

Preview - Information



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- ✓ A selection of worksheets included in each workbook.

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Google Slides Lessons Preview





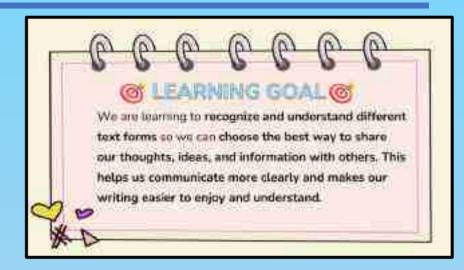


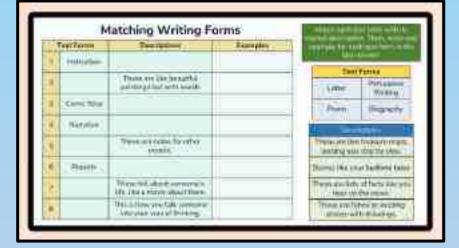
Alberta Language Curriculum Writing Unit - Grade 4

3-Part Lesson Format

Part 1 - Minds On!

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



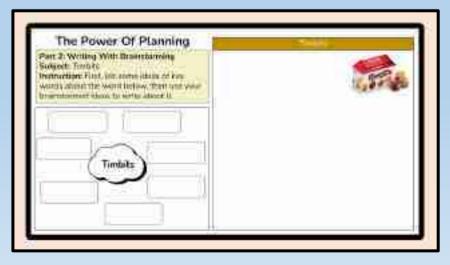


Part 2 - Action!

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

Part 3 - Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





Alberta Language Curriculum Writing Unit - Grade 4





Alberta Language Curriculum Writing Unit - Grade 4







Workbook Preview





Grade 4 – Language Writing



Organizing Idea	Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft
Guiding Question	How can development of writing processes and expression support effective communication?
Learning Outcome	Students construct and organize text to share perspectives and develop creative expression.

	Skills and Procedures	Pages				
	Preview of 140 pages from					
	this product that contai	ns				
	331 pages total.	ž6 – 33				
29	Develop creative expression through a range of sentence beginnings, lengths, and types.	37 - 40, 42 - 43 47 - 53, 58 - 63 66 - 74, 87 - 91 104 - 114, 117				
W4.1	Develop a logical order by grouping ideas into paragraphs.	118, 122 - 145, 154 - 173, 178,				
	Write paragraphs with topic and concluding sentences.	181 - 186, 190 - 201, 207 - 221				
	Reread written texts to identify what could be added or deleted to enhance creative expression.	224 - 225, 229 - 233, 243 - 246, 248 - 249				
	Revise texts to enhance clarity or fluency.					
	Edit writing for spelling, punctuation, and grammar.					
	Incorporate images, charts, graphs, or other text features when publishing selected pieces to support a purpose or connect with an audience.					

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Grade 4 – Language Writing



Organizing Idea	Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft
Guiding Quation	How can development of writing processes and expression support effective communication?
Learning	Students construct and organize text to share perspectives and elop creative expression.

	Skills edure	Pages
	Apply creat connection setworks and text	
	Examine how effective writing provide creative expression of ideas and emotion of ideas and emotion of ideas and choice to creative expression of ideas and word choice to creative expression expression of ideas and word choice to creative expression ex	25, 34 - 36 44 - 46, 54 5 76
W4.2	Experiment with sensory detail or figurative language to a interest and keep audiences engaged.	3, 158 74 - 177, - 180, 187
	Communicate personal voice or the voice of characters in narratives through dialogue.	189, 202 - 206, 222 - 223, 226 228
	Generate effects in creative expression through punctuation.	
	Create thoughtful conclusions that tie up events or leave readers wondering.	
	Select a variety of presentation forms or text features to critically share perspectives.	

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Grade 4 – Language Writing



Organizing Idea	Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft
Guiding Question	How can development of writing processes and expression support effective communication?
Learning	Students construct and organize text to share perspectives and eyelop creative expression.

	Skill 9 dres	Pages
W4.3	Access information of the properties of	119 - 121, 130 - 133, 146 - 153, 166 - 168, 234 - 242, 247
W4.4	Enhance the artistry of personally written works using selected methods or tools. Use cursive handwriting to write texts with appropriate letter formation, size, proportion, and slant. Apply keyboarding skills to enhance written works	50, 62, 66 - 67, 72, 106, 110 - 111, 142, 145, 169, 192, 207, 246, 251 - 264

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10

Generalism Connection W4-1

Understanding Writing Forms

What Are Writing Forms?

Writing forms are the different styles or structures we can use when writing. Each form helps us share our thoughts, ideas, or stories in unique ways. There are many writing forms and understanding them helps us become better writers.

The Purp perot Forms

Each purpose. Here's a list of some common writing forms an what the forms are some common writing

- Narratives 16 tory.
- Reports: To share No.
- Letters: To send a message ned
- Poems: To express feelings in a cre-
- Persuasive Writing: To convince some le of so
- Comic Strips: To tell a story using pictures
- Biographies: To tell the life story of someone.
- Instructions: To explain how to do something step by s

Who Are We Writing For?

When we write, we think about who will be reading our words. This person of group is called the "audience." Knowing who our audience is helps us pick the best way to communicate.

rds.

Matching Forms with Audiences

We choose the writing form that fits what we want to say and who is reading our work. If we're explaining how to make a sandwich to a younger sibling, we might write instructions. If we are telling our class about a famous scientist, we might write a biography.

Understanding Writing Forms

Which Form?

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

- 1) Telling a friend how to bake cookies.
- 2) Sharing your feelings about a beautiful sunset.
- 3) Convincing parents to get a new pet.
- 4) Describ your athlete's life journey.
- 5) Experiment to classmates.
- Writh a pe your weekend.
- 7) Creating a for younger siblings.
- 8) Reporting on a long population a school project.

Questions

Answ e.c

1) What do the terms below mean?

Audience

Purpose

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

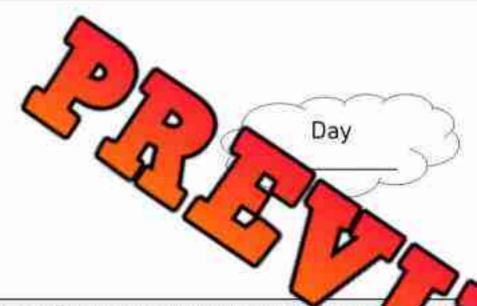
What is your favourite writing form? Explain why.

Idea Development Strategies

Practice

Practice the different strategies below.

Brainstorm: Write all your thoughts down about your favourite day of the week.
 Include all the reasons why it is your favourite day.



2) Graphic Organizer: Fill in the graphic orga

bout ourite food.

- a) What is your favourite food?
- b) What does it taste like?
- c) Why do you like it the best?
- d) Who makes it?
- e) What ingredients does it have?
- f) Can you make this food?
- g) Who introduced you to this food?
- h) If you could change one thing about this food, what would you change?

Idea Development Strategies

Practice

Practice the different strategies below.

3) Asking Questions: Pretend you are writing about your favourite sport or hobby. What questions do you have about the sport or hobby that you could answer in your writing? Write 6 questions below.

1

2

3

4

5

6

4) Talk To Others: Pretend you are writing at the wito of your favourite games. This could be a video game or a game to be about the steps to playing the game and then write tow.

1

2

3

4

5

6

7

8

Activity: Power of Planning

Objective

What are we learning more about?

To understand the impact of planning on writing by comparing two 8-minute writing exercises: one without brainstorming and one with 2 minutes of brainstorming.

Instructio

How do we complete the activity?

Part 1. Iting

Subject: My

nn

ma.

Instructions:

- Students are given the chosen subject with brainstorming.
- Encourage students to write freely and continuously for the entire 8 minutes.
- Collect the writing and set it aside for later comparison.



Part 2: Writing With Brainstorming

Subject: My Favourite Season

Instructions:

- Students are given 2 minutes to brainstorm ideas for the chosen subject. They
 can jot down key words, phrases, or outline their thoughts.
- After the brainstorming session, students have 8 minutes to write about the subject using their brainstormed ideas.
- Collect the writing.

Activity: Power of Planning

Part 1 Write for 8 minutes straight about what your favourite animal is and why.



Part 2

Brainstorm for 2 minutes and then write for 6 minutes

 Brainstorm below – What is your favourite season? Why is it your favourite? Write everything that comes to mind. Then write for 6 minutes below.



Personal Voice in Writing

What Is Personal Voice?

Personal voice in writing means the unique style or expression an author uses. It's like their special way of talking but in writing. When you read something, you can sometimes hear the writer's voice in your head, just like listening to a friend.

How to F

Find is like finding your way of speaking.

Here's a of the htrake up your voice:

- The words you
- How you put sentend
- The feelings you show

For example, if you're excited, you mig

s of twon marks!!!

Different Voices for Different Pieces

Different types of writing might need different voices.

- In a diary, you might use a voice that's just like how you take to y
 friend.
- In a school report, you might use a more serious voice, with careful was and full sentences.

Examples of Personal Voice

Here are a few ways different voices might sound:

- Friendly, "Hey there, friend! Let's learn about dogs."
- Serious: "Dogs are important animals in many cultures."
- Silly: "Dogs? Oh, those furry goofballs that love to play!"

Personal Voice in Writing

True or False

Is the statement true or false?

Personal voice means a unique writing style.	True	False
2) You must use the same voice in all writings.	True	False
Personal voice includes word choice and sentence structure.	True	False
4) Persona cannot be silly	True	False
5) Your w by people know it's you.	True	False

Practice

Cho the writing prompts below. Write about this writing prompts below, writing prompts below. Write about this writing prompts below.

Favourite subject

Favourite game

Favourite place

Friendly

Serious

Name:			
13011112			

Curriculum Connection W4.2

Personal Voice - Word Choice

20

People have different writing voices because they use different words. Your writing voice is how you sound when someone reads your writing. Some people use big, fancy words and sound very formal. Others use simple, everyday words and sound friendly and casual.

For example, someone might write "commence" while another person would just say "start." Or one person might use "astonishing" and another might say "cool." These word choin create a unique voice that makes every writer's style special.

