentence. Decide if it is **Run-on** or **Correct sentence**.
Drag the sentence into their categories.

Run-on	Correct

- The sun shined so bright yesterday.
- He was hungry for a while's moment.
- I finished the homework, then I played a video.
- He was hungry, so he made a sandwich.
- The first year, 2014-2015, was...
- There was a power on the machine.
- They are looking, and the lake came to...
- She sat at the table, so she was watching.
- They had looked the lake over, so...
- She was going to the store.
- The first student, and second a student...
- And then the homework looked correct.

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
- 6) Repeat someone's words wrongly
- 8) Bad or wrong behaviour

Down

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

Figures of Speech – Understand Personification

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 moon leaped the stage.
			The book called to the front the shelf.	The alarm clock lay down the alarm.
			The moon followed me home.	The grass rolled my hair.
			The forest whispered at with each other.	The sun smiled down at the meadow.
			The computer refused to work today.	The mountains stood tall and proud.
			The stars winked to the dark night sky.	The stars ran as fast as a wind in the sea.
			The books whispered secrets 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	Submerge	Subway
Subzero	Subchart	Substance
Substance	Subtle	Supply
Submerge	Subtree	Subplay



Figures of Speech

Draw a line to connect each simile beginning on the left to the object 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 galaxy
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 oak	As sharp as <input type="checkbox"/>	<input type="checkbox"/> snow

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 ☐



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, 59, 62, 65, 68, 72, 75, 78, 81, 83, 85, 88, 91, 94, 97, 100, 103, 106, 109, 112, 115, 118, 121, 124, 127, 130, 133, 136, 139, 142, 145, 148, 151, 154, 157, 160, 163, 166, 169, 172, 175, 178, 181, 184, 187, 190, 193, 196, 199, 202, 205, 208, 211, 214, 217, 220, 223, 226, 229, 232, 235, 238, 241, 244, 247, 250, 253, 256, 259, 262, 265, 268, 271, 274, 277, 280, 283, 286, 289, 292, 295, 298, 301, 304, 307, 310, 313, 316, 319, 322, 325, 328, 331, 334, 337, 340, 343, 346, 349, 352, 355, 358, 361, 364, 367, 370, 373, 376, 379, 382, 385, 388, 391, 394, 397, 400, 403, 406, 409, 412, 415, 418, 421, 424, 427, 430, 433, 436, 439, 442, 445, 448, 451, 454, 457, 460, 463, 466, 469, 472, 475, 478, 481, 484, 487, 490, 493, 496, 499, 502, 505, 508, 511, 514, 517, 520, 523, 526, 529, 532, 535, 538, 541, 544, 547, 550, 553, 556, 559, 562, 565, 568, 571, 574, 577, 580, 583, 586, 589, 592, 595, 598, 601, 604, 607, 610, 613, 616, 619, 622, 625, 628, 631, 634, 637, 640, 643, 646, 649, 652, 655, 658, 661, 664, 667, 670, 673, 676, 679, 682, 685, 688, 691, 694, 697, 700, 703, 706, 709, 712, 715, 718, 721, 724, 727, 730, 733, 736, 739, 742, 745, 748, 751, 754, 757, 760, 763, 766, 769, 772, 775, 778, 781, 784, 787, 790, 793, 796, 799, 802, 805, 808, 811, 814, 817, 820, 823, 826, 829, 832, 835, 838, 841, 844, 847, 850, 853, 856, 859, 862, 865, 868, 871, 874, 877, 880, 883, 886, 889, 892, 895, 898, 901, 904, 907, 910, 913, 916, 919, 922, 925, 928, 931, 934, 937, 940, 943, 946, 949, 952, 955, 958, 961, 964, 967, 970, 973, 976, 979, 982, 985, 988, 991, 994, 997, 1000
	knowledge, and demonstrate learning as critical consumers and creators of media	
A3	Applications, Connections, and Contributions Apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations	22 – 23, 51 – 52, 70 – 71, 107 – 108, 136 – 137, 165 – 166, 196 – 197, 236 – 237

Preview of 75 pages from this product that contains 420 pages total.

Included are weeks 1 – 8 and 30

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, infer meaning, seek clarification, and develop an appreciation for oral communication	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 General 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, 89, 93, 97, 99, 103, 108, 112, 114, 118, 126, 134, 138, 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 a speech in sentences, including direct object pronouns, intensive and reflexive pronouns, proper adjectives, 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 instruction 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 **Science of 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 will 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 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	ph
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
	Suffix: -ment	wr, bl
	Prefix: non-	cl, fl
	Suffix: -tion	gl, pl
19	Prefix: super-	sl, sm
20	Suffix: -ous	sp, st
21	Prefix: de-	sw, tw
22	Suffix: -ly	br, cr
23	Prefix: bi-	fr
24	Suffix: -al	
25	Prefix: tri-	sn
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 Personification
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 with Introductory Phrases	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.
	Unhappy	B) Not being nice or friendly.
	Uncover	C) To take away a cover or reveal something.
	Unkind	D) Something very valuable or dear.
	Unsteady	E) To stop something because something blocks the air.
	Unfortunate	F) A possibility of bad luck or tragedy.
	Unpaid	G) Feeling something is not pleasing.
	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) Un	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?

Complete or Fragment?	Complete	Fragment
1) On a player's mark.	Complete	Fragment
2) Even though she had a headache.	Complete	Fragment
3) Without any hesitation.	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) Who 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) Inbelievable!	
5) On the edge	10) In his eyes.	

Mix and Match Match the fragments with its suitable ending.

ANSWER	FRAGMENTS	POSIBLE ENDINGS
	1) Beyond belief	a) she was surprised.
	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

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

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)		11)	
2)		12)	
3)		13)	
4)		14)	
5)		15)	
6)		16)	
7)		17)	
8)		18)	
9)		19)	
10)		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 gestures to signal to the person talking that you're listening.
- Hold Off on Talking: Wait until the speaker has finished their thought before you respond.

Questions: Your Path to Understanding

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

Contributing in Group Conversations

- Wait for the Right Moment: It's polite to allow others to finish their thoughts 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 respectfully. "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 the 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.

False

5) Good listening is about being silent.

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?

Explain why.

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>	

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?

Reassignment	Reappearance	
Readjustment	Redecoration	
Reapplication	Rediscovery	
Reassignment	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 my dog.	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.

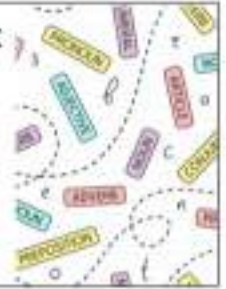
Write _____ Finish the sentences using a simple sentence.

- 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 a noun, verb, adjective or adverb?

	1) The dog <u>barks</u> loudly at the mailman.
	2) She <u>walks</u> through the beautiful garden <u>slowly</u> .
	3) The sun <u>shines</u> brightly in the sky.
	4) I <u>finished</u> my homework.
	5) The car <u>was</u> <u>fast</u> <u>away</u> .
	6) The book on the <u>shelf</u> <u>old</u> .
	7) The students <u>listened</u> attentively to the <u>teacher</u> .
	8) The restaurant serves <u>delicious</u> food.
	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

In each sentence, underline 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 not _____.
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 _____.
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	John 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.		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

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

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 or timer



Instructions

How do we complete the activity?

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

Activity: Passion Project Sharing

Reflection

Answer the questions below

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

2) Name two things you learned about this topic.

1

2

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

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

You Asked

Your Partner Asked

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

Week 4 - Vocabulary List

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 the track to prepare for the marathon.

3

I _____ the piano when I was a child.

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 butterflies.	
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 **Revised** 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)		11)	
2)		12)	
3)		13)	
4)		14)	
5)		15)	
6)		16)	
7)		17)	
8)		18)	
9)		19)	
10)		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) To become uncertain about.
Disinherit	C) To break up.
Disorient	D) A state of confusion or agitation.
Disregard	E) To tune out or ignore.
Dishearten	F) To scare or discourage.
Disperse	G) The act of selecting.
Disband	H) To begin to grow.
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
Dislike	Disagree	Disregard	Disprove

- 1) I _____ because it's wrong.
- 2) The magician made the _____.
- 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 found no 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 math, _____ she does sums easily in her head.
3	The plant _____ sprout _____ it still needed more time to fully grow.
4	He shouted loudly at _____ he lost his voice the next day.
5	The mountain is steep, _____ climbers accept the challenge.
6	He doubted his decision, _____ went ahead with it anyway.
7	The water was poisoned, _____ no one knew who did it.
8	I brought an umbrella, _____ it would like.
9	Many people faced turmoil in their lives, _____ they found ways to rejoice.
10	Some companies value their workers, _____ they _____

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 coordinating conjunction.

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

**Word Search**

Make your own word search using 8 of the words.

Word Bank

Week 5 - 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)

Completion

Complete the sentences using the words.

1	I'm going to the store, _____ I'll be home in 15 minutes.
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 science 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. That's what, and please 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 should you bring? | |
| 5) What should you use? | |
| 6) Where should the ...? | |
| 7) Beside what should you place ...? | |
| 8) How should you arrange ...? | |
| 9) When will measuring cups ...? | |
| 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>	

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 ran _____ in the morning.		C) Loudly
4) The flowers bloomed _____		D) Beautifully
5) They answered the questions _____		E) Softly
6) She whispered _____ so no one else 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 in the space.

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	Predate
Preview	Predetermine	Prerequisite	Throttle	Threshold
Threaten	Thriller	Thrifty	Thrive	Splash
Splinter	Splendid	Splatter	Spluttered	Splurge

Letter Write other words that start with thr and spl.

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

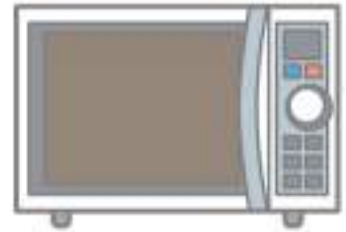
Write Use the following words in a sentence.

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 Match the words below to their meanings.

Education	Exist or occur before another.
Precaution	Education before primary school.
School	Decision taken beforehand for safety.
Preschool	Decide in advance.
Date	Pay or occur before something occurred.
Predicate	Take steps to avoid a serious risk.
Determine	Institution for housing and caring for children.
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 city	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	walk to school.
6) The children played outside	to get.
7) She couldn't help but dance	the music started.
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 _____ the simple sentences, complete them to create a complex structure.

1) Although the storm _____ 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 performance 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"/> Splinter	<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 E N O R V E M U L C H E
 L I N F O L 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 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)		11)	
2)		12)	
3)		13)	
4)		14)	
5)		15)	
6)		16)	
7)		17)	
8)		18)	
9)			
10)		20)	

Completion

Write the appropriate subject and verb.

1) I like to be fit.		the boy played sports.
2) The dog was itchy.		he had seas.
3) The boy did not like sushi.		did he like the es
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
Withdrew	Awesome	Sprawl	Brawny	Outlaw

Write

Write 4 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		Feeling of contentment
7. Wilderness		Forgiveness of someone
6. Forgiveness		Ready to act or do

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

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 interested in 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 sentence 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

	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>	
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			Parasite	Expedite	Invite

SIPTAERA		ETIOEMERT	
TPTPIEEA			
TIGNIE			
RNTEGAI			
SOEOPPIT			
TVNIIE			

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)		19)	
10)		20)	

Insert

Place the quotation marks in the correct position 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 student notes

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, 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.

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

PREVIEW



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

Topic Sentence: Reading books is fun.

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

Rewrite the topic sentence below using the different strategies.

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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reading a book or article about ice cream flavours.		Choosing chocolate only because it's your favourite.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asking people which flavour they like best and why.		Comparing the ingredients of chocolate vs. vanilla.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Copying a friend's opinion without proof.		Looking up surveys about popular ice cream.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ignoring facts and only sharing your feelings.		Guessing which flavour is most popular.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Instructions

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

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.			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you imagine inventing something that changes the world? This report will share stories of famous Canadians and their contributions.			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you know which planet is the hottest in the solar system? This report will explore the planets, moons, and mysteries of outer space.			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comic Strip

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 box below. Write important facts about his life in the boxes below.

Fact 1

Fact 2

Fact 3

Fact 4

Fact 5

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.

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.		



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
A1	Transferable Skills	
	Preview of 120 pages from this product that contains 304 pages total.	
A2	Demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media	4, 86, 122, 133, 8 116, 117, 142, 143, 159, 160, 163, 164, 199-208, 218-225
A3	<u>Applications, Connections, and Contributions</u> Apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations	212-217

Grade 5 – Language

D1. Developing Ideas and Organizing Content



	Curriculum Expectations – Specific Expectations	Pages
D1.1	<u>Purpose and Audience</u> identify the topic, purpose, and audience for various texts and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning	11-12, 48-53, 60-63, 65, 66, 196, 197
D1.2	<u>Developing Ideas</u> generate and develop ideas about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies and drawing on various resources, including those derived from experiences	13-18, 24, 25, 35-37, 43, 44, 65, 66, 72-78, 90, 91, 114, 115, 122, 123, 134, 135, 158, 163, 164
D1.3	<u>Research</u> gather information and content relevant to a topic and a variety of sources and strategies, and record the information	103-105, 130-133, 143, 146-148, 160, 214-222, 227
D1.4	<u>Organizing Content</u> select and classify ideas and collected information, using appropriate strategies and tools, and sequence content, taking into account the chosen text form, genre, and medium	27, 42, 47, 54, 59, 64, 69, 71, 79, 80, 82-85, 88-100, 119-129, 152-158, 167-171, 173, 174, 192, 198, 210, 211
D1.5	<u>Reflecting on Learning</u> describe the strategies and tools that helped them develop ideas and organize content for texts of the chosen forms, genres, and media, and explain how they helped them improve as a text creator	27, 42, 47, 54, 59, 64, 69, 88, 89, 138-145, 151, 166, 175, 176, 191, 193-195, 201, 209, 212, 213, 223, 229

Grade 5 – Language

D2. Creating Texts



	Curriculum Expectations – Specific Expectations	Pages
D2.1	<u>Producing Drafts</u> draft texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, technologies, and genres	25, 55, 56, 65, 66, 79-81, 90-92, 146-148, 161, 162, 185, 186, 204, 205, 226
D2.2	<u>Editing, Proofreading, and Word Processing</u> write and format documents of appropriate shape, size, proportion, and layout to enhance the legibility of texts, and begin to develop skills using touch-typing techniques	43, 44, 62, 63, 109, 111, 113, 161, 162, 171, 172, 189, 202, 231-244
D2.3	<u>Voice</u> establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and to adapt their writing appropriate to the form and genre	19-26, 51-53, 60-63, 181-186, 202, 203
D2.4	<u>Point of View and Perspective</u> identify the point of view used in their texts, and the perspectives and bias conveyed in their texts	180
D2.5	<u>Revision</u> make revisions to the content of draft texts and to elements of style, such as word choice and adding or deleting sentences, to improve clarity, focus, and coherence, seeking feedback	26, 94, 95, 187, 188
D2.6	<u>Editing and Proofreading</u> edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; use a word processor to edit texts	44, 56, 66, 92, 136, 137, 187, 188

Grade 5 – Language

D3. Publishing, Presenting, and Reflecting

	Curriculum Expectations – Specific Expectations	Pages
D3.1	<u>Producing Final Texts</u> publish final texts using a variety of techniques and simple digital design and production tools, to achieve an intended effect	46, 68, 96, 97, 149, 189
D3.2	<u>Publishing and Presenting</u> publish and present texts they have created, using selected media and tools, and explain how each helped them communicate their intended effect	116, 117, 142, 143, 163, 164, 172, 189, 199-208
D3.3	<u>Reflecting on Learning</u> describe various strategies that helped them produce, present, and publish texts, communicate their message when publishing and presenting texts, and explain how they helped them improve as a text creator	16-18, 27, 47, 58, 59, 98, 118, 151, 201, 209, 228



Understanding Writing Forms

All About Types of Writing

There are many ways to write, depending on what we want to share. These different ways are called writing forms, and each has its own special job. Let's dive into them!

Why We Use Different Writing Styles

Each type of writing has a purpose:

- Stories: These tell fun or exciting tales.
- Reports: These share cool facts about a topic.
- Poems: These use beautiful words.
- Persuasive Writing: This tries to get someone to agree with an idea.
- Comic Strips: These are funny stories with pictures.
- Biographies: These talk about a person's life.
- Letters: These are like talking to someone on paper.
- Instructions: These tell you steps to do something, like how to fly a kite.



Who Will Read It?

When we write, we think about who will read our "audience." Knowing our audience helps us choose the best way to write.

Picking the Right Style for the Reader

What we write and who reads it helps us decide the style. For example, if you're teaching a friend to tie shoes, you'd use instructions. But if you're telling your class about a hero like Martin Luther King Jr., you'd use a biography. Choosing the right writing form makes it easier and more fun for everyone to understand.

Remember, every writing style is like a tool in a toolbox, helping us share in the best way!

Understanding Writing Forms

Which Form?

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

1) Arguing for a class pet.	
2) Detailing how to care for a plant.	
3) A story about a girl's adventures in a forest.	
4) Expressing feelings about winter.	
5) A poem about how climate change is affecting our planet.	
6) Talking about a famous figure.	
7) A picture story about three friends playing a game.	
8) Reflecting on a personal experience.	

Questions

Answer the questions.

1) What do the terms below mean?

Audience	
Purpose	

2) Why is it important to know your audience before choosing your writing form?

3) What is your favourite writing form? Explain why.

Personal Voice in Writing

Understanding Your Own Writing Voice

In writing, everyone has their own special way of saying things. This special way is called a "personal voice." Think of it like your friend's voice, but instead of hearing it, you read it!



Discovering Your Unique Voice

Your voice in writing is made up of:

- The words you like to use
- The way you build your sentences
- The emotions you share

For example, if you're excited, you might use exclamation marks!!!

Voices Change for Different Writings

Just like how you might speak differently to your friend and your teacher, you might write differently too:

- In a journal, you're chatting with yourself, so it's relaxed and personal.
- For homework, you'd be formal, using proper words and complete sentences.

Examples of Different Writing Voices

Imagine writing about cats in different voices:

- ✓ Friendly: "Hey buddy! Cats are super cool pals, right?"
- ✓ Formal: "Cats have been beloved pets for centuries across various cultures."
- ✓ Funny: "Cats, those little furballs who think they're the boss!"

So, remember, your personal voice makes your writing uniquely you. It's like leaving a special mark on your paper, showing a bit of who you are. Whether you're writing for fun or school, your voice makes readers feel like they're listening to a friend.

Personal Voice in Writing

True or False

Is the statement true or false?

1) School reports require a friendly voice.	True	False
2) Feelings can influence writing voice.	True	False
3) Exclamation marks show excitement.	True	False
4) All writers use the same voice.	True	False
5) Personal writing can sound silly.	True	False

Practice

Choose one of the writing prompts below. Write about this writing prompt using three different voices – silly, friendly, and serious.

Favourite subject

Favourite food

Favourite game

Favourite place

Friendly

Serious

Activity: Secret Agent Notes

Objective

What are we learning more about?

Students will practice the art of imitation in writing by emulating the writing style of an individual they know to craft a "Secret Agent Note".



Instructions

How do we complete the activity?

- 1) Pick Your Target: Imagine you're a secret agent. Your mission is to leave a note, but you can't leave a trace back to you. Instead, you need to make it look like it was written by someone else. Choose a person you know well who often writes – this could be a letter, a text message, or social media posts.
- 2) Choose Your Impersonation Target: Choose a person you know well who often writes – this could be a letter, a text message, or social media posts.
- 3) Observe: Reflect on the nuances of how the person you chose writes.
 - Commonly used words or phrases
 - Typical sentence structure and length
 - Their unique punctuation habits.
 - The emotions they usually convey in their writing.
- 4) Write Your Secret Note: Adopting their writing style, craft a message related to your imagined secret mission. Ensure it feels like something they might have written by mirroring their tone, punctuation, word choice, and sentence structure.
- 5) Reflect: After you've composed your note, think about:
 - The challenges you faced trying to write like someone else.
 - Whether this exercise helped you become more aware of different writing styles, including your own.
- 6) Optional - Share your note with a classmate without telling them who you were impersonating. Can they guess who it is?

Activity: Secret Agent Notes**Planning**

Answer the questions below

1) Who is your target? Who will you try to impersonate?

2) What is your goal? Why are you impersonating them?

3) What words/phrases do they use most often?

4) Do they write short or long sentences? Explain.

5) Do they show a lot of emotion in their writing or is it just words on a page?

6) Do they use much punctuation in their writing? If so, describe what they use.

PREVIEW

Name: _____

23

Curriculum Connection
D2.3

Writing

Write your note below

Handwriting practice lines for the Writing section.

Reflection

How did it go? What did you learn?

1) Did the person you impersonated have a lot of style in their writing?

2) How can you make your writing more stylish?

Exploring the Structure of Paragraphs

All About Paragraphs

A paragraph is like a box where sentences come together to discuss one idea. Think of it as one piece of a bigger puzzle in writing.

The Beginning Topic Sentences

Each paragraph starts with a "topic sentence." This is the sentence that lets the reader know what the paragraph is about. It's like peeking into a window of a house to see what's inside. A good topic sentence should:

1. Share the main idea of the paragraph.
2. Be fun or catchy so the reader wants to read more.
3. Connect to the paragraph's topic.



Why Topic Sentences Matter?

These sentences are like signs on a street. They guide the reader. Without them, reading would feel like walking blindfolded.

Special First Sentences: Hooks

Some paragraphs start with a hook - a cool way to grab attention. Think of it as using a shiny toy to get someone's attention. Some hooks can be:

- ✓ "Did you ever think about the colour of the sky?"
- ✓ "BOOM! I jumped when the door slammed."
- ✓ "Ever dreamt of flying high like a bird?"
- ✓ "Dogs? They're more than pets; they're buddies."



Remember, a great paragraph is like a mini-story, with a start, middle, and end. Keep it fun and clear!

Exploring the Structure of Paragraphs

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

Topic Sentence

The rainforest is a bustling hub of life and activity. Thousands of species of plants, animals, and insects call it home. Its dense canopy and multi-layered structure provide various habitats for organisms.

Topic

The solar system is a full of wonders. Our Earth is just one of the eight planets that revolve around the sun. Besides planets, there are also comets, asteroids, and moons making up the vast space.

Topic Sentence

Reading offers numerous benefits for the mind and soul. It expands vocabulary, improves concentration, and fosters empathy. Children who read frequently tend to perform better academically than those who don't.

Hooks

Rewrite the topic sentences below but make them interesting so they hook the reader.

Boring Version Cereal is a good choice for breakfast.

Your Version

Boring Version My dog is a good dog.

Your Version

Boring Version Going to school is important.

Your Version

Exploring the Structure of Paragraphs

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

Example: "Do you know why the sky is blue at daytime?"



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

Example: "Hold tight! Volcanoes can erupt with the energy of an atomic bomb."

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

Example: "Penguins are the undisputed champions of surviving extreme cold."

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

Example: "Believe it or not, octopuses have three hearts pumping blue blood."

Hooks

Read the text below using the different strategies.

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

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

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

1) They appear after it rains and the sun shines. They have many beautiful colors like red, blue, and yellow. Looking at them can make anyone's day brighter!

a) Rainbows are a magnificent natural phenomenon that captivates many.

b) I once saw a double rainbow on my way home.

c) Most children have drawn them in their art projects.

2) They are tasty fruits that come in many colours like red, green, and yellow. They can be sweet or tart, depending on the variety. Many people love making apple pies during the fall.

a) I remember dropping an apple on my head once.

b) My grandmother has an apple tree in her back yard.

c) Apples are a versatile and popular fruit cherished worldwide.

