



Preview – Information



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Google Slides Lessons Preview





BC 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.



Drag the statements that make sense as real questions into the answer box. Leave the ones that don't belong.

What kinds of vegetables did the students grow?

How many students were in the class?

What did the students eat for dinner at home?

Why did the insects matter to the garden?

How did the students solve the problem of harmful insects?

What was the tallest plant in the garden?

How many vegetables did they harvest in total?

What lesson did the students learn from the project?

Pick The Best Questions



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Read the letter and the email. Then answer the questions by looking carefully at the words, sentences, and ideas.

Dear Mrs. Hill,

I wanted to let you know how much I enjoyed the art workshop this week. We learned different painting styles, and I got to try watercolours for the first time. It was so fun mixing the colours to create new shades. My favourite part was when we painted a sunset—mine turned out really bright! Thank you for encouraging me to join the workshop, it helped me discover a new hobby.

Sincerely,
Daniel

Hi Sarah,

Guess what? Our school garden has finally started to bloom! Bright tulips, daisies, and sunflowers are growing everywhere. I helped water the plants, and it felt good to see them come alive. A butterfly even landed on my hand for a few seconds—it was amazing! Next time you come over, I'll show you the garden. It looks like a rainbow outside.

Your friend,
Maya

Consolidation – Understanding Letters and Emails

Questions for the letter

- 1) **Voice in letter writing:** Is Daniel's letter formal or informal? How do you know?
- 2) **Sentence Structure:** Identify the greeting, body, and closing in Daniel's letter.
- 3) **Making an inference:** Why do you think Daniel enjoyed the art workshop so much?

Questions for the email

- 1) **New Vocabulary:** What do you think "bloom" means in the email?
- 2) **Cohesive Ties:** Find one pronoun and one linking word used in Maya's email.
- 3) **Implicit or Explicit:** When Maya says the garden "looks like a rainbow," is she directly describing the colours, or is it a comparison we have to infer?



BC Language Curriculum

Reading Comprehension – Grade 5

Match The Story to The Principle!

Drag the principle to the matching part of the story. Some parts can show more than one principle because the principles are connected.

Part from The Gift of the Great Lake	Principle
"The trees give us shelter and wood, so we must honour them with songs."	
"Only take what you need, so the bushes keep growing strong."	
Families worked side by side, preparing food and decorating the meeting place.	
"What we give will come back to us in kindness."	
"When we eat together and listen to each other, our hearts grow stronger."	
The roots of the cedar trees remind us of community strength.	
The people sang and danced, each song weaving with the drumbeats.	
"All living things are connected; when one thrives, we all thrive."	
The feast ended with quiet thanks to the land and to the ancestors.	
Everyone promised to care for the forest so the future generations would enjoy its gifts.	

Principle Bank

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

Match with Effect

Read the passage carefully. Then, look at the causes and effects. Match them together by dragging the correct effect next to its cause, or the correct cause next to its effect.

Cause	Effect
Pressure builds up inside the Earth.	
Ash and gases rise high into the air.	
Lava flows across large areas of land.	

Match with Cause

- People feel earthquakes.
- Homes and forests are destroyed.
- Magma pushes upward, leading to eruptions.
- Sunlight gets blocked for days.
- Eruptions enrich the soil.
- Cooled lava hardens over time.
- Communities live close to volcanoes.
- Eruptions shake the ground.

Character Power Match-Up

Match each character on the left to its correct power or trait on the right. Then, discuss why each pair makes sense before drawing your lines.

Characters	Magical Abilities or Traits
Elaria the Sky Healer	A Can control plants and make forests come alive.
Thorne the Fire Guardian	B Can read minds and communicate silently.
Lira the Whispering Seer	C Can heal others using light and air.
Kael the Shadow Runner	D Can move unseen through darkness.
Mira the Green Sorceress	E Can summon flames to protect the realm.



BC Language Curriculum

Reading Comprehension – Grade 5

Q Direct or Indirect Characterization

Direct **Indirect**

Read each line from the story. Decide whether it shows **Direct Characterization** (the author tells you a trait directly) or **Indirect Characterization** (you infer the trait from actions, words, or reactions). Choose the correct answer for each one.

Statements	Direct or Indirect
1) "Marcus was a thoughtful and patient boy."	
2) Tara held the door open for everyone, even when she was in a hurry.	
3) "I'm not scared of anything," Leo bragged as he walked into the dark tunnel.	
4) Sofia always made sure her friends felt included, especially new classmates.	
5) "Liam is surprisingly stubborn," his sister said, shaking her head.	
6) Jonas trembled as he stepped onto the stage, clutching his note cards tightly.	

Q Cause-and-Effect

Match each cause on the left to its correct effect on the right. Then, discuss why each pair makes sense before drawing your lines.

Cause	Effects
People throw plastic bottles and bags into rivers instead of recycling them.	A Beaches become smelly, dirty, and unpleasant for people to visit.
Factories dump dirty water filled with chemicals into rivers.	B Fish and birds eat the plastic and get very sick or die.
Oil leaks from ships and spreads across the ocean's surface.	C The chemicals make the water unsafe for people to drink or use.
Trash and oil wash up on beaches after storms.	D Sea animals get coated in oil and can't swim or breathe properly.

Q Figurative 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**



Workbook Preview



Grade 5 – Language

Comprehension, Story, Text Forms



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

**Preview of 150 pages from
this product that contains
347 pages total.**

		s
CST5.1		0 - 92, 8 - 99, 160 - - 242
CST5.2	Text features: how text and visuals are displayed	149 - 154, 149 - 154, 160 - 161, 163 - 164, 210 - 226, 230 - 242
CST5.3	Literary elements: narrative structures and characterization	85 - 92, 94 - 95, 98 - 99, 115 - 121, 126 - 113
CST5.4	Literary devices: sensory detail (e.g., imagery) and figurative language (e.g., metaphor, simile)	100 - 110, 176 - 194
CST5.5	Perspective/point of view	93 - 97

Grade 5 – Language

Comprehension, Story, Text Forms

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

CST5.6	Reading strategies: using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences	10 – 31, 50 – 92, 94 – 95, 98 – 99, 111 – 226, 230 – 242
CST5.7	Metacognitive strategies: talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer	39 – 56
CST5.8	Paragraph structure: development of paragraphs that have a topic sentence and supporting details	34 – 38,

Block 1: Reading Comprehension Strategies - Basics

Focus

- Pre-reading: activate prior knowledge and identify the purpose of reading.
- During reading: Making and confirming predictions, questioning, visualizing, and making connections to self, other texts, and to the world.
- After reading: Summarizing the main idea and supporting details, asking questions, and making inferences.
- 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

Reading comprehension is super important because it helps you learn, communicate better, and boosts your confidence. When you understand what you're reading, you can think more deeply and think in creative ways. So, reading helps you in many different parts of your life.

Strategies to Boost Reading

A) Before You Read: Preparation

- 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 (for school, work, research, or enjoyment)? Knowing this will help keep you focused.

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 isn't 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 to the world.
	Making Inferences	E) Identifying the reason for reading to focus attention.
	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

Making Connections

Making connections while reading is like solving a mini-mystery. It links what you're reading to things you already know, helping you understand better.

- Connection to Text: This happens when something you read reminds you of another book or movie you've seen.
- Connection to World: This is when the text relates to real-world events or common knowledge.
- Connection to Self: This occurs when the story makes you think of your own experiences or feelings.



Making Connections Make connections to the short passages below.

1) Jake stared at the night sky as he saw a shooting star. He closed his eyes tightly and made a wish for a new book.

Text-to-Self

Text-to-Text

Text-to-World

2) Max heard a strange noise coming from his closet. When he opened the door, he found his cat playing with a toy mouse.

Text-to-Self

Text-to-Text

Text-to-World

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.

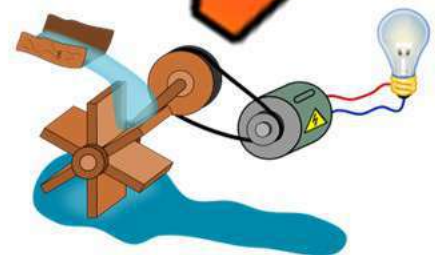


Next, Sara thought about wind power. She designed a miniature wind turbine that caught even the slightest breeze. With the help of her dad, she set it up on a pole in the park. So, when the wind blew it generated electricity.

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

Finally, Sara introduced kinetic energy from playground equipment. She added sensors to the seesaws and swings so that when kids played on them, they generated energy. This energy 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 other text you 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 – Newspaper Article

"Our Planet's Future: The Power of Recycling"

Welcome, young readers! Today we're diving into a topic that is vital for our planet – recycling. Have you ever wondered what happens to your plastic bottles, paper, and cans after you toss them into a recycling bin? Let's find out!

Recycling means taking materials like paper, glass, plastic, and metal and turning them into new products. This process is crucial because it helps reduce waste, save energy, and protect our environment. When we recycle, we give these materials a second chance to be useful again, instead of ending up in landfills.



Imagine a mountain of garbage, as tall as a five-story building. That's a lot of trash! Unfortunately, much of this

waste could have been recycled. By recycling, we can shrink this mountain, making more space for nature and less pollution.

Recycling also saves energy. Producing new things from recycled materials uses less energy compared to making them from new resources. For instance, recycling aluminum cans saves 95% of the energy needed to make new cans from raw materials. That's like turning off the lights in your home for three whole days!

More recycling helps protect wildlife. When we don't recycle, large amounts of trash end up in oceans or on land, harming animals and plants. By recycling, we keep our homes clean and our planet healthy.

So, how can you help? Start by separating your trash into paper, plastic, cans, and glass in separate bins. Always clean them before recycling. This small step can make a big difference.

Remember, each time you recycle, you are helping our planet breathe a little easier. You are part of a global team working towards a greener future. Let's all do our part and keep recycling!

Comprehension

Answer the following comprehension questions from the article.

1) What are three facts you learned from the article about recycling?

1

2

3

2) How does recycling save energy? Give an example mentioned in the article.

Evaluate

Answer the following evaluation questions about the article.

1) Based on the text, how important do you think recycling is for our planet, and why?

2) The author claims that recycling can help reduce a mountain of waste. What evidence does the text provide to support this claim?

3) Why does the author believe that recycling saves energy? Can you find a part of the text that explains this?

Comprehension Practice – Questioning

Getting to Know Canadian Government

Have you ever wondered how the Canadian government 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 handles 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 through 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:** Elephants travel in herds to protect their young ones.
- **Inference:** Elephants are social animals. (2) Elephants face dangers, like predators.

Infer _____ 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 face. 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 might the chef be making?

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?

Comprehension Practice – Predicting

Nokomis's Journey: The Wisdom of the Cree People

Once upon a time, in the vast landscapes now known as Canada, lived Nokomis, a young Cree girl. She belonged to a community that thrived on the wisdom and practices of their ancestors.

Nokomis would start each day greeting the sun, offering tobacco to thank the Creator for another day. Values like humility, courage, and honesty were the foundation stones of her people's way of life. Sustainability was a principle; they believed in giving back to the land as much as they took from it.

Her father was a fisherman, well-versed in reading the waters. He taught Nokomis the importance of respecting all living beings, showing her how to catch fish without disrupting the river's ecosystem. Her mother was a skilled bead worker, teaching her the names of the stars that told stories of their family history.



In the afternoons, the community's children gathered to play games. Shinny, a type of field hockey, was a favourite among them. This game was the most entertainment; it taught teamwork, agility, and the art of strategy. They also loved playing the "Snow Snake" game in winter, where wooden sticks were thrown across the snow to see whose would slide the farthest.

But life wasn't just about play. Nokomis eagerly absorbed lessons from the community's Knowledge Keeper. Lessons revolved around the seven values—love, respect, courage, honesty, wisdom, humility, and truth—which were passed through oral storytelling.

As the evening sky adorned itself with stars, people of all ages would gather. The drumming and singing began, as did the sharing of legends and creation stories. For Nokomis, these gatherings were magical, weaving together the history, values, and spirit of her people.

Nokomis's everyday life was an intricate mosaic of tradition, sport, and ethical values. Her people's philosophy was deeply rooted in the balance and interconnectedness of life, concepts that are still incredibly relevant and urgent.

And so, through Nokomis, we glimpse an enduring world founded on rich traditions and ethical living, a world whose teachings resonate with us still, urging us to respect and protect the intricate web of life around us.