Word Choi

Forest	Gree	000	Woodsy	Flourishing	Enchanted	Whispering
Ocean	Big	ast	0	Boundless	Mysterious	Sparkling
City	Busy	WC 0	Hec	K etropolitan	Vibrant	Gleaming
School	Fun	Education	Jod P	N tic	Adventurous	Inspiring
Home	Cozy	Comforting		Bg 7/	leartwarming	Welcoming
Desert	Hot	Arid	Dry	C (en)	aked	Expansive
Mountain	High	Majestic	Rocky	MC (Tow	Rugged
Park	Pretty	Picturesque	Fun	Idyllic	JAN P	ging
Museum	Quiet	Serene	Neat	Cultured	4'	fistoric
Space	Dark	Infinite	Awesome	Celestial	Otherwort	Vast

Think Write the words in your current vocabulary, and some words you'd like to start using

Words I Use Now	Words I Want To Start Using

21

Correction Connection W4.2

Personal Voice - Word Choice

Word Choice	Replace the crossed out boring words with more interesting word choices
Well a choice	webrace the crossed out bornid words with more interesting word choices

1)	The big	cat quickly	ran to the house.
2)	She	sang a happy	song.
3)	W 0)	walked to the small	store.
4)	The ezy	dog happily	played with the ball.
5)	They excitedly	spened the plain _	gift.
6)	The small	Soil B	across the sky.
7)	She carefully	Inted ty	picture.
8)	The young	children nois	wed in the park.
9)	He nervously	spoke in front of the	lass.
10)	The bright	sun warmly	morning.

Think

Write synonyms for the words below

Good		
Big		
Нарру		
Fast		
Funny	Î	

Varying Sentence Lengths

Varying sentence length in writing helps make stories and explanations interesting. Short sentences can make ideas feel quick or important. Long sentences can give more detail and let you add more thoughts. It's like mixing fast and slow parts in a dance to make it more fun to watch. Long sentences use conjunctions to combine clauses (and, so, etc.)

Examples:

- The cat sat. It was nap time.
- Under sight, glowing moon, the cat stretched out lazily across the soft, we werent, whiskers twitching slightly as it settled into a company sillon for its evening nap.



Prac.

Topic

short and long sentences about the topics below.

Short Sentence	
Long Sentence	
Topic	On the Playground
Short Sentence	
Long Sentence	

Topic	When I Grow Up
Short Sentence	
Long Sentence	

28

Correction Connection W4.1

Varying Sentence Lengths

Write

Read the paragraphs below and decide whether to add short or long sentences on the blanks so that there is a good mix.

Some, li	Brachiosaurus	s, were as tall as b	aildings, while other	s were
smal	Saurus Rex	(has huge teeth. It	was a feared dinos	aur
Magazi elferentia de la compositiona	C/2		attea athay diagray	es Theoret
Many dinosaurs a	ite plants, b	P	ating other dinosau	rs, they at
became extinct, i	meaning they don't ex	ore.		
Outer space is a	mysterious place. It's fi	lled with stars, p	372	yond
our own.				
There are eight p	lanets in our solar syst	rem, including Eart	h. Some plane	e Jupiter,
are gigantic, whi	le others, like Mercury,	are much smaller.	-	
	PATAMONTAL:			

Space is still full of secrets, with new discoveries always waiting to be found.

Name:		
1 VOLUME		

30

Cornection Connection W4-1

Fluent Writing

Fluent writing is when you write clearly and your ideas flow smoothly, almost like telling a story. It's easy to understand and enjoyable to read. In fluent writing, sentences are well-structured, and ideas are linked together nicely.

Fluent Writing:

The beach was lively and full of excitement. Children built sandcastles near the water's edge, while the sound of waves crashing provided a soothing background melody.

Non-Flue

ple. Children made sandcastles. Waves were loud. The bead

Thin,

- 1) The cat curle ot by the window. 2) Garden has butter Stars twinkled above, cre 4) The sun peeked through the clo-5) Breeze is blowing. Trees and leaves Children play. They are at the park. It is sunny
- The bookshelf was a rainbow, each holding a difference. Old clock making ticking sound. Time passes.
- The river flowed gently, mirroring the sky in its clear, calm water;
- 10) Stars are out. Sky looks nice.

xample fluent or not fluent?

n the sky.

Fluent Not Fluent

- Fluent Not Fluent
- Not Fluent Fluent
- Fluent Not Fluent
- Fluent Not Fluent
- Not Fluent Eluent
- Not Fluent
 - - Fluent
 - uent Not Fluent

Write an example of a not fluent line of writing and a fluent line. Write

Fluent Not Fluent

Fluent Not Fluent

Fluent Writing

Revise

The writing below is not fluent. Revise the writing by making it sound fluent when you read it aloud.



Not Fluent	The cat. On the mat. Sleeps.
Fluent	
Not F	Rainy ont outside. Forgot umbrella.
Fluent	25/20
Not Fluent	He reads book, Boore
Fluent	
Not Fluent	She plays piano. It is very loud. Turn it dow
Fluent	
Not Fluent	We ate dinner, It was tasty. I want seconds.
Fluent	we are difficility was tasty, I want seconds.
412200	
Not Fluent	I have homework. I am upset. I play soccer.
Fluent	=

Exploring the Structure of Paragraphs

What Makes a Paragraph?

A paragraph is a group of sentences that talk about one main idea. It's like a building block in writing. Each paragraph has special parts to make it clear and interesting.

Starting wooic Sentences

Every page peoins with something called a "topic sentence." This sentence tells the read to be graph will be about. It's like opening a door to a new room full of its. Her hims that a topic sentence should do:

- Introduce the lea of a paph.
- Be interesting to how wants are reading.
- Connect to the paragraph

Why Are Topic Sentences Important?

Topic sentences help the reader understand quidepost on a road, showing the way. If paragraph we top ences, reading would be like trying to find your way without a manner of the sentences.

Hooking the Reader with a Special Topic Sentence

A hook is a special kind of topic sentence that grabs the reader's attention it's like a fishing hook that catches a fish. A hook in writing catches the reader's interest so they want to keep reading. Here are some examples of hooks:

- ✓ Have you ever wondered why the sky is blue?
- BANG! The door slammed shut, and I was alone.
- Imagine flying like a bird, soaring above the clouds.
- Dogs can be our best friends and loyal companions.

Exploring the Structure of Paragraphs

Topic Sentence

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

Topic Sentence

The Sun is the center of our solar system. It provides light and warmth, making life possible of the Without the Sun, our planet would be cold and dark, and nothing could grow

Topig

Ice cream con the lavours like chocolate, vanilla, and strawberry. You can add topping a spri and syrup to make it even tastier. Many people enjoy ice cr

Topic Sentence

Dolphins are known for their intellige to play your. They often perform tricks and interact with humans. These anazing of rest immunicate with each other using clicks and whistles.

Hooks

Rewrite the topic sentences below but hook the reader.

m in ng so they

Boring Version	Rain is water that falls from the clouds.

4		V
	Boring Version	Cats are animals that many people keep as pets.

Your	Version

Your Version

Boring Version	Apples are fruits that grow on trees and are often red.	
Your Version		

Exploring the Structure of Paragraphs

Asking a Question: Starting with a question can make readers curious. Example: "Have you ever wondered how the tallest trees grow?"

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

Example: "Watch out! Hurricanes are one of the most powerful storms on Earth."

Making a Bood Statement: A strong statement helps the reader understand what the paragrap about.

Example swere the most gigantic creatures to ever walk the Earth."

Add fascinating fact can make the reader want to learn more.

Example oid you hopey never spoils, even after thousands of years?"

Hooks

the the see below using the different strategies.

Original Version	Soccer
Asking a Question	
Using an Exclamation	25/200
Making a Bold Statement	372
Adding an Interesting Fact	

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

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

- In the morning, you brush your teeth, wash your face, and comb your hair.
 Breakfast is an important meal, so you might eat cereal or toast. Then, it's time to put on your shoes and head to school.
- a) Starting day with a routine helps us get ready.
- b) I do the morning.
- c) M g of the day.
- 2) At the zoo, see lious and bears. The zookeepers feed them at specific times, and y are tricks. There are also gift shops where you can buy souvenirs.
- a) Lions are a kind of big co
- b) The zoo is a place where you can
- c) You can see animals perform tricks
- y dit egimals.
- 3) In a garden, you can find flowers, trees, and veg seep plant gardens to grow food or to make their yard look pretty tip to birds visit gardens.
- a) Birds and butterflies visit gardens.
- b) Gardens contain plants and attract wildlife.
- c) Planting gardens is a fun hobby.
- 4) Libraries have shelves filled with books on all sorts of subjects. You can borrow books to read at home or read them in the library. They also often have computers and study areas.
- a) Reading books is a great way to learn.
- b) Libraries offer books, computers, and quiet spaces to study.
- c) Books are available on many subjects at the library.

37

Correction Connection W4.1

Crafting Perfect Paragraphs

Building Strong Paragraphs

When we write, paragraphs are like containers that hold our thoughts and ideas.

Drafting paragraphs involves focusing on supporting details, which help make the sentences fit together like pieces of a puzzle.

Supporti & What Are They?

Suppose strainformation that explains the main idea. They make our writing facy and ago telling your friend about your favourite game. You wouldn't just so this grown would explain why you

wouldn't just sa this g would explain why you love it, what makes to be a play it too!

Let's Explore Examples:

Main Idea: "I love pizza."

Supporting Details: It's cheesy, has delicious to

Main Idea: "Winters are fun."

Supporting Details: You can build snowmen, have snowball fights.

Making It Stick: Coherence

Coherence is when your paragraph makes sense, and everything fits together. Think of it like building a tower with blocks. If one block doesn't fit, the whole tower might fall!

Tips for Making Perfect Paragraphs:

- Start with a Strong Sentence: This tells what the paragraph is about.
- Add Supporting Details: These are like the yummy toppings on a pizzal
- 3) Finish with a Closing Sentence: This wraps up your paragraph neatly.

Crafting Perfect Paragraphs

Supporting Details

Write 3 supporting details about the topic sentences below.

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

Supporting	et is a great responsibility and a source of joy.
Detail # 1	5/2h
Supporting Detail # 2	~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~
Supporting Detail # 3	

Topic Sentence	Recycling helps to protect the professional state of the protect the p	
Supporting Detail # 1	37 p	4
Supporting Detail # 2	4	1
Supporting Detail # 3		

Tapic Sentence	Apples come in many different colours and flavours.	
Supporting Detail # 1		
Supporting Detail # 2		
Supporting Detail # 3		

Supporting Details

When we plan our paragraphs, we sometimes have more than 3 ideas to consider. When this happens, we should group our ideas into 3 big ideas. Check out the example below.

Brainstorm why summer is the best season

Warm weather, no snow, no school, swimming, basketball, soccer, days are longer

3 Big Idea (1) Better weather (warm weather and no snow), (2) Sports (basketball and soccer), (5) time to play with friends (no school, days are longer)

Bra

worm the topic and then select 3 big ideas to write about.