3) They have two wheels and help us move faster than walking. They are great for exercise and enjoying nature. Remember always to wear your seat belt and safety gear.

a) Bicycles are an eco-friendly mode of transportation, promoting a deeper connection with our surroundings.

b) Last summer, I got a flat tire while on a trail.

c) My friend once painted their bicycle blue.

4) They can take us to magical places without leaving our room. Whether it's a mystery or a fairy tale, each book has its own adventure. Reading before bed can be a calm way to end the day.

a) Last weekend, I spilled juice on one of my favourite books.

b) Books are windows to countless worlds, offering both education and escape.

c) My cousin has a collection of over 100 novels in her room.

Crafting Perfect Paragraphs

Crafting Perfect Paragraphs

Writing paragraphs is like packing a lunchbox. Each paragraph holds different treats (or ideas), and the details are the tasty bits that make your lunch (or writing) special.

What Are Those Tasty Bits? Supporting Details!

Supporting details are the yummiest parts of your writing. They give more info about the main idea. If your friend asks why a book is fantastic, you don't just say, "It's good." You'd talk about the characters, exciting adventures, or funny moments!

Check Out These Samples:

- **Main Thought:** "Chocolate is the best."

Supporting Details: It melts in your mouth, has rich flavours, and can lift your mood.

- **Main Thought:** "Summer rocks!"

Supporting Details: You get to swim, eat ice cream, and have friends to play.



Making Your Writing Smooth: Keeping it Together

Your paragraph should flow like a fun slide at the park. Each idea should lead to the next, so readers don't get stuck. Imagine a slide with bumps. Ouch!

Steps to Write Amazing Paragraphs:

1. **Kick-Off with a Power Sentence:** This is the big idea of your paragraph.
2. **Add the Yummy Details:** Think of these as the sprinkles on a sundae.
3. **End with a Wrap-Up Sentence:** This is like the cherry on top.

By following these steps, your paragraphs will be as fun to read as a lunchbox full of your favourite snacks!

Crafting Perfect Paragraphs

Supporting Details

Write 3 supporting details about the topic sentences below.

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

Topic Sentence	Dinosaurs once roamed our planet long ago.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Pizza is a favourite meal for people all over the world.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	A really important invention was the wheel.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Supporting Details

When crafting our paragraphs, we might have several points to include. In such cases, it's a good idea to categorize these points into 3 main themes. Check out the example below.

Brainstorm why pizza is the best food:

Cheesy, crispy crust, various toppings, easy to share, can be eaten hot or cold, affordable, loved by many

3 Big Ideas: (1) Delicious taste (cheesy and crispy crust), (2) Versatility (various toppings and can be eaten hot or cold), (3) Social and economical benefits (easy to share, affordable, loved by many)

Brainstorm _____ **main topic** and then select 3 big ideas to write about.

1) What is your dream car?

Dream Car

Write the 3 ideas you can pull from your brainstorming.

1)

2)

3)

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.

1) Flying a kite on a windy day is lots of fun. Kites can be colourful, and some are shaped like animals or other objects. They soar high in the sky, dancing with the wind.

2) When it snows, I love to see snowmen. With coal for eyes, a carrot for the nose, and a scarf, they look so cute. They stand tall in the cold, watching the winter days progress.

3) Penguins are birds that can't fly but are excellent swimmers. They waddle around on ice and eat fish from the sea. Penguins huddle together to keep warm in cold places.

4) Gardens are where plants, flowers, and sometimes vegetables grow. People take care of them by watering and removing weeds. They're peaceful places to sit and enjoy nature.

Analyzing Paragraphs

Analyze

Read the paragraphs below. Underline the topic sentence and conclusion sentence (or use highlighters). Then circle the 3 different supporting details. Lastly, write the main idea of the paragraph.

1) The sun is a giant star in the middle of our solar system. Every morning, it rises in the east and sets in the west. It gives us warmth and light, making life on Earth possible. Without the sun, our planet would be very cold and dark. Plants need the sun to grow, which makes food for many creatures.

Main Idea

2) Cats are fluffy and soft, which is why people love them. They often purr when they're happy and relaxed. Some cats like to curl up on their backs or even their own tails. They sleep a lot during the day and can be very lazy. Having a cat at home can be comforting and fun.

Main Idea

3) Going to school is how we learn many new things. We study subjects like math, science, and reading. Teachers help us understand and answer questions. During recess, we get to play with our friends outside. School prepares us for the future and helps us discover our interests.

Main Idea

4) Eating healthy food keeps our body and mind strong. Fruits like apples and bananas give us energy to play and think. Vegetables like carrots and broccoli have vitamins that keep us from getting sick. Drinking water instead of soda keeps us hydrated. Eating right keeps us healthy and ready for life's adventures.

Main Idea

Formal Versus Informal Letters

How to Write Different Kinds of Letters

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

- Opening: Use greetings like "Dear Mrs. Jones."
- Body: Say what you need or feel, but always be polite and straight to the point.
- Closing: Use words like "Best regards," "Sincerely," or "Yours truly."

Informal Letters: Friends and Family

These letters are relaxed and fun. Write them to pals, your family, or people you know well.

- ✓ Greeting: Something fun like "Hey A!"
- ✓ Body: Share stories, ask questions, say how you feel.
- ✓ Closing: Be friendly, using words like "Hugs" or "Love."

Emails: Quick Messages Online

Emails are like online letters. You can keep them official or friendly, based on who is receiving them.

- Formal emails: These have a set layout and should be polite. They're for things like asking for a job or talking to your teacher.
- Casual emails: These are informal, like sending a quick note to your friend, but online!



Important Parts of an Email

Subject: A short line telling what's inside.

Greeting: Either a serious or a friendly greeting.

Body: Your main news or question.

Closing: End with a polite or friendly sign-off.



Formal Versus Informal Letters

True or False

Is the statement true or false?

1) Formal letters are casual.	True	False
2) Informal letters use "Dear Mr. Smith."	True	False
3) "Love" is a formal closing.	True	False
4) Emails always need a subject.	True	False
5) Job applications are informal emails.	True	False

Think

which type of letter is given in the example.

Dear Principal Jones,

Thank you for the terrific spirit assembly. I am writing to ask if we can have a student led assembly soon.

Sincerely,
James

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

Hi Sammy!

What's up? I got a new bike! Can't wait to go riding together.

See you soon,
Joffrey

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

Subject: Getting Caught Up

Dear Mrs. Jenkins,

I need help understanding the math lesson because I was absent Monday. Could you help me at recess?

Yours truly,
Francis

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

Subject: My Soccer Game

Hi Uncle Pat,

We won our baseball game yesterday! You should have seen me pitch. I struck out 9 batters!

Love,
Joffrey

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

Purpose and Audience of Letters

Think

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

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

Think

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

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

Analyzing Informal Emails

Analyze

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

Subject: Invitation to Our Annual BBQ Party

Hello Julia,

I hope this email finds you well. We are hosting our annual BBQ party at our house this Saturday. It would be wonderful if you could join us. Let's catch up and enjoy some time together! Looking forward to seeing you,

Best regards,

David

Author's Voice

Subject: Urgent: Missing Wallet

Hi Mrs. Thompson,

I am quite alarmed to inform you that I can't find my wallet at my art class. I might have left it in the classroom. Could you please check if it's there? It contains my school ID and lunch money. Hoping for a positive response,

Sincerely,

Mike

Author's Voice

Subject: Great Movie Night!

Hi team,

Thanks for the fantastic movie night yesterday. It was fun, and the popcorn was delicious. Let's do it again soon!

Cheers,

Alex

Author's Voice

Informal Email Writing

Write

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

Audience	Purposes
Childhood friend	To catch up on life events and share a funny story from the past.
Subject: _____ _____ _____ _____ _____ _____ _____	

Audience	Purposes
Cousin	To share excitement about an upcoming family reunion and ask about her new pet.
Subject: _____ _____ _____ _____ _____ _____ _____	

Informal Email Writing - Interjections

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

Think

Add the appropriate interjections and describe the voice used.

Subject: Math Test!

Hey, _____, I believe we have a pop quiz tomorrow! _____! I thought we were done with _____ the week. Nope, here comes another one. Anyway, let's study together _____, it's so annoying!

Talk to you soon,
Adam

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

Subject: Cancelled Field Trip

Hi, students. _____ it looks like our field trip _____ this morning has been cancelled. _____, Unfortunately, there were some scheduling _____, _____ know we were all looking forward to it. Let's stay positive, we'll try _____, _____, have a good day.

See you soon!
Ms. Shaw

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

Subject: Art Project!

Hi Gramma! _____ I got a star sticker on my art project today! _____! My teacher said it was very creative. _____ I felt so proud! Can't wait to show you.

Love you,
Ashley

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

Success Criteria – Informal Emails

Analyze

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

Subject: My Weekend Adventure

Hi Sarah,

Hey there! Woosh, you won't believe what happened to me yesterday. I was walking down the street, trying to run my own business, when I saw this crowd gathered around some street performer. Guess what— they invited me to join them for a magic trick! Yep, right in the middle of the street. I was super nervous, but it turned out awesome. The magician made a ball disappear and reappear, and I got to hold it! So cool!

I've been buzzing about it all day and I want to tell you more when we hang out. Can we please catch up this weekend? We can go to the park or something. I've got so many stories to share! Woosh! Can't wait to see you soon!

Catch you later,

Emily

1)

2)

3)

4)

5)

6)

7)

Analyzing Formal Letters

Analyze

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

Happy Valley School

45 School

Toronto, ON M3B 3B6

Dear Mr. Pat Pet

I am writing to thank you for the recent culture day. Firstly, it was an amazing event, and I had a wonderful time. In addition to the dancing and, subsequently tried to do 3 different dances! Thank you again, and I eagerly await next year.

Sincerely,

Angela Raby

Author's Voice

Ottawa City Hall

123 City Square

Ottawa, ON K1A 1B2

Dear Mayor Taylor,

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

Yours faithfully,

Steven Johnson

Author's Voice

Name: _____


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

Formal Letter Writing

Write

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

Audience	Purpose	
Principal	To ask for better school yard equipment	
		

Success Criteria – Formal Letter

Analyze

Read the letter below. Write things you like about the letter. Afterwards, share your ideas with the class, so you and your classmates can come up with between 4 – 6 criteria that make a good formal letter.

Windsor Elementary School

456 School Street

Windsor, Ontario N9A 7Z9

Dear Mr. Walker,

I hope you are well. I am writing to ask about the upcoming science fair. My friends and I are very excited and we have already started planning our project. Secondly, we have some questions about the rules. Finally, we would like to know the exact date of the event.

Thank you for taking the time to help us. We appreciate your assistance and make our project even better. Lastly, we appreciate everything you do for our school.

Sincerely,

Nathan Walkley

1)

2)

3)

4)

5)

6)

Edit

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

Criteria	<input type="checkbox"/>	<input type="checkbox"/>
The date		
Address of the person receiving the letter		
A greeting		
Topic sentence		
Body with main points		
Transition words		
A closing, like "Sincerely"		
Your signature (your name)		

Edit

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

Criteria		
The date		
Address of the person receiving the letter		
A greeting		
Topic sentence		
Body with main points		
Transition words		
A closing, like "Sincerely"		
Your signature (your name)		

Name: _____

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Curriculum Connection
03.1

Assignment - Letter Writing

Write

Write the final letter below.

PREVIEW

Rubric – Formal Letter Writing

Category	4 Points	3 Points	2 Points	1 Point
Date/Address/Signature	All three elements are correctly included	Two elements are included	Only one element is included	None of the elements are included
Greeting	Greeting is appropriate and creative	Greeting is appropriate	Greeting is somewhat appropriate	Greeting is inappropriate or missing
Topic Sentence	Clear and specific topic sentence	Topic sentence is clear	Topic sentence is vague	Topic sentence is missing or confusing
Supporting Details	Details clearly support the topic	Most details support the topic	Some details support the topic	Details are missing or don't support the topic
Transition Words	Uses varied, fitting transition words	Uses appropriate transition words	Uses few transition words or they don't fit	No transition words are used
Closing	Closing is well chosen and creative	Closing is appropriate	Closing is somewhat appropriate	Closing is missing or inappropriate
Date/Address/Signature	All three elements are correctly included	Two elements are included	Only one element is included	None of the elements are included

Teacher Comments

Mark

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

Intro to Narrative Writing

All About Story Writing

Story writing is like painting with words. You get to tell tales, either from things that happened or from your own imagination.



Who and Where – Characters and Setting

Stories have **characters**. They can be people, animals, or even things like talking toys. Then, there's the **setting**. It's where and when the story happens, like a magical jungle or a busy town long ago.

When you start a new story, you'll brainstorm ideas for characters and settings first. Once you have the figures and the place, the plot will be easier to write.

Unraveling the Plot

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

- **Beginning:** Introduce your readers to the world of the story and the characters that live in it.
- **Middle:** This is the climax, filled with challenges and exciting points.
- **End:** This is where the story wraps up, and we find out what happens to everyone. Often the ending has a resolution to the main problem.

Using Colourful Words

Just like picking different colours to paint, choosing exciting words makes the story pop. Instead of "said," try "whispered" or "shouted." Using lively words helps readers see and feel the story better.

Making Magic with Words

When you write a story, you share a piece of your imagination. With your words, you can make readers laugh, jump in surprise, or even feel a little teary. The magic is in how you tell the tale.

Intro to Narrative Writing

True or False

Is the statement true or false?

1) Narrative writing tells a story.	True	False
2) Plots lack a middle section.	True	False
3) Setting describes characters.	True	False
4) Narratives can't use real-life experiences.	True	False
5) Objectives describe characters.	True	False

Questions

Answer the questions below.

1) What are the three parts of narrative writing?

2) **Idea generation:** Write 2 plot ideas for a story. Think about your hobbies and then think of problems you face when doing these things.

Ex: William the hockey goalie lets in 10 goals in his first game.

Think

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

Story Idea: On his birthday, Jake wakes up with the power to time-travel.

Beginning	
Middle	
End	

Narrative Writing - Setting

Describe

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

See	
Feel	
Hear	
Taste	
Smell	



Use your notes above to write a paragraph form.

Analyze

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

As dawn broke on the wild ocean, young Jack found himself aboard a creaking pirate ship. He felt the ship's wooden planks under his feet and heard the sails flapping in the salty breeze. The smell of fish and brine filled the air, while the taste of seawater lingered on his lips. He saw rough pirates bustling about, treasure maps strewn across tables, and a glimmering horizon ahead. Jack's heart pounded; adventure was calling.

See	
Feel	
Hear	
Taste	
Smell	

Narrative Writing - Characters

Analyze

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

Emma, with her big brown eyes and curly red hair tied in a ponytail is always seen in her black dress. Her empathy is her strength, and she never stops to help anyone in need. You'll find her at the library with new arrivals, helping them find their way in the city. Her extraordinary kindness is her superpower.

Wearing a pith helmet and camo jacket, Stanley's mischievous smirk gives away his adventurous spirit. He loves a challenging hike and has a knack for finding animal habitat never visited by humans before. His array of gadgets and trusty field guide help keep him safe on his adventures.

Freddy's colourful clothes and pale green eyes reflect his creative energy. Charismatic and charming, he attracted a following wherever he went. As he played his enticing tunes, the children could not help themselves and began to dance in his wake. Where was he going?

Name	
Look	
Personality	
Special Trait or Talent	

Name	
Look	
Personality	
Special Trait or Talent	

Name	
Look	
Personality	
Special Trait or Talent	

Narrative Writing - Plot

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

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

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

Practice

Read the short story plot below. Then, write it in the organizer.

Once upon a time, Spencer found a magical, glowing rock in his backyard. Wow, was it bright!

He showed it to his best friend, Sarah. "Let's make a wish," Sarah exclaimed. They closed their eyes and wished for a day of endless fun. Poof! They found themselves in a candy forest. "Yummy," Spencer shouted, biting into a chocolate tree. Suddenly, a rainbow appeared. It led them to a treasure chest full of toys and games. "Yahoo!" they cheered. They spent a magical afternoon playing with the toys.

Just when they realized how tired they were, the rock glowed again and took them back home. What an adventure! They couldn't wait for the next one.

Character	
Beginning	
Middle	
End	

Creative Writing – Narrative Practice

Practice

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

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

Using Quotations in Narratives

What are Quotations?

Quotations are the exact words spoken by someone in a story or an article. When you write down what someone says, you need to use quotation marks around those words. For instance: "I love painting," mentioned Sarah.



Rules for Quotations

There are some rules to remember when adding quotations in your stories or essays. These help readers easily understand who's talking and what they're saying.

- 1) Start with Capital Letters: A quotation begins with a capital letter. For example: "It's a sunny day."
- 2) Use a Comma Before the Quote: When introducing the speaker before the quote, make sure to use a comma. Example: "I won the race!"
- 3) Punctuation Inside the Quote: Always put punctuation inside quotation marks. Like: "Can we go to the park?" asked Bella.
- 4) Quotations for Speaking: Remember, quotation marks are used for spoken words, not for thoughts or feelings.
- 5) New Speaker, New Line: Whenever a different person starts speaking in your story, start a new line or even a new paragraph. This makes it clear to the reader about who's talking.
- 6) Keep Quotations Short: Long dialogues can confuse readers. If possible, keep the spoken words brief and to the point.
- 7) Use Speaker Tags Wisely: Words like "she said" or "he shouted" help show who is talking. You can place these at the start, in the middle, or at the end of a quote. Use them in a way that makes the conversation flow smoothly.

Using Quotations in Narratives

Edit

Fix the mistakes below.

Original "the truck ran out of gas."

Edited

Original said "Eat your vegetables."

Edited

Original "I don't rock practice?" asked Henry."

Edited

Original "Be nice to yourself, you're the best!"

Edited

Original "Are you heading to the mall Nice," he said. "Take it."

Edited

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

Edited

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

Edited

Original "I'm so excited for the concert!" Marnie said "Me too!" said Taylor.

Edited

Writing Speaker Tags

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

Fill in the Blanks Complete the speaker tag for the quotations below using as many different words from the list above as you can.

1)	"You saw that movie?" _____ Sarah with excitement.
2)	"No, I missed it." _____ Jake, looking a bit sad.
3)	"Attention, everyone! Now is the time to _____" Mrs. Thompson.
4)	"I really think you should try the _____" Mia.
5)	"There's a secret passage behind the bookshelf." _____ Leo, glancing around.
6)	"I can't believe I forgot my lunch at home," _____ to himself.
7)	"I lost my favourite toy!" _____ little _____, tears in his eyes.
8)	"Hey! Stop taking my cookies," _____ Ryan across the playground.
9)	"Not another math test," _____ Nathan, looking at the calendar.
10)	"You are the best friend ever," _____ Zoe, giving a tight hug to Amy.
11)	"That joke was so funny," _____ Isabella, holding her stomach.
12)	"I wanted the pink balloon," _____ Lucy, her lips turning downward.
13)	"The library is closing in ten minutes," _____ Mr. Clark, the librarian.
14)	"Why is it raining today?" _____ Ali, looking out of the window.

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

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

Plan

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

1) Describe the basic plot idea.

2) What characters are involved in this plot?

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

Plan

Fill in the organizer below.

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

1

2

3

4

5

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

6) What is a good title for your story?

Name: _____

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Curriculum Connection
D2.1, D2.6

Assignment – Narrative Writing

Rough Draft

Write the rough draft of your narrative below.

PREVIEW

Edit

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

Criteria	<input type="checkbox"/>	<input type="checkbox"/>
Interesting Plot		
Well-Developed Characters		
Clear Beginning, Middle, and End		
Strong Setting – Uses 5 Senses		
Vivid Descriptions – Word Choice		
Appropriate Title		
Story Makes Sense		
Optional: Realistic Dialogue – Use of Quotations		

Edit

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

Criteria	<input type="checkbox"/>	<input type="checkbox"/>
Interesting Plot		
Well-Developed Characters		
Clear Beginning, Middle, and End		
Strong Setting – Uses 5 Senses		
Vivid Descriptions – Word Choice		
Appropriate Title		
Story Makes Sense		
Optional: Realistic Dialogue – Use of Quotations		

Rubric – Story Writing

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

Comments

Mark

Understanding Persuasive Writing

Getting Others to Agree: The Power of Persuasive Writing

Have you ever wanted someone to see things just like you do? That's what persuasive writing does! It's like telling a friend why your favourite movie is the best and hoping they'll think so too.

When Might You Persuade Someone?

You might have to persuade someone all the time! Here's when:

- At school, when you argue which superhero is cooler.
- Watching TV, when you tell your friend which toy is a must-have.
- Writing a letter to the school about a new library or cleaner parks.
- Convincing your teacher that you play basketball in gym class.



What Makes Persuasive Writing Work?

1. Stand Firm:

Your opinion should be loud and clear. Know what you want and stick to it.

2. Give Solid Reasons:

Saying, "I think so" isn't enough. Have **reasons** and **facts** to show you're right.

3. Think of Your Reader:

If you're talking to kids, what would make them nod in agreement?

4. Pick Just-Right Words:

Your words should make people feel something. If you're writing about a fun fair, use words like "thrilling" and "awesome".

5. Stay Organized:

Start by sharing your main thought. List your reasons in the middle. End by reminding everyone of your big idea.

Understanding Persuasive Writing

True or False

Is the statement true or false?

1) Persuasive writing is about getting someone to see things your way.	True	False
2) It's like arguing with friends.	True	False
3) Advertisements never use persuasive writing.	True	False
4) A clear conclusion is unnecessary in persuasion.	True	False
5) In persuasive writing it's okay to just say "I think so" without giving any reasons.	True	False

Questions

Answer the questions below.

1) What is the main goal of persuasive writing?

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

Be Persuasive

Explain your opinion below but be persuasive.

Which is better, reading books or watching movies?

Persuasive Writing - Research

Research in persuasive writing is like finding clues to solve a mystery. Imagine you're trying to convince your friends that chocolate ice cream is the best flavour. You would need to find reasons why chocolate is tastier, creamier, or more popular than other flavours.

Research helps you find those reasons. You can look up information in books, talk to people who love chocolate ice cream, or even taste different flavours yourself. When you gather all these "clues," you can share them with others to make your argument stronger.

Without research, it's just your word against someone else's, and that might not be enough to win over to your side. By doing research, you have proof to back up what you say, and that makes your opinion more powerful and convincing!

Research _____ learn more about the topics.

Topic	Which province in Canada _____
1) Before you start researching, decide your opinion and write it below. If you're unsure, ask some of your classmates what they think and _____ so you can formulate an opinion.	
2) Now you'll need to find research about why the province you _____.	
You might want answers to these questions below.	
Sports teams in the province	
Average temperature	
Average snowfall	
Average rainfall	

Persuasive Writing - Research

Research

Fill in the table below to learn more about the topics.

Major rivers, oceans, lakes	
Amusement parks	
Popular Foods	
Number of Hospitals	
Population	
3) What other interesting facts did you learn about the province is the best?	
4) Go ask your classmates and teachers why they like the province you chose. Write down 5 things you learned below.	
1)	
2)	
3)	
4)	
5)	

Persuasive Writing - Research

Plan

Fill in the table below to plan your paragraph about your research topic.

1) What is the main idea of your paragraph?

2) Write a topic sentence for your paragraph.

3) What details do you think are most convincing? Write them below.

4) Write a closing sentence.

Write

Write a paragraph about why the province is the best province.

Understanding Bias in Persuasive Writing

Spotting Bias in Strong Opinions

Bias is when someone favours one side of an argument without looking at all sides honestly. When someone tries to persuade you in writing, it's good to see if they might be a little biased.

Everyone Thinks Differently

Imagine you have a favourite color. Some might love blue while others prefer red. Both are fine because you're just different. Just like with colours, people can have different opinions on topics. Some might love the idea of wearing school uniforms, while others do not.