Comprehension Practice – Predicting

Pre-Reading What is the story going to be about? What do you know about this subject?

While Reading

Make predictions as you read. For example, in paragraph 4, it starts by saying "After the winter rains, the community's children gathered for games." You could predict what games they used to play.

1 st Prediction		Was Your Prediction Correct?
2 nd Prediction		Was Your Prediction Correct?
3 rd Prediction		Was Your Prediction Correct?

After Reading

An inference is a thought you reach from reading a text. It is based on the information you find but isn't directly said. Make inferences below.

1) Was their way of fishing environment-friendly or not?

2) Do their games need a lot of fancy equipment? Do you think they had arenas to play in?

Comprehension Practice – Visualizing

September 14, 1497

To: Sister Eleanor
8 St. George Street
Bristol, England

Dear Sister Eleanor,

I hope this letter finds you and the family well, and that the streets of Bristol are as lively as ever. I am writing from an awe-inspiring new land that we are calling the 'New World' across the vast Atlantic Ocean.

Upon landing for the first time on this untamed land, I was greeted by striking landscapes. Imagine forests that stretch as far as the eye can see, filled with towering trees the likes of which are unknown in England. Mountains rise majestically towards the sky, and the rivers sparkle in the sunlight. It is a paradise of endless natural resources—timber, fish, and more.

Our King, Henry VII, has sent me on this voyage to discover a direct route to Asia. While we have not yet achieved that purpose, we may have stumbled upon something equally as big. This land is abundant in natural resources, from timber that can be used for shipbuilding to fish-rich waters and even promising whispers of precious metals like gold.

We have met with the local people, whom we refer to as "First Nations." These individuals are skilled in navigating this rich yet demanding land. From them, we have taught us about the plants and animals in this new world, and they have taught us fishing techniques that are far more advanced than our own. They have also introduced us to foods we have never seen, rich in flavours and nutrients.

It's clear that a trading relationship with these First Nations could be beneficial for both sides. We are excited to establish good relations and have already exchanged items like metal tools for furs. These furs will be worth a lot in England!

This new world is full of promises and surprises, and I am documenting everything so that future expeditions can learn from our experiences. How I long for the day when I can take you sailing across the Atlantic to witness the marvels of this magnificent land.

Until then, you are in my thoughts and prayers, dear sister. I hope to return with stories that will fill your evenings with wonder.

With all my heart,
Your brother, John Cabot the Explorer

Comprehension Practice – Visualizing

Pre-Reading

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

While Reading

Draw different pictures of what you are visualizing while

After Reading

An inference is a thought you reach from reading a text and the information you find but isn't directly said. Make inferences.

1) Why do you think the First Nations were wise and skilled in living off the land?

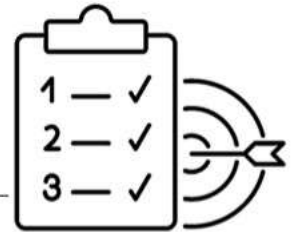
2) How do you think a trading relationship could be beneficial for both parties?

Name: _____

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Curriculum Connection
CST5.7

MY GOAL PLANNER



My goal is to: _____

Ways I can work toward my goal:

- 1) _____
- 2) _____
- 3) _____



Why this goal is important to me: _____

New things I will try:

I am going to work harder at:

I will read:

Follow the given instructions to fill your weekly reflection table.

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

[illegible]

Name: _____

READING LOG

My goal for _____ is _____ minutes.
(month) (number)

Instructions

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

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

Total minutes read for the month: _____

Activity: Writing Goal-Setting

Objective

What are we learning more about?

To enhance students' writing skills by setting personalized writing goals, encouraging self-reflection, and promoting consistent practice.



Instructions

How do we complete the activity?

- 1) Introduction to Goal-Setting: Explain the importance of setting goals in writing. Emphasize how it helps improve skills, organization, and focus.
- 2) Understanding Personal Strengths: Ask students to reflect on their writing. Encourage them to think about what they enjoy in writing and areas they find challenging.
- 3) Exploring Writing Goals: Provide examples of achievable writing goals, such as using more descriptive words, writing a certain number of words daily, or writing a certain number of paragraphs.
- 4) Personal Goal Selection: Distribute the goal-setting worksheet. Instruct students to select or write down one main goal they want to achieve. Students should ensure that their goal meets the criteria for SMART goals. This means that their goal should be Specific, Measurable, Achievable, Relevant, and Timely.
- 5) Action Plan Creation: Guide students to develop a simple action plan. This might include daily or weekly tasks that contribute to achieving their goal, like reading a book to enhance vocabulary or practicing writing for 15 minutes daily.
- 6) Journaling Regular Progress: Encourage students to use their journals to note their progress. This includes writing about successes, challenges, and what they've learned.
- 7) Regular Check-Ins: Set a schedule for regular check-ins, where students can share their progress, adjust goals if necessary, and celebrate achievements.
- 8) Reflection: At the end of the activity period, have a session for students to reflect on their journey.

Reflection

Answer these questions.

1) What type of writing do you enjoy most and why? (e.g., stories, poems, reports)

2) Which type of writing do you find challenging and would like to improve?

3) When you write, what makes you feel proud of your work? (e.g., creativity, neat handwriting, using new vocabulary)

Instructions

Choose a writing goal that you want to focus on. Pick a different goal, then write it below.

Expand Vocabulary	Enhance Descriptive Writing
Improve Spelling	Develop Storytelling Skills
Practice Punctuation	Organize Thoughts Clearly
Experiment with Different Genres	Build Writing Stamina

Initial Goal	Write your goal here.
S Specific	Is your goal well defined, detailed and clear?
M Measurable	Is your goal measurable? You should be able to tell when you reach your goal.
A Achievable	When you reach the goal, taking into account your available time, skills and resources?
R Realistic	Is your goal realistically achievable within the given time frame and available resources?
T Timely	Set a start and end date for your goal. Start Date: _____ End Date: _____
Smart Goal	Revise your goal based on the answers to the questions above.

Action Plan

What steps do you need to take to get your goal?

Action Items	Expected Completion Date	Actual Completion Date

INDEPENDENT READING ACTIVITIES

Independent Reading - Responses

Day 1

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

Name of Book	
<u>Before Reading:</u> What will this book be about?	
<u>During Reading:</u> Write questions you have while you read.	
1)	
2)	
<u>After Reading:</u> Summarize the story. What was it all about?	

Day 2

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

Name of Book	
<u>Before Reading:</u> What genre is this – fiction, non-fiction, funny, adventure, etc. What do you think it is about?	
<u>During Reading:</u> Making Connections – What does this book remind you of in your life?	
<u>After Reading:</u> Make an inference – Something that wasn't stated in the book.	

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?	
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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 author's style and explain why you like it or not	List 3 new facts or ideas you learned from this book
Create a new ending: Write 3 sentences on how you'd end the story differently	What made you laugh or smile in the story?	Write down 3 new vocabulary words you learned and their meanings	Write a diary entry pretending you are a character from the book	Identify the main problem in the story and how it was solved
Would you recommend this book to a friend? Why or why not?	Draw your favourite scene from the book and label it	Write about a moment in the story that surprised you and explain why	If you were in the story, what would you have done differently?	Share a favourite quote and tell why it stood out to you

Block 2: Cultural Text Forms

Focus

- Creation Stories
- Songs from different Indigenous communities
- Adjusting reading rate for comprehension
- Cultural elements – norms, values, artifacts, music, and sports.
- Making connections to these cultural elements
- Visualizing different cultural text forms

Creation Story – Mohawk First Nation: Kahnawake

Once upon a time, in the early days when the Earth was still taking shape, the Mohawk First Nation community of Kahnawake lived near the grand St. Lawrence River. They were skilled in fishing and hunting, and they were known as the People of the Flint. They loved to share stories, and their favourite tale was about Orenda, the spirit of balance and magic.



In the beginning, the people of Kahnawake had no fire. They could not cook their food, and the nights were cold and dark. The people prayed to Orenda for a solution. Orenda was a wise and powerful spirit who always came to help when the people were in true need.

Orenda flew westward over the great forests and mountains, where he found a glowing flintstone near a volcanic mountain. The stone was filled with an inner fire and felt warm to the touch. With great care, Orenda carried the flintstone back to the people of Kahnawake. He taught them how to strike the flintstone to create sparks that would ignite into fire. The fire warmed their homes and helped them to grow crops.

Yet, the people soon discovered that fire could also be dangerous. It could burn too quickly and harm their land. So, they asked Orenda for guidance on how to use fire wisely.

This time, Orenda travelled eastward towards the great St. Lawrence River. He scooped a handful of its water and blessed it with the spirit of balance and harmony. He brought it back to the people and showed them how to use water to control the fire, to balance its intensity, and to make the land fertile.

The people of Kahnawake rejoiced. They now had fire to warm them and water to cool and nourish their land. From that day on, whenever they sat around a fire or fished in the St. Lawrence River, they remembered Orenda's gifts and thanked him for the balance he brought into their lives.

Comprehension Check

Is the statement true or false?

1) Kahnawake is near the St. Lawrence River.	True	False
2) The people could not cook without fire.	True	False
3) The flintstone was found near a volcano.	True	False
4) Orenda blessed the water with balance and harmony.	True	False
5) Orenda found flintstone in the east.	True	False

Questions Answer the questions below.

1) What did the people of Kahnawake initially lack? Why was that a problem?

2) Why did the people of Kahnawake need both fire and water?

Visualizing

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

Indigenous Norms and Values – Métis Story

Luc, Marie, and the Trapped Fox

Long ago in the lands of the Métis, near the Red River, lived a young boy named Luc. He loved roaming the prairies and woodlands with his fiddle, playing tunes that echoed the spirit of the land. One day, Luc and his friend Marie stumbled upon a fox caught in a trap.



Marie wanted to free the fox right away, but Luc said, "Hold on. Let's ask the Elders. They'll know what's right."

They went back to the community and consulted Elder Jean, a respected figure who was well-versed in the traditions of the Métis and the land. Luc and Marie described the fox's predicament.

Elder Jean listened carefully before he spoke. "Our ancestors have taught us the value of balance and respect for all creatures. We trap only for sustenance, never for mere sport, and we use every part of the animal, honouring its life."

Listening intently, Luc and Marie absorbed Elder Jean's words. He continued, "It's possible this fox has young ones waiting. We must consider the balance of nature."

Guided by Elder Jean's words, they returned to the trapped fox and released it, watching as it scampered away into the woods. Over the next few days, they spotted the fox several times, always at a safe distance, playing with its kits.



Luc and Marie learned a vital lesson that day. They understood the teachings of their Métis ancestors about balance, respect, and responsibility. They committed to living these values, ensuring their actions harmonized with the natural world and their community's traditions.

And so, the story of Luc, Marie, and the trapped fox became an enduring tale among the Métis people, passed down through generations, reminding all Métis children about the importance of their values and living in balance with nature.

Before Reading

What do you know about the Métis Indigenous group? Write 3 things.

Question

Answer the question below.

1) Based on the text, what value are important to Métis people? Examples: curiosity, respect, wisdom, etc. Write the 3 values and explain why they are important.

2) **Make a connection:** Do you have the same values? Explain.

Comprehension Check

Is the statement true or false?

1) Marie wanted to consult the Elders.	True	False
2) Luc and Marie ignored Elder Jean's advice.	True	False
3) The story takes place near the Red River.	True	False
4) The Métis trap animals for sport.	True	False
5) The story promotes balance with nature.	True	False

Indigenous Artifacts – Inuit Story

Visualizing

Illustrate the story by drawing what you are picturing while you read.

The Goggles of Wisdom

Long ago in the Arctic lands of the Inuit, a young boy named Kunik was fascinated by the old artifacts stored in the qammaq, their sod house. His eyes always fell upon a pair of finely carved snow goggles made of ivory. Elder Nukilik told him they were made by Kunik's great-grandfather and had special powers.

"Those goggles help you see the true essence of nature. But they can only be worn by someone who understands the secrets of the land," said Nukilik.

One day, Kunik couldn't resist. He put on the goggles and ventured out into the snow. The world transformed before his eyes. He could see the spirits of the land, the ocean, and the animals.

However, he noticed a group of caribou who looked distressed. Realizing they were being pursued by hunters not respecting hunting traditions, Kunik knew he had to act.