Write the 3 ideas you can pull from your brainstorming.

1)

2)

3)

Transition Words - Supporting Details

41

Sequence	Comparing	Contrasting	Adding	Concluding
First	Similarly	However	Also	Finally
Next	Likewise	But	In addition	In conclusion
Then	Equally	On the other hand	Furthermore	To sum up
Afterw	In the same way	Alternatively	Moreover	All in all
Meany	As well as	Conversely	Plus	In summary
1	with	Nevertheless	Too	In the end

Think

go ____nsition word for the supporting details.

- 1) I love dogs and cats the pets. We often share stored on the pets. We often share stored on the pets. We often share stored on the pets.
- 2) I enjoy reading books on rainy days
 movies. We always find ways to share our in a swill be swill be
- We played games, sang songs, and ate cake at the party. ______, we opened the gifts and thanked everyone for coming. It was a great celebration!
- 5) My brother likes to play soccer on weekends. ______, he does his homework. ______, I like to finish my homework early so I can play with my friends. ______, my cousin prefers to relax and watch TV. _____, he sometimes invites us to join him. _____,

we all have different hobbies and ways to enjoy our free time.

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42

Cornculum Connection W4.1

Ending With a Bang: Conclusion Sentences

What is a Conclusion Sentence?

A conclusion sentence is the last sentence in a paragraph. It wraps up the ideas you've been talking about and gives a finished feeling to the paragraph. Think of it like putting the lid on a jar – it seals everything inside!

Why are hentences Important?

Concerned the reader understand what you were trying to say. They make the nain is the paragraph was all about.

How to Write a Good Conce

Writing a good conclusion sentence is bow on a gift. Here's a quick list of things to remember:

- Restate the Main Idea: Use different words to saw a peginning of the paragraph.
- Keep it Short: A conclusion sentence should be short and to th
- Add a Final Thought: If you can, add something that makes the read a little more about what you said.

Examples of Conclusion Sentences

- If you write about your favorite sport, you might end with: "Hockey is more than a game; it's a passion."
- If you write about a trip to a farm, you could conclude with: "The day at the farm was
 an unforgettable adventure."

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Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

1) A conclusion sentence is always in the middle of a paragraph.		True	False
2) Conclusion s	entences wrap up the paragraph's ideas.	True	False
3) Writing aconclusion sentence is like opening a gift.		True	False
4) It's good	ate the main idea in a conclusion.	True	False
5) Conci	should confuse the reader.	True	False

Think Circle Iclaion sentence you think is best.

- 1) In the park, chicaplay of the structures, Parents watch their children of the green grass, and people the structures of the fun. Picnics are often enjoyed on the green grass, and people the structures.
- a) Swings are a lot of fun.
- b) Parks bring joy and relaxation to e of aj
- c) The pond has fish in it.
- 2) At a bakery, the delicious smell of fresh bread an fill air. Pakers work hard to create sweet and savory treats. Customer on the their chosen delight.
- a) Bakers use magical powers.
- b) Bakeries provide a cozy space to enjoy fresh, tasty treats.
- c) The bakery only sells ice cream.
- In the classroom, students sit at desks, listening and participating in lessons.
 Teachers use the whiteboard to explain subjects, and friends help each other learn.
 Fun projects make learning more exciting.
- a) Teachers never explain anything.
- b) Students only play games in the classroom.
- c) Classrooms are places for learning and collaboration.

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.

 At the school library, children can find books about dinosaurs, planets, and pirates. They can read at the tables or borrow books to take home. Sometimes, the librarian reads stories to the kids.

2) In the summicollect seashells. the waves.

fami

the beach. Children build sandcastles and chairs, and everyone enjoys splashing in

 At the community park, there's a garden with co People walk their dogs, and children fly kites. On sunny paint the beautiful scenery. wer

all trees. ne to

4) During winter, people bundle up in warm coats and scarves. They go ice-skating or have snowball fights. Families enjoy sipping hot chocolate together after playing outside in the cold. 45

Cornculum Connection W4.2

Analyzing Paragraphs

Analyze

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

Going a science museum is an educational and fun experience. There are interactively sthat teach about space and technology. Kids can participate in hand arming while they play. The museum hosts special events with scientists.

 New mowledge, The science museum provides a unique opportunity to dexp.

Main Idea

2) Keeping a pet fish can be a reward of hobby fill. Eish tanks with colourful fish can be beautiful. Taking care fish the dren responsibility and routine. Children can learn about the fish and their habitats. Having a pet fish can be an entertaining and a longer of the fish can be an entertaining an entertaining and a longer of the fish can be also as a longer of

Main Idea

3) Reading books helps students to grow their minds and imagination. Books introduce children to new words, improving their vocabulary. Different genres of books help children to understand various cultures and historical events. Reading fosters creativity and helps kids to think critically. Reading is more than just a pastime; it's a pathway to learning and thinking.

Main Idea

Success Criteria - Analyzing Paragraphs

Analyze

Read the paragraph below. Write things you like about the paragraph.

Afterwards, share your ideas with the class, so you and your classmates can come up with between 4 – 8 criteria that make a good paragraph.

Planting a parden is a wonderful way to connect with nature and enjoy the outdoors hoosing the right plants and seeds teaches us about different types of the getables. Next, caring for the garden by watering and week etps plants and healthy. Finally, watching the garden bloom and thrive by of the plants and joy. Planting and tending to a garden not only by ties of the plants of the plants and joy. Planting and tending to a garden not only by ties of the plants of the plants and joy. Planting and tending to a garden not only by ties of the plants of the plants and joy. Planting and tending to a garden not only by ties of the plants of the plants and joy. Planting and tending to a garden not only by the plants of the plants are plants.

1)
2)
3)
4)
5)
6)
7)

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

Describe your favourite animal.		What's the best season of the year?	
Write about a visit to the zoo.		Describe a beautiful place you visited.	
What do you ke to do on a rainy day?		Explain how to make your favourite sandwich.	
Explain yo	rite hobby	What is your favourite game? Explain how to play.	
Would	e invisible?	Describe what you would do on a perfect day.	

- 1) What is your
- 2) Brainstorm

that,

mind when you think of this topic.



- 3) Write a good topic sentence below.
- 4) Write a good conclusion sentence below.

Write

Plan your paragraph by brainstorming about your topic below.

Write the 3 s	upporting details you will	include in your paragraph.
i		
2		
ي د	200	
Write your tween your	g se cagra	ph below. Include transitions words
	3	
		7/5
		45

Edit

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

Criteria	×
Has a clear topic sentence	77
Includes at least three supporting ideas	
Maintains a focus on the main idea	
Uses to on words appropriately	
Uses Ord choices so it isn't boring	
H usion sentence	
Grammar, pu jon are correct	
The paragraph and	

Edit

Edit your first draft by looking at the ade with your class. If you need extra help, you can us

Criteria Has a clear topic sentence Includes at least three supporting ideas Maintains a focus on the main idea Uses transition words appropriately Uses interesting word choices so it isn't boring Has a well-crafted conclusion sentence Grammar, spelling, and punctuation are correct The paragraph flows and makes sense.

Assignment - Paragraph Writing

Write

Write your paragraph below.



Rubric - Paragraph Writing

Category	4 Points	3 Points	2 Points	1 Point
Topic Sentence	Strong, engaging topic sentence.	Clear topic sentence, but not engaging.	Vague topic sentence.	Missing or unrelated topic sentence.
Conclusion Sentence	Strong, effective conclusion	Clear conclusion, but not engaging.	Vague or weak conclusion.	Missing or unrelated conclusion.
Main Id	istently o the	Generally focused on the main idea.	Sometimes strays from the main idea.	Lacks clear focus on the main idea.
Supporting Details	Til detail	Two or three levant details; may be	One or two details; may be irrelevant or vague.	Missing or irrelevant supporting details.
Transition Words	Smooth transitions throughout.	hsi d	Transitions are acking or forced.	No transition words used.
Word Choice (Interesting)	Rich, vivid word choice	Som sting ward choices.	noices are petiti	Word choices are inappropriate or unclear.
Grammar/ Spelling/ Punctuation	No errors in grammar or spelling.	Few minor errors.		umerous errors er erst oding

Teacher Comments	- (

Mark

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

Correction Connection W4.1

Formal Versus Informal Letters

Formal Letters: A Professional Way to Write

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

- Openid ays use a polite greeting like "Dear Mr. Smith."
- Body
 Peyelains your main point or request. Be polite and clear.
- ith words like "Sincerely" or "Yours truly."

Informal Lette Frie Frie Family

Informal letters are care to You can write them to friends, family members, or anyone you to They relaxed and can have a fun tone.

- Greeting: Start with somether lien
- Body: Share news, ask questions, of at.
- Closing: End with something warm like "Love

ee yo

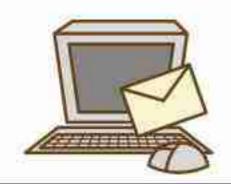
Email Letter Writing: Modern Communication

Emails can be both formal and informal, depending on who writing to and why. They have become a common way to communic

Formal emails, need a clear structure and polite tone, often used for applications or professional communication. Informal emails, on the other hand, are like casual letters sent online, used for writing to friends or family.

Key Parts of an Email

- Subject Line: Describe what the email is about.
- Greeting: Use a friendly or formal greeting.
- Body Write your main message.
- Closing: End with a polite or friendly sign-off.



Formal Versus Informal Letters

True or False

Is the statement true or false?

1) Formal letters require a clear structure.	True	False
2) Informal letters use a formal greeting.	True	False
3) Emails can be formal or informal.	True	False
4) Emails Mubject line.	True	False
5) Forma O oth "Love."	True	False

Thin which type of letter is given in the example.

Dear Principal Jon

I hope this letter finds you writing to ask if we can have books about animals in our library.

Sincerely, James

a) Formal Letter c) Formal Email b) Informal Letter d) Informal Email Hi Sammyl

what? I got a new puppy! Can't ou to meet him.

Sey sec

- mal Email
- b) Informall

Subject: Inquiry About Science Project

Dear Mrs. Smith,

I need help understanding the water cycle for our science project. Can we meet after school?

Yours truly, Brian

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

Subject: My Soccer Gam

Hi Auntie.

We won our soccer game yesterday! You should have seen my goal.