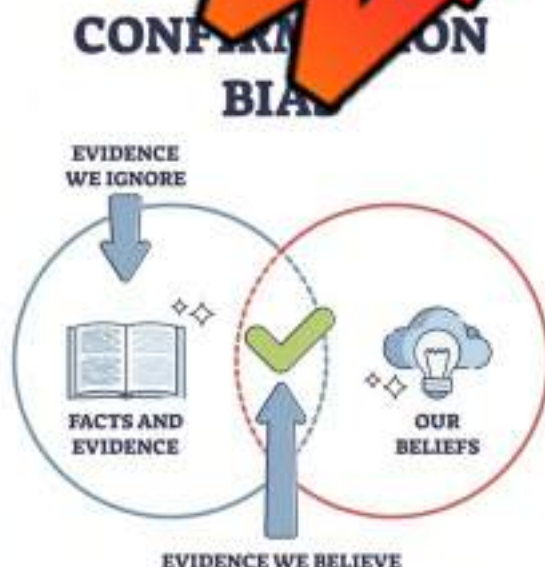
Looking at Writing Closely

When you read someone's story, think about a few things:

- Writer's Choice: Which side is the writer picking?
- Their Reasons: Why do they feel that way? Can they give reasons or examples?
- Checking for Fairness: Is the writer just talking about one side and forgetting the other side?
- Your Thoughts: After hearing the writer, what's your opinion?

What is Confirmation Bias?

"Confirmation bias" is when our brains like to say "I knew it!" We naturally pay more attention to things that match what we already believe. If you think cats are the best, you might only notice stories about cool cats and skip ones about dogs. This way, our brain thinks it's always right. But this can limit our learning. It's like only seeing half the picture! It's important to look at all sides of a story.



Understanding Bias in Persuasive Writing

Analyze

Read the opinions below and answer the questions.

Pizza is undoubtedly the best meal because it's incredibly tasty, highly customizable, and perfect for any occasion. The combination of gooey cheese and crispy crust creates a taste that no other food can match. With endless topping options, you can have a different pizza every day and never get bored. Plus, it's perfect for parties, family dinners, or just a treat for yourself. These three reasons make pizza the superior choice for any meal!

1) What is the author's opinion?

2) What reasons did they give? List 3.

3) Why is this a biased opinion? Write the other perspective – people who do not agree.

Summer stands above all other seasons because of the perfect weather for activities, and the joy of relaxation. You can bask in the sun's rays, which is something that only summer provides. The season allows for beach trips, picnics, and playing outside, unlike winter's chill or spring's rain. Also, summer means school's out, so you can relax without worrying about homework. These things make summer the best time of the year!

1) What is the author's opinion?

2) What reasons did they give? List 3.

3) Why is this a biased opinion? Write the other perspective – people who do not agree.

Version 1: Activity – Finding Bias in Writing

Tough Job

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



Dear Principal Johnson,

I hope you are doing marvelously. I am writing to present an absolutely groundbreaking idea for our school: We should replace all water fountains with chocolate milk fountains. Here are my totally unbiased reasons why.

Firstly, my class loves chocolate milk; it's a well-known fact that there isn't a person on earth who doesn't love this delicious beverage. Having chocolate milk fountains would ensure that every student is constantly happy.

Secondly, chocolate milk is the ultimate brain booster, better than any other drink. Scientific research conducted by (myself and my friends) shows that chocolate milk inspires the most magnificent thoughts, making our school the smartest in the district!

Lastly, having chocolate milk fountains would catapult our school to international fame overnight. We would be the envy of every school globally, with students clamouring to join in the fantastic place known as our chocolate milk-filled hallways.

Thank you for considering my incredible idea. I trust you will see the crystal-clear logic in making chocolate milk fountains a reality in our school.

Sincerely,

Charlie, Grade 5 Student

1) What is the author's opinion?

2) What reasons did they give? List 3.

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

Activity – Finding Bias in Writing

Tough Job

Write your response letter back to Charlie.

PREVIEW

Include:

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



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

Informational Reports: A Quick Guide

What Are Informational Reports?

Have you ever been curious about something, like elephants or planets? **Informational reports** give us all the cool details we want to know! These reports break down facts and make them easy to understand. Let's dive deeper into what makes these reports special!



Breaking Down an Informational Report

Here's what you should find in reports:

- ✓ **Title:** The name that says, "this is what we're talking about!"
- ✓ **Introduction:** Explains what the topic is.
- ✓ **Headings:** Just like chapters in a novel, they break the report up into sections.
- ✓ **Body:** Under each heading will be a body that has the facts and information.
- ✓ **Images or Drawings:** Visuals help explain things in the report.
- ✓ **Conclusion:** Summarizes the main points.

Making Your Report Reader-Friendly:

To make a report easy and fun to read:

- **Use Bold Headings:** They're like signposts on a road trip.
- **Keep Paragraphs Short:** Keeps the information clear and easy to find!
- **List Facts with Bullets or Numbers:** They pop out and are easy to remember.
- **Include Pictures or Diagrams:** Makes it fun to read and helps explain things.

These reports are like treasure maps to knowledge. They guide us to learn and discover new wonders! So, the next time you're scratching your head about dinosaurs or rockets, grab an informational report and explore!



True or False

Is the statement true or false?

1) Informational reports explain opinions.	True	False
2) The body under each heading contains the main information.	True	False
3) The conclusion introduces new topics.	True	False
4) Headings help organize the report into sections.	True	False
5) Lists can make information stand out.	True	False

Questions Answer the questions below.

1) What is the purpose of an informational report?

2) Describe each of the components of a report.

Introduction	
Headings	
Body	
Pictures/Diagrams	
Conclusion	

Brainstorm

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

Activity: Brainstorm Bonanza!

Objective

What are we learning more about?

To help students learn the process of brainstorming, enabling them to generate a wide variety of ideas on any given topic.

Materials

What is needed to complete the activity?

- ☐ Paper (1 student)
- ☐ Pens and pencils
- ☐ Timer or stopwatch
- ☐ A large box of random topics (e.g., "space", "under the sea", "dinosaurs")

Instructions

How do we complete the activity?

- 1) **Introduction:** Begin by explaining that brainstorming is a way to come up with many ideas quickly without worrying about whether they're good or bad.
- 2) **Random Topic Selection:** Call up a student to choose a topic from a list of topics below).
- 3) **Timed Idea Generation:** Set the timer for 2 minutes. In that time, students must jot down as many ideas or words related to their topic as they can.
- 4) **Idea Sharing:** Once time's up, ask students to share some of their ideas with the class. This can be a fun way to see the variety of thoughts and creativity across different topics.

Topics

Print out the topics below.

Animals of Canada	Inventions	Famous Canadians in History
Plant Life Cycles	Internet Safety	Indigenous Peoples of Canada
Weather Patterns	How Video Games are Made	Festivals in your Community

Name: _____

123

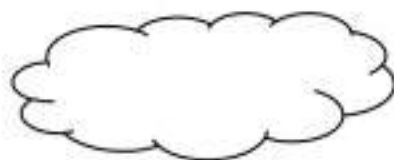
Curriculum Connection
A1, D1.2

Brainstorm

Write as many ideas about the topic as you can



PREVIEW



Writing a Report - Government

Objective

What are we learning more about?

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

Instructions

How do we complete the activity?

- 1) Read the facts below.
- 2) Sort the facts into 1 of 3 main headings: Members of Government (M), What the Government Does (D), and Levels of Government (L).
- 3) On the next page, write the introduction for the report. Then you'll need 3 headings for the body of the report. You'll also need an conclusion. You don't need to use all the facts for your report, so you can choose the facts you want to use.

Facts

Organize the facts

Municipal governments handle city and local matters.	
Justin Trudeau was the Prime Minister in 2023.	
The government ensures national security.	
Senators represent regions in the Senate.	
The government collects tax and then offers services.	
MPs represent Canadians in the House of Commons.	
The government creates and passes laws.	
The government provides healthcare, education, and roads.	
Provincial governments manage health and education.	
The Queen is Canada's official head of state.	
The government makes trades with other countries.	
Federal government deals with national issues.	
The Governor General represents the Queen in Canada.	
There are three levels: federal, provincial, and municipal.	
The leader of the provincial government is the Premier.	

Writing a Report - Government

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

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

Heading #1

Fact 1

Fact 2

Fact 3

Heading #2

Fact 1

Fact 2

Fact 3

Heading #3

Fact 1

Fact 2

Fact 3

Conclusion – Summarize the report in just a few sentences.

Writing a Report - Government

PREVIEW

How To Research Effectively

Starting Your Search

When you're curious about something, doing research is the key to finding answers. Research is like a treasure hunt for facts!



Picking Where to Look: Libraries and the Web

Libraries are full with books and magazines, which are great places to start. The internet is another great place to look. Websites and search engines, like Google, can guide you to heaps of information. When you use Google, typing in specific words or "key terms" can help narrow down your search.

Good Searches	Bad Searches
Pythagorean theorem explained	How is a triangle thing in math work again?
World War II major battles	What were the biggest fights in the war from 1940?
Mars rover latest findings	What did that rover on Mars discover recently?

Why Good Sources Matter

When you find information, it's super important to make sure it's correct. That's why you need to use "trustworthy sources." To make sure you're on the right track:

- 1) Ask a grown-up, like your teacher or librarian, for advice.
- 2) Check out websites from places like schools, museums, or government agencies.
- 3) Choose books written by experts or people who really know about the topic.

But watch out! Some places might not have the right facts. It's a good idea to be careful with:

- 1) Posts on social media from people who might not be experts.
- 2) Blog posts that don't give real evidence or proof.
- 3) Websites that just want to sell you things without giving solid reasons.

How To Research Effectively

Think

Is the search good or bad?

1) Largest dinosaur	Good	Bad
2) Can you tell me the way butterflies are flying?	Good	Bad
3) Easy kids crafts	Good	Bad
4) I'm really curious to see pictures of outer space	Good	Bad
5) Why is it important to use trustworthy sources?	Good	Bad
6) I want to know how many provinces are in Canada. Can you list all Canadian provinces?	Good	Bad
7) Caring for hamsters	Good	Bad
8) Where can I find the best places to visit around the world?	Good	Bad
9) Top children movies	Good	Bad
10) What do firefighters do?	Good	Bad

Questions

Answer the questions below

1) Why is it important to use trustworthy sources?		
2) How do we know if a website is trustworthy or not?		
3) Is the description of the website below trustworthy? Yes, or no?		
1) Canadian government's official website with country data.	Yes	No
2) Personal webpage with uncredited space photos.	Yes	No
3) Museum site with history exhibits.	Yes	No
4) Celebrity's blog on favourite spots.	Yes	No
5) Health site with articles by doctors.	Yes	No

How To Research: Online Treasure Hunt

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

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



Instructions

How do we complete the activity?

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

How To Research: Online Treasure Hunt

Research

Find answers to the questions below.

Question	Answer	Source – Website Name
1. What is the capital of New Brunswick?		
2. How many provinces are there in Canada?		
3. What is the national symbol of Canada?		
4. Which Canadian province is known as the "Land of the 100 Lakes"?		
5. What is the second largest city in Canada by population?		
6. Which province is famous for its lobster fishing industry?		
7. How many territories are there in Canada?		
8. Which Canadian animal is featured on the nickel coin?		
9. What is the longest river in Canada?		
10. Which province is home to Banff National Park?		
11. What is the largest province by land area in Canada?		
12. In which year did Canada officially become a country?		

Editing a Report – Importance of Diversity

How Schools Practice Diversity

Schools do many things to show that everyone's background is special:

- Schools might host cultural days where students can share their traditions.
- Classrooms might have books and stories from all over the world.
- Teachers encourage students to share about their family's traditions and customs.

Conclusion

Diversity is like a big, beautiful rainbow with many colours. It's a reminder that even though we are all different, we are all special in our own way. And when we celebrate these differences, our school feels like a star!

The Benefits of Being Diverse

When we celebrate diversity, amazing things happen:

- 1) We learn new things about different cultures and traditions.
- 2) We become better friends by understanding and respecting each other's backgrounds.
- 3) We realize that every person has a unique story to tell.

Introduction

Diversity is a big word that means celebrating all the different kinds of people around us. In school, it's like having a colourful garden with many different flowers.

Why Diversity Matters

Diversity means having all sorts of students from different backgrounds, cultures, and ways of life in one place. It's like having many pieces in a puzzle – every piece is different, but together they make a beautiful picture. When we see and learn from diverse people, we learn to appreciate the beauty in our differences.



Editing a Report – Importance of Diversity

True or False

Is the statement true or false?

1) Diversity means everyone is the same.	True	False
2) Schools might host cultural days.	True	False
3) Diversity helps us appreciate differences.	True	False
4) Schools like sharing traditions.	True	False
5) Every culture has a unique story.	True	False

Questions Answer the questions below.

1) What was wrong with the structure of the report? Were the components of the report in the right order? Explain.

2) What order would you put the report in? Write the heading and explain how it goes where you put it.

Heading Title	Why Does it Go Here?

Report Writing – Introductions

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

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



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

Rocks are solid materials that make up the Earth's outer layer. This report will discuss different types of rocks.

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 a world without the telephone or the internet? Let's explore the brilliant minds behind the greatest inventions! We'll learn about the inventors and the stories behind their creations.

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

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

Volcanoes are mountains that can erupt with lava and ash. We'll dive deep into how they work and why they're so powerful.

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

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

Did you know some dinosaurs were as small as chickens? This report is all about the fascinating world of dinosaurs. We'll journey into the past and discover the mighty creatures that once roamed our planet!

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

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

Report Writing – Introductions

Write

Write introductions for the topics below and then check whether you met the criteria.

Topic: Canadian Sports: From ice hockey to curling - a dive into Canada's favourite sports.

Start with fun fact or question?

Give a hint of what you'll talk about.

Tell the main idea?

Keep it short and interesting!

Topic: Canadian Climate: How weather changes throughout the season.

Start with fun fact or question?

Give a hint of what you'll talk about.

Tell the main idea?

Keep it short and interesting!

Activity – Finding Diagrams/Pictures/Charts

Objective

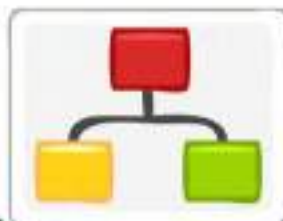
What are we learning more about?

We are learning how to find and select visuals that will help readers understand the information in our reports.

Materials

What is needed to complete the activity?

- ☐ Internet
- ☐ PowerPoint or Google Slides
- ☐ Prompts or Topics page



Instructions

How do we complete the activity?

- 1) Choose a Topic: Select one of the topics provided in the separate section of this activity. Make sure to understand the topic before you begin.
- 2) Research Visuals: Using safe search methods and reliable sources, find visuals that are relevant to the chosen topic. Look for charts, diagrams, or pictures that help explain or illustrate the subject.
- 3) Create a Slide Presentation: Open PowerPoint or Google Slides and create a new presentation.
- 4) Write the Prompt: On the first slide, write the topic you have chosen as the prompt.
- 5) Add the Visual: On the same slide, insert the visual (chart, diagram, picture) that you found to supplement the topic. Make sure it is clear, and appropriately sized to fit the slide.
- 6) Include a Description: Beneath the visual, explain how the visual relates to the topic. Share what the visual shows and why it is important.
- 7) Continue this for 5 different prompts.

Activity – Finding Diagrams/Pictures/Charts

Prompts

Find visuals that go with these topics below.

Question

Renewable vs. Non-renewable Energy Sources

Water Cycle (showing evaporation, condensation, precipitation)

Types of Energy (e.g., Potential, Thermal, Chemical, etc.)

Simple Machines and Energy Transfer (e.g., pulley system)

Gravity and Objects in Free Fall

The Human Digestive System

The Respiratory System (lungs and airways)

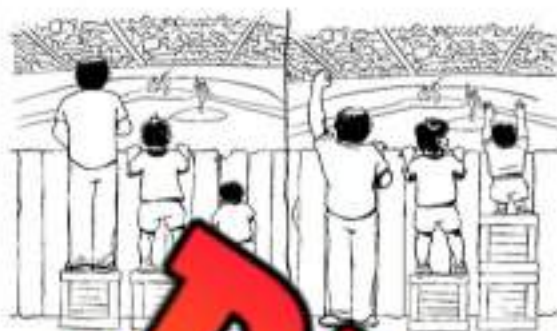
The Circulatory System (heart, blood vessels)

The Skeletal System (bones and joints)

Structure of the Canadian Government (e.g., branches of government)

Important Canadian Government Buildings (e.g., Parliament Hill)

Analyzing a Report – Success Criteria



Understanding Equity

Equity in education ensures that every student gets the right tools to shine in school. In Canada, 80% of people agree that having equity in schools is important for a fair community. It's not about giving everyone the same things but making sure each student has what they specifically need.

Giving Every Student a Fair Chance

Every student has their own needs. Some might require additional resources or tools. Schools try their best to ensure every child can reach their potential. Think of it as giving every racer the best-fitted shoes for a race. If you're focusing on this principle notice their students doing 20% better overall.

Celebrating Our Uniqueness

Equity also means valuing everyone's differences. It means recognizing each other's backgrounds, instead of ignoring them. By understanding each other's unique experiences, we become better classmates.

Tools to Help Everyone

To help everyone learn, schools offer a variety of supports. Some of these might be:

- Extra time during an exam
- A comfy chair or a fidget tool to help focus
- Alternative methods for learning certain topics

Final Thoughts - The Importance of Equity

Think of equity in schools as tending to a garden with various flowers. While each flower has distinct needs, they all blossom best when we care for them.

Analyzing a Report – Success Criteria

Questions

Answer the questions below.

1) What two statistics are in the report?

2) How many items are in the list in the report?

3) What is the difference between equity and equality?

Analyze

After reading the report, write 5-8 items you like about it. Afterwards, share your ideas with the class, so you and your classmates can come up with 8 criteria that make a good report.

1)

2)

3)

4)

5)

6)

7)

8)

Assignment - Writing a Report

Write

Plan your report by filling in the graphic organizer below.

Ideas		
The Solar System	Recycling	Life Cycle of a Butterfly
Famous Canadian Landmarks	How Rain Forms	Local Wildlife
Seasons	Traditional Festivals	Simple Machines

1) Brainstorm at least 10 report topics that you will choose from. You can use some of the ideas above if you like.

2) What topic did you choose?

3) Write as many main ideas as you can think of about this topic. These will be your headings. Example: if your topic was lions, you might write about their diet, their habitat,

4) Choose three main headings and write them below.

Research

Find information for your report.

5) Now you will need to find facts for your report. For each heading, write 3-5 facts that you can include in your report.

Sources

1

Sources

2

Sources

3

PREVIEW

Planning

Finish the planning process.

6) Write the introduction below. Introduce your topic in one sentence. Then explain what the rest of the report will discuss.

7) Write the conclusion below. Summarize your report by restating what you taught the reader.

8) What pictures can you include in your report? Draw 1 or 2 below.

--	--

Name: _____

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Curriculum Connection
03.1

Assignment – Report Writing

Rough Draft

Write the rough draft of your report below.

PREVIEW

Edit

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

Criteria	✓	✗
Strong Introduction		
At Least Three Headings in Body		
Use of Lists		
Pictures or Diagrams		
Strong Conclusion		
Includes Facts/Statistics		
Cites Trustworthy Sources		
Logical Flow - The Report Is In The Correct Order		

Edit

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

Criteria	✓	✗
Strong Introduction		
At Least Three Headings in Body		
Use of Lists		
Pictures or Diagrams		
Strong Conclusion		
Includes Facts/Statistics		
Cites Trustworthy Sources		
Logical Flow - The Report Is In The Correct Order		

Rubric – Report Assignment

Category	4 Points	3 Points	2 Points	1 Point
Introduction/ Conclusion	Clear, engaging, and concise	Clear but lacks interest	Unclear or incomplete	Missing or irrelevant
Cites Trustworthy Sources	Properly cites accurate, reliable sources	Mostly accurate sources	Some unreliable sources	Uses unreliable sources
3 Headings	More than three headings, some clarity	Three headings, some clarity	Less than three headings	No clear headings
Pictures/ Diagrams	More than three pictures, relevant but not well-labeled	Three pictures, relevant but not well-labeled	Few and not fully relevant	Missing or irrelevant
Facts/Statistics	Accurate, well-chosen facts and stats	Mostly accurate, relevant facts and stats	Some inaccuracies	Incorrect or irrelevant
Use of Lists	Effective use of lists or bullet points	Some effective use of lists	Minimal use of lists	No use of lists

Teacher Comments

Mark

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

What is a Haiku?

Write

Finish the Haiku poems below.

**Topic: Summer**

Line 1	Summer sun so bright,
Line 2	Children play till evening's light,
Line 3	

Topic: The Environment

Line 1	
Line 2	Soft hum of the gentle breeze,
Line 3	Whispering stories told.

Topic: The Land

Line 1	Rivers flow in a path,
Line 2	
Line 3	Moments pass, the time.

Topic: Playing at Recess

Line 1	
Line 2	
Line 3	

Topic: Seeing a Rainbow

Line 1	
Line 2	
Line 3	

How to Write a Rhyming Poem

Diving Deeper into Rhyming Poetry

Rhyming poetry offers a chance to craft art with words. When words rhyme, their endings sound alike. This similarity can bring a musical tone to your poem, making it captivating for readers. Let's delve deeper into the world of rhyming poetry!

Understanding Rhymes

A rhyme occurs when the ending sound of two words match. Take "moon" and "tune", for instance. They rhyme because they share the "-oon" sound. Including rhymes in your poetry can give it a rhythmic and memorable charm.

Crafting Your Rhyming Poem

- **Select a Theme:** Think of a topic you are interested in.
- **Determine a Rhyme Pattern:** Set a structure for your rhyming words. A common format is AABB, meaning the first two lines share an end sound, followed by the next two lines which also rhyme with each other.
- **Write:** Using your chosen rhyme pattern, start writing your poem. You might need to shuffle words or think of synonyms to make rhymes.



A Sample with AABB Rhyme Pattern:

Line 1: The moonlight shines so bright (A)

Line 2: Illuminating the silent night (A)

Line 3: Stars twinkle, a sight so neat (B)

Line 4: Lighting up the world beneath their feet (B)



Resources for Discovering Rhymes

- **Rhyming Dictionaries:** These are special dictionaries focusing on words that rhyme.
- **Online Rhyming Platforms:** There are many online tools made to help you find words with similar endings.

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Friend			
Cake			
Song			
Star			
Smile			
Read			
Cat			
Blue			
Bear			

Write

Finish the poem below using rhyming words.

AABB Poems

The sun is bright, up in the sky (A)
 It warms the earth, oh so _____ (A)
 We play outside, with joy and cheer (B)

AB B

At the beach, the sun is _____ (A)
 Children play in the sand (B)
 Waves crash with all their might (A)

AABB Poems

Snowflakes fall, so pure and white (A)
 Covering the ground, a wintry sight (A)
 We build a snowman, cold and tall (B)

ABAB Poem

Snowflakes fall from the chilly sky (A)
 Blanketing the ground in white (B)

Rhyme Time Analysis Activity

Objective

What are we learning more about?

To identify, appreciate, and analyze rhyming patterns in poems from children's books.

Materials

What is needed to complete the activity?

- ☐ A minimum of 10 books that contain poems (from the classroom library or school library).
- ☐ Organizer (back of this page)
- ☐ Pencils or pens



Instructions

How do we complete the activity?