Remembering the teachings about balance and respect, Kunik approached the hunters and told them,

"We must only take what we need and give thanks for it," Kunik advised. The hunters listened to the wisdom he had always shared but only now fully understood.

The hunters listened, and their hearts changed their ways. From that day on, Kunik wore the goggles on special occasions, teaching others about the balance and respect that his people had practiced for generations.

The goggles weren't just artifacts; they were a link to the values and teachings of his ancestors.

Block 3:

Reading Letters

Focus

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

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.

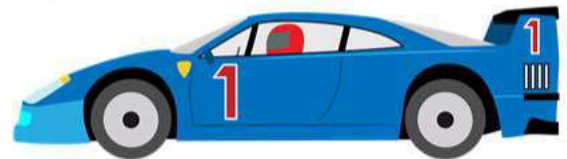
This isn't just any car; it's a car that will make all your dreams come true! Want to be the fastest kid around? This car will make it happen! Are you into robots? This car can transform into one! It's 1,000,000 times cooler than any other toy you could ever think of. If you don't have it, you're really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

Don't wait! Go to 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 to questions

1) Is Turbo Tim biased in what toy is the best? Explain and give an example.

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

Dear Students,

Hey, it's Ranger Zoe here, and guess what? I get to explore forests and protect animals for my job! Can you believe it? I've always loved the outdoors, and today I want to tell you the secret to living your dream life: taking school seriously.

You're in grade 5 now, and it might seem like what you learn in school doesn't matter much. Trust me, it does. The work you put in today will set the stage for what you can achieve in the future. Whether you want to be a ranger like me, a scientist, or a musician, giving your school is the first step.

Think of your school as planting a tree. Every science experiment you do, and each story you write is like adding a new leaf or branch. The more you learn, the taller your tree grows, bringing you closer to your dreams.

Sure, there will be challenges. Sometimes you'll even feel like quitting. But listen, every challenge is like a storm that helps your tree grow stronger roots. Face the storms, and your future will be as grand as the tallest tree in the forest.

Wishing you an awesome journey ahead!

Ranger Zoe



Questions

Answer the questions below.

1) What is the perspective of Ranger Zoe? Does she state it explicitly or implicitly?

2) Make a local inference – what conclusion can you make from this sentence:
“Sure, there will be hurdles.”

3) Make a global inference – what conclusions can you make from the entire reading?
Ideas: Is Ranger Zoe a hard worker? Is it important to work hard in school?

Email Writing – Questioning

Subject: Crucial Gathering to Chat About Safer Streets and Community Centres

Dear Minister Sadi Kingsley,

I hope you're doing great! I want to tell you about a big meeting we have planned. We'll be talking about how to make our streets safer and our community centres more fun.

First, I want to say thank you for the good work they've done so far in community safety. Even so, there's always room for improvement. We need to sit down and brainstorm ways to do even better.

Secondly, I've heard from many families who want safer places to walk and bike. Kids are saying they want their community centres to have more fun activities. Making these changes is important for all of us and for Canada's future. We've got to step up!

Lastly, experts like Dr. Aiden Lee have shared some great ideas on how to upgrade our community spaces. Suggestions include installing better lighting on streets and adding more art and books to our centres.

Our meeting is set for Tuesday at 10 a.m. Let's come ready to share our thoughts and make plans. We should listen to each other and pick the best way forward. This is a big opportunity, and I'm confident we can make things better.

If you have questions or want to chat before our meeting, feel free to reach out. I can't wait to see what we can achieve together for a brighter Canada.

Warm wishes,

Prime Minister Justin Trudeau

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, write 3 questions you have.

1)	
2)	
3)	

After Reading

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

1)	
2)	
3)	

Block 4:

Narratives

Focus

- Indigenous storytelling – norms, sports, values, artifacts, music
- Include cultural text forms – indigenous story telling, songs
- Identify narrators' point of view
- Indigenous Storywork
 - Indigenous Storywork is built on the seven principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and synergy.
 - 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 mutual sharing, 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 how to take care of the environment and each other.

How Do We Learn It?

We can learn this invaluable knowledge by listening to stories from people 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 learn more about 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 fun.	True	False
5) Revere means deep respect for something.	True	False

Questions

Answer the questions below.

1) Why is Indigenous Storywork so 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 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 to the winds. She felt a deep connection, often leaving behind small 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 girl's 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 reverence (or deep respect) for our environment?

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

Storywork Traits

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

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 point of view 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 respect.



Without a second thought, 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 faced with 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 push forward. 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 she has. 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 victory by a single point. It was momentous.

If you want an authentic experience, consider playing Stickball. You might be captivated, 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 energy 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 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.

Name: _____

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Curriculum Connection
CST5.5

Advantages/Disadvantage of Points of View

Analyze

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

Advantages of the Point of View

First Person	Second Person	Third Person

Disadvantages of the Point of View

First Person	Second Person	Third Person

Reflect

Which story is your favourite version? Explain why.

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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 sweet 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. 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.

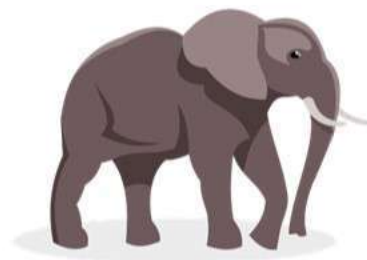
The busy marketplace was alive with bright colours and loud, happy voices selling fresh food. You could smell sweet fruits and spicy aromas swirling together as people moved from stall to stall. In the sunshine, the fresh fish sparkled like silver beside a stall filled with big, red tomatoes.

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 Devices: Simile

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

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



Think

Read and underline examples of similes. Then write them below

In the heart of a lush green forest, a rabbit named Alfie embarked on an adventure. His fur was as soft as a cloud, and his eyes sparkled like stars in the night sky. One sunny morning, he hopped out of his burrow, eager to explore. The forest was alive with sounds, each leaf rustling like a gentle applause.

As Alfie ventured further, he stumbled upon a stream that flowed like a ribbon of silver through the green. Nearby, a butterfly danced in the air, its wings fluttering as softly as a whisper on the breeze. Alfie watched it, feeling as brave as a lion on a quest.

Suddenly, he spotted a berry bush, its fruits as red as rubies. Alfie tasted them, finding them as sweet as summer's first kiss. With a heart as full as a balloon, Alfie realized that adventures could be found in every corner of the forest, and he hopped back home, eager to share his tales.

Scavenger Hunt

Find books that have examples of similes.

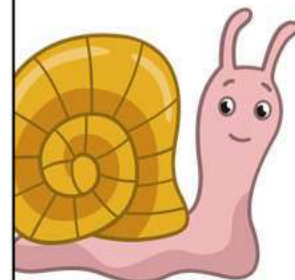
Book Name	Example – Describe or quote the example.
"Where the Wild Things Are"	Max's room became a forest, as wild as his imagination.
"The Gruffalo"	The mouse's tail is as long as a spaghetti noodle.

Matching

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



Column A	Column B
As strong as	a razor
As sharp as	a snail
As smooth as	an ox
As sweet as	silk
As quick as	honey
As slow as	a feather
As cold as	lightning
As light as	ice



Literary Devices: Metaphor

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

- The moon is a glowing cookie in the sky.
- Her eyes were shining stars.
- The car was a cheetah today.
- His words were like treasure.

**Think**

Read the passage below. Underline the metaphors and circle the similes.

In a quaint village where the landscape was as smooth as butter, Marcus found a path that led to a forest where the trees stood like golden marbles rolling across a vast playground, you could find an adventure. With a heart as brave as a lion, he ventured into the forest, a land of emerald secrets. The trees stood tall, their branches weaving a tapestry of shadows and sunlight, whispering tales of old.

Marcus, with eyes wide with wonder, saw the forest where every leaf played a part in nature's symphony. The bubbling stream was a storyteller, its waters murmuring stories of distant lands.

As the day folded into the arms of twilight, Marcus found a clearing where the stars peeked through the leafy dome like shy fireflies. He realized that even the smallest light can brighten the darkest night, a beacon of hope in the vast universe.

With a heart full of stories and eyes sparkling with dreams, Marcus journeyed home, his spirit as light as a feather riding the wind.

Scavenger Hunt

Find books that have examples of metaphors

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

Match The Column

Match the words in Column A with the most direct metaphorical descriptions in Column B to create compound metaphors.

Column A	Column B
Life	The best medicine
Snow	Balls of cotton
Laughter	A white blanket
Clouds	A whirlwind
Romance	A rollercoaster

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 stuck on the problem and he said he'd put it on his bill."

Surprising Endings: End the story in a way that is unexpected and makes readers laugh. Maybe the scary monster just wanted to grow a good hair day.



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 & Funny:** 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 kind of "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.

PREVIEW

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 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.

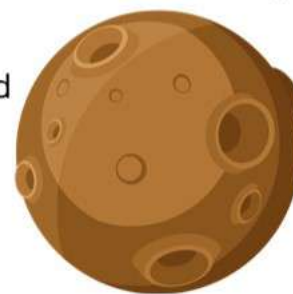
D) Equipped with her geology kit consisting of trowels, magnifiers, and a sturdy journal—Sophia was a member of the after-school astronomy club. They were on their first field trip to a local area where meteorites had reportedly fallen.

E) Finally, with the meteorite fully visible, Sophia gently 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 site.

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	

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>storm</u> arrived suddenly, forcing everyone to stay indoors.	Cause	Effect
He <u>pressed the button</u> , and the elevator started moving.	Cause	Effect
The chef added spices, <u>giving the soup a rich flavour</u> .	Cause	Effect
The ball hit the window, <u>causing the glass to shatter</u> .	Cause	Effect
The <u>storm</u> arrived suddenly, forcing everyone to stay 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 Beginning of Democracy

The Beginning of Democracy: The Story of Athena City

In a bustling city called Athena City, a wise leader named Marcus had a big idea. "Why should only a few people decide everything?" he wondered. "Let's give everyone a chance to have their say!"

His son, Leo, was really excited about this. "Wow, Dad, this could change everything!" he thought. He started making signs and flyers to let people know about his new idea, which Marcus called "democracy."



Around the same time, Mayor Olivia heard about Marcus's idea. "Democracy, huh? This could be a real game-changer," she said. She talked to Marcus with a plan. "What if we start with a small group of people making decisions together? Then we can see how it goes."

Leo was daydreaming about how cool it would be to have everyone voting on important stuff. But then he realized not everyone was happy with the old way of doing things. "Oh no, some people are against this idea," he thought, feeling a bit down.

Marcus liked Mayor Olivia's idea and they started with a small council of regular folks. This meant that Leo's dream of everyone voting right away had to wait.

After a little bit of time, the city saw what happened when more people helped make decisions. Parks got cleaner. Schools got better. People were happier. Marcus and Mayor Olivia gathered data to show that democracy was working.

The effect was amazing! People felt like they had a voice, and they took better care of their city. For Leo, it was like a dream come true. He saw how one idea could make a big difference for everyone. Democracy didn't just change the rules; it changed people's lives, making the city a better place to live for everyone.

Cause/Effect

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

1) Finish the effects of the causes below.

He started making
signs and flyers to
share his idea.More people made
decisions for the cityOh no! He was
against his idea

2) Think of the cause that goes with each effect below.

Then everyone will have a
voice.The parks got cleaner, and
the city was better.The city was everyone's dream,
but right now had to wait.**Plots**

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

Science Fiction Story - The Time-Traveling Treehouse

In the small town of Starfield, there stood a mysterious treehouse, perched on a tall tree near the town's wilderness. Everyone in town knew about it, but no one dared to go near. That is, until Sam, a curious and brave student, and his cautious best friend, Leo, decided to explore it.

The inside of the treehouse was like nothing they'd ever seen. Levers, and screens covered the walls. "It looks like a spaceship!" Leo whispered. Sam, always eager for adventure, pressed a big red button. Suddenly, the treehouse began to shake and hum!

In a flash, they found themselves in the future! Hovering cars zipped through the sky, and people walked around in shiny, silver suits. Sam felt nervous. "We should go back," he said. But Sam was too excited to listen.

They met a girl named Ava, who showed them around. She was kind and wise beyond her years. She explained how the world had changed, how technology had solved many problems but created new ones. Sam listened, fascinated. Ava spoke of the importance of taking care of the planet.