Love, Kennedy

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

Correction Connection W4.2

Purpose and Audience of Letters

Think

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

Audience Purpose		Formal or Informal	
School Principal	Requesting a meeting	Formal	Informal
Cousin	Sharing vacation photos	Formal	Informal
Local	quiry about community services	Formal	Informal
Best St	ng to a sleepover	Formal	Informal
Teacher 🔇 🤇	sking cification on homework	Formal	Informal
Customer Service	500 9 product	Formal	Informal
Grandparent	Up out vivities	Formal	Informal
Potential Employer	Applying or a Joh	Formal	Informal
Classmate	Collaborating a group lect	Formal	Informal
Favourite Author	Asking a question ab	Jemal	Informal

Think

Think of 5 emails you might want to send. Wh

e formal?

Audience	Purpose	OFF	nformal
		Format	Informal
		Formal	Informal

Analyzing Informal Emails

Analyze

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

Subject: Weekend Plans

Hi Emily! Guess what? I just found out about a cool carnival happening this weekend. It has every com fun games to tasty snacks. I think it would be amazing if we could go together a giant Ferris wheel and even a magician! What do you think? I can't you soon,

Your friend

Jessica

Author's Voice

Subject: Lost My Favourite Toy

Hello Jordani You won't believe what happened anywhere. I've looked all over the house. If you know. I feel lost without it.

Thanks,

Dylan

Author's Voice n to please let me

Subject: Math Test Tomorrow

Hey Taylor! Our math test tomorrow has me in knots. I've been trying to study, but I'm struggling with some concepts. Could you maybe help me after school today? I think together we can crack it.

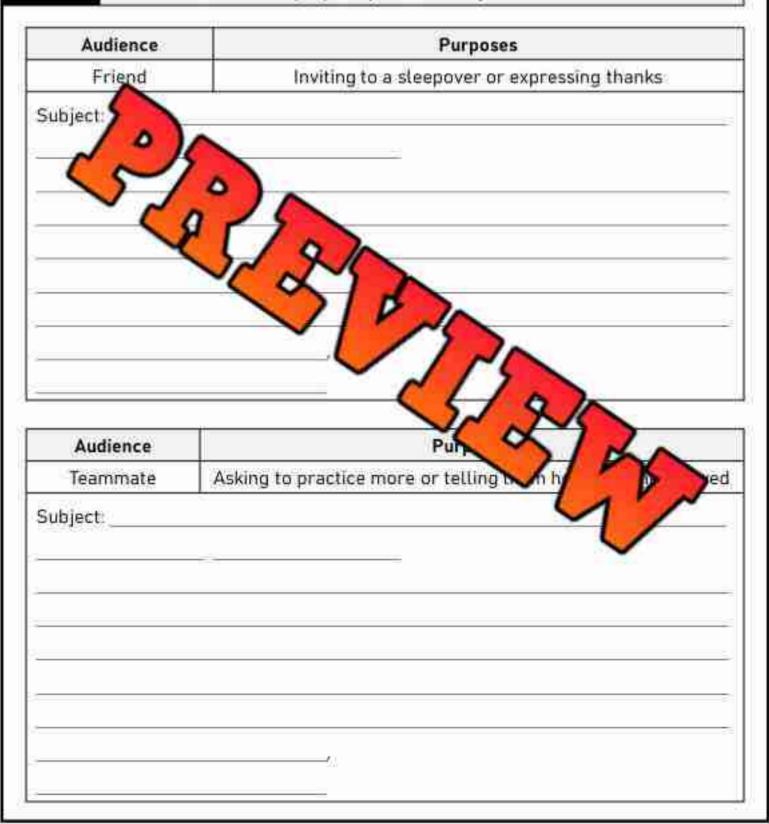
Thanks so much, Ethan

Author's Voice

Informal Email Writing

Write

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



Informal Email Writing - Interjections

Yayl	Ughl	Wowl	Grrd	Eek!
Ohl	Ouch!	Yippeel	Not	Yikes!
Hooray!	Sobl	Wahoo!	Arghl	Gulp!

Think

Add the appropriate interjections and describe the voice used.

Subject: Noise!

Hey Why does your dog have to bark so late at night?

wake again! ! Can you please keep him

Talk to you soon, Jenna.

Voice (Angry, Sad, Mad, Fre. d. e.

Subject: Lost My Favourite Toy

Hi Mom, ______ I I lost my favourite t

looked everywhere for it, even in the lost and found

Can we look for it together tomorrow?

Love,

Tom.

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

Subject: Won the Art Contest!

Hey Dad! _____! I won the art contest at school! _____! My painting

of the sunset got the first prizel ! I can't wait to show it to you. Let's

celebrate!

See you soon,

Lily.

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

ly miss it.

Correction Connection W4.2

Analyzing Formal Letters

Analyze

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



Ottawa City Hall 123 City Square Ottawa, ON K1A 1B2

Dear Mayor Thompson,

I am writing to express my dissatisfaction with the lack of playgrounds in our community.

Many children, including myself, are feeling neglected. Furthermore, I urge you to

consider our need for outdoor spaces. Moreover, this is an issue that needs immediate

attention. Please act on this matter promptly.

Yours faithfully,

Steven Johnson

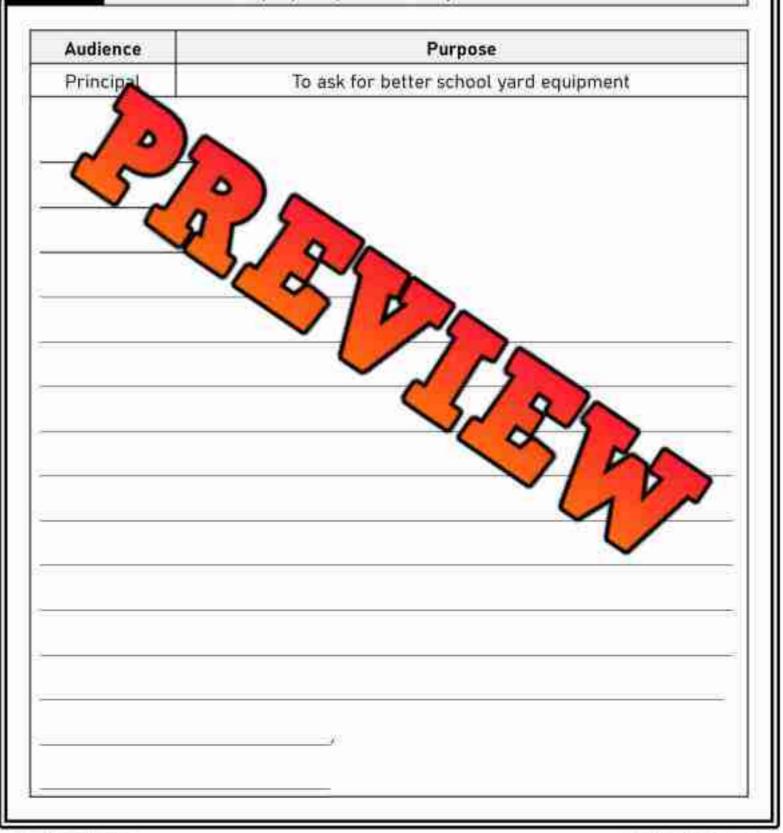
Author's Voice

Cornection Connection W4.1, W4.1

Formal Letter Writing

Write

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



Correction Connection W4-1

Success Criteria - Formal Letter

Analyze

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

Windsor	Elementary School
456 Scho	
Windsor	
Dear	Valker, A
I hope yo	ou are my man to ask about the upcoming science fair. My friends
and I are	e very extended were started planning our project. Secondly, we
have son	ne questions and see s. Ad the last was would like to know the exact date
of the ev	vent.
Thank yo	ou for taking the time to help u assist Ale our project even
better, L	astly, we appreciate everything you do scho
Sincerel	
Nathan V	
1)	
2)	
3)	
4)	
5)	
6)	

Assignment - Formal Letter

Write

Plan your formal letter by brainstorming about your topic below

Audience	Purposes	
School Principal	To request a meeting, discuss school issues	
Local Government Official	To express concerns, ask for changes in the community	
Teacher S	To thank for support, ask about homework	
Libraria A	To request specific books, give suggestions	
Com Sg. Toy	To provide feedback, ask questions about products	
Police Departing	bank for service, inquire about safety programs	

etter?

1) Who will be the a

2) What will be the purpo

- **X**
- 3) Brainstorm anything that comes to things could you write about to this
- en bink of this purpose. What

4) What will be the main idea of your letter?

- 5) Write the greeting you will use.
- 6) Write the closing you will use.

write	Plan your letter by brainstorming about your topic below.
7) Write 3 s tell your au	upporting details for your main idea. What three things do you want to dience?
1	
2	
3	
8) W	will you use to allow your supporting details to flow.
9) Write you	or row fit of Below.
S-	
a	
:=	
3	

Edit your first draft by looking at the success criteria you made with your Edit class. If you need extra help, you can use the criteria below as well. Criteria X V The date Address of the person receiving the letter A greeting Topic s Body A closing. Your signature Edit your first draft by looking at the ade with your Edit class. If you need extra help, you can us

Criteria

The date

Address of the person receiving the letter

A greeting

Topic sentence

Body with main points

Transition words

A closing, like "Sincerely"

Your signature (your name)

Assignment - Letter Writing

Write

Write the final letter below.



Correction Connection W4.1

Rubric - Formal Letter Writing

Category	4 Points	3 Points	2 Points	1 Point
Date/Address /Signature	All three elements are correctly included	Two elements are included	Only one element is included	None of the elements are included
Greating 🔷	Greeting is appropriate and reative	Greeting is appropriate	Greeting is somewhat appropriate	Greeting is inappropriate or missing
Topic Sent	rod opic	Topic sentence is clear	Topic sentence is vague	Topic sentence is missing or confusing
Supporting Details	P le top	Most details port the	Some details support the topic	Details are missing or don't support the topic
Transition Words	Uses value of fitting transwords	ppro ens	Uses few transition words or they don't fit	No transition words are used
Closing	Closing is well chosen and creative	Clo appr late	prop	Closing is missing or inappropriate
Date/Address /Signature	All three elements are correctly included	Two elements are included	ZZY	None of the ments are uded
Teacher Comm	nents			100
			_	Mark

Student Ref	lection - Ho	v did you do	on this assi	inment? What	could you do bet	ter?
-						

Name:

Correction Connection W4.1

Intro to Narrative Writing

What's the Big Idea?

Narrative writing is a way of telling a story. It's like painting a picture with words! You can write about something that really happened or something you make up. Let's explore what makes narrative writing special.

Characte

In national story also need a setting, which tells where and story also need a setting which speaky haunted house and to you!



The Plot Thickens

The plot is what happens in the story. It has begin a managed an end.