- 1) **Book Selection:** Distribute or have students select a book that contains poems – rhyming lines.
- 2) **Rhyme Highlighting:** Students will look through the book for rhyming poetry lines. They will write them on the back of this page. They will select their favourite 5 rhyming lines.
- 3) **Rhyme Analysis:** For each rhyming line they find, they need to analyze the rhymes and label the pattern used: ABAB, AABB, ABCABC, etc.
- 4) **Adding Lines:** Students can add a rhyming line to their favourite rhymes on the back of this page.
- 5) **Rhyme Sharing:** Once finished, students can share their favourite rhymes as well as the rhyming lines they added.
- 6) **Class Discussion:** Come together as a class and discuss the various rhyme schemes students discovered. Talk about which ones were most common and which ones were unique.

Research

Examine the children's book and answer the questions below

1) What is the name of the children's book?

2) Write 5 different rhyming lines below. Add a line to each of the rhymes.

PREVIEW

What is a Limerick Poem?

What is a Limerick Poem?

Limericks are fun and playful poems that often make people laugh. They have a special rhythm and rhyme that makes them unique.



The Pattern of a Limerick

Limericks have a particular pattern. They have five lines, and the rhyme scheme is usually AABBA. They also have a specific rhythm as well – think Hickory Dickory Dock.

- Lines 1, 2, and 5 rhyme with each other (A) and are typically longer (~8 syllables)
- Lines 3 and 4 rhyme with each other (B) and are typically shorter (~5 syllables)

Examples of Limericks

Dragon Drake

There once was a dragon named Drake
Who loved to splash in the lake.
He'd dance and he'd sing,
Flap his big wing,
And eat chocolate birthday cake.

Hammy Hamster

There once was a hamster named Hammy so spry,
A wheel he could touch the sky.
In days of old,
He'd run and run,
Wishing that one day he'd fly.

Write

Finish the Limerick poem below.

Topic: School Clock	
Line 1	In the heart of the school's main hall,
Line 2	Stood a clock that was very tall.
Line 3	It chimed every hour,
Line 4	With such great power,
Line 5	

What is a Limerick Poem?

Write

Finish the Limerick poems below.

Topic: Reading Owl

Line 1	A young owl with glasses so neat,
Line 2	Found reading to be such a treat.
Line 3	By the moon's gentle glow,
Line 4	His shelf would grow,
Line 5	

Topic: Tim's Shoes

Line 1	Tim had shoes that vizzed in the park,
Line 2	
Line 3	With each step a light,
Line 4	
Line 5	He looked like a bright, moving spark.

Topic: Tin House

Line 1	In a town where the houses were tin,
Line 2	Lived a cat with a mischievous grin.
Line 3	He'd clang and he'd bang,
Line 4	
Line 5	

What is a Limerick Poem?

Neat	Hand	Treat	Montreal	Show
Small	Crunch	Mind	Lunch	Find
Land	Go	Street	Hall	Glow

Write

Use the word bank words to fill in the limericks below

Line 1 In a school just outside _____,

Line 2 The kids were incredibly _____.

Line 3 All the kids _____,

Line 4 For the same _____,

Line 5 That they had the _____!

Line 1 A beaver with teeth sharp and _____,

Line 2 Thought maple trees were a _____,

Line 3 He'd munch and he'd _____,

Line 4 Till he had them for _____,

Line 5 And his dam was the talk of the _____!

Line 1 In the city of Calgary's _____,

Line 2 A young girl put on quite the _____,

Line 3 With her jump rope in _____,

Line 4 She'd leap and she'd _____,

Line 5 And the crowd would cheer, "Way to _____!"

Writing A Limerick Poem

Plan and Write

Plan and write your poems below.

4) Write your limerick below.

Line 1

Line 2

Line 4

Line 5

5) Illustrate your poem below.

6) Try rewriting your limerick in cursive writing.

Line 1

Line 2

Line 3

Line 4

Line 5

Writing A Limerick Poem

PREVIEW



Analyzing a Book Review

Title and Author: "The Mysterious World of Miss Maple" by Clara Forest

Have you ever dreamed of exploring a world filled with secrets and enchantment? Journey with me into "The Mysterious World of Miss Maple" and discover wonders you won't soon forget!



Summary: Miss Maple is a brave girl. She has the unique ability to communicate with magical plants. When her town's magical oak tree suddenly withers, she goes on a quest with Miss Maple to uncover the reason. Along her quest, she encounters mysterious creatures, faces challenges, and unveils a secret that changes everything. I won't spoil the ending for you, but brace yourself for an enchanting ride!

Your Thoughts: I was truly mesmerized by Miss Maple. The way she communicates with nature is both heartwarming and fascinating. The illustrations are detailed and beautifully crafted, making the story even more captivating. My favorite moment was when Miss Maple and a whispering willow worked together to solve a riddle. My only wish? To dive deeper into Miss Maple's past and learn more about her unique gift!

Rating: I award "The Mysterious World of Miss Maple" 4 out of 5 stars. It's an absolute treat for those who adore magical tales and brave heroines. If you're in the mood for a story brimming with wonder and a touch of mystery, don't miss this one!



Analyzing a Book Review

Describe

After reading the book review, explain if it met the criteria below.
Write an example of how the book review meets the criteria below.

1) Does it have a catchy introduction that grabs attention? Write it below.

2) Include the title of the book.

Yes

No

3) Include the author's name.

Yes

No

4) Does it give a hint about the book with a spoiler surprise?

Yes

No

5) Did they share what they liked about the book? Give an example.

6) Does it talk about what was liked and disliked?

7) Does it use interesting words that are fun to read? Give an example.

8) Does it end with a rating? Write it down.

9) Does it make it clear who might enjoy the book? Explain.

10) What voice comes through in the review? Is the author fun, boring, frustrated, excited?

Examining Bias In Reviews

Examine

Read the reviews closely. Explain why the reviews are biased and whether you should believe what they are saying.



Game Review - "Alien Adventures": "I really don't get why people enjoy space games. "Alien Adventures" was just boring. All those spaceships and stars? Not for me. I think everyone should play school-themed games instead."

Book Review - "Mystery at Maple Street": "I can't stand mystery books, so reading "Mystery at Maple Street" was a waste of time for me. Why read about clues and detectives when there are so many other genres out there?"

Restaurant Review - Cheesy Pizza Palace: "I don't like pizza, so my visit to Cheesy Pizza Palace was a disaster. I can't understand why anyone would go there. Why not a chocolate-only café be better?"

TV Show Review - "Dance Starz": "Dancing on TV? Really? I've never liked dancing, so "Dance Starz" was just a bunch of jumping around to me. Shows about cooking are way better!"

Eliminating Bias In My Reviews



Eliminating bias in a book review means trying to be fair and not letting your personal likes or dislikes take over what you say. Here's how you can do it:

- 1) **Focus on the Story:** Instead of saying you like or dislike the topic, talk about what happens in the book. Share the plot without giving away the ending.
- 2) **Talk about the Writing:** Explain if the writing was good or not so good, and why. Did it make the story exciting or was it confusing?
- 3) **Be Honest and Fair:** It's okay to say if you didn't like something but explain why. Instead of saying "I hate this book because it's about space, and I don't like space," say, "I found the book's setting in space hard to understand, but someone who likes sci-fi might enjoy it."
- 4) **Think about your readers:** Remember, other people who have different likes and dislikes might read your review. Think about what they might want to know.

Write

Write a review about a book/TV shows/movie. Use the ideas above to help you eliminate bias.

Book/Movie/TV Shows:

Your Rating



Practicing Summarizing

Summarize

Read the short stories below and then summarize it without giving away surprises. Pretend a friend has asked for a television or movie recommendation, so they don't want to know exactly what happens.

Short Story	Your Summary
<p>The Whispering Shell</p> <p>On a beach, a girl found a peculiar-looking seashell. She placed it to her ear, expecting to hear the ocean. Instead, she heard whispers. Each time she listened, the shell told a different story. From tales of mermaids, sunken ships, and magical underwater cities, summer was filled with incredible tales, and she shared them with the shell with her friends, making the beach more enchanting than ever.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Short Story	Your Summary
<p>The Dancing Shoes</p> <p>Jake found a pair of worn-out shoes in his closet. They had a note: "For those who dare to dance." Curious, he tried them on and suddenly, the shoes danced on their own! They took him on a waltz around the town, tap dancing in the park, and even breakdancing at the mall. The shoes brought joy and smiles wherever they danced. Jake realized that sometimes, magic can be found in the most unexpected places.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Writing With Voice – Your Thoughts

Writing with "voice" means showing your personality in your writing. It's like speaking to someone through your words on paper. When you write with voice, your writing sounds like you! This means it is informal writing.

If you're writing a product review, using your voice means sharing what you really think. If you liked a toy, you might say, "This toy is super cool and makes me laugh!" If you didn't like it, you might say, "I wish this toy had more fun things to do." Your words help people understand how you feel about the product, just like if you were talking to them.

Instructions: Write a review of a product you've recently got. This could be new shoes, clothes, a video game, a toy, a book, a movie, or a video game. Review the product, helping people decide if they should buy the product. Write with voice in your review!

Keep in mind for your review:

- What does the product do? What rating do you give it?
- Do you like the product? Should you buy this product?
- What do you like/dislike about it?



Activity Title: Editing Teams

Instructions

How do we complete the activity?



Introduction to the Activity: Begin by explaining the significance of proofreading, revising, and checking for bias in book reviews. Remind students that reviewing a book is not just about personal opinions, but also about giving fair and constructive feedback. By working in teams, they can help one another create more effective reviews.

Student Selection: Have students use the book reviews they have written recently.

Create Editing Teams: Divide the students into groups of 4. In each group, assign the following roles:

- 1) **Grammar Guru:** Checks for grammar, punctuation, and capitalization.
- 2) **Clarity Checker:** Ensures the review is easy to understand, looking out for any confusing statements or sentences.
- 3) **Bias Detector:** Identifies any signs of extreme bias to ensure the review is fair and well-balanced.
- 4) **Appreciation Advocate:** Writes down one aspect of the review they particularly enjoyed or found compelling.

Exchange Book Reviews in the Group: Students will pass their review to each member of their team, ensuring everyone has the opportunity to provide feedback in their assigned role.

Collaborative Revision: Allocate a set amount of time (e.g., 10 minutes) for each review. Encourage students to note down their feedback on the back of this page. The page will move around to each student in the group and then will be returned to the author of the review they were written about.

Group Discussion: Once all members have given feedback on all the reviews, provide time for the group to converse about the suggestions. Each member should explain their comments, and the original author has the chance to inquire or clarify any points.

Final Revision: Offer students an additional period to refine their book reviews based on the collective feedback they received from their team members.

Feedback

Fill in the organizer below to collect feedback about your book.

1) The author of this story is...

2) Grammar Guru comments

3) Clarification checker

4) Bias Detector comments

5) Appreciation Advocate comments

PREVIEW

MY BOOK REVIEW**Title:****Author:****Summary****My Thoughts**

PREVIEW

My Rating

All About Comic Strips

What are Comic Strips?

Comic strips are a fun way to tell a story using a combination of pictures and words. They often appear in newspapers, magazines, or books and can be about anything from superheroes to everyday life.

Why are Comic Strips Used?

People use comic strips because they're entertaining and easy to read. The combination of visuals and short text makes complex ideas fun. Plus, they make us laugh, think, or even learn something new.



Components of Comic Strips:

- **Panels:** These are the individual frames or boxes where the action takes place.
- **Speech Bubbles:** Rounded or oval shapes that show what characters are saying.
- **Thought Bubbles:** Cloud-like shapes that show what a character is thinking.
- **Captions:** Small bits of text, usually at the top or bottom, that give extra information or context.
- **Characters:** The heroes, villains, or everyday people in the story.
- **Setting:** This shows where and when the story is happening.

Creating Your Comic Strip:

When you want to make a comic strip, start by thinking of a story idea. It could be funny, adventurous, or even mysterious!

Next, sketch your characters and decide what they'll say or do in each panel. Use speech bubbles for their words and thought bubbles for their thoughts. Don't forget to add captions if you want to give more information. Once you're happy with your sketches, go over them with ink or colour them in for a vibrant finish!

All About Comic Strips



Examine

Read the comic and answer the questions.

- 1) How many speech bubbles are there?
- 2) How many thought bubbles are there?
- 3) In the 2nd frame, what expression does the duck's face show?
- 4) Explain the joke.

- 5) What sound effects were used in this comic? How were they added?

The Adventure of Storytelling Structure

Building a Story: Start to Finish

Every great story is like a fun journey, taking you from one exciting place to another. The path of a story is made up of three main parts: the beginning, the middle, and the end.

- **The Beginning: Setting Out:** The beginning introduces characters and what the story is about. In a comic strip, this is where we meet the heroes.
- **The Middle: Adventure Time:** This is where the action happens. Your characters face challenges, make friends, or learn something new.
- **The End: Treasure Found:** The end brings everything together, like finding treasure. It's a happy ending or a surprise twist.

Write

one story below and draw a comic strip for it.

Beginning	Middle	End
A superhero discovers a new power.	The superhero battles a tricky villain.	The superhero learns to control the power and saves the day.
A dog finds a mysterious map in the yard.	The dog and its friend follow the map.	The dog finds a hidden toy treasure.
A student finds a magic pencil.	Whatever the pencil draws comes to life.	The student uses the pencil to solve a problem.
A family goes on a camping trip.	They encounter wild animals and weather.	They find a new spot and enjoy a picnic.

Onomatopoeia in Comic Strips

What is Onomatopoeia?

Onomatopoeia is when a word describes a sound and actually sounds like the noise it's representing. Comic strips love to use onomatopoeia because it makes the story more exciting and helps you hear the sounds in your head as you read.

Imagine a superhero comic. When a hero lands with a powerful leap, you might see the word "THUMP!" written really big. Or when a door creaks open slowly, you might read "CREEAAK." These words help you hear the action as it's happening.



Instructions Choose 6 onomatopoeia and draw them below.

CRASH	POW	WHACK	THUMP
SPLASH	CRACK	ZIP	ZAP
BUZZ	POW	CLANG	BOOM
CHIRP	BEEP	POW	CRACK
GULP	HONK	POW	WOOF

Onomatopoeia in Comic Strips

Colour

Colour the onomatopoeia below



Writing Comic Strips – The Hidden Swing

Instructions

Use the dialogue below to write a 3-panel comic strip. Read the story so you know how to draw the setting/characters. Then write their dialogue.

Panel 1:

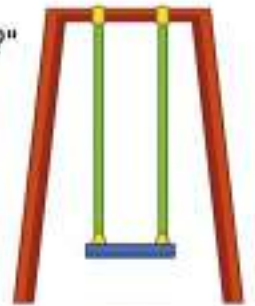
- Character A (kid, thinking, thought bubble): "What's behind that old garden door?"
- Character B (cat, speech bubble): "Meow! Meow!"
- Character C (cat, speech bubble): "Curious too, Whiskers? Let's check it out!"

Panel 2:

- Character A (kid, thinking, thought bubble): "So many flowers and... a maze?"
- Character B (cat, speech bubble): "Purr!"
- Sound Effect: Onomatopoeia: "Rustle!"
- Character C (cat, speech bubble): "Ready for a garden adventure, Whiskers?"

Panel 3:

- Character A (thinking, thought bubble): "What... a hidden swing?"
- Character B (cat, speech bubble): "Meow!"
- Character A (speech bubble): "Let's play!"
- Sound Effect: Onomatopoeia: "Swoosh!"



Research Skills - Plagiarism

What is Plagiarism?

Plagiarism is like copying someone's homework. It means using someone's words or ideas without saying they made them up first. It's not fair, and it's not allowed in school.

Avoiding Plagiarism – Use These Methods Below

- 1) **Paraphrasing:** Paraphrasing is rewriting something in your own words, keeping all the details.
- 2) **Summarizing:** Summarizing is telling the main points of something in a short way.
- 3) **Quoting:** If you are writing exactly what you read, you need to use quotations to show it's your words. Then you need to cite where you found the information.

Practice _____ as summarize, and quote the passages below.

Solids are one of the three main states of matter. In solids, the particles are packed closely together and don't move around much. They only vibrate in place. This close packing and limited movement mean solids have a fixed shape and don't flow like liquids.

Paraphrasing	In the solid state, matter is made of particles that are closely packed and only vibrate without moving around much. This is why solids, such as a rock, maintain their shape and don't flow.
--------------	---

Summarizing	Solids have closely packed particles that vibrate but don't move, making them keep their shape.
-------------	---

Quoting	"In solids, the particles (like tiny atoms or molecules) are packed closely together and don't move around much."
---------	---

Forces can push or pull objects, making them move or stop. They're everywhere, like the force of gravity that keeps us on the ground. Different forces can work together or against each other.

Paraphrasing	_____ _____ _____
--------------	-------------------------

Summarizing	_____ _____ _____
-------------	-------------------------

Quoting	_____ _____ _____
---------	-------------------------

Research Activity – Note Taking

Instruction

While your teacher reads the biography below, copy down notes on the next page. When you write notes, use point form, not full sentences and do not worry about spelling. You can also draw pictures.

The Leader of the Great Uprising: Chief Pontiac

Chief Pontiac, born around 1720, was a powerful and respected leader of the Odawa nation. Known for his strong spirit and fierce determination, he stood tall against British settlers who sought to take over Indigenous lands after the French and Indian War.

Early Life: A Rising Star

Growing up in the Great Lakes, Pontiac learned the ways of his people and soon proved to be a formidable leader. He believed in unity and often spoke about the importance of nations coming together to protect their land and traditions.

Big Moves: Pontiac's War

By 1763, Pontiac had seen enough of British injustices. He instigated a powerful uprising known as "Pontiac's War", rallying many nations to fight against the British forts and settlements. In the end, their forces captured many British forts.

Later Life and Legacy: Remembering a Hero

Though the war ended in 1766, Pontiac's efforts were far-reaching. Even though he hoped for peace, his life was cut short under mysterious circumstances in 1769. Today, Chief Pontiac is remembered as a symbol of resistance and strength against colonial invasion.

Timeline: Key Moments in Pontiac's Life

1720: Birth of Chief Pontiac.

1763: Beginning of Pontiac's War against the British.

1766: End of Pontiac's War, leading to a tentative peace.

1769: Chief Pontiac's untimely death.



Research Activity – Note Taking

Note Taking

While your teacher is reading, write down notes in point form

PREVIEW

Pictures

Draw things that will help in your research and note taking

Research Skills - Bibliography



Giving Credit Where It's Due: Why Cite Sources?

When you borrow ideas or words from someone, it's right to tell everyone where you got them. This is called **citing sources**. It's like saying "thank you" for using someone's work and helps others find that work too so they could learn more if they wanted to.

Building a Source List: Why Step

A source list, also known as a bibliography, is a list of all the places you found your information. When you make a bibliography, you list the information about the sources in a certain format. Here is the order you write the information:

- Name the Author: Write the author's name and last name first.
- Name the Source: Could be the title of a book, article, or online page.
- Details, Details: For books, mention where it was published and by whom.
- Date: Note the date of the book's publication or when it was last updated.

Here are some examples to help.

- 1) Rowling, J.K. "Harry Potter and the Philosopher's Stone." London: Bloomsbury, 1997.
- 2) Adams, Lily. "Amazing Jungle Creatures." Kids Explorer Magazine, April 2020, pages 8-11.
- 3) Baker, Alex. "Robots: A Quick Peek into Their Past." TechKids, www.techkids.com/robots-history, Seen on June 20, 2022.

Use Your Manners: The Importance of Being Honest

Not citing your sources is like taking someone else's work and saying it's yours. That's not fair, and it's called **plagiarism**. Being honest and giving credit shows that you are a responsible and respectful researcher.

Research Skills - Bibliography

Practice

Organize the information below in a bibliography.

For a Book

- Author's Name: Michael O'Reilly
- Title of the Source: "Journey Through the Rainforest"
- Place of Publication: Vancouver
- Publisher: Planet Publications
- Date Accessed: January 2015

For a Website

- Author's Name: Sarah Lin
- Title of the Webpage: "Mysteries of the Deep Blue Sea"
- Web Address: www.oceanexplore.com/deepblue
- Date Accessed: March 30, 2022

For a Website

- Author's Name: Maria Gomez
- Title of the Webpage: "The Fascinating World of Dinosaurs"
- URL or Web Address: www.dinofacts.com/fascinating
- Date Accessed: January 5, 2022

For a Website

- Author's Name: Unknown
- Title of the Webpage: "Wonders of the Galaxy"
- URL or Web Address: www.universediscovery.net/galaxies
- Date Accessed: April 4, 2022

Bibliography

Activity Title: Partner Biography Research

Objective

What are we learning more about?

In this activity, you and your partner will work together to research facts about a famous person of your choice. You will focus on collecting information for a future biography and practice organizing your research and keeping track of your sources for a bibliography.



Instructions: How do we complete the activity?

- 1) Choose a Famous Person: With your partner, choose a famous person that you both find interesting. It could be a historical figure, a scientist, an artist, or anyone else you'd like to learn more about.
- 2) Divide the Research: Divide the research tasks between you and your partner. You will need to find information in the following categories:
 - Early Life: 1 fact
 - Achievements: 3 facts
 - Later Life and Legacy: 1 fact
 - Quote: 1 quote from the person
 - Picture: 1 picture of the person
- 3) Use Different Sources: Look for information in books, websites, encyclopedias, or other resources available in the classroom or online.
- 4) Keep Track of Sources: As you find each fact, quote, or picture, write down where you found it. Include the author's name (if available), title of the book or webpage, publisher, and date. If it's a website, include the URL and date of access.
- 5) Organize Your Research: On a piece of paper, organize your research into the categories mentioned above. Write the facts in complete sentences.
- 6) Create a Bibliography: With your partner, write down the sources you used in a separate section, without organizing them into the bibliography format. Your teacher will help you learn how to format them later.
- 7) Share Your Research: Present your organized research and bibliography to the class, explaining why you chose the person and what you found most interesting about their life.

Activity Title: Partner Biography Research**Research**

Fill in the organizer below to complete your research. You could write your research on the computer as well, in a PowerPoint or Word document.

Who will you research more about?

Early Life: Fact # 1	Source Information	
	Author	
	Title	
	Website	
	Date	

Achievements: Fact #1	Source Information	
	Author	
	Title	
	Website	
	Date	

Achievements: Fact #2	Source Information	
	Author	
	Title	
	Website	
	Date	

Assignment – Biography

Plan

Choose someone famous and learn more about them and their life. On the next page, write down the information you'll need to write your bibliography

1) Who will you write your biography about?

2) Early Life: Write 3-5 facts about their early life – when they were born, where they were born, their interests were, who their family was, did they live in poverty, etc.

3) Achievements: Write 3-5 facts/statistics about their achievements. What are they known for? What did they achieve? Why are they remembered?

PREVIEW

4) Later Life and Legacy: Write 2-4 facts about their later life and legacy – When did they pass away or are they still alive? Where did they live? What will they be remembered for?

5) Quotes: Write 2-4 quotes that show their personality.

Sources of Information – Author, Title, Website, Date / Page

Cursive Writing Activities

Practice

Trace the cursive letters below

PREVIEW

Cursive Writing Activities

Practice

Write the letters in cursive in each of the boxes

A

a

B

b

C

c

D

d

E

e

PREVIEW

Cursive Writing Activities

Practice

Trace the cursive sentences and then write them on your own below

I am a happy student.

The cat sat on the mat.

We love our big house.

My mom cooks yummy food.

Birds sing in the trees.

Cursive Writing Activities

Questions

Answer the questions below using cursive writing

What's your favourite colour?

Who is your favourite superhero?

What's your favourite subject at school?

Name your favourite sport to play.

Which is your favourite book?

Who's your favourite singer or band?

What's your favourite movie?

Which is your favourite game to play at recess?