After their tour, Sam realized that Leo was right. They had to go home and tell what they'd learned. They said goodbye to Ava and returned to the treehouse. With a whoosh, they were back in their own time.

Years later, Sam, now a scientist, remembered his journey. He worked to create a better future, just like the one he had seen. Leo, still cautious but supportive, helped Sam in his endeavors.

The treehouse stood silent, a reminder of their incredible journey. Sam had changed, growing more responsible and thoughtful. Leo, always practical, stayed the same, a steady presence in Sam's life. Together, they remembered the day they traveled in time and how it changed their world.



Character Analysis

Round characters are interesting and layered and may change throughout the story. Flat characters stay the same throughout the story. Answer the following questions about the characters in this story.

1) Describe Sam's character. What are some traits that make him a round character? How does Sam change throughout the story?

2) Who was the flat character in the story? Leo or Ava? Why would you consider him/her a flat character?

Evaluation/Reflection

Answer the following questions about the story

1) Describe the flash forward in the story.

2) How does the journey to the future change Sam's perspective or actions in life?

3) What was the underlying theme of the story? What lesson do you think Sam and Leo learned from their adventure?

Drama Story – The Lost Melody

The Lost Melody

Once in a small coastal town, there lived a girl named Emma, who loved music more than anything else in the world. Music was her escape, her joy, and her connection to her mother, who had been a great pianist before she passed away. Emma had her mother's old piano, a beautiful, albeit slightly old, instrument that sat in the corner of their home.



One day, a fierce storm hit the town, and merciless waves crashed against Emma's home, flooding the lower floor and damaging many of their belongings, including the cherished piano. Emma was heartbroken; not only had she lost her home, but the piano felt like her last connection to her mother was now silenced.

In the weeks that followed, the community came together to rebuild. One of the volunteers was Mr. Harmon, the music teacher from Emma's school. He noticed Emma's quiet despair and learned about the damaged piano. Understanding the depth of her loss, Mr. Harmon offered to help repair it.

As they worked on the piano together, Emma shared stories of her mother, and Mr. Harmon shared his own story of finding solace in music after losing his wife. Their conversations were filled with moments of sadness and laughter, and a bond formed between the teacher and his student.

Drama Story – The Lost Melody

The emotional theme of coping with loss and finding hope was ever-present. Emma struggled with her grief, but as the piano slowly came back to life under their careful hands, so did her spirit. She realized that her connection to her mother wasn't just in the piano itself but in the love for music they shared.

The day the piano was finally restored, Emma sat at it, her fingers trembling. With the town eager to celebrate the rebuilding efforts, she played her mother's favorite piece. The music swelled, filling the room and the hearts of everyone there. It was a moment of triumph and a testament to her character's growth and resilience.



As the notes faded, the room erupted in applause. Emma looked at Mr. Harmon, her eyes shining with tears of gratitude. She had lost much but had gained a mentor and friend who helped her see that her mother's melody would always be with her, in every note she played.

The story concluded with Emma and Mr. Harmon starting a fundraiser to repair other instruments damaged in the storm, bringing music back into the lives of many. Emma's journey had shown her the power of community and the healing strength of sharing one's passion.

**Character
Analysis**

Describe Emma. Think about her personality, interests, and how she behaved in the story. Write at least three sentences about her character.

Evaluation/Reflection

Answer the following questions about the story

1) What is the main theme of the story? Think about the overall message or lesson.

2) How did the story make you feel? Did it inspire you, make you curious, or feel something else? Explain your feelings.

3) Explain how the three emotions below were portrayed in the story.

Sad	
Happy	
Proud	

Narrative Structure

Understanding Narrative Structure

Narrative structure is like a blueprint for a story. It helps to organize the events in a way that makes the story interesting and easy to follow. Identifying the key elements of a story is called **Story Mapping**. Let's break down what narrative structure involves.

Beginning Journey: Introduction

Every story starts with an introduction. Here, we meet the main characters and learn about the setting, which is where and when the story takes place. The introduction also gives us a hint about the story's main problem or what the adventure might be.

Building the Excitement: Rising Action

As we move on, we read about the rising action. This part is all about building tension by adding challenges. The characters face problems that make us wonder, "What's going to happen next?" This keeps us engaged and wanting to find out more.

The Story's Peak: Climax

The climax is the most thrilling part of the story. It's the point where all we've been waiting for, where the main problem or conflict reaches its peak. The characters must face their biggest challenge, and everything feels tense and exciting.

The Adventure Winds Down: Falling Action

After the climax, we enter the falling action. Things start to calm down as the characters deal with the aftermath of the climax. They work through the remaining challenges and start to find solutions.

Wrapping Up: Resolution

Finally, every story needs a resolution, where all the loose ends are tied up. The characters have learned important lessons, and the main problem is solved, one way or another. This part leaves us feeling satisfied, knowing how everything turned out for the characters we've been rooting for.

By following this structure, stories can take us on incredible journeys, filled with ups and downs, and leave us feeling like we've been part of something special.

Answer

Which part of the narrative structure is described?

1) The part where everything reaches a thrilling peak where outcomes hang in the balance.	
2) The part where all the story's threads come together, leaving us with a clear ending.	
3) The part where we get to know who's in the story and where it's happening.	
4) The part where tensions rise as challenges appear, making us wonder what will happen next.	
5) The part where tensions start to calm down, and solutions to problems become clear.	

Identify

Write the part of the story you think this sentence is from.

1) During the science fair, the experiment began to bubble and hiss, drawing a crowd of onlookers.	Falling Action	Rising Action
2) In a daring move, Hugo leapt onto the rooftop, narrowly grasping the cold metal railing in time.	Introduction	Climax
3) After the storm passed, the villagers emerged to find their homes untouched, a miracle they couldn't explain.	Falling Action	Rising Action
4) The once cursed forest flourished again, with the villagers and wildlife living in harmony.	Resolution	Climax
5) As the sun rose, Ethan found the lost puppy, bringing it back to its grateful owner, Mrs. Bianca.	Falling Action	Rising Action
6) With the final spell cast, the room went silent, and the once menacing shadows vanished into thin air.	Climax	Resolution
7) With each step up the ancient tower, Nora felt the mysterious amulet grow warmer against her skin.	Falling Action	Rising Action
8) On his first day in the new town, Leo made an unlikely friend—a small, talkative parrot.	Introduction	Climax
9) As the storm approached, Maya and her friends hurried to fortify their makeshift fort with branches and leaves.	Falling Action	Rising Action
10) Years later, the friends would reminisce about the summer adventure that brought them closer together.	Resolution	Climax

Story Mapping - Secrets of the Echo Cave

Once upon a time, in a bustling underwater city hidden deep in the ocean, lived two adventurous friends, Brandon and Marina. They had always dreamt of exploring the mysterious Cave of Echoes, a place full of ancient alien artifacts, but no one dared to enter because of the legendary Guardian that protected it.

One morning, driven by curiosity and the thrill of adventure, Brandon and Marina decided to go and see the cave for themselves. They equipped themselves with glowing flippers and set off, swimming past colourful coral reefs and schools of shimmering fish.

As they approached the cave, they noticed strange symbols etched into the rock, ignoring the warnings, they ventured inside, their hearts racing. The cave was filled with wondrous sights, shimmering with iridescent crystals, and alien gadgets lay scattered around, unlike anything they had ever seen.



Suddenly, they encountered the Guardian, a massive creature with sparkling eyes. It spoke in a deep, rumbling voice, expressing its disappointment. In that moment, Brandon and Marina realized they had disrupted the peace of this sacred place. The Guardian explained their fascination and promised to protect the cave's secrets.

Understanding their genuine remorse, the Guardian offered them a deal. If they could solve an ancient puzzle, they would be granted a glimpse of the cave's greatest treasure. Working together, they deciphered the puzzle, revealing a hidden chamber filled with alien technology that promised to clean the oceans.

Grateful for the experience and the valuable lesson learned, Brandon and Marina returned home, their minds buzzing with ideas on how to use the newfound technology for the good of their underwater world. They had not only found an incredible adventure but also a way to make a difference.

Instructions

Identify the key elements of the story and fill the story map below.

Introduction**Rising Action****Falling Action****Climax****Resolution****PREVIEW**

Characterization

Understanding Characters in Stories

When you read a story, meeting different characters is like meeting new friends or sometimes foes. But how do we get to know them? Let's dive into the world of characters in stories!

What is Characterization?

Characterization is the way writers share what characters are like. Think of it as a recipe that helps us understand who these characters are, from their personality to their actions.



Types of Characterization

- 1) **Direct Characterization:** This is when the author tells us directly what a character is like. For example, "Alex is brave." It's straightforward, like a friend telling you about someone.
- 2) **Indirect Characterization:** This is when the author shows us things about the character through their actions, what they say, how they interact with others, and what others say about them. For example, if Alex jumps into a river to save a puppy, we figure out he's brave without being told directly.

How to Analyze Characters

To understand characters better, think about these points:

- **Looks:** What does the character look like? This can tell us a lot about them.
- **Actions:** What does the character do? Their actions can show us their true nature.
- **Words:** What does the character say, and how do they say it? This can reveal their thoughts and feelings.
- **Thoughts:** What is going on in the character's mind? Sometimes, we get a peek into their thoughts.
- **Reactions:** How do others react to the character? This can show us how the character fits into their world.

By looking at these aspects, you can become a character detective, uncovering the hidden depths of characters in any story you read!

Instructions Read the sentences below and circle what characterization type is used.

1) Mia is very kind and always helps her friends, especially when they're feeling sad or need support.	Direct	Indirect
2) When a stray dog wandered onto the playground, Sophie gently took care of it and made sure that it is safe.	Direct	Indirect
3) During group work, Bianca listened intently to everyone's ideas, and showed interest in all of them.	Direct	Indirect
4) Mrs. Brown, our music teacher, is incredibly patient and encourages all her students.	Direct	Indirect
5) Tess is a kind and caring girl who loves to help others without expecting anything in return.	Direct	Indirect
6) When he found a wallet in the school ground, Caleb immediately turned it in to the principal and found.	Direct	Indirect
7) Every lunch break, Dylan can be found sitting a book under his favourite tree, completely engrossed.	Direct	Indirect
8) During the long walk for the field trip, Elsie shared interesting stories to keep everyone entertained.	Direct	Indirect
9) Miss Green, our librarian, is knowledgeable and loves sharing interesting facts with us.	Direct	Indirect
10) After winning the race, Simon did not boast his victory and made sure to shake hands with every competitor.	Direct	Indirect
11) Leo is quite mischievous and often comes up with playful pranks.	Direct	Indirect
12) Coach Bennett is passionate about sports and inspires us to do our best no matter what happens.	Direct	Indirect
13) In the middle of the chaos, Grace found a way to solve the problem without any fuss.	Direct	Indirect
14) Without hesitation, Mia jumped into the game, even though she had never played before.	Direct	Indirect
15) Principal Harvey is strict but fair, and he values honesty above all.	Direct	Indirect

Characterization – Finley’s Fantasy

In a magical garden filled with twinkling lights and whispering flowers, there lived a curious creature named Finley. Finley wasn't like anyone you've ever seen before; with wings shimmering in a kaleidoscope of colours and eyes that sparkled like stars, this being was truly one of a kind.

Finley had the remarkable ability to change colours, and so now they felt, turning blue when sad, then excited and green when content. This made Finley a great help to everyone, helping everyone understand how they felt with a single word.



One sunny day, while walking around the enchanting garden, Finley stumbled upon a peculiar rock that seemed to have a life of its own. Curious, Finley reached out a gentle hand, and the moment they touched it, a bright light enveloped them.

When the light faded, standing before Finley was a shy gnome named Alastair. Alastair had been trapped in the rock for ages, and Finley's kindness had set him free. Grateful for his freedom, Alastair promised to grant Finley one wish.

Finley thought hard. They had the power to wish for anything, but they already had what mattered most: a magical garden full of friends and magic. They wanted to express their feelings in the most extraordinary way. So, Finley wished for the garden to remain a safe haven for all magical beings, where everyone could live in harmony.

Alastair nodded, and with a wave of his hand, the garden glowed even brighter, its magic stronger and more inviting than ever. Finley and Alastair became fast friends, and together, they looked after their enchanted garden, making sure it was a place where every creature, big or small, felt welcomed and loved.