- Beginning: The start of the story where we echy
- Middle: The part where exciting things happen,
- End This is where the story wraps up, and we find out

rinein ure

op ver se.

Interesting Words

When you write a story, using interesting words makes it more fun to read, instead of saying "said," you could use "whispered," "yelled," or "laughed." It helps the reader feel like they are right there in the story with the characters.

Bringing it to Life

Narrative writing is like building a bridge between your imagination and the reader's mind. You can make them laugh, feel scared, or even cry. The words you choose and the way you put them together make the story come alive.

Correction Connection W4.1

Intro to Narrative Writing

True or False

Is the statement true or false?

1) A setting tel	True	False	
2) The plot has	True	False	
3) The beginning	ng of the plot introduces characters.	True	False
4) "Whispe	en interesting word choice for "said."	True	False
5) The en	prosolves the story.	True	False

Que. as

Answer the questions below.

- 1) What are the marts writing?
- 2) Idea generation: Write 2 plot ideas to a stor. This your hobbies and then think of problems you face when doing thes.

Ex: William the hockey goalie lets in 10 goals in the hockey goalie lets in the hockey goals in the ho

Think

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

Story Idea: Dane is nervous because he is starting at a new school.

Beginning

Middle

End

Correction Connection W4.2

Figurative Language - Personification

Personification is when you give human qualities to things that aren't human. It's like making objects or animals act like people in your writing. This makes the writing more interesting and helps you imagine the story better.

Here are some examples of personification:

- The wind whispered secrets through the trees.
- The summitted down on us.
- The case and sputtered before starting.



Writ

that uses personification using the non-human thing and qualities given.

lon-Human Thin	an Oy 9	Sentence
Sun	shinn warmly	
Wind	Whispering, howling	22 Day
Trees	Dancing, swaying	
Clock	Running, racing	
Car	Grumbling, groaning	

Figurative Language - Idiom

An idiom is a phrase where the words together have a different meaning than the individual words do by themselves. Idioms are used to make writing more colourful and to express ideas in a fun and creative way.

Here are some examples of idioms:

- "Piece of cake" means something is very easy.
- "Hit the books" means to start studying.
 "Bark the wrong tree" looking for answers in the wrong place.
- to start a conversation in a new or awkward situation. *Brea

Write of the idioms above to fill in the blanks below Jake was nervous when he finished, he realized it He had studied hard and knew all the a confident and happy. At the new school, Emma wanted to make friend by sharing her cookies. Soon, she was laughing and talking with a c With the science fair next week, Mia knew it was time to She spent her afternoons at the library. researching and taking notes. Her hard work paid off, and she felt ready for the fair.

his toy was under the bed all along. Once he found it, he apologized to his sister.

Ben thought his sister took his favourite toy, so he started arguing with her. But he was

Cornculum Connection W4.2

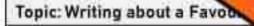
Figurative Language - Idiom

Piece of cake	Spill the beans	Hit the nail on the head
Cry over spilled milk	Hold your horses	A penny for your thoughts
Cat got your tongue?	Out of the blue	Bite off more than you can chew

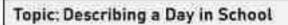
Write

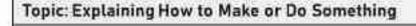
Write a short text about the topics below. Use at least one idiom in each.











Mamor		
Name:		

Correction Connection W4.2

Figurative Language - Analogy

An **analogy** is a way of comparing two things to show how they are similar. It helps to explain an idea by comparing it to something else that is easier to understand. Analogies are used in writing to make descriptions clearer and more interesting.

Here are some examples of analogies:

- "Her smile was like sunshine on a cloudy day," This compares a smile to sunshine, suggesting it's cheerful and bright.
- "Read pook is like taking a journey." This compares reading to traveling, suggested the suggested of the sugge
- "A a four-leaf clover: hard to find and lucky to have." This are clover, suggesting they are special and valuable.

Write

of mence cs below to write an analogy



2. A library is like a treasure chest because...



The earth is like a giant spaceship because...

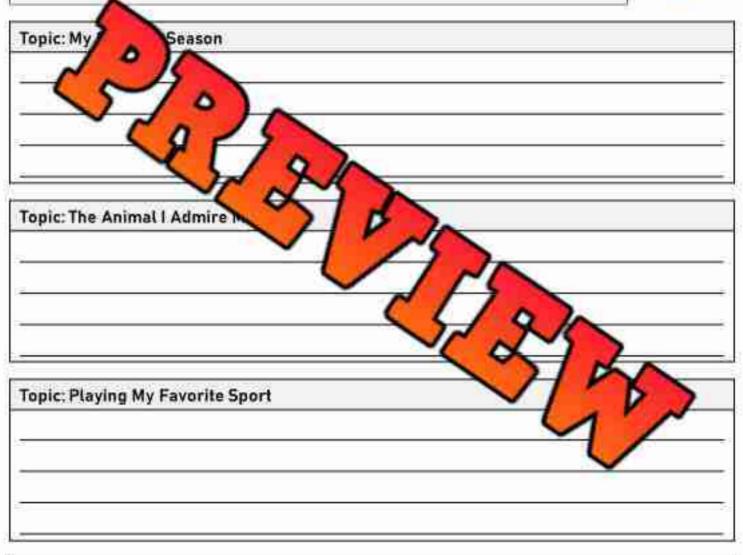
Figurative Language - Analogy

Write

Write a short text about the topics below. Use at least one analogy in each,

Example: Making a sandwich is like building a house. The bread is like the foundation, strong and supportive. Adding lettuce, tomatoes, and cheese is like decorating the rooms, each layer adding its own special touch. In the end, the sandwich, like a well-built house, stands tall and is full of flavour.





Topic: My Dream Vacation

Narrative Writing - Setting

Describe

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



Analyze

The setting below has been written about a sedie what the character will see, feel, hear, taste, and

Once upon a time in a magical land, a medieval castle stood tall. Young Emily stepped through the gates, feeling the cool, rough stones and hearing knights' swords. She smelled baking bread and burning candles, tasted a hearty feast, and saw walls with tapestries of dragons, lit by torchlight. Emily knew adventure awaited.

See	i M
Feet	
Hear	
Taste	
Smell	

Narrative Writing - Characters

Analyze

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

Sally, with her big glasses and neat brown hair tied in a ponytail, always seen in her lab concurrency is endles as never without ofter the tinkering the order them into some extraordinary.

Name

Look

Personality

Trait

Wearing a safari hat and a green jacket, Timothy's mischievous smile gives away his adventurous spirit. He's never afraid of a challenge and has a knack for exploring new places, Even without a map, he seems to find his way.

Look

Personality

Special Trait or Talent



Fiona's colourful clothes and bright blue eyes reflect her creative soul. Gentle and observant, she sees beauty everywhere. Her paintings are so stunning that they often get mistaken for real-life photographs. Name

Look

Personality

Special Trait or Talent

Cornculum Connection W4.1

Narrative Writing - Plot

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

- Start with an Idea: Think of what you want your story to be about. It can be an adventure, a mystery, or even a funny event.
- 2) Build the Characters: Who are the main characters in your story? What do they want, and was stopping them from getting it?
- Plan ning: This is where you set the scene and introduce the characters and the
- 4) the Mi art of the story is where the characters try to solve the protein or to a they might face challenges, meet new friends, or learn important of the story is where the characters try to solve the
- 5) Design the En low od? Will the characters solve the problem or reach their goal? Would be the story and leave the reader satisfied.

Remember, your plot doesn be You can start with a simple idea and build on it. Be creative, and most por

Practice

Read the short story plan (w. Th)

Meet Billy, a brave 8-year-old boy who loves exploring. One day, he finds a clue in his playroom hinting at treasure in his garden. Excitedly, he takes a shovel and goes outside.

Billy digs and digs. He finds rocks and bugs but keeps going. His hands get tired, but he's determined to find the treasure.

Soon, he finds a small box. Inside, there are old toys from his dad's childhood and a note about cherishing memories. Billy feels happy, not because of gold or jewels, but because he's discovered something special about his family. He learns that real treasure is the love and memories we have with those we care about.

Characte	372
Beginning	
Middle	
End	

the organizer.

Narrative Writing - Plot

Brainstorm

A plot needs a problem or goal. Write as many problems as you can below in this brainstorm activity. There are no bad ideas!



Practice

Choose a plot from abq

plag pre detail.

- 1) Describe the basic plot idea.
- 2) What characters are involved in this plot?
- 3) Beginning How will your characters first discover the problem?

Practice

Fill in the organizer below.

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

1

2

3

5) End - How will the problem

coty

the characters solve the problem?

6) What is a good title for your story?

7) If this was a book, draw

ont cover.

Using Quotations in Narratives

What are Quotations?

Quotations are the words someone says in a story. When you write what a character says, you put those words inside quotation marks. For example: "I love reading," said Emily.



Rules for

quotation in you they are saying

les you need to know when using

eservies help the reader know who is speaking and what

1) Start with Capital Li

Start with Capital Let

ions

s with a capital letter. Example: "The

Use Comma Before the Quote: If you say who comma. Example: Mom said, "Time for dinner."

akin the quote, use a

Punctuation Inside the Quote: Put punctuation like period quote the quotation marks. Example: "Is it time for bed?" asked Max.

- Quotations for Speaking: Only use quotations for spoken words, not thoughts.
- New Speaker, New Line: Start a new line or paragraph when a different character begins speaking. This helps the reader keep track of who is speaking.
- 6) <u>Use Speaker Tags Wisely.</u> Speaker tags (e.g., "he said") can be placed at the beginning, middle, or end of a quote, but should be used appropriately to make clear who is speaking.

Analyzing a Short Story - Quotations

Treasure Map

Billy found an intriguing old map in his attic. Excited, he ran to his best friend, Lucy. "Look at this map, Lucy! It says there's a treasure nearby," he said.

Lucy's eye widened. "Really? Let's go find it!" she exclaimed.

With the point and said, "It should be right here!"



Billy began to his smething hard, "I found it!" he shouted, pulling out a small chest filled in year.

Back home, they examine sure sure thoughtfully, "These may not be gold or jewels, but they're our trease."

Billy agreed, smiling. "And the best treasure is the fitting and together." They both knew that the real treasure was their friendship to fy

Questions

Answer the questions below.

- 1) Write 4 different speaker tags that were used in the story.
- Write an example of when the speaker tag was before the quote.
- 3) Write an example of when the speaker tag was after the quote.
- 4) When you use an exclamation point in a quote, do you need a capital letter after?