PREVIEW



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 task, 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.



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 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 wrote 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

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

Match the reviews on the left to the correct meaning on the right by drawing a line. Some reviews use humour or exaggeration to make the writing more fun!

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.



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:



Preview of 105 pages from this product that contains 247 pages total.

Included are Blocks 3, 4, 6, 7, 10.

There are 10 Blocks in total

knowledge, and demonstrate learning as critical consumers and creators of media

Applications, Connections, and Contributions

A3

Apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations

35 – 46, 62 – 69, 103
– 104, 113 – 114, 124
– 129, 173 – 175

Grade 5 – Language

C1. Knowledge about Texts



	Curriculum Expectations – Specific Expectations	Pages
C1.1	<u>Using Foundational Knowledge and Skills to Comprehend Texts</u> Read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge	50 – 52, 58, 87 – 88, 98, 99,
C1.2	<u>Text Features</u> Describe specific characteristics of various text forms and genres, including text features, and explain how they help communicate meaning	48 – 52, 87 – 88, 98, 99, 101 – 104, 116 – 129, 163 – 172
C1.3	<u>Text Patterns</u> Identify text patterns and their effect in a persuasive text, and text features associated with various text forms, including glossary, and explain how they help readers, and understand the meaning	101 – 104, 145 – 146, 148 – 161, 163 – 175
C1.4	<u>Visual Elements of Texts</u> Explain how images, graphics, and visual elements communicate, and contribute to meaning in a variety of texts	148 – 161, 165 – 168
C1.5	<u>Elements of Style</u> Describe various elements of style in texts, including voice, choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre	138 – 141
C1.6	<u>Point of View</u> Identify the narrator's point of view, including first, second, or third person, in a variety of texts, and describe the advantages and disadvantages of the approach used in each story	70 – 74
C1.7	<u>Indigenous Context of Various Text Forms</u> Read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators to make meaning through Indigenous Storywork about First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences	62 – 69

Grade 5 – Language

C2. Comprehension Strategies



	Curriculum Expectations – Specific Expectations	Pages
C2.1	Prereading: Activating Prior Knowledge identify and explain prior knowledge from various sources, including personal experiences, that they can use to make connections and understand new texts	12, 13, 22, 23, 27 – 33
C2.2	Prereading: Identifying the Purpose for Reading, Listening, and Viewing identify a purpose for engaging with texts, and select texts or media that are suitable for the purposes	12, 13, 18 – 19, 27 – 33, 110 – 111
C2.3	Monitoring of Understanding: Making and Confirming Predictions make predictions based on background knowledge, text features, and evidence from the text; use evidence to check whether their predictions were correct	12, 13, 16 – 17, 22, 23, 27 – 33
C2.4	Monitoring of Understanding: Ongoing Comprehension use strategies such as adjusting reading pace, visualizing, reading ahead, asking questions, and consulting references to monitor and improve their understanding of various texts	12, 13, 18 – 19, 24, 25, 27 – 33, 59 – 60
C2.5	Monitoring of Understanding: Making Connections describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them	13, 14, 16 – 17, 27 – 33
C2.6	Summarizing: Identifying Relevant information and Drawing Conclusions summarize the main idea of a text and the supporting details in sequence, and draw a well-supported conclusion	12, 13, 18 – 19, 27 – 33, 105 – 109
C2.7	Reflecting on Learning explain how strategies such as visualizing, making predictions, summarizing, and connecting to their experiences have helped them comprehend various texts	24 – 25

Grade 5 – Language

C3. Critical Thinking in Literacy



	Curriculum Expectations – Specific Expectations	Pages
C3.1	Literary Devices describe literary devices, including imagery and humour, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience	75 – 80, 116 – 129, 142 – 144
C3.2	Make Inferences make local and global inferences, using explicit and implicit information, and their understanding of various texts	20 – 23, 56 – 57, 92 – 95, 96, 97, 112, 145 – 146
C3.3	Analyzing Texts analyze texts, including literary and informational texts, identifying main ideas, supporting ideas, sequencing the events, multiple perspectives, and explaining cause and effect	81 – 85, 153 – 157
C3.4	Analyzing Cultural Elements of Texts identify cultural elements that are present in various texts, including, norms, values, customs, sports, and music, investigate the meanings of these elements, and make connections to their lived experience and the world	35 – 46, 112
C3.5	Perspectives within Texts identify explicit and implicit perspectives conveyed in various texts, explain how these perspectives are conveyed, give some evidence of any biases the texts may contain, and suggest how such biases could influence an audience	55, 89 – 91, 92 – 95, 134 – 135
C3.6	Analysis and Response explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, and describe what insights or messages are conveyed	98, 99, 108, 110 – 111
C3.7	Indigenous Contexts explain how texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations are influenced by historical periods, cultural experiences, and events, and how they relate to current lived experiences	35 – 46, 113 – 114, 130 – 132
C3.8	Reflecting on Learning identify the critical thinking skills they used to analyze and evaluate various texts, and explain how these skills have helped them better understand the texts	89 – 93, 96, 97

Block 1: Reading Comprehension Strategies - Basics

- Pre-reading: activate prior knowledge, identify the purpose of reading.
- During reading: Making and confirming predictions, questioning, visualizing, and making connections to self, other texts, and to the world.
- After reading: Summarizing the main idea and supporting details, asking questions, and making inferences.
- Cross-Curriculum Connections: Government (social studies), Indigenous Communities, Energy (science)

Understanding Reading Comprehension

Understanding Reading Comprehension

Reading comprehension isn't just about reading words; it's about truly understanding them. This means you can remember and apply what you've read. It's a key skill you'll use in school and beyond.



Why Reading Comprehension is Important

Building Knowledge: Good reading comprehension lets you explore new topics, widening your knowledge and understanding.

- **Improving Communication:** It sharpens your ability to grasp language and express yourself more clearly and effectively.
- **Boosting Creativity:** Reading fiction stories and texts can stimulate your imagination, allowing you to think creatively.

Strategies to Boost Reading Comprehension

A) Before You Read: Prereading

- **Activate Prior Knowledge:** Think about what you already know about the topic; it will help you make connections.
- **Set Reading Goals:** Decide why you're reading it for school, research, or enjoyment?

B) While You're Reading

- **Make Predictions:** As you read, try to guess what might happen next to stay engaged with the material.
- **Ask Questions:** Pose questions about the text to yourself. It encourages you to think critically about what you're reading.
- **Make Connections:** Relate what you're reading to your own experiences, or to other things you've read.

C) After You've Finished Reading

- **Summarize Key Points:** Take a moment to think about the main ideas and the details that support them. It helps cement the material in your memory.
- **Make Inferences:** Use both clues from the text and your own knowledge to understand things that the author hasn't clearly stated.

Understanding Reading Comprehension

True or False

Is the statement true or false?

1) Reading comprehension is only about reading words.	True	False
2) Reading comprehension is important for school only.	True	False
3) Good comprehension improves communication skills.	True	False
4) Reading _____ most creativity.	True	False
5) Prior knowledge is not useful in prereading.	True	False

Question _____ Reading comprehension and why is it important?

Matching

Match the strategies to their descriptions. Write the letter from the description beside the strategy.

Answer	Strategy	Description
	Purpose of Reading	A) Asking questions before, during, and after reading to deepen comprehension.
	Summarizing	B) Engaging with what you already know to better understand new information.
	Questioning	C) Creating a brief overview of the text
	Activate Prior Knowledge	D) Relating the text to personal experiences, other texts, or broader concepts to enhance understanding.
	Making Inferences	E) Identifying the reason for reading to focus attention and guide comprehension.
	Making Predictions	F) Drawing conclusions based on evidence in the text and prior knowledge to deepen understanding.
	Making Connections	G) Telling what will happen next to engage with the text

Comprehension Practice – Making Connections

"Sara's Solar Solution: Renewable Energy to the Rescue"

In a bustling Canadian town lived a curious and eco-conscious young girl named Sara. Sara was passionate about environmental science, and her favourite subject was renewable sources of energy.

One summer, Sara noticed that the local park was always full of litter. People visited the park often, but there were no lights, making it dark and dirty at night. Sara had a brilliant idea: why not use renewable energy to power lights in the park?

First, Sara used solar energy. She created small solar panels that she installed on the roof of the park's maintenance shed. The panels soaked up the sun's rays during the day and stored it in batteries. At night, the stored energy powered LED lights, brightening up the park.



Next, Sara thought about wind power. She designed a miniature wind turbine that could catch even the slightest breeze. With the help of her dad, she built it up on a pole in the park. So, when the wind blew it generated electricity.



Sara didn't stop there; she also explored hydroelectric power. There was a small creek running through the park, so she created a tiny water wheel, and as the water flowed over it, it generated more electricity.

Finally, Sara introduced kinetic energy from playground machinery. She installed sensors on the seesaws and swings so that when kids played on them, they generated a small amount of energy which was stored and used to power the park's lights.

The mayor and community members were thrilled. They celebrated Sara's ingenuity by declaring a "Sara's Solar Solution Day" in the park, complete with solar-powered music and decorations. Sara beamed with pride, thrilled to have made her community safer and cleaner using renewable energy.

"Renewable energy isn't just the future," she said, "it's a way to make our lives better right now!"

Sara went home that night, excited and inspired, her mind buzzing with ideas for her next eco-friendly project.



Comprehension Practice – Making Connections

Pre-Reading

After reading the title and looking at the pictures, what do you think the text is about?

While Reading As you read, stop and make connections to your life

Text-To-Self: What does the story remind you of in your life?

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

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

After Reading

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

Main Idea	
Supporting Detail	
Supporting Detail	
Supporting Detail	

Comprehension Practice – Questioning

Getting to Know Canadian Government

Hey kids, today we're going to learn about how the Government of Canada works. Understanding the government is like understanding the rules of a game.



Three Levels of Government

In Canada, there are three levels of government:

federal, provincial, and municipal. The federal government takes care of the whole country. The provincial government is all about one province, like Ontario or Quebec. Lastly, the municipal government takes care of cities and towns.

- **Federal:** Based in Ottawa and takes care of national and international matters
- **Provincial:** Located in each province's capital and focuses on provincial issues
- **Municipal:** Manages local areas like cities and towns

Who's in Charge?

At the top of our federal government is the Prime Minister. In each province, the leader is called the Premier, and cities have Mayors. These people are elected in elections, which is a way of letting the citizens decide who should lead.

What Kind of Government Do We Have?

Canada has a system known as a parliamentary democracy and constitutional monarchy. That sounds fancy, but it means we have a King (or Queen) who is the official head of state but doesn't make the laws. Instead, politicians like Members of Parliament (MPs) at the federal level and Members of the Legislative Assembly (MLAs) at the provincial level make decisions for us.

How Do Decisions Get Made?

In both the federal and provincial levels, decisions are made in a place called a Parliament or Legislature. These are big buildings where elected leaders talk about laws and make choices about how to run the country or province.

Comprehension Practice – Questioning

Pre-Reading

What text form is it – letter, report, story, advertisement? How do you know? List 3 reasons.

While Reading As you read, stop and write down questions you have.

1)

2)

3)

4)

After Reading

Write a summary. Start with the main idea and then write the supporting details.

What is an Inference?

When we encounter new information through reading or listening, our mind integrates it with our existing knowledge. We then utilize this updated knowledge to generate new insights, ideas, or conclusions. Often, we employ this information to draw inferences, which are conclusions not explicitly stated but inferred from the combined knowledge of new and existing information.



Example

- **New Information:** Penguins cluster together to maintain the warmth of their eggs.
- **Inference:** (1) The habitat of the penguins is cold. (2) Eggs need warmth to survive.

Infer the inferences below by answering the questions

1) Jenny looked at the pile of books on the table and sighed. She then opened her laptop and began typing.

How is Jenny feeling about work in front of her?

2) Emma wore sunglasses and spread sunscreen on her arms. She put a big hat on before stepping outside.

What is the weather like?

3) Jackson opened his toolbox and began tightening the bolts on his helmet and knee pads before going outside.

What is Jackson doing?

4) Carter wore his chef's hat and apron. He was carefully measuring flour and sugar on the kitchen counter.

What kind of work ethic does the chef have?

5) Noah carried an umbrella and wore a long raincoat. He stepped into a puddle as he walked to school.

What season is it likely to be?

What is an Inference?

Infer

Make 3 inferences about the sentences below.

1) Sarah put on her swimming goggles and grabbed a towel.

2) Emma watched her brother wear tightly during the thunderstorm.

3) Michael put a Band-Aid on his knee and went back out to play soccer.

4) Jake packed a sleeping bag, tent, and marshmallows into his backpack.

5) Lily opened her math book and took out a calculator and protractor.

PREVIEW

INDEPENDENT READING ACTIVITIES

Independent Reading - Responses

Day 1

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

Name of Book _____

Before Reading: What will this book be about?

During Reading: Write questions you have while you read.

1) _____

2) _____

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

_____**Day 2**

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

Name of Book _____

Before Reading: What genre is this – fiction, non-fiction, funny, adventure, etc.?

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

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

Independent Reading - Responses

Day 5

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

Name of Book _____

Before: Preview – look at headings, pictures, and summary (back of book)_____
_____During: Connecting text to world: what does this remind you of in the world?_____
_____After: Summarize – what you learned_____
_____**Day 6**

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

Name of Book _____

Before: Preview – look at headings, pictures, and summary (back of book)_____
_____During: Making Connections: text to text: what does this remind you of from another text?_____
_____After: What are you still wondering after reading the text?_____

Independent Reading - Responses

Day 9

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Making Connections - How does the book remind you of?	
Text-to-Self	
Text-to-Text	
Text-to-World	

Day 10

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Summarize - What was the main idea of the book? What were the supporting details?	
<hr/>	
<hr/>	
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Independent Reading BINGO

BINGO

Choose a reading response from a square in the BINGO card.

B	I	N	G	O
Summarize the book in 3 sentences	Make a prediction about what will happen next	Name the main character and describe them in one sentence	Draw a new book cover that you think fits the story	Rate the book between 1-5 and explain your rating
What's your favourite part? Describe it in 3 sentences	Write down 3 questions you would like to ask the author	Describe the setting and explain why it is important to the story	Compare this book to another one you've read: What's similar? What's different?	Tell a friend about the book in 4 sentences
Write down an important lesson you learned from the story	Choose a favourite character and explain why in 3 sentences	Free Space	Describe the main problem in the story and how it was solved	List 3 new facts or ideas you learned from this book
Create a new ending: Write 3 sentences on how you'd end the story differently	What made you laugh or smile in the story?	Write down 3 new vocabulary words you learned and their meanings	Write a diary entry pretending you are a character from the book	Identify the main problem in the story and how it was solved
Would you recommend this book to a friend? Why or why not?	Draw your favourite scene from the book and label it	Write about a moment in the story that surprised you and explain why	If you were in the story, what would you have done differently?	Share a favourite quote and tell why it stood out to you

Independent Reading BINGO

BINGO

Choose a reading response from a square in the BINGO card.

B	I	N	G	O
Write the story's main idea in 3 sentences. Explain how you know.	Guess what the character will do next and explain why.	Name the secondary character and describe their role.	Redesign the story's climax (big problem) in 3 sentences.	Rank your top 3 characters and explain why.
What puzzled you in the story? Write down two questions.	Describe the author's purpose: to make you happy or sad?	Identify the author's purpose: to make you happy or sad?	Contrast two characters in the story (differences between them).	Summarize a chapter you just read in 3 sentences.
Find a word you didn't know and write its definition.	Pick a scene and write how it made you feel.	Free Space	What did you think of the way the author wrote the story?	Describe the book's genre. How do you know?
Write a letter to a character offering them advice.	What would you ask a character if you could?	Draw a scene you pictured in the story.	If you were the author, what would you change?	What did the story have the most lasting impact on you? Explain in 3 sentences.
What would be a good sequel to this book? Describe in 3 sentences.	Create a title for a chapter that doesn't have one.	Mention a plot twist and how it affected the story.	Do you agree with the character's choices? Why or why not?	Choose a sentence and explain why it's important.

Block 3:

Reading Letters

- Voice in letters
- New vocabulary, grammar rules, and sentence structure specific to letters
- Bias in texts (as applicable in letters) – Implicit and explicit perspectives in various texts
- Making inferences after reading – local inferences and global inferences using explicit and implicit evidence – do you listen to a letter persuading you?

Letters – Voice in Letter Writing

457 Pine St.
Toronto, ON
M4E 2B6

Dear Mrs. Smith,

I trust this letter finds you in good health. I wanted to discuss the significance of letter writing. Letters serve as a medium to convey updates, extend invitations, or pose inquiries. Many people treasure them, storing them in designated envelopes or keepsake boxes. The tangible nature of letters lends a more intimate and enduring quality than emails.

In official correspondence, we often employ formal language and construct complete sentences. This formality is partly reserved for matters of great importance or seriousness.

I eagerly await your response.

Best regards,
Timothy Johnson

102 Maple Dr.
Edmonton, AB
T5J 3K1

Hey there Mrs. Smith,

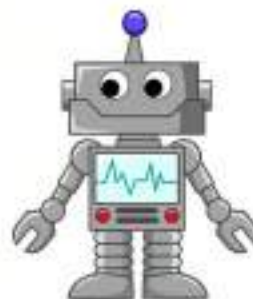
What's up? Just wanted to touch base about the whole letter-writing thing. It's a super cool way to share news or ask questions. And the best part? You can save 'em, read 'em again! I like to put my favourite ones in a memory box. Emails are convenient, but letters? They're like tiny treasures!

When we write to pals, we get to use casual language and even throw in some fun emojis or doodles. It feels way more laid-back.

Looking forward to your reply!

Take care,
Timmy Johnson

P.S. What did you think of my robot drawing?



Letters – Voice in Letter Writing

True or False

Is the statement true or false?

1) The second letter is less formal than the first.	True	False
2) Timothy used slang in the formal letter.	True	False
3) Timmy thinks of emails as tiny treasures.	True	False
4) Both letters discuss the importance of letter writing.	True	False
5) The second letter mentions saving favourite letters in a memory box.	True	False

Questions 6-10 Answer the questions below.

1) Voice in writing is like your voice. It's like talking to a friend or a teacher. Which letter type has a more formal voice?

2) What voice would you use to write to _____? Different voices could be: funny, serious, fact-based, bossy, curious, excited, etc.

Publisher	
Prime Minister	
College Roommate	
Neighbour	
Long-Distance Friend	
Doctor	
Principal	

3) Why do we write letters?

Email Writing – New Vocabulary

Subject: Gear Up for Our Mathematical Expedition!

Hello Future Mathematicians,

Get ready to set sail on an epic journey through the world of numbers and equations!

🚢 📊 We're embarking on a mission to discover the mysteries of mathematics and how it impacts our daily lives.

Over the next month, we're transforming our classroom into a "Math Lab," where we'll unite theory and practice. Time to put on our thinking caps and apply all the awesome things we've learned about math so far!

First up, we'll take on the role of 'Algebra Avengers.' That means we'll form teams to solve real-world problems using equations and graphs. Exciting, right?

And guess what? A math whiz will drop by to give us tips on how to crack even the most puzzling math riddles.

To cap it off, we'll have a Math Expo where each team will showcase their findings. Prepare for charts, models, and interactive displays that will make everyone appreciate the beauty of numbers. 🏆

If you have any questions or need further information, feel free to reach out.

See you all in class,
Ms. Thompson

Vocabulary

Read the email and write any words that are new to you. Then look up their meaning.

Word	Meaning – Use Context Clues or Look Up Word Meanings

Email Writing – Cohesive Ties

Cohesive ties are linking words that help connect sentences and ideas. These words make it easier for people to understand what you're saying. They can be joining words, small words that replace a name, or words that help move from one idea to another.

Examples:

"And" helps you add more info.

"So" tells what happened next.

"Because" gives the reason why something happened.

"Then" shows what comes after.

"First" is used for starting a list or saying what happens first.



Conjunctions		Pronouns		Transition Words	
And	Also	He	They	First	Also
But	Even	She	We	Then	Finally
So	Yet	It	You	However	Next

Instructions

Circle the cohesive ties in the email below.

Subject: Reminder: Upcoming Class Activity on Friday

Dear Students,

I hope this message finds you well. I wanted to remind you that we have a scheduled class activity this Friday. Please come prepared with the necessary materials mentioned in the handout. Looking forward to an engaging and productive session.

Best regards,
Mrs. Johnson

What voice was used in this email?

Formal

Informal

Subject: Hockey Game this Weekend? 🏒

Hey Bill,

Hope you're doing awesome! There's a hockey game this Saturday, and I was wondering if you'd be up for it? Should be a blast and a great chance to catch up. Let me know what you think!

Cheers,
Kevin

What voice was used in this email?

Formal

Informal

Letter Writing – Sentence Structure

- 1) **Greeting Line:** Start your letter with "Dear [Friend's Name]."
- 2) **Opening:** Tell the person why you're writing.
- 3) **Body:** Keep your sentences short and easy to understand. Like: "I had a great time at the zoo."
- 4) **Connective Words:** Use words like "and," "so," "because" to link your thoughts together. Example: "I liked the monkeys because they were funny."
- 5) **Ask:** Ask a question if you have one. For example: "Can we go to the zoo again?"
- 6) **Closing:** End your letter by saying thanks. Example: "Thanks for the awesome trip!"
- 7) **Signature:** Finish with "Sincerely," and then put your name.



Instructions: Underline the greeting and circle the signature. Then answer the questions below.

Dear Prime Minister,

I hope you're doing well. My name is Bella and I'm in grade 5. I want to ask if we can have more parks in our country.

Parks are really important because they give families a place to hang out. They also make our cities look pretty with all the green trees and plants. Parks can have more than just swings and slides; they can also have flower gardens, ponds, and places to walk.

So, can you please think about making more parks? Having more parks would make kids like me really happy.

Thank you for listening. I know you want what's best for everyone.

Sincerely,
Bella

1) Is a formal or informal voice used?

2) What cohesive ties were used?

3) Did the opening state the purpose of the letter? Explain

4) How did Bella close the email.

Letter Writing – Implicit and Explicit Perspectives

Bias in Letters: Imagine you really like pepperoni pizza. If you tell everyone that pepperoni is the only good topping and all other toppings are bad, that's like "bias." It means you're only sharing what you think and not considering other choices.

Implicit Perspective: This one's a little tricky. The writer doesn't fully say what they're thinking, but gives you clues. For example, if your friend writes, "Homework is fine if you like doing lots of writing," they didn't say they don't like homework, but you can sort of guess they're not a fan.

Explicit Perspective: This one is really straightforward! The writer tells you exactly what they think. For example, if they write, "I think skateboarding is awesome," you don't have to wonder if they like it. You can hear that they love skateboarding.

Instructions Read each opinion. Write down whether the perspective is implicit or explicit.

1) Chocolate chip cookies are the best dessert ever.	Implicit	Explicit
2) Math homework is fine, I suppose, if you like doing puzzles.	Implicit	Explicit
3) That movie was pretty intense for a comedy film.	Implicit	Explicit
4) Rainy days are alright if you like staying indoors.	Implicit	Explicit
5) I can't stand the taste of Brussels sprouts.	Implicit	Explicit
6) Soccer is a fantastic way to get exercise.	Implicit	Explicit
7) Dogs are amazing, don't you think?	Implicit	Explicit
8) Reading is okay if you have nothing else to do.	Implicit	Explicit

Explain The perspectives below are implicit. Can you figure out how they feel?

1) The roller coaster was an experience, especially if you enjoy feeling your stomach flip.

2) Homework over the weekend is a way to keep busy, if you're into that sort of thing.

3) The school assembly was certainly memorable, especially if you like long speeches.