Finley, with their ever-changing colours and kind heart, reminded everyone that it's our differences that make us special and that understanding each other's feelings can create a world filled with magic and friendship.

Instructions

Characterize Finley. In the middle draw what you think they look like and answer the questions related to their personality.

What does Finley do?

What do you think is going on in
Finley's mind?

What does the character look like?

What traits do you
think Finley has?

What do other
characters in the
story think of
Finley?

Block 5:

Persuasive Texts

Focus

- ✓ Vocabulary, grammar, cohesive ties, sentence structure in persuasive texts
- ✓ Critical thinking skills for understanding persuasive texts
- ✓ Diversity, inclusion, and accessibility themes in persuasive writing
- ✓ Making inferences after reading – local inferences and global inferences using explicit and implicit evidence – do you believe the text? Has it changed your opinion?
- ✓ Examining different perspectives
- ✓ Reading Comprehension Strategy: Inferencing

Persuasive Writing Advertisement

🌟 Elevate Your Writing Skills in Our Persuasive Writing Class! 🌟

Hey Remarkable Grade 5s! Have you ever dreamed of becoming an influential writer? Want to hone your skills to persuasively express your opinions? This class is perfect for you! 📝



👉 What You Will Learn:

Persuasive Writing: Not just a word lawyer—be the judge and jury of your own ideas!
Compelling Sentences: Craft intricate sentences that capture attention
Dynamic Vocabulary: Incorporate persuasive terms and use impactful words like "crucial," "advocate," and "arguing."

🌈 Why Mastering Persuasive Writing is Essential:

Elevate Your Ideas: Showcase the brilliance of your thoughts with compelling arguments.
Artistic Expression: Go beyond simple description; create vivid imagery with your language.
Informed Debates: Engage in intellectual debates, putting your arguments into well-organized written form.
Empowerment: Gain self-confidence as you learn to express your voice.

🎉 Who Should Join?

- ☑ Students keen on saying their ideas effectively.
- ☑ Those who enjoy persuading people to see things from their unique perspective.
- ☑ Aspiring leaders, entrepreneurs, marketers, or legal experts.

Don't miss this chance! Enroll in our Persuasive Writing Class and ascend to new heights as a wordsmith! 🧐🧐

Sign up now and let your words not only talk but inspire! 💬🌟

True or False

Is the statement true or false?

1) Only a formal voice is used in persuasive writing	True	False
2) Persuasive Writing is boring.	True	False
3) This class will teach you to be a "word lawyer."	True	False
4) Being persuasive sometimes means friendly debates.	True	False
5) Choosing engaging words isn't important in persuasive writing.	True	False

Questions

Answer the questions below.

1) What is persuasive writing?

2) Write more engaging and persuasive words for the words below.

Original Word	Option 1	Option 2	Option 3	Option 4
Sad				
Wise				
Excited				
Tall				
Healthy				

3) Why would the jobs below need good persuasive skills?

Sales Representative	
Negotiator	
Journalist	
Lawyer	

Persuasive Writing – Multiple Perspectives

Perspective 1: Homework Should Be Abolished

You know, homework is just not fair! After spending the whole day in school, we have to come home and do even more work? Imagine this: It's a sunny day, and you can hear your friends playing outside. They're having the time of their lives while you're stuck inside, writing an essay about a book you didn't even want to read. You're missing out on playing tag, soccer, or just hanging out. It feels like we're in school all day and night! What about family time? We should be able to have dinner and talk with our families without stressing about homework.

Perspective 2: Homework Should Not Be Abolished

According to expert Dr. Harris Cooper, who has done extensive research on the subject, homework improves learning and help students perform better in school. Studies show that students who do homework regularly score 50% better on standardized tests. Moreover, homework teaches important skills like time management and self-discipline. These skills are important for future success in both school and work. The Canadian Department of Education recommends that students spend approximately 5 minutes per subject per day on homework. For a 5th grader, that's only about 25 minutes a day, leaving plenty of time for other activities.



Think Critically

Answer the questions below.

1) Which text is more persuasive? Explain your opinion.

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

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

Inferences - Persuasive Writing Advertisement



Boost Your School Grades with Our Amazing Study Planner!

Hey students, are you tired of forgetting assignments and feeling overwhelmed with schoolwork? Get organized and stress-free with our super cool Study Planners! 📅



Why Pick Our Study Planners?

If you finish your work 20% faster, you'll have more time for games, sports, or hanging out with friends! More fun = happy life!

- ☑ Efficient: Research shows that kids who plan their work forget 30% fewer assignments!
- ☑ Save Time: Finish your work 20% by knowing what's due and when!
- ☑ Built to Last: Our planners are made of tough materials that can survive the whole school year!



Numbers Speak Volumes!

- 92% of our users said they felt more organized!
- 86% reported less stress!
- A whopping 100% would tell their friends to use our Study Planners!



Think of the Extra Free Time!

If you finish your work 20% faster, you'll have more time for games, sports, or hanging out with friends! More fun = happy life!



A Smart Choice

Our Study Planner pays for itself by helping you ace tests and assignments, saving you tons of stress!

So, why not get ahead? Level up your school life today with our awesome Study Planners!



Order Now and Get Ready to Succeed!

Name: _____

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Curriculum Connection
CST5.1, CST5.6

Local Inferences

Make inferences based on the sentences below.

"Research shows that kids who plan their work forget 30% fewer assignments!"

"If you finish your work 20% faster, you'll have more time for games, sports, or hanging out with friends. More fun = happy life!"

A whopping 100% of our students tell the world to use our Study Planners!

"Reduce your study time by 20% by knowing what's due when!"

Global Inferences

Make 4 inferences based on the entire advertisement.

Inferences – Implicit or Explicit Evidence

- **Explicit Evidence:** This is when something is told to you straight up, so there's no guessing needed.

Example: Your mom says, "Dinner is at 6 PM," so you know for sure when it's time to eat.



- **Implicit Evidence:** This is when something isn't said out loud, but you can still figure it out.

Example: Your dog keeps running to the door and wagging its tail, so you guess that it wants to go for a walk.

Instructions: The evidence provided is explicit, meaning it's directly stated. Form a conclusion that you can draw based on this clear evidence.

Example – Evidence The store closes at 9 PM.

Conclusion I should buy my bread before 9PM.

1) Explicit Evidence She is wearing a coat.

Conclusion

2) Explicit Evidence The sign says 'Out of Order'.

Conclusion

3) Explicit Evidence He is brushing his teeth and it is dark out.

Conclusion

4) Explicit Evidence The game starts at 8:00 a.m. It takes you 30 minutes to get ready.

Conclusion

5) Explicit Evidence The oven timer is beeping.

Conclusion

6) Explicit Evidence The teacher handed out art supplies.

Conclusion

Inferences - Persuasive Writing Advertisement

Dear Students,

I hope you're all having a fantastic time learning and having fun. Today, I want to chat about something super key: being eco-friendly at school.

Our school is amazing, kind of like a clean, happy planet. On Earth, every tree, ocean, and animal has a part to play to keep it healthy. Similarly, each one of you can do something special to make our school greener.

Being eco-friendly means caring for our planet. When we recycle, save water, and don't waste electricity, we learn valuable lessons.

Even the recycling bins in the hallways? They're not just for show! If you see someone throw a plastic bottle in the trash, maybe guide them to the recycling bin.

Let's remember, small actions make a big difference. By being eco-friendly, our planet—just like our school—can be the best it can be.

Thanks for your time, and let's all work together to make our school awesome!

Cheers,
Principal Johnson



Local Inferences

Write 3 things the principal expects. The first piece of evidence is provided. Then draw conclusions from the other two things.

Evidence	Each one of you can do something special to make our school greener.
Conclusion	

Evidence	
Conclusion	

Evidence	
Conclusion	

Block 6: Expository Writing

Focus

Reports

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

Procedural Writing

- ✓ Reading how-to-guides
- ✓ Comparing procedural writing

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 titles that show the main idea of a section.
- Subheadings: These are smaller than headings and show specific topics under the main idea.
- Bold Words: Words that are darker to help you find key vocabulary.
- Bullet Points/Numbers: They organize lists of facts and are easier to follow.
- Hyperlinks: These are clickable words in digital reports that lead you to other websites.
- 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 examples of the text features in a non-fiction book and look for examples of the text features in the reading. Write down the name of the book and the page number in which it can be found.

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

Cause and Effect Report – Deforestation

Introduction

Deforestation is when large areas of trees are cut down or removed. This report explains why deforestation happens and what effects it has on our planet.



Causes of Deforestation

1) Farming and Agriculture

One main cause of deforestation is to clear land for farms where people can grow food. Also, trees are cut down to make space for people to live and build houses.

2) Wood and Paper

Trees are a source of wood for furniture and buildings. They are also used to make paper products like books and newspapers.

Effects of Deforestation

1) Harm to Animals

When trees are removed, animals lose their homes. Many animals rely on forests to live and find food. Deforestation can lead to fewer animals in the area, even endangering them.

2) Climate Change

Trees help in absorbing carbon dioxide, a gas that contributes to climate change. When trees are cut down, more of this gas stays in the air, leading to a warmer planet.

3) Soil Problems

Trees help hold soil in place. Without trees, soil can be washed away by rain, making it harder to grow plants in the future.

Conclusion

Deforestation is a serious issue. It leads to loss of animal homes, contributes to climate change, and causes soil erosion. By understanding these causes and effects, we can find better ways to protect our forests and the environment.

True or False

Is the statement true or false?

1) Deforestation is the process of planting more trees.	True	False
2) Trees are cut down to make wood and paper products.	True	False
3) Deforestation leads to soil erosion, making it difficult to grow plants.	True	False
4) One of the main reasons for deforestation is to create land for farming.	True	False
5) Deforestation has no effect on animals living in the forest.	True	False

Evening

Answer the following questions.

1) List two causes of deforestation mentioned in the essay.

2) Name three environmental impacts/effects of deforestation.

3) How does deforestation lead to climate change?

4) Do you think the report effectively covers the topic? Why or why not?

5) How easy was it is to understand the report due to the text features (lists, headings, etc.)

☐ Very easy☐ Easy☐ Neutral☐ Somewhat difficult☐ Very difficult

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: Form 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 can use it to make electricity.
- **Wind Energy:** Wind moves turbines around, which turns them 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

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 never do anything alone; it's a group effort. This is crucial for safety reasons, but it also helps us better enjoy fishing. Working as a team helps us fish more effectively!

The Powerful Totem Poles: Telling Our Story

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 tells us about our past and helps us learn about our traditions. Every carving has its own story to tell.

Art That Connects Us

In our Haida Nation, art is more than just pretty pictures; it's a way to remember memory of who we are, and it illustrates our beliefs. From a young age, we learn to carve and create, linking us to both our community and our ancestors.

**Navigating Our Story: The Art of Canoe Building**

Hi there, I'm Mika! Canoes are much more than just boats for us. We use them for many things, like fishing, getting around, and special ceremonies as well!

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 kept us warm in cold winters.

Trading with the Europeans

When Europeans came, they wanted furs to take back to their countries. We became important **partners**. They gave us tools and blankets in exchange for furs. But remember, trading was 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

Make inferences 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."

What is Procedural Writing?

What is Procedural Writing?

Procedural writing is a form of writing that guides us through the steps of completing a task. It can be compared to the instructions found in a manual for assembling furniture or the steps listed in a recipe. This style of writing is crucial because it provides clear guidance on how to achieve a specific outcome, ensuring we follow the correct process.



Features of Procedural Writing

- **Title:** Every procedural text begins with a title that clearly indicates the task.
- **List of Materials:** It presents a list of all items required before outlining the steps, ensuring the reader has everything prepared.
- **Sequential Steps:** The instructions are organized in a sequential order, often with numbering, to guide the reader through the process.
- **Clear Directions:** The instructions are straightforward and easy to comprehend, avoiding ambiguity.
- **Command Verbs:** It frequently employs imperative verbs that prompt action, such as 'write', 'fold', or 'insert'.
- **Illustrations or Diagrams:** Often, visuals are included to provide a better understanding of the steps involved.