Writing Speaker Tags

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

Fill i		ent speaker tag for the quotations below.
1)	500 PR.	Mom.
2)	Sally Sally	ink I see a rabbit."
3)	"Can you help "	ake
4)	"I wish it would stop rail	Tim.
5)	"You're it!"	mily as gg friend.
6)	Lucy,"I'll	be the Se
7)	"Watch out for that puddle!"	3/20
8)	"This is the best ice cream ever," P	eter
9)	"Do you think it will snow tomorro	w?"
10)	"I don't want to go to bed."	Lity
11)	"We won the game!"	the whole team.
12)	"Please pass the salt,"	Grandpa
13)	Tom	"I have finished my painting."
14)	"I can't find my shoes," Brian	E#

Character Personality and Dialogue

Think

Characters should have personalities, like brave or shy. Their dialogue should match their personality. Circle the dialogue below that matches the personality.

Personality: Brave

- a) "I'm too scared to go on the adventure. You go without me."
- c) "No r it gets, I'll always stand up for my friends!"

Personality: Curi

- a) "I wonder when he had the go explore and find out!"
- b) "I've never really work."
- c) "I don't really care why the hs: tant."

Personality: Kind

- a) "I don't have time to help anyone else. I'm to with
- b) "Why should I share my things? I don't care if other early
- c) "Are you okay? Here, let me help you with that."

Personality: Funny

- a) "I never joke around. Life is serious and there's no time for laughter."
- b) "Why don't scientists trust atoms? Because they make up everything!"
- c) "I don't understand why people find things funny."

Personality: Adventurous

- a) "Traveling to new places? No thanks, it sounds too risky and uncomfortable."
- b) "I prefer to stay inside where it's safe and do the same old things."
- c) "Let's go on a hike in the unknown forest! It sounds like an adventure."

Writing Using Quotations

Practice

Write dialogue between Superwoman and Superman. Don't forget the speaker tags!



Writing Using Quotations

99

Practice

Think of your favourite celebrity. Is it a hockey player, actor, or painter? Now write dialogue between you and them. What will you say? Will you say it excitedly? What will they say? Use speaker tags.



MAGNOSTAN		
Name:		
FROM LINE		

Curriculum Connection W4.2

Success Criteria – Narrative

Analyze

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

The Hidden Garden

In the small own of Willowbrook, lived a curious girl named Lily. One sunny day, she stumbled hidden garden filled with magical flowers. The aroma of sweet nectar filled the newibrant colours dazzled her eyes.

"When the startling Lily. It was a talking butterfly, its wings shimmed in the

"I'm Lily," she read onish this place?"

"This is the Garden of Way Dutter Vained, "Make a wish but choose wisely."

Lily thought hard and finally sa wis and family to always be happy."

"Your wish is pure and kind," the butter aised, " cue."

Lily thanked the butterfly, feeling a warm glow hear proget this garden or you," she said, leaving the enchanted place.

As she returned home, she knew she had experienced son thru senses had been awakened, and her character had grown. The mem garden and the wise butterfly would remain with her forever.

1)	
2)	
3)	
4)	
5)	
6)	
7)	

Assignment - Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Lost puppy	Finds way home	Forest
Young artis	Magical paintbrush	Small town art studio
Space rot	Befriends aliens	Planets
Advent	Colve neighborhood mystery	Suburb
Elde Quener	singing garden	Backyard
Young cher	n test	City kitchen

Plan

ove and plan it out in more detail.

- 1) Describe the basic plot idea
- 2) What characters are involved in this plot?

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

Plan

Fill in the organizer below.

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

1



3

4

5

5) End - How will the problem be resolved? How will the character

blem?

6) What is a good title for your story?

Assignment - Narrative Writing

Rough Draft

Write the rough draft of your narrative below.



Edit

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

Criteria	☑	×
Interesting Plot		
Well-Developed Characters		
Clear Beginning, Middle, and End		
Strong og - Uses 5 Senses		
Vivid Word Choice		
A Sare Til B		
Story Make		
Optional: Realist alog Q votations		

Edit Fedit your first draft by looking at the ess pade with your class. If you need extra help, you can use to be well.

Criteria

Interesting Plot

Well-Developed Characters

Clear Beginning, Middle, and End

Strong Setting – Uses 5 Senses

Vivid Descriptions – Word Choice

Appropriate Title

Story Makes Sense

Optional: Realistic Dialogue – Use of Quotations

Activity: Story Swap Revision Party

Objective

What are we learning more about?

To allow students to practice proofreading and revising narrative stories by working with peers in an engaging and supportive environment. This activity will foster collaboration and help students develop their writing skills.

Mater

is needed to complete the activity?

- □ Drafts of
- Pencils at
- Highlighters
- Revision checklis

uccess criteria



them even

Instructions

How do we con

- Introduction: Explain to the students that n a "Revision 1) Party," where they'll get to read each other's better. Emphasize that constructive feedback is
- Pair Up: Divide students into pairs and have them swap st 2)
- 3) Read Carefully: Each student reads their partner's story and use nightighters to mark areas that are particularly good or might need revision.
- 4) Use the Checklist: Hand out the revision checklist and ask students to review their partner's story, checking for each of the criteria.
- 5) Discuss: Encourage the pairs to discuss the feedback and brainstorm ways to make improvements.
- 6) Revise: Students take back their own stories and begin revising based on the feedback and their discussions.

Correction Connection W4.1

Activity: Story Swap Revision Party

Feedback

Fill in the graphic organizer below to give feedback to your partner.

1) Based on the success criteria, what did your partner do well? 2) Bas gteria, what does your partner need to change? 3) What is your favourite pa 4) Write 3 questions you have about your partner 1) 2) 3) Hand this sheet back to your partner. Now, your partner should write how they will change their story to ensure it is as good as it can be. If there were lots of questions, what could you add to the story to ensure it is easy to follow? Think of 3 changes. 1) 2)

3)

Rubric - Story Writing

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

Comments		
	Mark	

Activity: Being Persuasive

Objective

What are we learning more about?

Students will practice persuasive speaking by debating various prompts, developing their ability to form arguments and listen to others' perspectives.

Materials

What is needed to complete the activity?

- Time or cla

Instructions

ctivity?

- 1) Pair Up the Students: Diversity styling of there's an odd number, you can have one group of three.
- Introduce the Activity Explain to the students they debating different prompts from the list. One student will choose for the next. They will alter the
- Start with the First Prompt: Have the pairs look at pick a side to argue for or against. The other student with turn side.
- Think Time. Give the students 2 minutes to think about their argume ey may jot down quick notes if they wish.
- Debate Time: Let the students debate for 3 minutes. Encourage them to listen to each other's arguments respectfully.
- 6) Move to Next Prompt: After debating the first prompt, move to the next one, allowing the other student to choose a side first. Repeat the think and debate time.
- Repeat Until All Prompts are Debated: Continue moving through the prompts, alternating sides, until all have been debated.
- Classroom Debate (Optional): Ask for volunteers to debate in front of the class. They
 can choose one of the prompts they have already debated.

Persuasive Writing - Opinions

Opinion

What is your opinion of the topics below? Explain why with 3 reasons each.

	Topic	Opinion - Yes or No?
1)	Should homework be given every night?	
Rea	ason 1	
Rea	ason A	
Rea	aso ()	
2)	Are video ga	
Rea	ason 1	
Rea	ason 2	
Rea	ason 3	100
3)	Should school be year-round?	(5)
Rea	ason 1	
Rea	ason 2	
Rea	ason 3	
4)	Should junk food be allowed in school?	
Rea	ason 1	

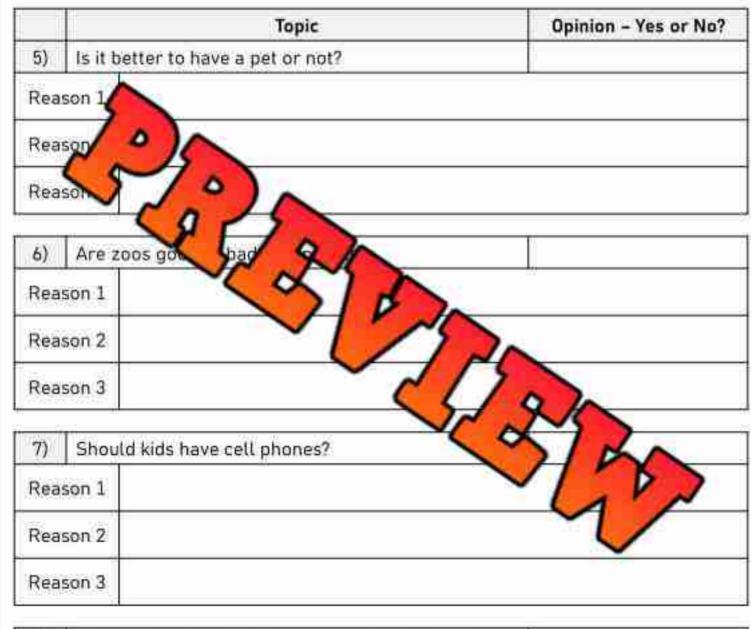
Reason 2

Reason 3

Persuasive Writing - Opinions

Opinion

What is your opinion of the topics below? Explain why with 3 reasons each.



8)	Shou	ld there be a limit to screen time for kids?	
Rea	son 1		
Rea	son 2		
Rea	son 3		

Correction Connection W4-1

Understanding Bias in Persuasive Writing

Analyze

Read the opinions below and answer the questions.

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

- 1) What is or's opinion?
- 2) Why give? List 3.

Why is this a biased opin

the

sective - people who do not agree.

Summer stands above all other seasons because on the land the joy of relaxation. You can bask in the sun's rays the summer provides. The season allows for beach trips, picned plaunlike winter's chill or spring's rain. Also, summer means school's owithout worrying about homework. These things make summer the

or activities, the that only pla ide, ax

- 1) What is the author's opinion?
- What reasons did they give? List 3.

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

Vear!

MATERIAL		
Name:		
14011110		

Correction Connection W4.1

Version 1: Activity - Finding Bias in Writing

Tough Job

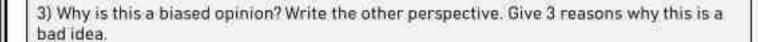
Imagine you are the principal of your school. You have received a letter today. Respond to the letter by pointing out the bias.

Dear Principal,

I am writing to propose a wild but amazing idea: let's have a chocolate fountain in our la! Before you dismiss it, hear me out. Chocolate makes people happy, and school cat happy stu rn better! Just imagine the smiles on everyone's faces as they dip their into the flowing chocolate. We could also dip healthy foods like fruits or apples into the chocolate. It would encourage kids to eat more straw such better with chocolatel And think about our chool would be famous for having a chocolate unforger fountain, Stud would wish they were here, and our school's reputation would pake our dreams come true and add a chocolate fountain to our cafe

Sincerely, Hanna Stevenson

- 1) What is the author's opinion?
- 2) What reasons did they give? List 3.