Letter Writing – Bias in Advertising

Dear Amazing Students,

Hello! I'm Turbo Tim, the world's best race car driver and video game champion! You won't believe what I have for you! It's the Turbo Tim Super Speedy Remote Car, and let me tell you, this toy car will zoom its way into your heart.

This isn't just any car, it's a car that will make all your dreams come true! Want to be the fastest kid around? This car will make it happen! Are you into robots? This car can transform into one! It's 1,000,000 times cooler than any other toy you could ever think of. If you don't have it, you're really missing out.

Don't wait until the store right now! Having a Turbo Tim Super Speedy Remote Car is your ticket to becoming the coolest kid ever, just like me, Turbo Tim!

Catch you on the

Your soon-to-be
Turbo Tim 🏎️



Questions

Answers

1) What do you think "bias" means based on how Turbo Tim wrote about the toy?

2) Is Turbo Tim giving you the full story, or just his own opinion? How do you know?

3) Why do you think Turbo Tim wrote this letter?

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

Letter Writing – Inferences

Hi! I'm Chef Claire, and I get to whip up delicious meals in the kitchen every day. Cooking is not just a job, it's my dream come true! Today, I want to tell you how my love for learning got me here. It all started in school, just like where you are.

You're in grade 5 right now, and you might think what you learn in school doesn't really matter. But, believe me, what you learn today sets the stage for tomorrow. Whether you want to be a chef like me, a firefighter, or a musician, doing your best in school is the first step.

Think of your learning like making a giant cake. Each spelling word you learn and each science experiment you do is like adding an ingredient. The more you put in, the tastier your future will be!

Of course, life isn't always like making a giant cake. You'll hit some snags and maybe even throw in the towel. But remember, no chef ever created a perfect meal without a few kitchen mishaps. Stick with it, keep learning, and your future will be as sweet as a cupcake.

Wishing you a tasty and exciting future!

Chef Claire



Questions

Answer the questions below.

1) What is the perspective of Chef Claire? Do they state it clearly or imply it?

2) Make a local inference – what conclusion can you make from this sentence:
"Each spelling word and science experiment is like adding an ingredient."

3) Make a global inference – what conclusions can you make from the entire reading?
Idea: Is Chef Claire a hard worker? Is it easy to become a chef?

Letter Writing – Inferences

Toronto, Ontario

September 5, 2023

Dear Cousin Sarah,

I hope you are doing well and having a great time in Vancouver. School started last week, and it's been pretty good. My teacher, Mrs. Johnson, is really nice and we're learning lots of new things.

Guess what? We have a new playground at school. There's a slide, swings, and even a merry-go-round! My friends and I are playing tag during recess. The new playground is colourful and a lot of fun.

In class, we're starting to read chapter books. The first one is about pirates and buried treasure. I can't wait to see what happens at the end. Do you have a favourite book? Maybe we can read the same book and talk about it.

Last weekend, Dad took me fishing at a nearby lake. We didn't catch anything, but it was worth it! I caught three fish and Dad caught two. We released them back into the water, but it was a fun day.

Mom's making her famous pumpkin pie this weekend, and I can't wait to have a slice. She uses a secret ingredient that makes it extra yummy. What's your favourite dessert? Maybe you can share the recipe with us.

Please say hi to Aunt Emily and Uncle Dave for me. I hope we can visit each other soon!

Take care and talk to you later!

Best wishes,

Sam

Name: _____

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Curriculum Connection
C3.2

Letter Writing – Inferences

Local Inferences

Make inferences from the sentences below.

"Mom's making her famous pumpkin pie this weekend, and I can't wait to have a slice."

"I just found an old map of the island and buried treasure."

"School started last week, and it's been a long time since I went."

Global Inferences

Make four inferences from the entire letter.

Letter Writing – Grammar Rules

- Say Hi: Start with "Dear [Name]" for letters that are serious. Use "Hi [Name]" for ones that are friendly.
- Tell Why: Begin with a sentence like, "I want to tell you about..." to say why you're writing.
- Full Stops and Commas: Use periods to end sentences. Use commas for little pauses.
- And, But, So: Use "and," "but," and "so" to link your ideas.
- Be Polite: Use "please" and "thank you" to be polite and nice.
- Say Bye: End with "Sincerely" for serious letters. Use "Bye" or "Love" for friendly ones.



Grammar

Fix the letter by crossing out his grammar errors. Cross out sentences/ words that don't make sense and re-write them below. Add punctuation.

Dear Friend,

Hi im Tim.

i live in a city its busy. My mom work at office we work hard.

we use car sometimes but also subway. we dont live in apartment we live in house.

its always loud here, lots cars lots people.

We see pigeons sometimes. Theyre grey.

Dad make sandwiches for lunch. Weekend is fun we go to park and fly kites.

school is fine we learn in French and English. i like play soccer with friends.

bye

Tim

Email Writing – Questioning

Subject: Exciting Meeting to Discuss a New Playground for Our School

Dear Principal Johnson,

I hope this letter finds you well. I'm writing to remind you that we have a very important meeting coming up. It's all about building a new playground for our school.

First, our current playground is pretty old and lots of the equipment is broken. It's time for something new. We need to brainstorm ideas to make the best playground ever.

Next, I've talked to many students and they have super ideas about what they want. Slides, monkey bars, and even a water feature. Some of the things they've mentioned. Don't you think it's important to have a great place to play?

Also, Mrs. Smith, our gym teacher, has some cool suggestions. She says we should have some exercise stations in the playground. It will help with staying active while having fun!

The meeting is scheduled for Wednesday at 2 p.m. in the school library. Please come with your thoughts and ideas. We'll listen to everyone and decide what the best plan is. This is a big opportunity to make our school even better.

If you have any questions or want to chat before the meeting, feel free to reach out. I can't wait to see what great ideas we come up with!

Best wishes,

Student Council President, Chelsea

Email Writing – Questioning

Before Reading

Preview the text by reading the subject, greeting, and signature.
Write 3 questions you have.

1)

2)

3)

While Reading

As you read, underline and write 4 questions you have.

1)

2)

3)

After Reading

After you're finished reading the email, write 3 questions you still have.

1)

2)

3)

Block 4:

Narratives

Focus

- Indigenous story telling – norms, sports, values, artefacts, music
- Include cultural context for indigenous story telling, songs
- Identify narrators' point of view
- Indigenous Storywork
 - Indigenous Storywork is built on these principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and solidarity.
 - Indigenous cultures, relationships, communities, groups, nations, and lived experiences
- Literary devices – imagery and humour
- Sequencing the events of multiple plots in a story, explaining the cause and effect

What is Indigenous Storywork?

What is Indigenous Storywork?

Indigenous Storywork is a form of storytelling that comes from the First Nations, Metis, and Inuit cultures in Canada. It's not just about telling a story; it serves a higher purpose of teaching important life lessons.



The Seven Principles

Indigenous Storywork is structured around seven key principles that serve as guides to make these narratives impactful.

- Respect: Showing courtesy and understanding towards others.
- Responsibility: Following through with duties and commitments.
- Reciprocity: The practice of giving back to the community.
- Reverence: Holding respect for something, almost sacred.
- Holism: Seeing the whole picture, not just parts of it.
- Interrelatedness: Learning how every component is connected to the others.
- Synergy: Working together is more powerful than the sum of individual efforts.

Why Is It Significant?

Indigenous Storywork is more than just fun stories. It serves as a guidebook for ethical living, teaching us to respect not just other humans but also the earth and its creatures. It improves our understanding of environmental stewardship and social responsibility.

How Do We Learn It?

We can learn this invaluable knowledge by listening to narrations from individuals within these indigenous communities. These stories are often shared during special cultural ceremonies, family reunions, and sometimes during educational sessions in schools. Books and online resources also offer ways to delve into these stories.

What is Indigenous Storywork?

True or False

Is the statement true or false?

1) Indigenous Storywork teaches respect for the earth.	True	False
2) Holism focuses on the whole picture.	True	False
3) Synergy means working alone.	True	False
4) Indigenous Storywork is just for entertainment.	True	False
5) Reversing is to respect for something.	True	False

Questions

Answer the questions below.

1) Why is Indigenous Storywork significant?

2) What 7 principles are taught in Indigenous storywork?

Summarize

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

The Tale of Nokomis and the Three Rivers

In a time long ago, when the earth was still young and the sky whispered secrets to the trees, Elder Nokomis would gather the children around the warmth of a crackling fire to share stories of wisdom.

One evening, with a twinkle in her eye, Nokomis began, "Children, have I ever told you the tale of the three rivers?"



The children shook their heads and leaned in, the firelight dancing on their eager faces.

"In our land," Nokomis began, "there were three great rivers: Kitchi, Ogichi, and Zhooni. Each river had its own personality and its own path."

"Kitchi," Nokomis continued, "was the fastest, rushing in a hurry, rushing through forests and over waterfalls, never looking back. Ogichi, the middle river, was calmer but very proud, often boasting about its many homes. Zhooni, the slowest river, took its time, nourishing the land and its people with peace and harmony."

Over time, Kitchi eroded its banks, creating many homes of creatures. Ogichi's pride prevented it from merging with the other waters, causing its water to become stagnant. But Zhooni, it nurtured its banks, providing sustenance to all.

One day, a great storm approached, and the rivers were in risk of overflowing.

Seeing the impending danger, Zhooni approached the other rivers. "Brothers," Zhooni said, "We must work together to protect our land and its creatures."

But Kitchi was too impulsive, saying, "I will outrun the storm!" Ogichi, with its pride, said, "I am pure and strong; the storm cannot reach me."

Zhooni, with great respect and responsibility, decided to widen its banks as much rain as possible, protecting the nearby villages and forests.

The storm came. Kitchi's rushing caused destruction, and Ogichi's waters became murky. Only Zhooni remained serene, its waters slightly raised but calm.

After the storm, the creatures of the land came to Zhooni, praising its wisdom and care. Kitchi and Ogichi, seeing the outcomes of their actions, realized their mistakes.

From that day, the three rivers flowed in harmony, understanding their interrelatedness and responsibility to the land and its inhabitants.

Nokomis leaned back, "Remember, children, like the rivers, we too have choices. It's up to us to decide how we flow through life. Respect, responsibility, and understanding our connection to everything is the true path to harmony."

The children, with the tale etched in their hearts, nodded, knowing the truth and wisdom in Nokomis's words.



Questions

Answer the questions below.

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

2) Why are stories like this told by elders to the younger kids in Indigenous communities?

3) **Make a Connection** How does this story often teach us lessons we can use in our lives. How does this story relate to what we are doing?

Storywork Traits

What Indigenous Storywork traits did you find in this story? How were these three traits demonstrated?

Responsibility	
Respect	
Interrelatedness	

The Tale of Lila and the Sacred Mountain

The Tale of Lila and the Sacred Mountain

Elder Nokomis, with her deep, soothing voice, began to share a tale as children settled around the evening fire. "In our land, there's a tale about Lila and the Sacred Mountain," she said, her eyes reflecting the dancing flames.

Lila, a spirited girl of the village, often ventured to the mountain, gazing at its towering peaks and whispering winds. With a deep connection, often leaving behind tokens of gratitude for the mountain's beauty.



One winter, the village experienced the coldest temperatures ever known. Their food stores began to deplete. Desperation crept in as Lila gathered her seeds and journeyed to the mountain's base, hoping to find even a single seed.

To her astonishment, the base was covered in a lush blanket of vegetables and fruits, grown from the seeds she'd left. The mountain, in its reverence for the gestures of respect, had reciprocated Lila's kindness.

She gathered the bounty and returned to the village. As they feasted, Lila shared her story. Elder Nokomis, even then a guiding force, remarked, "Through reverence, Lila honored the mountain, and through reciprocity, it provided for us."

The village learned an invaluable lesson. By respecting and giving to nature selflessly, nature often finds its own beautiful ways to give back, cherishing the bond of mutual respect and care.

From that day, the villagers approached the Sacred Mountain and all of nature with deep reverence, understanding the power of reciprocity.

Questions

Answer the questions below.

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

2) What was the plot of the story? What was the problem?

3) Why is it important to have respect (or deep respect) for our environment?

4) **Make a Connection:** Stories teach us lessons we can use in our lives. What did you learn from this story that you can use in your life?

Storywork Traits

What Indigenous Storywork traits did you learn from this story? How were these two traits taught?

The Tale of Whispering Pines and Laughing River

Wren and the Symphony of the Forest

Elder Nima settled comfortably by the crackling campfire, beckoning the children closer.

"Let's journey into a tale about Wren, a young girl with a dream," she began, her voice as smooth as a river stone.

In a small village nestled beside a vast forest, Wren lived. One evening, as the sun painted the sky in soft hues, she would listen to the gentle rustle of leaves and the distant chirp of a lone bird. "If only the whispers could sing together," she wondered, imagining how wonderful that chorus might be.

Inspired, Wren approached the birds. "Why don't you pair your song with the whispers of the swaying trees?" she asked eagerly. The bird agreed, and soon the babbling brook, the humming insects, and the wind all wanted to join the musical adventure. But their first attempts were clumsy. Each sound lovely on its own but together, they were just noise.

Recalling her grandmother's tales about unity and the power of harmony, Wren had an idea. She softly began to hum a song passed down through generations. It was a song about how things, when in harmony, create something far more beautiful than when alone.

Listening to her, the forest creatures and elements adjusted their sounds. Slowly, a melodious symphony emerged, echoing the rhythm of Wren's song. Every part of the forest contributed, making the music richer and more vibrant.

When Elder Nima's story ended, she leaned in and said, "You see, when we all come together, the world becomes a more beautiful place." The children nodded, understanding the magic of teamwork and unity.



Questions

Answer the questions below.

1) What was the plot of the story? What was the problem?

2) What was the resolution to the problem?

3) Why didn't it go _____ for the animals to all sing? What happened at first?

4) **Make a Connection:** Story is one _____ which us lessons we can use in our lives. What did you learn from this story that you can use in your life?

Storywork Traits

What Indigenous Storywork traits did you learn from this story? How were these three traits taught?

Holism

Synergy

Narrator's Point of View

The narrator's point of view is about who's telling the story. There are three main kinds:

- **First-Person:** A character in the story is telling it. They use words like "I" and "we."
Example: "I found a treasure!"
- **Second-Person:** The story talks to you, the reader. It makes you a part of the adventure. Words like "you" and "your" are used.
Example: "You find a treasure!"
- **Third-Person:** Someone who isn't in the story tells it. This type uses words like "he," "she," and "they."
Example: "He found a treasure!"

Each one gives a different feel to the story!



Instructions Read the story prompts and decide which point of view is being used.

1) I opened the mysterious door.	First	Second	Third
2) You find an ancient map.	First	Second	Third
3) We climbed the steep hill.	First	Second	Third
4) I caught the winning ball.	First	Second	Third
5) They reach the mountain's peak.	First	Second	Third
6) We found the hidden exit.	First	Second	Third
7) She forgot her best friend's birthday.	First	Second	Third
8) You hear a mysterious noise.	First	Second	Third
9) He picks up the phone.	First	Second	Third

Book Hunt Look in your classroom for books that are written in different points of view.

Name of Book	Point of View

The Story of Forest Fire – Different Points of View

First-Person:

Hello, I'm Sara, a fire lookout in Yellowstone Park. One day, Chief Warden Jenkins urgently called me into the office.

"Sara, there's a forest fire near Old Faithful. We need to alert all campgrounds!" My stomach churned with both fear and responsibility.

Without a moment's delay, I climbed up to the observation tower. As I scanned the horizon, my eyes caught a plume of smoke. I radioed in the location to headquarters, knowing every second counted.



Second-Person:

Picture yourself in my shoes. Suddenly, you're on the weight of your responsibility. The safety of campers and wildlife becomes your top priority. Each flick of the radio dial feels immensely important; you know that families are at the campgrounds, probably roasting marshmallows, unaware of the peril.

Your palms are sweaty, your heart races, but you must stay calm. You're an alert to send out; lives to protect.

Third-Person:

As Sara peered through her binoculars, her eyes widened at the sight of smoke ascending towards the sky. Old Faithful, an iconic geyser, was in the vicinity. She thought of all the campers, families, and animals that could be in danger.

Her fingers quickly dialed the radio, relaying the urgent message to the warden's office. "Initiate evacuation procedures! A fire is spreading near Old Faithful!" Her words echoed through radios across the park. Drained but fulfilled, Sara knew she had set the wheels in motion to protect Yellowstone.



Questions

Answer the questions below.

1) Which part of the story did you enjoy the most: first-person, second-person, or third-person? Explain your choice.

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

**Personality
Traits**

Describe Sara's personality, give the traits that all her friends would give her. Traits could be, ambitious, courageous, humble, curious, confident, empathetic, brave, honest, etc.

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Advantages/Disadvantage of Points of View

Version 1: First-Person Point of View

Hey, I'm Liam! You know what's totally awesome? My top pick for a game is Stickball, a traditional Indigenous North American game! It's like lacrosse but way older. We play it as a community event sometimes, even involving our families!

Last Sunday was a thriller! I was part of Team Eagle, and we battled Team Wolf. The sticks we used were handmade. I swung the stick into the goal with finesse. My teammates shouted, "You rock!" I felt connected to centuries of tradition. We won the victory by a single point. It was momentous.

If you want an authentic experience, consider playing Stickball. You might be captivated, just like I am!



Version 2: Second-Person Point of View

Picture yourself as Liam, a young fan of Stickball, a game with deep Indigenous roots. It's Sunday, the best day for playing this ancient game. You're on Team Eagle, lined up against Team Wolf.

The handcrafted stick feels comfortable yet sturdy in your hands. You hurl the ball toward the goal, your aim true. Friends are cheering, "Go, Eagle!" The game energizes you. You're part of a lasting tradition, and it fills you with pride. With a dramatic finish, Team Eagle snags the win by one point. Your face breaks into a wide smile as you realize you've participated in something much larger than just a game.

Version 3: Third-Person Point of View

Liam is a young fan of Stickball, a game originating from Indigenous cultures. Each Sunday, like clockwork, he and his community engage in an exciting match. This week, it's Team Eagle versus Team Wolf.

The stick, handcrafted by community elders, feels weighted with history. With skillful movements, Liam throws the ball toward the goal. His friends erupt in cheers, "Go, Liam!" These praises make him feel a sense of belonging and honour. After a tense finale, Team Eagle wins by just a single point. Liam's smile is big; he's not just playing a game, he's honouring a rich cultural heritage.

For Liam, Stickball isn't just about scoring points; it's about keeping a valued tradition alive, one Sunday at a time.

Advantages/Disadvantage of Points of View**Analyze**

Read the versions of the short story and describe the benefits/drawbacks of each point of view

Advantages of the Point of View**First Person****Second Person****Third Person****Disadvantages of the Point of View****First Person****Second Person****Third Person****Reflect**

Which story is your favourite version? Explain why.

Personification & Anthropomorphism

Literary devices are cool tricks that writers use to make their stories extra special and fun to read. They help us imagine scenes, feel things, and get the story's message. Let's check out two:

Personification: This means describing something that's not human as if it is. It makes everything feel more real and alive. Example: "The moon winked at us from the sky."



Anthropomorphism: Here, animals or even objects like toys or cars do things we'd only humans to do, like talk or feel emotions. Example: In the book *The BFG*, the rabbits have their own society and talk to each other.

Think Read the story and find examples of personification and anthropomorphism.

In a peaceful meadow around rolling hills, Sally the Squirrel often felt a sense of solitude. The tall grasses seemed to sway in a rhythmic pattern, as if inviting everyone to join their jubilant celebration. A nearby pond reflected the sky, appearing to giggle with each ripple made by jumping fish.

On a particular evening, the sunset painted the sky in shades of orange and pink, as though bidding a warm farewell to the day. Timmy the Turtle, making his way through the meadow, was captivated. "Sally, look around! The meadow is glowing with beauty tonight!"

Feeling the cool breeze stroke her whiskers like a gentle touch, Sally watched the fireflies glow as if sending her secret messages. "I've got it, Timmy," she said, her spirits lifting. "Some evenings are just extraordinary, as if the meadow itself is comforting us, reminding us we're part of something beautiful."

Personification

Personification

Personification

Personification

Anthropomorphism

Anthropomorphism

Scavenger Hunt: Personification & Anthropomorphism**Scavenger Hunt**

Find books that have examples of personification and anthropomorphism

Book Name	Example – Describe or quote the example.
Charlotte's Web	"Salutations are greetings; it's my fancy way of saying hello." - Anthropomorphism
Where the Sidewalk	"The wind told the grasses, and the grasses told the trees."

PREVIEW

Literary Device: Imagery in Narratives

When writers want to make their stories feel super real and alive, they use a special trick called "imagery." **Imagery** is a literary device where authors use detailed and descriptive words to paint pictures in our minds. It's like they're using words to create a movie scene in our heads!

For example, instead of just saying, "It was a nice day," a writer might use imagery to say:

- "The sun blazed brightly in the clear blue sky."
- "Birds sang sweet melodies from the treetops."
- "The fresh flowers filled the air."

Describe the setting of the stories below by using imagery – descriptive words.



Literary Device: Imagery in Narratives

Draw

Read the imagery in the excerpts from the stories below. Draw what you imagine.

The golden sun warmed the vast, open meadow, making daisies nod gently in the light breeze. Butterflies danced from flower to flower, their wings shimmering. A babbling stream whispered nearby, its waters sparkling.

The rain poured down, making city streets shimmer under the glow of streetlights. People hurried with colourful umbrellas, their feet splashing in the puddles. Tall buildings, draped in mist, stood like silent, watchful giants.

The busy marketplace was alive with bright colours and loud, happy voices selling fresh food. You could smell sweet fruits and spicy aromas swirling together as people moved from stall to stall. In the sunshine, the fresh fish sparkled like silver beside a stall filled with big, red tomatoes.

Captain Flint had a long, bushy beard the colour of midnight, and his eyes sparkled like the treasures he sought. He wore a faded red coat with golden buttons, and a parrot, bright and chatty, perched on his shoulder. Every step he took was with confidence, his boots echoing tales of the high seas.

Literary Device: Humour in Narratives

Using **humour** as a literary device in narratives means using funny words, situations, or characters in a story to make readers laugh or smile. Here's how you can do it:

Exaggeration: Make something much bigger, smaller, or weirder than it actually is. Like saying, "My backpack was so heavy, I felt like I was carrying an elephant!"

Funny Dialogue: Have characters say things in a funny or silly way. For example, a bird might say, "I forgot how to fly!" when it's just resting.

Silly Situations: Put characters in unexpected or goofy situations. Imagine a teacher teaching a fish how to climb a tree!

Funny Characters: Create characters with quirky habits or traits, like a dog who believes he's a cat or a spider that's afraid of nuts.

Play on Words (Puns): Use words that sound the same but have different meanings in a funny way. For instance, "I was so lucky and he said he'd put it on his bill."

Surprising Endings: End the story in a way that is funny and makes readers laugh. Maybe the scary monster just wanted to grow a garden.



Questions

Answer the questions below.

1) **Exaggeration:** Describe a pet that is so big, it could be mistaken for _____.

2) **Dialogue:** Imagine two animals having a conversation at a bus stop. What do they talk about?

Animal 1

Animal 2

Animal 1

Animal 2

Questions

Answer the questions below.

3) **Silly Situations:** What would happen if you found an alien in your lunchbox at school?

4) **Fun & Fiction:** Create a character who does everything backward: eats dessert before dinner, wears shoes on their hands. What's a day in their life like?

5) **Play on Words (Puns):** Describe a bakery run by a cat. What "purr-fect" pastries might they sell?

6) **Surprising Endings:** Tell the ending of a story about a knight who goes on a quest to rescue a dragon from a princess.