Example: Crafting a Simple Origami Boat

Materials:

A square piece of paper

Steps:

- 1) Place the paper on a flat surface, with one corner pointing towards you.
- 2) Fold the paper in half by bringing the bottom corner up to meet the top corner, forming a triangle.
- 3) Take the left and right corners of the triangle and fold them upwards to meet at the top point.
- 4) Gently pull the two layers at the bottom apart to open up your origami boat.
- 5) Your origami boat is now ready to be displayed or used in water play!

This example illustrates how procedural writing can guide us in creating a simple origami boat. By following the steps outlined, we can achieve the desired result effectively.

Prereading

Before reading, answer the questions below.

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

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

Order

Order the steps below from the first step to the last in making an origami boat.

Order	Steps
	Take the left and right corners of the triangle and fold them upwards to meet at the top point.
	Your origami boat is now ready to be displayed or used in water play!
	Gently pull the two layers at the bottom apart to open up your origami boat.
	Fold the paper in half by bringing the bottom corner up to meet the top corner, forming a triangle
	Place the paper on a flat surface, with one corner pointing towards you.

Linear Text - Recipes – Ordering Steps

Examine

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

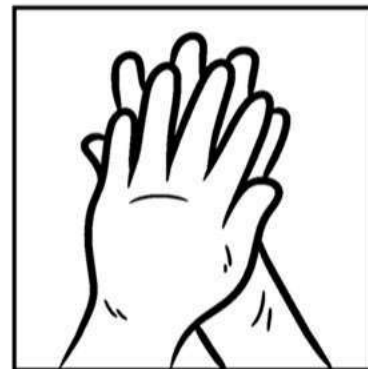
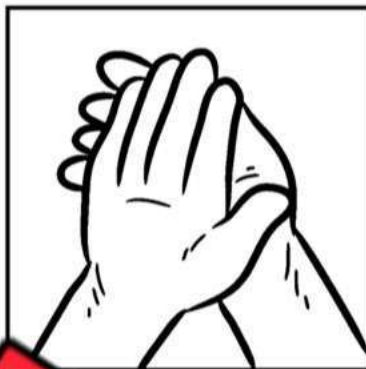


Order	Information
	Take small amounts of the mixture and roll them into balls about the size of a golf ball.
	Spaghetti With Meatballs Recipe
	In a pan used for meatballs, pour in tomato sauce and bring to a boil.
	In a bowl, combine ground beef, bread crumbs, egg, salt, pepper, and garlic powder. Use your hands to mix well.
	Ingredients
	<ul style="list-style-type: none"> ➤ Spaghetti noodles ➤ Ground beef (about 500 grams) ➤ Bread crumbs (1/4 cup) ➤ 1 egg ➤ Salt (1 teaspoon) ➤ Pepper (1/2 teaspoon) ➤ Garlic powder (1/2 teaspoon) ➤ Tomato sauce (1 can) ➤ Grated cheese (optional) ➤ Olive oil (2 cans)
	In a large pan, heat olive oil over medium heat. Add meatballs and cook until brown on all sides. Remove meatballs from pan.
	Once spaghetti is cooked, use a colander to drain the water out.
	Fill a large pot with water and a pinch of salt. Bring it to a boil.
	Put the meatballs back in the pan with the tomato sauce. Cover and let it simmer for about 10 minutes.
	Place spaghetti on a plate, top with meatballs and sauce. Sprinkle some grated cheese on top if you like.
	Add spaghetti noodles to boiling water and cook according to the package instructions until they are soft.

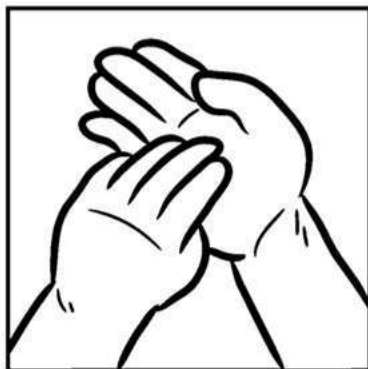
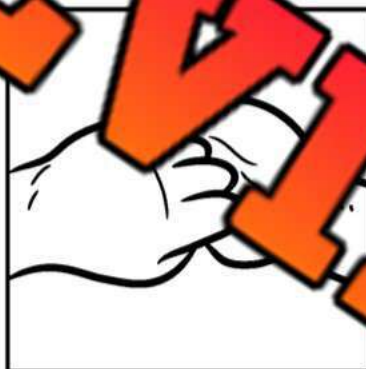
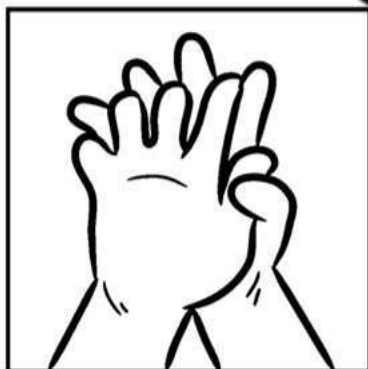
Graphics in Procedural Writing – Handwashing

Label

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



Rub back of hands




Wash palms



Following Instructions – Drawing an Inuksuk

Draw

Follow the procedural text below to draw an inuksuk.

Title	Drawing an Indigenous Inuksuk: A Fun Art Adventure!	
Materials	<ul style="list-style-type: none"> - A blank sheet of paper - A pencil - Eraser - Colored pencils (optional) 	
Introduction	An inuksuk is a stone landmark used by the Inuit people for navigation, as a reference, a marker for travel routes, fishing places, hunting grounds, and more. These structures are significant in Inuit culture, symbolizing cooperation, balance, and unspoken communication.	
Step 1	Start by drawing the base with two large, vertical rectangle shapes side by side with a space between them (like legs) at the bottom of your paper. These are the foundation stones.	
Step 2	Resting on the foundation stones, draw two more rectangles for the body stones, making sure they are slightly different in size.	
Step 3	On top of the center body stones, add a thinner, horizontal rectangle that is longer than the body stones. This will be the balance stone that sits across the body stones. (like a balance beam)	
Step 4	Above the balance stone, place a smaller, slightly rounded stone by drawing an oval shape. This is the head of the inuksuk.	
Step 5	Add details to your stones by giving them some texture with light, curved lines to mimic the rough surface of real stones.	
Step 6	Go over your drawing with a darker pencil or pen to make your inuksuk stand out.	
Finish	If you like, colour your inuksuk using colored pencils or markers, choosing natural stone colors like grey, brown, or black.	

Name: _____

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Following Instructions – Drawing an Inuksuk

Draw

Draw your inuksuk below.

PREVIEW

Block 7: Poetry

Focus

- ✓ Literary devices in poetry – imagery and humour
- ✓ Reading Comprehension Strategy: Visualizing
- ✓ Making inferences based on implicit evidence in 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, authors find "literary devices" that improve the writing. These devices can make a poem not only beautiful 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 starting 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 shoed 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 Poem

Acrostic poems are poems where the first letter of each line, when read vertically, spells out a particular word or statement. This secret message makes the poem extra enjoyable.

Sunny skies are blue

Under clouds, the rays peek through
If more rain, 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 with a phone,
Who said, "I'll never be alone."
He sent out a text to his friend,
Then went on to his next friend.
Then he wondered where he was when.

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



Name: _____

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CST5.1, CST5.4, CST5.6

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.

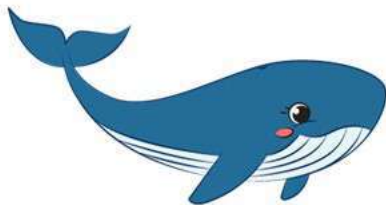


Once boundless, vast—
Ship through the frozen sea—
Lost old ways.

Engines roar on out to sea—
Hunters adapt.

Northern lights dance high—
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 so the air, Engines roar, drown out the calls"

3) "Northern lights high viewed by distant ships"

4) "What value, our lore?"

Visualizing

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

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 banks, a fisherman's aisle
C - Craggy cliffs, worthwhile
H - Hiking trails with a unique trial
I - Indigenous people, a historical dial
A - Abundant game in a colorful pile
N - Natural beauty, a treasure to file
M - Maple trees tapped for sap 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
CST5.1, CST5.4, CST5.6

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,
Had a lot to his archive.
With a lot of paints,
And no more strife.
His Aztec genetics did thrive.



Aztec art

Roman Republic:

Rambunctious Rosie from Rome,
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? 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 water" 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

Working, 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 Change

From ice to water, or water to steam,
A phase change is what we mean.
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

--	--

Block 8:

Book Reviews

Focus

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

Implicit and Explicit Perspectives – Book Reviews

In a book review, "**explicit perspective**" is when the person tells you straight up what they think. "**Implicit perspective**" is trickier; you have to figure out their opinion.

Explicit Examples:

"The book was awesome."

"I didn't like the ending."



Implicit Examples:

"The book kept you guessing until the last page." (Probably means it's suspenseful)

"There were a lot of details in the story." (Might mean it's too complicated)

Perspectives Is the author's perspective explicit or implicit in describing their opinion of the book?

1) This book is a masterpiece if you read it.	Implicit	Explicit
2) I couldn't put the book down.	Implicit	Explicit
3) Despite its length, the book was easy to read.	Implicit	Explicit
4) The story was hard to follow.	Implicit	Explicit
5) The pictures in the story were very detailed.	Implicit	Explicit
6) The mystery keeps you guessing throughout the book.	Implicit	Explicit
7) It's a perfect bedtime story.	Implicit	Explicit
8) I learned a lot from the book.	Implicit	Explicit

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

1) It was full of suspense and emotions.

2) The book dragged on and was slow.

Finding Bias in Reviews

What is Bias in Reviews?

Bias means the reviewer has a strong preference that influences their opinion. For instance, if a person is a big fan of space adventures, they might praise all books about space, even if some are just okay.

On the other hand, if someone isn't keen on mystery stories, they might downplay a well-written mystery book. It's also possible for a reviewer to be biased against certain topics, like talking animals, and mark them down even if many people enjoy those stories. This is why it's best to read different reviews to get a more balanced view.



Bias _____ and the reviews and answer the questions.

Review: "The Galactic Battle: Alien Invasion"

Whoa! "The Galactic Battle: Alien Invasion" is hands-down the greatest movie of all time! If you skip this, you're missing out on a cinematic experience. The movie features aliens and humans teaming up, which is why it's so great. Aliens are the most intriguing beings ever, and finally, a movie captures that all the way. It's perfect for both aliens or alien enthusiasts, making it ideal. The villain, Earth Defender, is bound to lose because defending Earth is way less cool than exploring the galaxy. Honestly, finding movies about anything other than space and aliens seems pointless now. You need to see this movie, it's a game-changer!

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

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

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

Our Voice in Review Writing

What is Voice in Writing?

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

Voice

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

A) I love the dragon! Oh, why they not show them more? Everyone was talking and talking but i want to see more dragons and magic stuff more! can we watch a dragon movie next time?

B) The emotion in the film was so touching. I tried to find a movie that tugs at the heartstrings while keeping even so i think the loud action scenes weren't exactly my cup of tea, but it was wonderful to see this experience as a family.

C) Okay, this film had some legit cool moments. The soundtrack was fire, like whoever curated that playlist needs a raise. But let's be real, that whole teen romance? Super cringe. Nobody my age talks or acts like that period.

D) Those car chase scenes, wow! Felt like I was right back in my high school days listening rock music and feeling invincible. The storyline had its ups and downs, but when they revved those engines, it brought me back. Could've used a plot twist to spice things up, though.

1) Which family member wrote which review?

Dad		Mom		Teenager		Youngest	
-----	--	-----	--	----------	--	----------	--

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

Using Humour in Review Writing

Imagine you're reading a review about a new toy. Instead of the reviewer just saying, "This toy is fun!" they might make a funny comparison, like "This toy is so fun, it's like a dance party for your fingers!" That's using humour.

In review writing, humour:

- **Grabs Attention:** Funny sentences makes people interested in reading the review.
- **Makes it Memorable:** If a review makes you laugh, you'll probably remember it more than a plain one.
- **Softens Criticism:** If someone doesn't like something, using humour can make the criticism less harsh. Instead of saying, "The toy breaks easily," they might say, "This toy has taken a nap and never woke up!"

Review Read the sentences below that use humour and answer the questions

1) This book was so good, my hands turned into glue!

What It Means

Is it a good topic sentence?

2) The pizza was so cheesy, even the mice asked for the recipe!

What It Means

Is it a good topic sentence?

3) The movie was so slow, even snails asked for a fast-forward button!