Activity - Finding Bias in Writing

Tough Job

Write your response letter back to Hanna.



Include:

- A greeting
- Topic sentence
- Body with main points



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

Students, in this assignment, you will create an advertisement for an invention that you will dream up. The focus of this activity is to learn how to use persuasive techniques to convince others that your invention is amazing and a must-havel Let's get started!

Planning

Fill in the graphic organizer below.

- 1) Brainst pe creative and helpful products you'd like to invent. Here are some example
- In the state of the state
- bot the h homework
- A self-mal



3) What is the name of your product?

4) What problem does it solve, or how does it make life better?

Planning

Fill in the graphic organizer below.

- 5) Who would want to use this product? This will be your audience. reasons someone should buy it? 7) How will you describe your product, so it sounds appealing strategies: celebrity endorsement, free prize, say they are limited (sale - buy one get one free, describe the must-have feature, etc.

Planning

Fill in the graphic organizer below.

8) Imagine you have 3 minutes to show your audience how good your product is. Create a PowerPoint presentation for them that highlights all the reasons they should buy. What will you need to add to the PowerPoint? Fill in the information you will include on each slide. Somewideas have been listed for you.

Title Slid

- Eye
- ston tayune
- Image or invention.

Introduction to the Invention:

- Name of the invention.
- What it is and what it does.
- A picture or illustration of the invention.

Why the invention is Needed

- Identify a problem or need that the invention solves
- Explain how the invention is the solution

Benefits and Features:

- List of the invention's unique features.
- How those features translate into benefits for the user.



Planning

Fill in the graphic organizer below.

Endorsement or

Testimonial (if available):

- Quote or video from some on ho has tried to ct.
- Cele

ap le.

Special Deal or Promotion:

- Any special offers, discounts, or bonuses available.
- Limited-time offer to create urgency.

Cost and Purchasing Information

- Price of the invention.
- Where and how it can be purchased.
- Any money-back guarantees or warranties.

Call to Action:

- Strong, persuasive language urging the audience to act now.
- Contact information or a link to a website where the product can be purchased.



Rubric - Invention Assignment

Category	4 Points	3 Points	2 Points	1 Point
Title and Introduction	Catchy title, clear intro, appealing image	Good title, intro, image, but more engaging	Title & intro there, not very exciting	Missing title, intro, or image
Explanation of Invention	Explains what it is & why needed with pictures	Good explanation, lacks some details/images	Some information but misses details	Unclear or incomplete information
Ber	ll features & help	Lists most features, some benefits unclear	Mentions some features but misses benefits	Misses many features and benefits
Special Deal Cost	Special special	hares cost or but misses	Gives some info about cost/deal, but confusing	Missing information about cost or deal
Call to Action	Exciting to make peop want to buy	Goo ou exc	Has call to action but doesn't make int to act	Missing or unclear call to action
Visuals and Design	Great pictures & design help tell the story	Go tures & design but cou be better	e tures, doer	Missing pictures or messy design
Spelling and Grammar	All words spelled right & sentences sound good	Few small mistakes but reads nicely	takes to	of mistakes ke it and to
Overall Presentation	Exciting & funl Tells whole story of the invention	Good job but could be more exciting or clear	Some good possible some parts confusing	or hard to

Comments		
	Mark	

Correction Connection W4.1

Informational Reports: Non-Fiction

Fiction means a story that's made up, like fairy tales or superhero adventures. Nonfiction is about real things. If you read a book about lions in Africa, that's non-fiction. If you read a story about a talking lion who goes on adventures, that's fiction. Fiction is pretend, and non-fiction is true!

		•	н		
-	ъ.	и	п	ш	
	ш	ш		ł	

Is the story with the topic below fiction or non-fiction?

1)	A p t helps a child find lost treasures in a	Fiction	Non-Fiction
2)	plarets. olar system, with facts about	Fiction	Non-Fiction
3)	The true Great First will across Canada.	Fiction	Non-Fiction
4)	Talking animal to solve problems.	Fiction	Non-Fiction
5)	A young wizard struggle last visital school.	Fiction	Non-Fiction
6)	A guide to recycling and how it he protect environment.	Fiction	Non-Fiction
7)	A biography of a famous Canadian inventoring		Non-Fiction
8)	A dream grants a child the power to fly, leading to whimsical escapades.	10	tion
9)	Space robots discover a new planet and embark on thrilling adventures.	Ficti	on-Fiction
10)	A historical account of a Canadian community and its traditions.	Fiction	Non-Fiction

Think

Write at least 2 fictional and 2 non-fictional stories you've read recently.

Fiction	Non-Fiction

Writing a Report - Lions

Objective

What are we learning more about?

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

Instructions

How do we complete the activity?

- Real below.
- 2) I of 3 main headings: diet, where they live, and body ct (d) for diet, (w) for where they live, and (b) for body.
- 3) On the notion for the report. Then you'll need 3 headings for the book you'll you'll lusion. You don't need to use all the facts for your report, so you'll you'll lusion.

Facts

Organia / faq

Lions live in grasslands and plains.

Male lions have big manes.

Lions hunt in groups called prides.

Lions have strong leg muscles to run fast.

Lions sleep a lot, up to 20 hours a day.

Lions are mostly found in Africa.

Female lions usually do the hunting.

Lions live in the Gir Forest in India.

Lions can eat up to 40 pounds at once!

Lions have sharp claws for hunting.

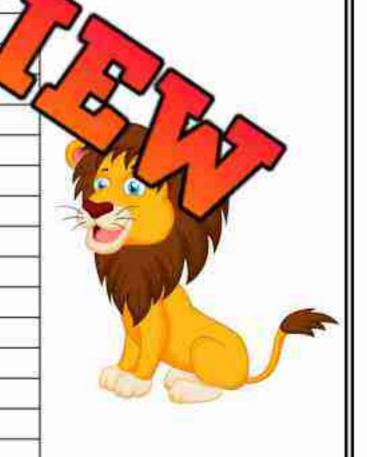
A lion's tail has a tuft at the end.

Lions live in groups called prides.

Lions have big teeth to eat meat.

Lions also scavenge food sometimes.

Lions eat meat, like zebras and antelopes.



Correction Connection W4.1

Writing a Report - Lions

Planning

Fill in the components of the report below.

Introduction - What will the report be about? Body dings be? What 3 facts will you include about each heading? Headi Fact 1 Fact 2 Fact 3 Heading #2 Fact 1 Fact 2 Fact 3 Heading #3 Fact 1 Fact 2 Fact 3 Conclusion - Summarize the report in just a few sentences.

How To Research Effectively

Finding Information: How to Start

When you want to know more about something, research helps you find the information.

Choosing the Right Tools: Library, Internet, and Search Engines

Libraries, ernet, and search engines have lots of information. At the library, you can find

Good Sew

"What do elephants eav

"How does a rainbow form

"Canada's tallest mountain"

Bad Searches

want what elephants eat for dinner."

ll n ws happen, please."

me of the low tall mountain in Canada?"

The Importance of Trustworthy Sources

When you're looking for information, it's really important what you're reading is true. You want to use thin called trustworthy sources. Here's what you can do to find good information:

- Ask your teacher or librarian for help.
- Look at websites made by schools, museums, or governments.

Wha

Read books written by people who know a lot about the subject.

Some websites and books can give you wrong information. You might want to avoid:

- Social media posts by people who aren't experts.
- Blog posts without facts or proof.
- Websites that are trying to sell you something without showing why it's good.

Cornculum Connection W4.3

How To Research Effectively

Think

Is the search good or bad?

1) The capital city of France.		Bad
2) What is the name of the really tall mountain in Canada?		Bad
3) Famous Canadian authors.		Bad
4) Tell me me famous people are who write books in Canada?		Bad
5) The lift A patterfly.	Good	Bad
6) I was ab about terfly's life from egg to flying around.	Good	Bad
7) How to ecycle	Good	Bad
8) Can you tell an regulation be plastic things at home?	Good	Bad
9) Weather patterns	Good	Bad
10) What's the weather like and and les it that way?	Good	Bad

Questions

Answer the que

elow

1) Why is it important to use trustworthy source

2) How do we know if a website is trustworthy or not?

3) Is the description of the website below trustworthy? Yes or no?

Sovernment website providing official statistics and data.
 Yes No
 Blog post with personal opinions but no sources.
 Yes No

University research with peer-reviewed articles and studies.
 Yes No.

Health organization website offering medical advice from doctors.
 Yes No.

5) A shop that is trying to sell you something.

supersimple sheets com-

No

Yes

Correction Connection W4.3

Research Activity - Questioning

Think

For each of the topics, write 5 questions you want to know the answers to. Then look up answers to these questions.

_	Questions	Answers
2	(0)	
3	25/20	
4	V 100	
5		

Topic 2: Animals - Ex. Which mammal has the large tion		
	Questions	
1		
2		
3		
4		
5		

Correction Sometion W4-3

Researching Ethically

Understanding Ethical Research

Ethical use of research means being honest and fair when we gather and use information. It's important to follow rules that respect others' work and rights. Let's explore what this means.

Asking for

Some for permission to use information. This is especially true for photogos or permission to use someone's photo or details about their life, you must entry their privacy and choices.

Citing Sources

Citing sources is like giving a sout whose information you've used. It shows you're honest about where you for project, always say where you got your instruction can the form of:

- Book titles and authors
- Website names
- Article titles
- Names of people you interviewed

Fair Representation

When we use information, we must be sure it's true and we're not changing its meaning.

This is called fair representation. It means:

- Not twisting facts to make them say what we want
- Showing different sides of a story
- Being careful not to hurt or mislead people with the information

For example, if you're writing about animals in the wild, you should include various viewpoints and facts, not just the ones you like.

True or False

Is the statement true or false?

1) We only cite sources when using information from books.	True	False
2) Citing sources is like giving credit to where information came from.	True	False
3) Fair representation means changing facts to support your view.	True	False
4) Ethical research involves being respectful and honest.	True	False
5) It's okay to leave out different viewpoints in a report.	True	False

Question

Answer the questions below.

1) What is citing to be ear, and why is it important?

2) Why do we need to ask for

on

information?

3) Explain what fair representation means in your

WO

Think

Steven researches a lot. Check out what he is doing below. Is fing ethical?