Sequencing the Plot of a Story

A) Sophia couldn't believe what she was seeing. There, partially covered in soil, was not just any rock, but a meteorite! It sparkled mysteriously, catching her eye as she felt her heart rate soar with excitement. She carefully started to unearth it, using the tools from her geology kit.

B) Sophia had always been fascinated by space and geology. She devoured books on the solar system, asteroids, and meteorites. Her room was a treasure trove of space-themed decor and mineral specimens, resembling a junior scientist's lab.

C) "Sophia, you made an incredible discovery!" Ms. Davis, her science teacher and astronomy club advisor, exclaimed. "Don't forget to record all your observations." Sophia nodded and began writing down the characteristics of her find in her astronomy journal.

D) Equipped with her geology kit consisting of trowels, magnifiers, and a sturdy journal—Sophia was a member of the after-school astronomy club. They were on their first field trip to a field where meteorites had reportedly fallen.

E) Finally, with the meteorite fully visible, Sophia carefully placed it in a cushioned box. She was eager to analyze it further in the school's science lab.

F) The next day at school, Sophia and Ms. Davis scrutinized the meteorite. "This is remarkable; it appears to have high iron content," Davis noted while examining it under a microscope. "It might be a part of a larger asteroid that fell here."

G) Stepping off the school bus earlier, Sophia felt a blend of excitement and nervousness. All her worries melted away the moment she spotted the path leading to the field.

H) The following week, Sophia shared her discovery with the astronomy club. Her peers listened with rapt attention as she outlined the meteorite's unique properties. She felt immense pride; not only had she made a scientific contribution, but her dream of becoming an astronomer was also a step closer to realization.



Sequence

Write the order of the story using the letters for each paragraph. Then draw what you visualized when you read the story.

Plot Sequence

Sequencing the Plot of a Story – Multiple Plots

Sequencing events in multiple plots of a story is like arranging the different things that happen in the correct order. Sometimes, stories have more than one set of events, or 'plots,' happening simultaneously. It's like watching two or three smaller movies all at once, but they all make up one big story!

Read

Read the story below, trying to put the multiple plots in order.

A) On the edge of the woods, Theo the Turtle was eyeing some water plants. Being a herbivore, his diet consisted of plants that grew near the water's edge.

B) As he moved toward the berry bush, Theo was intrigued by a movement in the water. It was a small fish. "Well, fish are not on my menu," he thought. "I'll stick to the water plants. Everyone felt relieved; no one was hungry and no one was sick."



C) Deep within the forest, three friends—Lola the Lemur, Sally the Squirrel, and Theo the Turtle—set out on an adventure. Despite being close pals, their diets varied significantly, an interesting fact that they all knew.



D) Wrapping up their exploration, Sally showcased her acorn collection to her friends. She felt proud and excited about her finds. "I have enough food for a week!" she exclaimed.

E) Close by, a butterfly caught Sally's attention, momentarily distracting her from her thoughts. "What should I eat for lunch today?" she wondered.

F) Sally invited her friends to a delightful berry bush she had found. "I have the energy I need for climbing trees," she explained, munching away happily.

G) Lola, satisfied with her mixed diet of fruit and insects, spoke up. "It's fascinating how we can all get along, even with our different diets." They all nodded in agreement, each content in their unique dietary choices.

H) Meanwhile, pondering his options, Lola the Lemur was torn. "I can eat fruit and insects. What should I choose today?" Lola was an omnivore, which made her dietary choices quite versatile.

**Sequence**

Write the order of the story using the letters for each paragraph.

Narrative Writing - Cause and Effect

In stories, "cause and effect" shows that one event occurs as a result of another. It's like a series of connected actions.

- Cause: The snow falls. Effect: Kids go sledding.
- Cause: You practice piano. Effect: You play better songs.
- Cause: A firework explodes. Effect: People look up and cheer.



Instructions: Is the underlined part of the sentence the cause or effect?

The <u>wind</u> made the trees sway wildly.	Cause	Effect
He <u>pressed the button</u> and the motor started moving.	Cause	Effect
The chef added spices, <u>giving it a rich flavour</u> .	Cause	Effect
The ball hit the window, <u>causing the glass to shatter</u> .	Cause	Effect
The <u>storm arrived suddenly</u> , forcing everyone to go indoors.	Cause	Effect
The car ran out of fuel, <u>causing it to stop</u> .	Cause	Effect
The <u>alarm clock rang</u> , waking her up from sleep.	Cause	Effect
The rain poured down, <u>making the streets wet and slippery</u> .	Cause	Effect
The <u>door slammed shut</u> , causing a loud noise to echo.	Cause	Effect

Think: Think of either the cause or effect that matches below.

Cause	Effect
She waters the plants,	
	so now you are tired
They ignored the instructions,	
	so you took a nap.

The First Telescope Adventure

The First Telescope Adventure

In a quiet village, a remarkable man named Mr. Harper introduced his latest creation: the very first telescope. "With this incredible device," he announced, "we can explore the distant stars and planets!"



His daughter Lily couldn't believe her luck. She had always imagined observing the universe in incredible detail. "This is the chance I've been waiting for!" Lily thought with anticipation. She gathered notebooks, pencils, and star charts to begin her series of observations.

Around the same time, Mayor Anderson had heard about this groundbreaking invention. "A telescope, you say? This could help us understand the universe!" He approached Mr. Harper with an idea. "Could you use the telescope to study the movements of the planets? It would help us predict important events."

Lily was lost in her thoughts, her excitement rising as she imagined looking through the telescope. However, her excitement turned into frustration when she looked through the telescope. "Oh no, this is disappointing!" she sighed. "I can't see anything."

Mr. Harper took up Mayor Anderson's suggestion and began using the telescope to track planetary movements. This meant Lily's stargazing would have to wait.

After a period of anticipation, Lily finally got her chance. The skies cleared, revealing the beauty of the stars. Mr. Harper had also gathered valuable data from the telescope's observations. Together, they analyzed the planets' paths and Lily's starry sketches.

The impact was fascinating. Citizens gained a new perspective on the cosmos, thanks to the precise data collected. And for Lily, the nights of stargazing fulfilled her dreams beyond words. The invention of the telescope brought both scientific discovery and personal wonder to the village, connecting people to the vast universe around them.

Cause/Effect

Fill in the table below, explaining the cause or the effects.

1) Finish the effects of the causes below.

Mr. Harper makes a telescope,

Lily wants to record her observations,

Mayor Anderson hears about it,

2) Think of causes that go with the effects below.

so we can explore distant stars

so we can study the movements
of planets

so Lily couldn't see anything

Think

Write any other causes you can think of from the book.

Plots

Plots are events/problems that happen. Write the 3 plots from the story.

Block 6:

Informational Reports

PREVIEW

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

Reports – Text Features

What is a Report?

A report is like a treasure map, but instead of leading you to hidden gold, it guides you through heaps of information about a specific subject. It's an organized way to explore and learn.

To make this journey easier, reports use tools called text features. These are like signposts to help you navigate, telling you what to read, what's important, and where to find more information.

The Toolkit of Text Features

Text features are the tools for understanding a report, acting like a toolkit to help you go a little deeper into some key text features. You often see:

- **Headings:** These are the large words that tell you the main idea of a section.
- **Subheadings:** These are smaller than headings and tell you specific topics under the main idea.
- **Bold Words:** Words that are darker to help you find important vocabulary.
- **Bullet Points/Numbers:** They organize lists of facts and are easy to follow.
- **Hyperlinks:** These are clickable words in digital reports that lead you to more information.
- **Images and Diagrams:** These are not decorations but help understand things better.
- **Captions:** Short sentences under images that explain what you're looking at.
- **Tables and Graphs:** These organize data in rows and columns or visually display data.

Digital Features: Beyond Hyperlinks

In digital reports, the toolkit gets even more interesting with additional features.

Hyperlinks, for example, can transport you to a new webpage with even more information. Videos can be inserted right into the text to show you something in action, like a science experiment. **Buttons** might direct you to interactive quizzes or extra reading materials, making the learning experience even more engaging and fun.



Reports – Text Features

True or False

Is the statement true or false?

1) A report is like a diary.	True	False
2) Headings are smaller than subheadings.	True	False
3) Bullet points make lists hard to read.	True	False
4) Hyperlinks are only in printed reports.	True	False
5) Captions are for images or diagrams.	True	False

Scavenger Hunt: Find a non-fiction book and look for examples of the text features listed below. Write down the name of the book and the page number in which it can be found.

Text Form	Book Title	Page Number
Heading		
Subheading		
Bold Words		
Bulleted List		
Numbered List		
Diagram		
Caption		

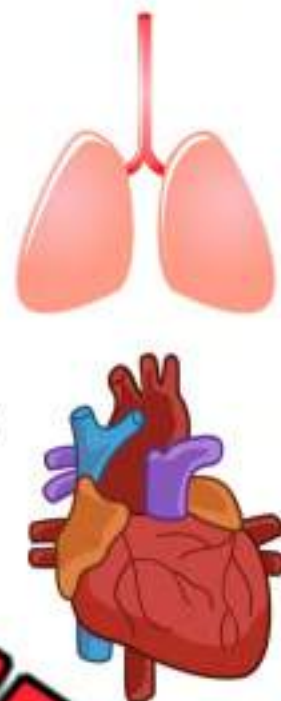
Comprehension – Text Features in Reports

What are Body Systems and Human Health?

The human body is like a well-oiled machine with different parts working together. These parts are organized into systems that have special jobs. Understanding these systems helps us keep healthy.

Key Body Systems

- **Respiratory System:** Helps you breathe. Lungs take in oxygen and move carbon dioxide out.
- **Circulatory System:** The heart, arteries, and veins work together to pump blood all over the body.
- **Digestive System:** Breaks down food so your body can use it for energy and growth.
- **Nervous System:** Includes your brain, spinal cord, and nerves. This system controls everything you do.



Why is Health Important?

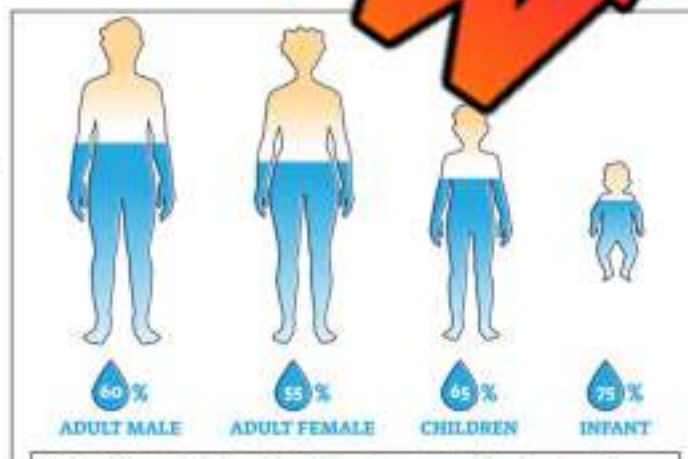
Staying healthy means all these systems can do their jobs. Eating well, exercising, and getting enough sleep are key ways to stay healthy.

Ways to Stay Healthy

- Eating fruits and vegetables
- Exercising for at least 30 minutes a day
- Sleeping for 8-9 hours a night
- Drinking plenty of water

Signs You Should Visit a Doctor

If you're feeling really tired, have a lot of pain, or can't breathe well, it's a sign something might be wrong. Doctors can examine you and suggest what to do next.



Caption: Water in the Human Body by Age

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) What subheadings are used in the report?

3) Why is the caption helpful to the reader?

Making Connections

Make connections to your world, and to other texts.

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

Activity – Summarizing Reports

Objective

What are we learning more about?

To summarize a four-part report, comprehend the major points, and collaborate as a team.



Instruction How do we complete the activity?

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

Activity – Summarizing Reports

Instructions

Cut out the sections of the report below

1)

What is Energy?

Energy makes things go! From lights in your home to cars on the street, energy is everywhere. This report will teach you about natural resources and how they can be renewable or non-renewable.

Natural Resources

Natural resources come from the Earth and we use them for energy. These can be things like water, wind, or sunlight. Some of these are renewable, meaning we can use them again and again. Others are non-renewable.

Renewable Energy

Renewable energy is like a never-ending source of fun! The best part? We won't run out of it. Here are some examples:

- **Solar Energy:** We get this from the sun, and we use it to make electricity.
- **Wind Energy:** Wind moves turbines around, which turns into power generators.
- **Hydropower:** We get this from water, especially when it's moving fast, like in a river.

3)

Non-renewable Energy

Non-renewable energy is the opposite of renewable. Once we use it, it's gone forever. Examples include:

- **Fossil Fuels:** These are things like coal and oil. They can create a lot of energy, but they also make pollution.
- **Nuclear Energy:** This is strong but can be dangerous and it is difficult to dispose of nuclear waste safely.


4)

How Can We Help?

We can make choices to use energy wisely. Turning off lights when we leave a room saves energy. Walking or biking instead of using a car helps too. Let's think about using more renewable energy and less of the kinds that can run out or harm Earth.

Instructions

Write your summary below.



File Summary

Write your groups final summary below.

REVIEW

Summarizing Practice

A **summary** is a short version of a longer story or article. It gives you the main idea, or the most important thing the story is trying to say. It also gives you smaller details that help make the main idea clear. When you write a summary, it helps you understand the story better. You have to think about the most important parts and say them in your own way!



Summarize Summarize the passage by writing the main idea and 2 supporting details.

1) Diversity is like a bright, awesome rainbow. Every colour in the rainbow is unique and makes something really cool. In the same way, kids in diverse schools come from different places and have different traditions. When we include everyone, we learn that makes each person special. This helps us be better friends and smarter students.

Main Idea

Supporting
Detail

Supporting
Detail

2) Sometimes kids worry they won't belong if they're not like everyone in a school with lots of diversity, being different is actually cool! Maybe you speak a different language when you're at home, or perhaps you have two moms or two dads. In a school like this, everyone is liked and accepted just the way they are.

Main Idea

Supporting
Detail

Supporting
Detail

Summarizing Practice

Summarize

Write a summary of the passage. Start with the main idea, then add the supporting details.



1) Polar bears are fascinating creatures that live in the Arctic. They have thick fur and a layer of blubber to keep them warm in freezing temperatures. They are great swimmers and often hunt for seals, their main food.

2) Recycling is a great way to reuse things. When we recycle things like paper, plastic, and metal, we can use them again to make new items. This saves natural resources and lessens pollution.

3) The moon controls the tides of the Earth's oceans. When the moon is full or new, the gravitational pull is strongest, causing higher tides. These are called "spring tides," but they have nothing to do with the season Spring.

Comprehension – Text Features in Reports

A Shining Example: Brightwood Elementary School's Inclusive Journey

Brightwood Elementary is an extraordinary school dedicated to making every student feel welcome and part of the community. Not only do they aim for a **diverse** environment, but they also focus on the emotional well-being of their students. Let's dive deeper into how they're making a positive impact!

Why Brightwood Elementary Stands Out

Brightwood Elementary goes the extra mile to ensure that all students, no matter their background or abilities, feel at home. They create an atmosphere where students thrive academically and emotionally.

Creating Safe Spaces

Apart from the quiet rooms for overwhelmed students can find comfort. Brightwood has also introduced "mindfulness corners." Teachers use tools like stress balls and mood cards to help students manage their emotions.



Different Learning Aids

Brightwood provides a range of educational tools, from noise-cancelling headphones to interactive whiteboards. This allows students to learn in ways that best suit their individual needs, making education more accessible for everyone.

Specially-Trained Teachers

Teachers at Brightwood undergo advanced inclusivity training. They are equipped not just with academic strategies but also with **emotional intelligence** skills to support the diverse needs of their students.



Activities That Go the Extra Mile

Brightwood isn't just about academics; they believe in holistic development. They offer:

- Unified sports teams, encouraging kids from all abilities to play together
- Art classes that offer accessible materials like textured papers and nontoxic paints
- Musical performances that incorporate sign language and visual cues

Thanks to Brightwood Elementary, students learn what an authentically **inclusive** school feels like, enriching their lives and better preparing them for the world ahead.

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) What subheadings are used in the report?

3) Define key words.

Summarize

Determine the main idea and supporting details of the report.

1) What is the main idea of the report?

2) Write 4 supporting details that make the main idea stronger.

Inferencing Practice

Inference

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

Ice Fishing: More Than Just Fun

Hey, I'm Kaya! In the northern regions, ice fishing is more than just an activity for leisure; it's a lifeline. Our winters stretch on, making fish a crucial part of our diet. Plus, we catch extra to give to our neighbours!

United We Stand: The Value of Working Together

We need everyone's help; it's a group effort. This is crucial for safety reasons, but it also makes us better at catching fish. Working as a team helps us fish more effectively!

The Powerful Totem Poles: Telling Our Stories

Hi, I'm Lila! Totem poles aren't just big pieces of wood; they're our history books. Each figure carved into a totem pole helps us tell our story and learn about our traditions. Every carving has its own tale to tell.

Art That Connects Us

In our Haida Nation, art is more than just pretty pictures; it's a living memory of who we are, and it illustrates our beliefs. From a young age, we learn to see and create, linking us to both our community and our ancestors.

Navigating Our Story: The Art of Canoe Building

Hi there, I'm Mikal! For us, canoes aren't just simple boats; they're like floating museums. We use them for many things, like fishing, getting around, and special events too!

Wisdom in Every Canoe: Learning the Craft

Canoes are deeply rooted in our traditions. Our older folks guide us in crafting them and share tales about the adventures our forefathers had while paddling these special boats.

Fur Trade: A Journey Through the Ojibwe Nation

The Fur Trade Through Indigenous Eyes

Hey, young explorers! I'm Makoons, and I'm from the Ojibwe Nation in Canada. Today, let's dive into the fur trade era, a really important time in our history!

Before the Fur Trade: Our Original Ways

Before Europeans arrived, we were already experts in using the land. We hunted, fished, and trapped animals, using every part so nothing was wasted. Fur wasn't just fur; it was warmth in cold winters.

Trading with the Europeans

When Europeans came, they wanted furs to make coats in their countries. We became important partners. They gave us tools and blankets in exchange for furs. But remember, trading wasn't new to us; we had networks long before they came.



Changes and Challenges

The fur trade brought new things but also some problems. More trapping led to fewer animals in some places. Some Indigenous communities moved to be closer to trading posts, which changed our traditional ways of living.

Staying Strong

Even when things got tough, we didn't give up. Our people were smart traders and skilled trappers. We adapted and found ways to keep our culture alive. Today, we continue to share our history and traditions with new generations.

Our Place in the Story

The fur trade is just one chapter in our long history. Though it brought changes, good and bad, we remain resilient. Learning about the fur trade helps us all understand the bigger picture of Canada's past.

And there you have it! The fur trade was a complex time, but it's crucial to know all sides of the story, especially ours!

About the Text

Answer the questions below.

1) Who wrote the report? Whose perspective is being explained?

2) What text features are used in the report?

Inferencing

Answer the questions about the text below.

1) What do you think Makoons means when he said, "We hunted, fished, and trapped animals, using every part so nothing was wasted?"

2) What do you think Makoons means when they said, "Fur was just as important as food in cold winters."

3) What did Makoons mean when they said, "When European settlers came, they wanted furs to send back to their countries. We became important trading partners. They gave us goods like metal tools and blankets in exchange for furs."

Block 7:

Poetry

PREVIEW

- ✓ Literary devices in poetry – imagery and humour
- ✓ Reading Comprehension Strategies – Visualizing
- ✓ Making inferences based on implicit evidence from a variety of poems.
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups

Literary Devices Used in Poetry

What Is Poetry?

Poetry is an extraordinary form of writing that uses language to express emotions, share thoughts, or narrate stories. Unlike normal writing, it often uses musical elements like rhythm and can even include rhyming schemes. Like painting and music, poetry is a form of art that allows writers to be more creative.



Shakespeare

Literary Devices In Poetry

In the world of writing, there are many "literary devices" that improve the writing. These devices can make a piece of writing not only more interesting but thought-provoking. Here are some important literary devices commonly found in poetry:

- **Rhyme:** Words that share the same ending sound, such as "moon" and "soon."
- **Alliteration:** A sequence where the first sound of words are identical, like "Sally sells seashells."
- **Metaphor:** Directly comparing two unlike things without using "as," e.g., "Life is a rollercoaster."
- **Simile:** Comparing two things using "like" or "as," for instance, "as white as snow."
- **Rhythm:** The arrangement of stressed and unstressed syllables that creates a beat.
- **Hyperbole:** Using exaggeration for strong effect, like saying "I could sleep for a year."
- **Humour:** The use of funny subjects and playful word choices make the reader laugh.

How Poetry Uses Literary Devices to Mesmerize

When you read a poem, you'll likely find different literary devices. These tools make poetry more fun and interesting for the reader. For instance, rhyme makes the words musical, while alliteration draws focus to specific phrases. Metaphors and similes paint vivid mental pictures, and humour makes the audience chuckle.

Inferences

Answer the questions by making inferences.

1) What do you think is meant by the metaphor, "Life is a rollercoaster."?

2) What do you think is meant by the simile, "Clear as crystal."?

Reflect

Answer the questions below.

1) Why do poets sometimes use similes and metaphors in poems?

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

1) As busy as a bee, I buzz around

2) My dog is so lazy, he makes a sloth look fast

3) My homework weighs more than a mountain!

4) My love is like a red, red rose

5) Peter Piper picked a peck of pickled peppers

6) Silly Sally swiftly shooed seven silly sheep

7) The cat and the fiddle danced under the moon

8) The moon is a glowing football in the sky

9) Time flies and waits for none

10) Twinkle, twinkle, little star

Types of Poems

Poetry is an enchanting way to share feelings, concepts, and narratives. This captivating form of writing comes in various styles, each with distinct elements that make them special. Let's explore a few!

Haiku: A Breath of Nature

Originating from Japan, Haikus are nature-centric poems that are concise but expressive. They follow a strict syllable pattern: the first line has 5 syllables, the second has 7, and the third has 5.

Gentle river flows
Mountains guarding its pure course
Nature's harmony



Acrostic: The Secret Message Poem

Acrostic poems are poems where the first letter of each line, when read vertically, forms a particular word or statement. This secret message makes the poem extra enjoyable.

Sunny skies are blue

Under clouds, the rays peek through
If it rains, it's true!

Limerick: Laughter in Lines

Limericks are light-hearted poems made to elicit laughs. These five-line poems have a specific rhyme scheme: lines 1, 2, and 5 rhyme, while lines 3 and 4 form their own rhyming pair. They also have a set rhythm. They are often humorous and playful.

There was a man on the phone,
Who said, "I'll never be alone."
He sent out a message
Then went on to the next.
Then he wondered where he was.

Cinquain: The Structured Five-Liner

Cinquains have a set structure of five lines, where each line serves a specific function. Line 1 is a single-word title, line 2 has two descriptive words, line 3 includes three action words (verbs), line 4 contains a four-word feeling, and line 5 gives a synonym or related term for the title.



Moon
Bright, quiet
Shining, illuminating, waxing
Guide through the night
Satellite



Paraphrase

Rewrite the rules for each poem in your own words.

Acrostic**Haiku****Limerick****Cinquain****Visualizing**

Read each of the poems from the reader and draw what you're picturing.

Haiku**Acrostic**

Haiku Poetry – Inuit Observations

Haiku Poetry – Inuit Observations

Long ago, the Inuit people thrived in the Arctic regions that are part of modern-day Canada. They were skilled at hunting, fishing, and adapting to the extreme cold. However, when European explorers arrived, the Inuit way of life began to change significantly, sometimes causing conflict.

Here are some thought-provoking haikus that can help us think about what life was like for the Inuit as changes unfolded.

Land once boundless, vast—
Ship through the frozen sea—
Inuit ways old ways.