What It Means

Is it a good topic sentence?

Literary Devices in Reviews

Literary devices are specific techniques that authors employ to make their writing more engaging and to clarify their viewpoint.

- **Similes:** A comparison using 'like' or 'as' - "This movie was as suspenseful as a high-stakes chess match."
- **Metaphors:** A comparison without using 'like' or 'as' - "The protagonist is a ticking time bomb of emotions."
- **Alliteration:** Using the same initial sound in a sequence of words - "Bold, brave, and brilliant."
- **Humour:** Using jokes or funny comparisons to lighten the mood - "That chapter was so funny that the fish started giggling!"

Examine Read the review below and find examples of the literary devices used

Space Adventures in 'The Secret Spaceship'

Jumping into "The Secret Spaceship" series is like finding a lost chocolate bar in your jacket pocket - a delightful treat!

In this episode, Sara and Alex discover a spaceship that looks like it retired from space races and took up hiding in a galaxy. They thought pushing buttons was just kids' play, but whoops! Suddenly, they're being taken to a robot-run diner in another galaxy.

While this book could give any space saga a run for its money, it's the zany little detours that steal the show. It's an action-packed roller coaster where you think you've caught your breath, it tosses you into an intergalactic loop-de-loop.

I give this book a solid 5/5 stars. It was so captivating; it kept me from noticeably pouting with neglect. It's a must-flip for every budding astronaut or space dreamt of a space escapade without the bulky suit.



Similes	
Metaphors	
Alliteration	
Humour	

Review Writing - Inferences

Title: "An Enchanting Expedition in 'Wizard Wally's Whimsical Realm'"

Introduction

Hey, fellow readers! Are you in the mood for an enchanting tale? "Wizard Wally's Whimsical Realm" will whisk you off to a world so magical, it's like stepping into your wildest dreams. For fans of mystic spells and daring quests, this is your must-read.



Summary

In this story, a young adventurer named Tim stumbles upon Wizard Wally's enchanted castle. Wally's magic transports him to an otherworldly kingdom filled with mythical beings—like dragons and sprites. To return the cap and exit this whimsical realm, Tim must navigate a series of mind-boggling tests.

Thoughts

Diving into this book is like jumping into a cauldron of magic—it's bubbling with laughs and magic! Characters? They're so lively, I could see them running around my pencil. The story zips faster than a squirrel on a sugar rush. All the magical details are sprinkled in words that paint pictures in your brain, making it feel like you've discovered a secret stash of sparkling stories.

Rating

I rate this book a perfect 5/5 stars, no questions asked! It was so riveting, I didn't even want to stop for a snack. Any youngster interested in magical stories should give it a read today!



Examine

Read the review on the previous page and find examples of the literary devices used.

Write 1 example of each of the following literary devices used in the review.

Similes

Metaphors

Alliteration

Humour

Inferencing

Answer the questions below to show your understanding

1) Global Inference: Describe who you think wrote this review based on the word choice, sentence structure, and punctuation used (voice). What can you infer about them?

2) Local Inference: What did the author mean when they wrote, "Chances are so lively, I thought one might borrow my pencil."

3) Local Inference: What did the author mean when they wrote, "The story zips faster than a squirrel on a sugar rush."

Block 9:

Graphic Texts

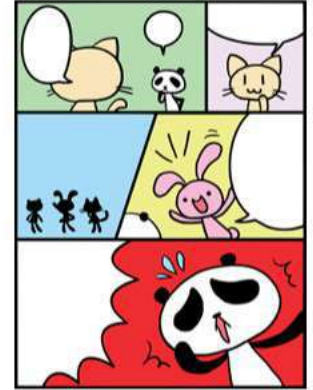
Focus

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

Types of Graphic Texts

Understanding Graphic Texts

Graphic texts offer an engaging way to share information or narrate a story, using both visuals and words. They're not just limited to comic books! You can find them in instructional manuals, infographics, and even historical timelines.



Different Types of Graphic Texts

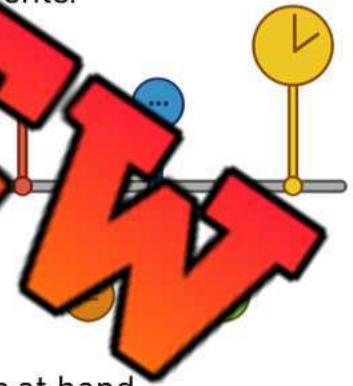
There's a whole world of graphic texts to explore. Here are some you might see:

- Comic Books: Illustrations and speech bubbles tell a story.
- Infographics: Utilizing charts and illustrations, these explain topics like the water cycle.
- Maps: Not only do they indicate location, they also provide routes and key landmarks.
- Timelines: Great for understanding the sequence of historical events.

Key Features in Graphic Texts

Graphic texts come with unique elements, or 'features,' which separate them from other texts. Some key features include:

- Titles: Located at the top, they serve as your guide to the topic at hand.
- Visual Aids: Pictures, icons, or diagrams are used with text to complement the information. A lightbulb is an icon or symbol that shows a good idea.
- Captions: Found below images, they offer more details.
- Speech Bubbles: Common in comic stories, these show conversations between characters.
- Labels: These are short descriptors near an image or graph to identify its components or functions.



Prereading

Before reading, answer the questions below.

Read the title and headings and write what you already know about this subject.

Making Connections

After reading, make the connections below.

Text-to-Self

Text-to-Text

Text-to-World

1) When do you or your family use maps in your life?

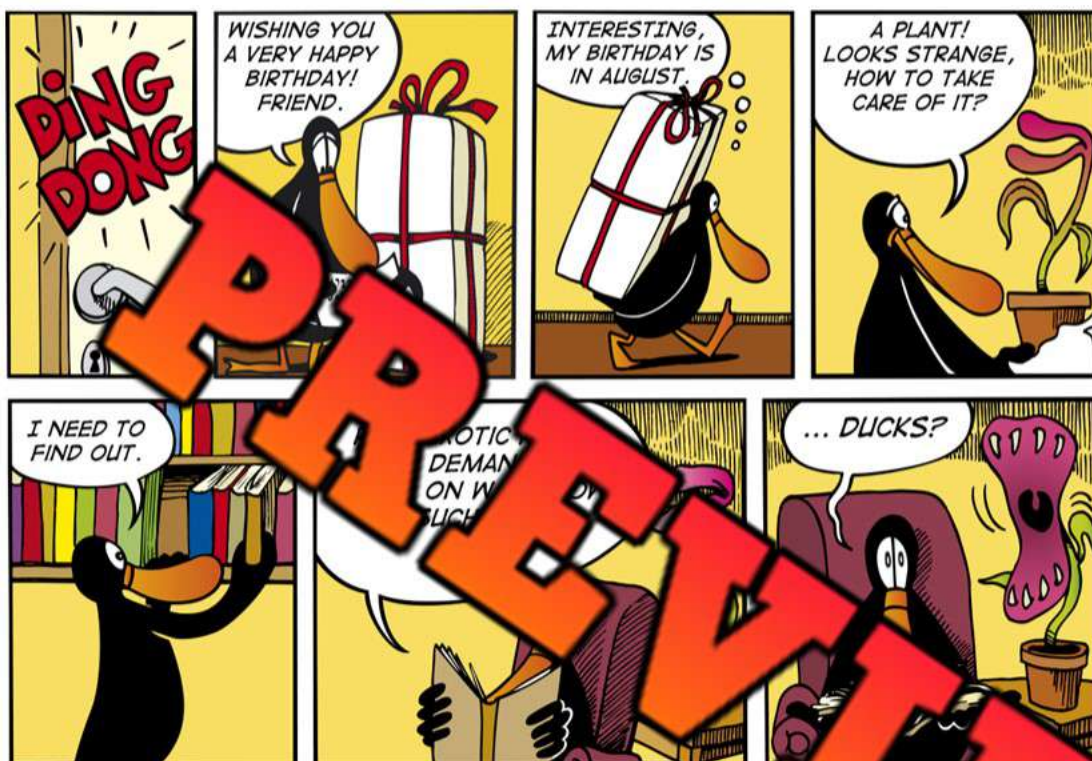
2) Where do you see posters/infographics? What are they used for?

3) What comics have you seen before? List them below.

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

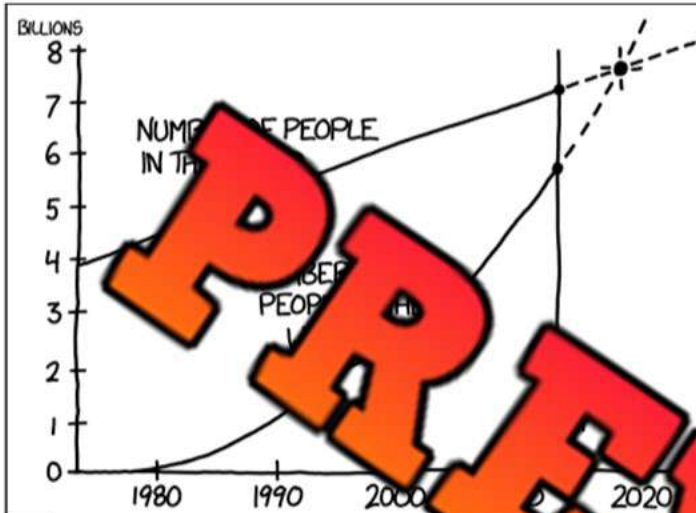
2) Is the joke explained explicitly, or is it implicit? Explain.

3) Global Inference: Who do you think gave the duck the plant? Explain two options.

Understanding Graphic Texts

Analyze

Read the comic and answer the questions.



CAPTION: IN 2019, HUMANS
OUTNUMBERED

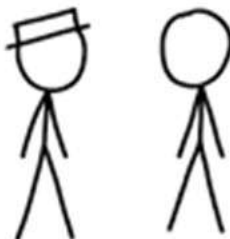
1) What is the comic about?

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

HOW ARE YOU?

EXCRUCIATINGLY AWARE
OF HOW MUCH OF EACH
OTHER'S GROSS LUNG
AIR WE'RE BREATHING.

I MEAN, FINE!
HOW ARE YOU?



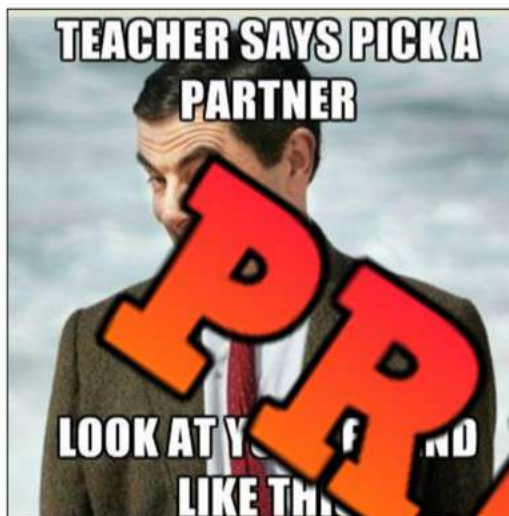
What is the comic about?

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

Understanding Memes - Humour

Analyze

Read the meme and answer the questions.



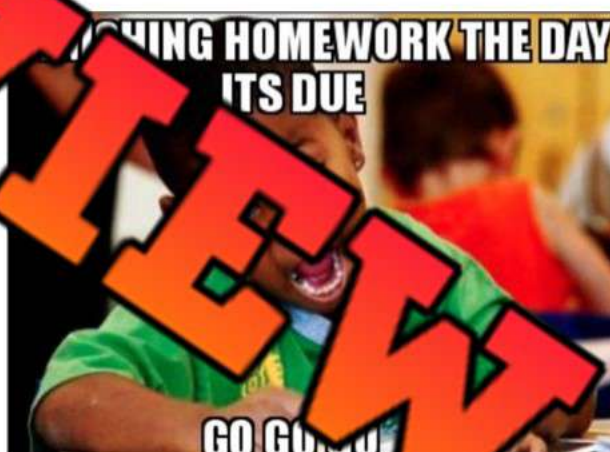
Describe the meme. Why is it funny?

Make a connection.

You are
enjoying
the
holidaysSchool
starts
tomorrow

Describe the meme. Why is it funny?

Make a connection.



Describe the meme. Why is it funny?

Make a connection.