Engines roar on out to sea—
Hunters adapt to new ways—
Inuit ways old ways.

Northern lights dance in sky—
Overwhelmed by distant ship—
Skyline forever changed.

Whale, fish, and blubber,
Exchanged for metal and cloth—
What value, our lore?



These haikus serve as tiny windows into the Inuit experience. Each poem reveals complex emotions and situations that happened as two different cultures crossed. The Inuit, resilient and resourceful, continue to adapt while holding onto their traditions. This form of poetry allows us to reflect on their resilience and the weight of their experiences during this transitional period.

Inferences

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

1) "New paths cross old ways"

2) "Seal song in the air, Engines roar, drown out the calls"

3) "Northern lights high in the sky, lit by distant ships"

4) "What value, our lore?"

Visualizing

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

Haiku 1	Haiku 2	Haiku 3	Haiku 4

Acrostic Poems – Canada's Regions

Acrostic Poems – Exploring Canada's Geographical Regions

Canada is an immense country with so many diverse areas to explore! Today, let's discover two such regions: the "Appalachian Mountains" in the east and "Ellesmere Island" in the far north. We'll get to know them better through the magic of "acrostic poems." Each letter of the region's name starts a new line in the poem!



Appalachian Mountains

A - Ancient hills roll on for miles
P - Peaks and valleys with huge smiles
P - Pine forests, a home for wildlife style
A - Appalachian folk music, a cultural file
L - Lush meadows where deer compile
R - River and rivers, a fisherman's aisle
M - Mountain cliffs, worthwhile
T - Trekking trails with a unique trial
A - A big part of a historical dial
N - Natural beauty in a colorful pile
S - Springs and waterfalls, nature's aisle
M - Maple trees tapped for syrup vials
O - Outdoor sports, each a versatile trial
U - Below, minerals like coal compile
N - Nature's beauty, in style
T - Towering peaks test climbers' wiles
A - Amazing views make hikers smile
I - Interesting flora make florists compile
N - Notable fauna, from bears to reptiles
S - Springs and waterfalls, nature's aisle

Ellesmere Island

E - Extreme cold, where glaciers slide
L - Landscapes stretch far and wide
L - Limited flora, yet life does abide
E - Endless nights and days, in polar stride
S - Snowy owls and Arctic hares reside
M - Melting ice in summer, a changing tide
E - Elusive narwhals in the waters glide
R - Rugged cliffs where ancient rocks hide
I - Icy winds make it hard to stay outside
S - Summer blooms bring a lively guide
L - Long winters where the sun does hide
A - Arctic foxes in their dens bide
N - Northern lights in the sky glide
D - Days are either long or short, no divide

Name: _____

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Curriculum Connection
C1.2, C3.1

Visualizing

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

PREVIEW

Elm Island

Appalachian Mountains

Limerick Poem – Alliteration

Limerick Poetry – First Nation Reflection

Today, we're going to read limericks that shine a spotlight on various communities from different periods in history and cultures. This time, the limericks are from the Aztec Empire, the Roman Republic, and the Inuit community in Canada.

Each of these limericks uses an interesting literary technique known as alliteration. Alliteration, words near each other in the sentence start with the same initial sound. This makes the poem more engaging and rhythmic.

Aztec Empire:

An Aztec named Clive,
A warrior to his archive.
A warrior to his archive,
And no one to his archive.
His Aztec genetics drive



Aztec art

Roman Republic:

Rambunctious Rosie from
She roamed the roads, far from home.
With reliable reins,
She rode through the plains,
She was skilled so she never was thrown.

Inuit Community:

An Icy Inuit named Bertrand,
Ice-fished in the Nunavut land.
With an igloo as base,
In this icy-cold place,
Inuit traditions he did understand.



Questions

Answer the questions below

1) What is an alliteration?

2) How did alliterations used in the limericks improve the poems?

3) Which poem did you like the best?

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

Quote

Explain

Questioning

Write 3 questions you had about the poems

1)

--

2)

--

3)

--

Cinquain Poems – Critical Thinking

Cinquain Poetry – Insights into Métis Culture

Cinquains are short poems with five lines, where each line performs a specific role, such as describing or depicting action. Want to add more flair to your cinquain? Incorporate similes and metaphors! A simile compares two things using "like" or "as," while a metaphor says something is something else. For instance, you can say a fiddle's tune is "as joyful as a prairie breeze" or call a river "Nature's highway." Here are cinquains that bring to life aspects of Métis culture, featuring similes and metaphors for added depth.

Fiddle Tune

Fiddle

Quick, sweet

Playing, resonating, thrilling

Like a prairie breeze

Melody



Red River Cart

Cart

Wooden, sturdy

Rolling, carrying

A base for travelling

Vehicle



Bison Hunt

Bison

Mighty, wild

Running, dodging, charging

As unstoppable as time

Game



Sash

Sash

Colourful, woven

Tying, wrapping, adorning

A ribbon of unity

Belt



Jig Dance

Dance

Lively, fun

Twirling, hopping, stepping

A foot-tapping celebration

Rhythm



Métis Flag

Flag

Blue, white

Waving, uniting, symbolizing

A tapestry of culture

Banner



Critical Thinking

Answer the questions below.

1) In "Fiddle Tune" why do you think the fiddle is described as the "prairie breeze"? What does that metaphor tell you about the fiddle's importance?

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

3) Which poem did you like best?

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

Quote

Explain

Visualizing

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

Jig Dance

Red River Cart

--	--

Rhyming Poems – Critical Thinking

Rhyming Poetry – Matter

Rhyming poems are quite catchy because they have words that sound the same at the end of each line! You can use different rhyme schemes like ABAB or AABB to make your poem unique. Rhyming makes the poem memorable and enjoyable to read. In this poem, we are diving into the fascinating world of matter—its changes and states. Matter can be solid, liquid, or gas, and it can change from one form to another.

Solid Matter

Solid stuff is firm and tight,
Locked in place, it doesn't shift.
From chairs to rocks, easy to see,
Solid matter, stable as a tree.

Liquid Matter

In a cup, or flowing in a stream,
Liquid matter is like a dream.
It takes the shape of its container fast,
From morning dew to oceans so vast.

Gaseous Matter

A gas will spread out, far and wide,
Filling spaces, it can't hide.
From oxygen to water vapour,
Gaseous matter is quite the shape-shifter.

Phase

From ice to water, a phase change,
A phase change happens between.
With heat or cold, matter rearranges,
Through melting, freezing, it changes.

Sublimation

A special change, quite rare to find,
From solid to gas, it leaves liquid behind.
Like dry ice to fog, as we can see,
Sublimation is as mystifying as can be.

Condensation

Water vapour, in the air,
Finds a chill and lingers there.
Turns to droplets, as if to say,
"I'm liquid now, hip hip hooray!"

Critical Thinking

Answer the questions below.

1) In "Solid Matter," the phrase "locked in place" is used. What does this tell you about the properties of solid substances?

2) The "Phase Change" poem mentions different changes like ice to water. Can you think of other situations where phase changes can occur and explain how they work?

3) Which poem did you like best?

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

Quote

Explain

Visualizing

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

Sublimation

Condensation

--	--

Activity: Understanding "Blind Justice" by Lee Maracle**Objective**

What are we learning more about?

To read and dissect the poem "Blind Justice" by Lee Maracle, gaining a deeper understanding of its themes and messages.

**Instructions**

How do we complete the activity?

Introduction

- Introduce Lee Maracle as an Indigenous poet from Canada. Explain that her poem "Blind Justice" deals with the law is not always fair to everyone.

Reading the Poem (10 minutes)

- Hand out printed copies of the poem "Blind Justice" to be read beforehand. Or find the poem online/on YouTube. Have students read the poem twice silently to familiarize themselves with its content.

Stanza by Stanza Dissection (20 minutes)

For each line or stanza, ask questions like:

- What do you think this line means?
- How does this line make you feel?
- Are there any words you don't understand?

Have students write their answers in the blanks on the next pages. They can jot down things that come to mind when you ask these questions. Then they can share their answers as you go through each stanza.

Name: _____

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Curriculum Connection
A2, C3.7

Reflection

Write your thoughts about each stanza below.

Stanza 1:

Stanza 2:

Stanza 3:

Stanza 4:

Stanza 5:

PREVIEW

Name: _____

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Curriculum Connection
A2, C3.7

Reflection

Write your thoughts about each stanza below.

Stanza 6:

Stanza 7:

Stanza 8:

Stanza 9:

Stanza 10:

PREVIEW

Block 10: Biographies

PREVIEW

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

What Are Biographies?

Understanding Biographies

A **biography** is a type of book that tells the story of someone's life. Think of it as a time machine, explaining the person's achievements, emotions, and significance. These life stories can focus on a wide range of people, from scientists to activists, and even those who accomplished amazing feats.



What's Inside a Biography?

A well-made biography contains text that improve your understanding of someone's life. Here's a breakdown of the typical sections:

- **Preface:** Where the author explains why they wrote the biography.
- **Introduction:** First pages that offer a snapshot of the individual, possibly explaining why their story is interesting.
- **Chapters:** Segments that split up the story, often focusing on different periods or important events in the person's life.
- **Visuals:** Whether it's photos or illustrations, these images show the person's appearance or actions.
- **Timeline:** This chart places important dates and events in chronological order, helping with understanding.
- **Glossary:** A section that defines challenging words used throughout the book.

Why the Text Features Matter

These text features serve as tools that improve the reading experience. For example, if a word is highlighted or is in bold, it's likely important to the story and its definition can usually be found in the glossary. A preface helps us understand the perspective of the story as we learn more about the author.

Prereading

Before reading, answer the questions below.

Read the title and headings and write what you already know about this subject.

Summary

Summarize the reading – follow the instructions below

Main Idea

Supporting
Detail # 1Supporting
Detail # 2Supporting
Detail # 3

Summary – Write a summary with the main idea and supporting details in paragraph form.

Biography – Terry Fox

Terry Fox: A Canadian Hero

Preface

When I set out to write this biography, it was with the hope of sharing Terry Fox's incredible story with a new generation. Every Canadian knows the name Terry Fox, but not everyone knows the full depth of his courage and dedication. Through his life, we can learn the power of determination, the importance of hope, and the impact just one person can have.

Early Life

Terry Fox was born on July 28, 1958, in Winnipeg, Manitoba, Canada. He loved sports like basketball and soccer from the time he was a little kid. But when he was 18, doctors told him he had cancer, and he decided to have his right leg removed. This huge challenge didn't stop Terry. It gave him a new purpose.

Remarkable Marathon of Hope

In 1980, Terry started his famous **Marathon of Hope**. He wanted to run all the way across Canada with a prosthetic leg, hoping to get people talking about cancer and giving money for research. He ran over 5,000 kilometers, almost a marathon's distance, and Canadians everywhere cheered him on. Because of his hard work, lots of people started donating to help find a cure for cancer.

Legacy and Philanthropy

Terry didn't get to finish his Marathon of Hope because he was so tired, but he had already done something awesome. He showed everyone in Canada that it means to be brave and never give up. Every year, people remember Terry by doing the **Terry Fox Run**, and they've raised over \$800 million for **cancer research**. Terry's story is still inspiring people today to do great things.

Timeline

- 1958: Born in Winnipeg, Manitoba
- 1976: Found out he had cancer
- 1980: Started the Marathon of Hope
- 1981: Terry passed away, but his story lives on
- 1988: Terry was added to Canada's Sports Hall of Fame

Glossary

Marathon of Hope: Terry's big run across the country to help fight cancer.

Prosthetic Leg: A man-made leg that replaces one that's missing.

Philanthropy: Helping others, especially by giving money to good causes.

Legacy: What someone is remembered for after they're gone.

Cancer Research: Scientists working hard to find out more about cancer and how to beat it.



Terry Fox

Prereading

Before reading, answer the questions below.

Prediction: After reading the title and headings, make 2 predictions about Terry Fox.

During Reading

Stop and write questions about what you are reading.

1	
2	
3	

Questions

Answer the questions below.

1) What is a glossary? Why are they helpful when reading a report or a biography?

2) What is a preface? What did it tell you in this report?

3) How does the picture of Terry Fox help you understand him better?

Biography – Thomas Young

Thomas Young: The Discoverer of Energy

Early Life

Thomas Young was born on June 13, 1773, in Milverton, England. Fascinated by the natural world, he began studying physics and medicine at an early age. Always eager to learn, he even taught himself several languages to read scientific texts.

Remarkable Discoveries

Young's investigations in the field of physics led him to the concept of energy. He discovered that energy could not be created nor destroyed, only transformed. This is known as the conservation of energy, which revolutionized our understanding of the world around us.

Later Years and Legacy

Young's contributions to science are not just footnotes; they continue to shape modern physics. Concepts he introduced, such as energy, are crucial in today's discussions about sustainable energy and climate change. Even after he passed away in 1829, his insights remain relevant and continue to inspire current scientists.

Timeline

- 1773: Born in Milverton, England
- Early life: Self-taught in multiple languages for study
- Explored the concept of energy conservation
- 1829: Passed away, leaving an enduring legacy



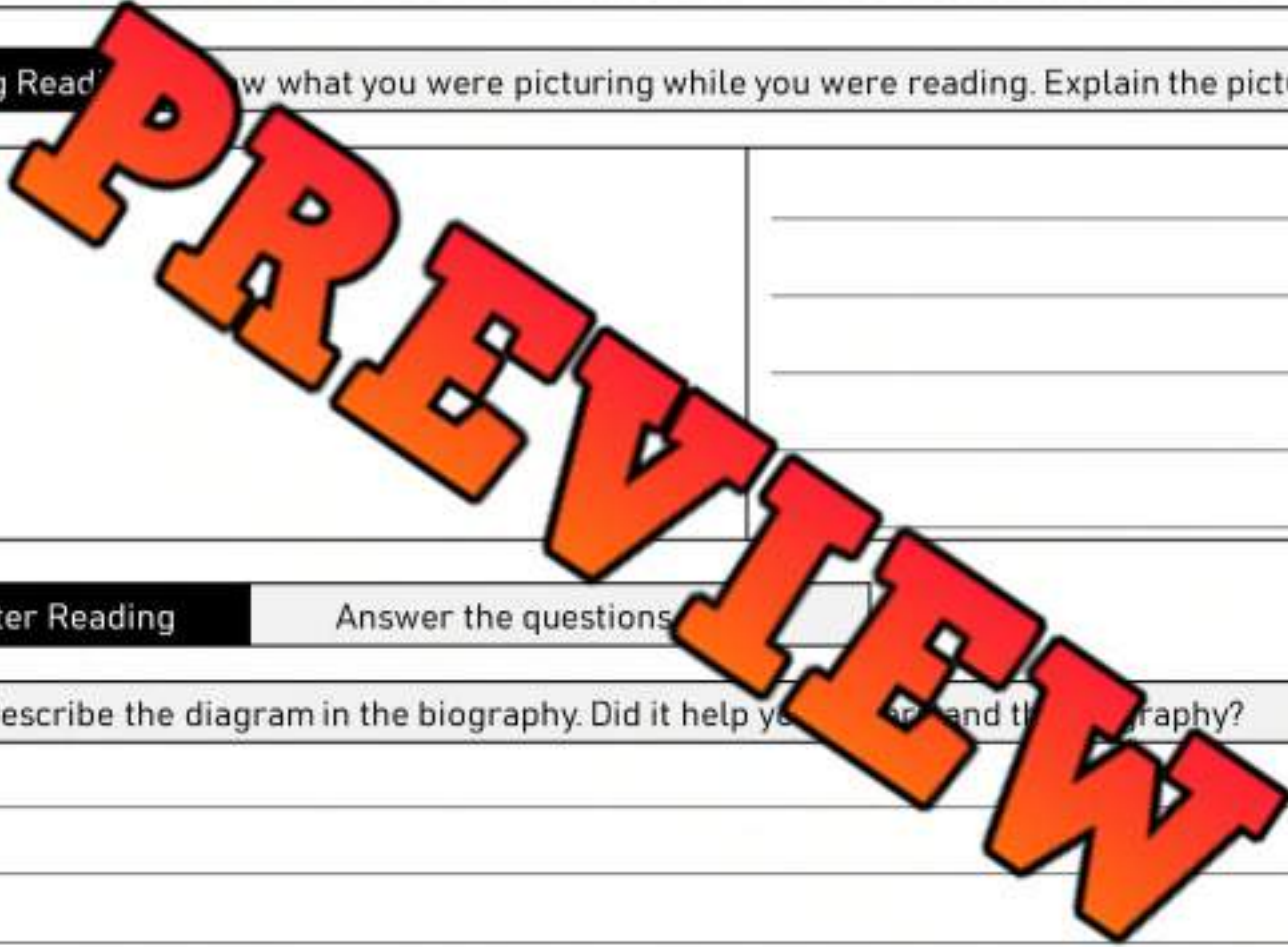
Glossary – Fill in the Glossary Below

Before Reading

Before reading, answer the questions below.

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

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

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	<hr/>
	<hr/>
	<hr/>

After Reading

Answer the questions

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

2) After learning about Thomas Young, pretend you were the author of this biography. Write a preface that would go at the beginning. It should explain why you choose Thomas Young to write about. Why did you find him interesting and worth researching?

Biography – Louis Riel: The Métis Political Leader

Louis Riel: The Métis Political Leader

Preface

Our past is filled with incredible individuals who made big changes and faced tough challenges. Louis Riel is one such person from Canadian history who stood up for his community's rights and beliefs. By learning about his story, we can better understand Canada's rich history and the people who shaped it.

Louis Riel's Life

Born on September 22, 1844, in the Red River Settlement, now part of Manitoba, Canada, Louis Riel was a member of the **Métis** community, people with both Indigenous and European roots. Growing up, he learned a lot and felt a deep connection to his people.

Major Achievements

Louis stood tall for his people, leading two major uprisings: the Red River **Rebellion** of 1869-70 and the North-West **Rebellion** of 1885. He aimed to guard the rights and traditions of the Métis and other Indigenous folks from a growing Canadian rule. Most famously, he even led a **provisional government** to talk to Canadian leaders.

Life After the Rebellions and Legacy

Though Riel did so much, some didn't agree with his actions, and he was sadly tried and executed for **treason** in 1885. But his bravery didn't end there. Today, especially in Manitoba, many remember and respect him for standing up for Métis and Indigenous **rights**.

Timeline

1844: Born in the Red River Settlement

1869-70: Led a big uprising called the Red River Rebellion

1885: Led another fight, the North-West Rebellion, but faced a tragic end

Legacy: He's remembered as a hero for the Métis and Indigenous communities

Glossary

- **Métis:** Folks of mixed Indigenous and European family lines.
- **Rebellion:** Standing up against those in charge.
- **Provisional Government:** A short-term leadership group.
- **Rights:** The things everyone should be free to do.
- **Treason:** Going against one's own country.
- **Legacy:** What we remember someone for.



Louis Riel

Understanding

Is the statement true or false?

1. Louis Riel was born in Ontario.	True	False
2. Riel led one major rebellion.	True	False
3. The Metis have both Indigenous and European ancestry.	True	False
4. Riel was elected head of a permanent government.	True	False
5. Riel was born in 1844.	True	False
6. Riel was executed in 1886.	True	False
7. He led the North-West Rebellion in 1885.	True	False
8. Riel tried to protect Indigenous rights.	True	False
9. The Red River Settlement was in Quebec.	True	False
10. Riel's legacy continues to be honoured in Manitoba.	True	False

Critical Thinking

Answer the questions below.

1) **Inference:** How is Louis Riel's legacy viewed today, especially in Manitoba?

2) **Inference:** How do you think an alliance would have helped Louis Riel's rebellion?

3) **Personality trait:** Use one word to describe Louis Riel. Then explain why you chose that word. Examples – brave, creative, loyal, curious, confident, ambitious, calm, etc.

Biography – Albert Einstein: The Genius of Physics

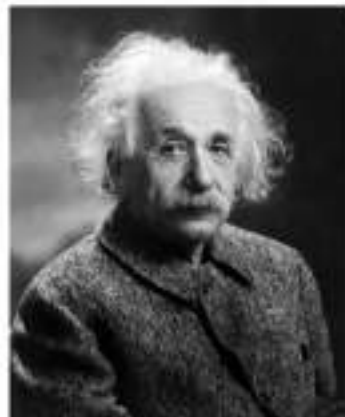
Albert Einstein: The Genius of Physics

Preface

Have you ever wondered about the brilliant minds that have shaped our world? Albert Einstein is one of those minds! He asked big questions about the universe and found answers that changed the way we see everything. Let's explore his life and learn about his amazing discoveries.

Albert Einstein's Early Years

Born on March 14, 1879, in Ulm, Germany, Albert Einstein was always curious. When his parents weren't experts in science, they supported him to learn more. Young Einstein was so into science and math that he studied advanced topics on his own, beyond his school lessons.



Pioneering Contributions

Einstein is famous worldwide for his theory of relativity, introduced in 1905. This theory changed how we think about space, time, and gravity. Instead of doing lots of experiments, Einstein used his imagination and math to come up with his ideas.

One of his biggest contributions is the equation $E=mc^2$, which tells us about the connection between matter and energy. This has affected many areas, including how we use nuclear energy.

Later Life and Impact

Einstein never stopped exploring and thinking. He added to our knowledge of the tiniest particles (quantum mechanics) and the whole universe (cosmology). He also spoke up for things he believed in, like equal rights for everyone and being careful with nuclear weapons. Although he died in 1955, his groundbreaking thoughts still shape science, and his beliefs guide scientists in doing the right thing.

Glossary

- **Relativity:** A theory about how space and time are linked.
- **$E=mc^2$:** A formula showing how matter and energy are two sides of the same coin.
- **Quantum Mechanics:** How super tiny particles behave and interact.
- **Cosmology:** Learning about the universe's start and how it grows.
- **Ethical:** Doing what's right and good.

Name: _____

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Curriculum Connection
C1.2, C1.3

During Reading

While you read, stop and jot down 5 notes about his accomplishments and things he did. When you're done, order them from first event to sixth.

Accomplishments – What Einstein Did	Order (1-5)

Timeline

Make a timeline showing and labelling the important events in Einstein's life.

Biography Research Assignment

Objective

What are we learning more about?

Choose a person from the list provided and read an online biography about them. You will summarize their life focusing on their early life, achievements, and later life. Then, create a timeline of major events in their life.

Instructions

How do we complete the activity?



- 1) Pick a Person: Choose a person from the list your teacher gave you.
- 2) Research Time: Use the computer or tablet to read a biography about the person you chose.
- 3) Jot Down Notes: As you read, jot down notes about their early life, achievements, and later years.
- 4) Write a Summary: After reading, write a brief summary about the person's early life, achievements, and later life. Use your notes to help you.
- 5) Create a Timeline: On a piece of paper, draw a timeline and mark significant events in the person's life using coloured pencils or markers.

Options

Individuals you could choose to research.

Nelson Mandela
Marie Curie
Martin Luther King Jr.
Leonardo Da Vinci
J.K. Rowling
Steve Jobs
Alexander Mackenzie
Thomas Edison

Mother Teresa
Bill Gates
Charles Darwin
Alexander Flemming
Newton
Galileo Galilei
Terry Fox
Michael Jackson

William Shakespeare
Muhammad Ali
Amelia Earhart
Pablo Picasso
Anne Frank
Muhammad Ali Jinnah
Mother Teresa
Roger Federer

Name: _____

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Curriculum Connection
A1, A2, A3, C1.3

Research

Write jot notes as you read more about the person.

Early Life

Achievements

Later Life

PREVIEW

Name: _____

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Curriculum Connection
A1, A2, A3, C1.3

Summary

Write a summary of your individual's life story.

PREVIEW

Timeline

Write a timeline of the important events in

Timeline – Use a Graphic or List