Photo Essay - A Day in the Playground

A **photo essay** is a collection or series of photographs that are intended to tell a story or evoke a series of emotions in the viewer. It is a form of visual storytelling wherein each photograph serves a purpose in a larger narrative.

Instructions

View the pictures below. As you observe each image, notice how they show various aspects of playground activities throughout the day. Reflect on the different emotions and activities in each photo. This will help you understand how the playground is a space of joy, friendship, and learning.

1



2



3



4



5



Instructions

Carefully look at each image in the photo essay. For each photo, write down what you see and think about how it relates to our daily activities and emotions in the playground.

Photo 1: Morning Arrival

What do you see in this photo?

How does this make you feel or what do you think about it?

Photo 2: Time of Day What do you see in this photo?

How does this make you feel or what do you think about it?

Photo 3: Quiet Corner

What do you see in this photo?

How does this make you feel or what do you think about it?

Photo 4: Lunch time

What do you see in this photo?

How does this make you feel or what do you think about it?

Name: _____

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CST5.1, CST5.2, CST5.6

Photo 5: Team Sports

What do you see in this photo?

How does this make you feel or what do you think about it?

Photo 6: Everyday

What do you see in this photo?

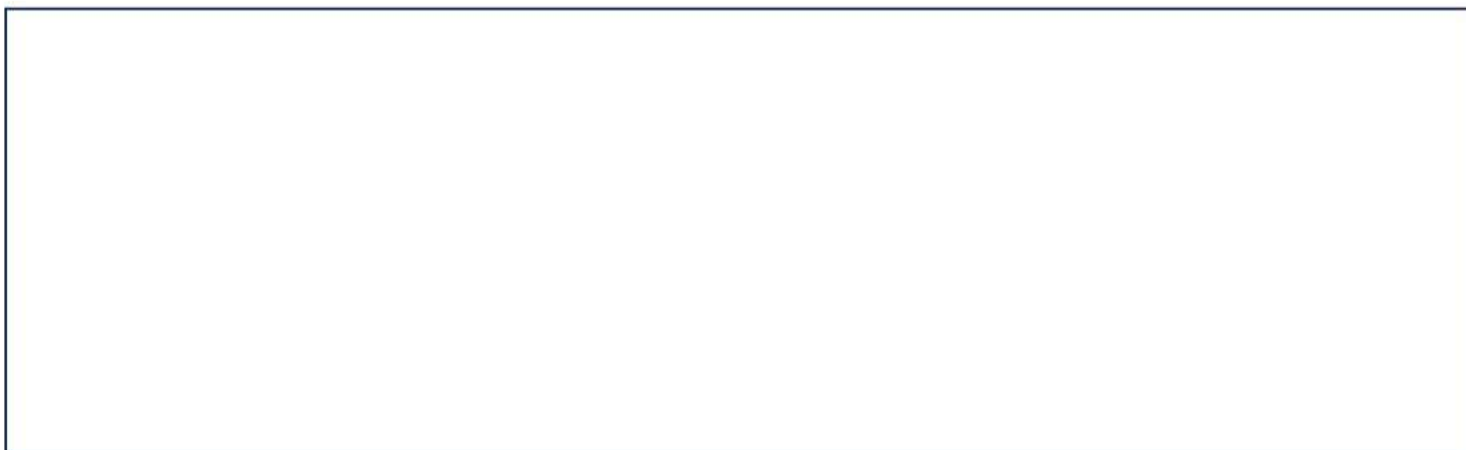
How does this make you feel or what do you think about it?

Final Reflection

What did you learn about playing and activities and how they make us feel? Share your thoughts about the photo essay.

Draw

Draw yourself playing with your friends on the playground



Reading Maps – Text Features

Reading a Map Made Easy

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

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



Reading Maps – Text Features

Questions

Answer the questions below.

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

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

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

4) What do red dots on a map indicate?

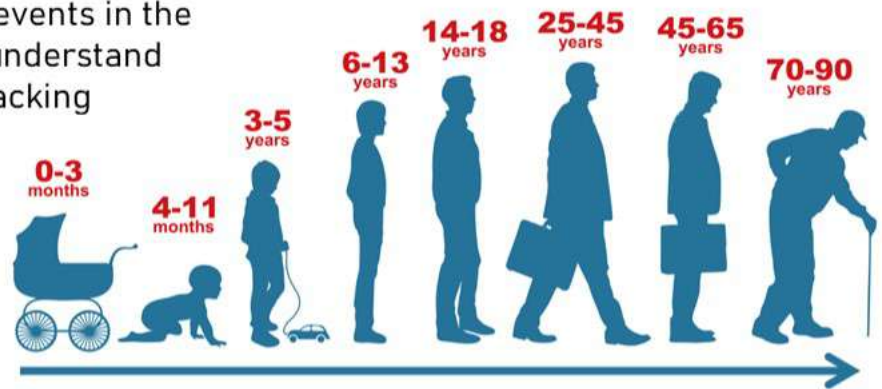
5) What does a bigger red dot represent?

Examine

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

Graphic Text - What's a Timeline?

A **timeline** is a tool that arranges events in the order they happened, helping us understand the flow of events. Whether it's tracking major historical events, like the invention of the wheel, or personal milestones such as your first bicycle ride, timelines provide a picture.



Features of a Timeline?

- Dates: Indicate when an event happened. They could range from a year to a specific day or hour.
- Events: Descriptions of the significant happenings, for example, "First walk on 1st birthday."
- Lines: A continuous line that connects events, visually representing the progression of time from one point to another.
- Arrows: Occasionally, arrows are used to show the direction in which time flows, generally from past to future.
- Visual Aids: Some timelines use images to help understand each event.

Analyze

Look closely at the timeline and answer the questions.

1) What features are part of this timeline?

2) How do people age? Explain what you've learned from the timeline.

3) Did the timeline help you learn about how we change as our age increases? Or would a paragraph have been a better choice? Explain.

All About Me Poster

Instructions

Complete this poster by filling in the information about you.

My name is _____.

FACTS ABOUT ME

I am _____ years old.

My birthday is on _____.



I am in the _____ grade.



My teacher's name is _____.

My best friend is _____.

MY FAVOURITE THINGS

Subject _____



Food _____



Colour _____



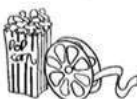
Sport _____



Animal _____



Movie _____



Flower _____



I love my family!

When I grow up, I will become a/an



Questions

Answer the questions below

1) What text features does the poster have?

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

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

1

2

3

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

Block 10: Biographies

Focus

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

What Are Biographies?

Understanding Biographies

A **biography** is a 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 has several features that improve your understanding of someone's life. Here's a breakdown of the common parts:

- **Preface:** Where the author explains why they chose to write 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.

Name: _____

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

Summary – Write a summary with the main idea and supporting details in a paragraph.

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 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. Every day he ran at least 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 got sick, but he had already done something awesome. He showed everyone in Canada that it means the 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

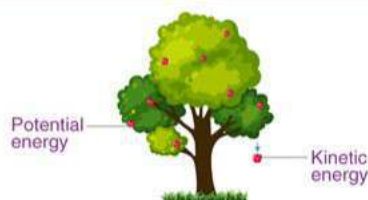
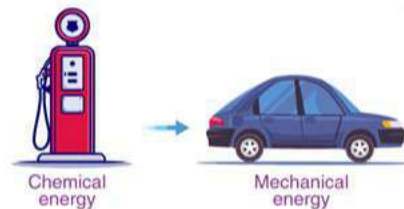
Young's innovations in the field of physics led him to the concept of energy. He discovered that energy could not be created nor destroyed, only transferred. This is known as the conservation of energy, which revolutionized our understanding of the world.

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. Although 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

Name: _____

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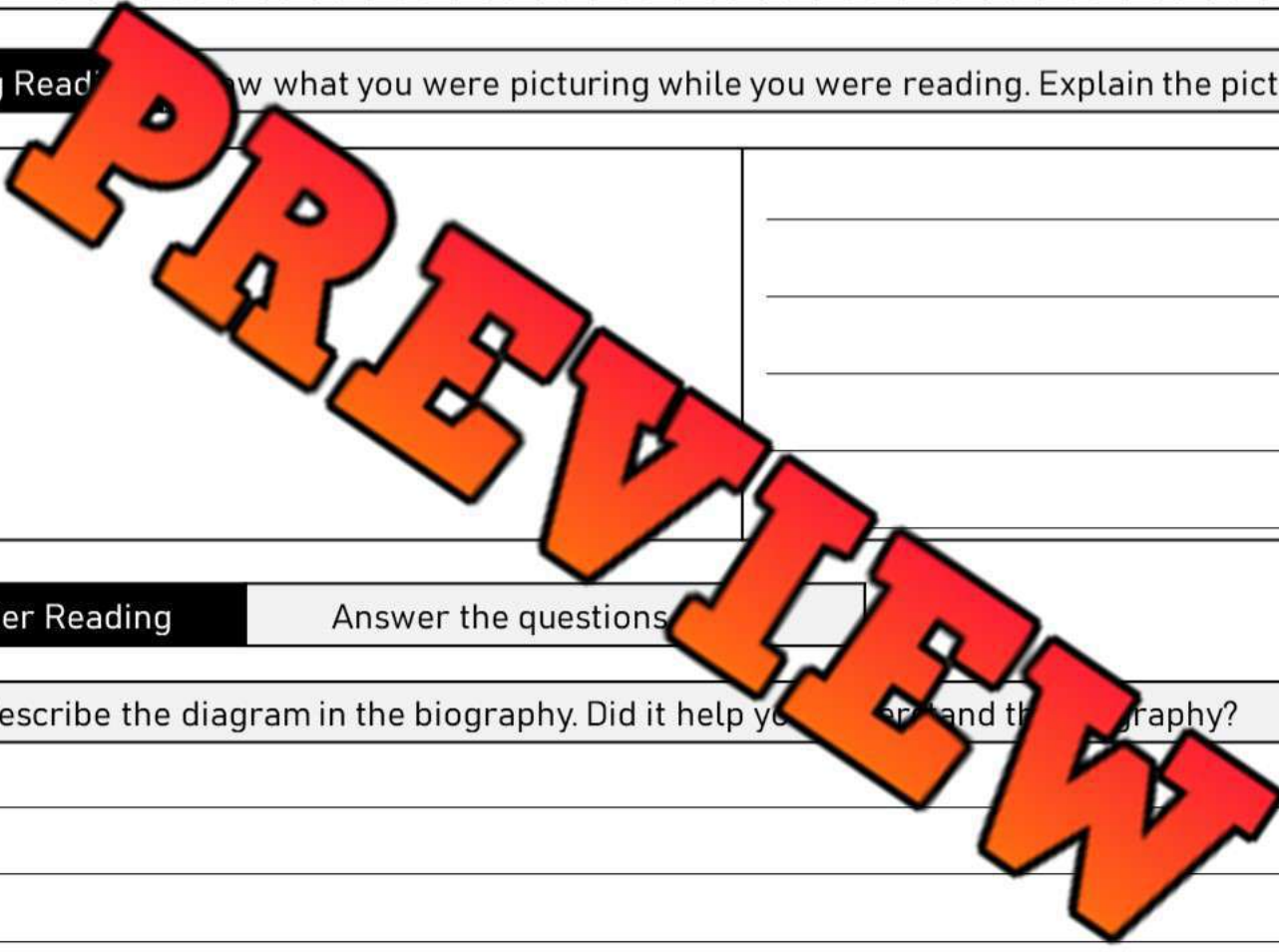
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Before Reading

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.

	<hr/>
	<hr/>
	<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 2, 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 in Canadian history, 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. Many led up to Riel, and he even led a **provisional government** to take control of the area from 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**.



Louis Riel

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.

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 west of 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, specifically 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

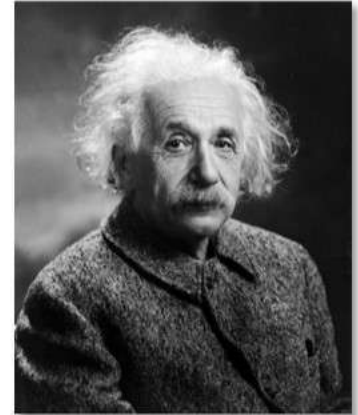
Albert Einstein: The Genius of Physics

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.

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 drawing pictures 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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Research

Write jot notes as you read more about the person.

Early Life

Achievements

Later Life

PREVIEW

Name: _____

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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