1) Asked permission to use a photo from a website for his blog.	Yes	No
Cited the author and title of a book he quoted in his report.	Yes	No
3) Copied a paragraph from a website without citing it.	Yes	No
4) Used a classmate's idea without giving them credit.	Yes	No
Checked the facts from multiple sources for accuracy.	Yes	No
6) Ignored information that didn't support his opinion.	Yes	No
7) Included different viewpoints in his report on climate change.	Yes	No

How To Research: Online Treasure Hunt

Objective

What are we learning more about?

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

Material

What is needed to complete the activity?

- ☐ Conter or
- ☐ Pre-Writte
- Paper and

internet access

(is elow)



inline treasure hunt

the source of the

etermine the

Instructions

How do we

ete

- Introduction: Explain to students that they a
 to find answers to exciting questions. The
 website they found the answer on. So, you
 name of the website.
- Divide Students: Split the class into pairs or small group with access to a computer or tablet.
- Distribute Questions: Hand out a list of pre-written questions to exproup (on back page)
- Research Time: Give students time to research and find the answers to the questions using online resources. Emphasize the importance of finding trustworthy sources.
- Record Answers: Students should write down their answers on paper, along with the websites where they found the information.
- Review and Discuss: Once the activity is complete, review the answers with the class and discuss the sources they used.

How To Research: Online Treasure Hunt

Research

Find answers to the questions below.

Question	Answer	Source - Website Name
1) What is the tallest mountain in Canada?		
2) What hone		
3) Who was the Minister of Canada		
4) How many provinces are there in Canada?	100	
5) What is the largest mammal living in the ocean?	2	
6) What is the national bird of Canada?		5720
7) How many times bigger is the Sun than the Earth?		
8) Who wrote the national anthem of Canada?		
9) Who won the first Stanley Cup?		
10) What is the distance from the Earth to the Moon?		

Correction Connection W4.1

Editing a Report - Importance of Inclusion

Why Inclusion Matters

Inclusion means that all students, even those who might need extra help or have different ways of thinking, learn together. When everyone is included, it helps us understand and appreciate how everyone is unique. We learn to

be kind an pectful of each other's differences.

Introg

Inclusion and a province feets welcome and a group after

how different they . In the sion helps all students learn and grow together. Let's find out W . In is so then!

How Schools Practice Inclusion

Schools work hard to make sure everyone feels in the Third thave special programs and teachers to help. Students can we seth the sure student feels welcome and happy.

Conclusion

Inclusion in schools is like a big, friendly hug that makes everyone feel safe and cared for.

It helps students learn important lessons about friendship and respect. Remember, a school that practices inclusion is a place where everyone gets to be a star!

The Benefits of Being Inclusive

When schools are inclusive, students learn more than reading and math. They learn how to be good friends, how to work together, and how to understand people who are different from them. Everyone gets a chance to be a part of the group, and no one is left out.

Cornculum Connection W4.1

Editing a Report - Importance of Inclusion

True or False

Is the statement true or false?

Inclusion means everyone feels welcome. Only teachers need to care about inclusion.		True	False False
		True	
3) Inclusion teaches respect for differences.		True	False
4) Being in	benefits only some students.	True	False
5) Inclus	e everyone feet cared for.	True	False

Questic

r the questions below.

- 1) What was wrong the state of the report? Were the components of the report in the right order? Explain
- What order would you put the report in? Write the ading the put it.

Heading Title	Why Doe re?

Report Writing - Introductions

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

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

Analyze

eductions below and use a checkmark if it meets the criteria.

hort and interesting!

Do you know why the puer this report, we'll explore the fascinating science behind the college and some fun facts along the way! Get ready to look up and discover some fun facts along the way!

Start with fun fact or described about.

Tell the main idea?

I'm writing about trees. Trees are big and wall. In y por learn about trees, and it will be about trees.

Start with fun fact or question? Give bout.

Tell the main idea? Keep it shows a second of the secon

Canada is home to some amazing animals! This report will introduce you lique wildlife found across our country, from the snowy Arctic to the dense for from polar bears to beavers, there's so much to explore!

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

Recycling is a thing. In this report, you'll learn about recycling. Recycling is about using old things again.

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

Correction Connection WA.1.Wi.2

Report Writing - Conclusions

Writing a good conclusion helps wrap up what you've learned in a report. A strong conclusion should do several things:

- Summarize the Main Points: Go over the key things you talked about.
- Include a Call to Action: Suggest something the reader might do next, like trying an
 experiment, reading another book, or asking a question.
- Conne on the Introduction: Try to link back to something you mentioned at the beginn the pating a full circle that brings the reader back to where they started.
 This is a pain make the report feel complete and satisfying.
- teresting: You might ask a question, share a fun fact, or say
 so ing that the reader think more about the topic.

Analyze Read clusi end use a checkmark if it meets the criteria.

In this report, we learned a cate of the property of the prope

Summarize the main points

Call to action

Connect to the introduction

Ath so ag interesting

We talked about animals in different places. Animal experience are many kinds. I like animals, and some people have pets. This

Summarize the main points

Connect to the introduction

End with somethi

Cars are fast, and people drive them. They have wheels and engines. Some cars are red, and some are blue. This report was about cars, and now it's done.

Summarize the main points Call to action

Connect to the introduction End with something interesting

Now you know all about the different seasons. You might want to make a weather chart to see how the seasons change where you live. Just like we talked about at the beginning, every season has its special beauty.

Summarize the main points Call to action

Connect to the introduction End with something interesting

Activity - Finding Diagrams/Pictures/Charts

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

D Proson to





Instructions

we activity?

lides

- Choose a Topic: Select to the total activity. Make sure to under and total activity. Make sure to under and total activity.
- Research Visuals: Using safe search ethods ust we sources, find visuals that are relevant to the chosen topic. Look arts, or pictures that help explain or illustrate the subject.
- Create a Slide Presentation: Open PowerPoint or presentation.
 - des ate new
- Write the Prompt: On the first slide, write the topic you have compt.
- Add the Visual: On the same slide, insert the visual (chart, diagram, picture) that you
 found to supplement the topic. Make sure it is clear, and appropriately sized to fit
 the slide.
- Include a Description: Beneath the visual, explain how the visual relates to the topic.
 Share what the visual shows and why it is important.
- At the bottom of the slide, write where you found the information. For example, Source: Website: energy.gov/energysaver or Source: Book: Types of Heat, School Library.
- 8) Continue this for 5 different prompts.

Activity - Finding Diagrams/Pictures/Charts

Prompts

Find visuals that go with these topics below.

Question	Source
Explore the life cycle of a butterfly and its different	
Write a september of the september of th	
Research the And Son of Japan.	
Analyze how sunflowers www.	
Tell about the achievements of Alexander Graham Bell.	5/20
Investigate how recycling helps the environment.	372
Describe how the water cycle works and why it's important.	
Explain the importance of eating fruits and vegetables.	
Discuss the different types of clouds and their meanings.	
Describe how bees make honey.	

What is a Haiku?

What is a Haiku?

A haiku is a special type of poem that comes from Japan. It has only three lines and follows a pattern of syllables: 5 in the first line, 7 in the second, and 5 in the third.

Haikus often talk about nature or feelings, and they paint a simple picture words. Here are a couple of examples:



SHO!

Snow on Snow

Children laugh

Winter's chill

Night Sounds

Frog leaps in the pond (5)

Splash breaks the quiet night's peace (7)

Nature's song is sung (5)

These little poems are fun to reas and special about the world around us! won way to share something

Write

Finish the Haiku poems below

10	Topic: Rainy Afternoon
ine 1	Rain taps on the roof,
Line 2	Umbrella in my wet hand,
Line 3	

Topic: Playing at Recess		
Line 1	Friends laugh and they run,	
Line 2	Playing tag, having such fun,	
Line 3		

Correction Connection W4.2

How to Write a Rhyming Poem

Getting Started with Rhyming Poetry

Rhyming poetry is a fun way to play with words. When words rhyme, they sound the same at the end. Poets use rhymes to create rhythm and make their poems more interesting. Let's explore how to write rhyming poetry!

What is

A rhy have the same sound at the end. For example, "cat" and "hat" rhy the become the limit the "-at" sound. Rhymes can make a poem sound musical.

Steps to Write a Rhyming

- 1) Pick a Topic: Think about solvethin or teresting.
- Choose a Rhyme Scheme: Decide Your rh

 AABB, where the first two lines rhyme an ext ty

 ext ty

 me.
- Write Your Poem: Using the rhyme scheme, we hange words around to make them rhyme.

Example of AABB Rhyme Scheme:

- Line 1: I have a furry cat (A)
- Line 2: She likes to wear a hat (A)
- Line 3: She purrs and takes a nap (B)
- Line 4: Right on my cozy lap (B)

Tools for Finding Rhymes

- Rhyming Dictionaries: Help you find words that rhyme.
- Online Rhyming Tools: Websites that help you find rhyming words.

Correction Connection W4.2

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Cat			
Dog			
Cak	١		
12			
	0)		
Play 🧲	9 7 5		
Rain	S. 21		
Sun	~ ~ ~)	1	
Boat		1	
Light	L	//2/	

Write

Finish the poem below using

AABB Poems

The cat sat on a soft mat (A)

It purred and wore a funny hat (A)

The dog wagged its tail with glee (B)

I see a rainbow high a

With colours bold, it greets

It arcs across the sky just right (A)

y (B)

AABB Poems

A smiling face and a warm hug (A)

Make me feel snug as a bug in a rug (A)

I love to read and write at school (8)

ABAB Poem

The sun shines down, it's time to play (A)

With friends around and games to share (8)

A brand new chance to learn today (B)

Activity Title: "Poem Editing Teams"

Objective

What are we learning more about?

To help students collaborate in small groups and focus on different aspects of proofreading and revising their poems.



Instructions

How do we complete the activity?

- the strict of proofreeding, explaining the importance of proofreeding.

 Output

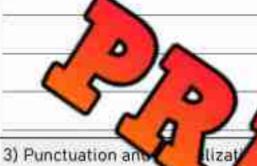
 Description:
- 2) Student we children's book and children's book are the poems they have written for their
- 3) Create Editing Teams dent os of 4. In each group, assign the following roles:
- Punctuation and Capitalization Expension S for a punctuation and capitalization
- Proofreader Focuses on spelling mistakes.
- Word and Rhyme Choice Artist: Concentrates on working and Street Could be improved.
- Appreciation Analyst: Writes down one thing they loved about the
- 4) Exchange Poems in the Group: Students will pass their poems to each wiber of the group, so everyone gets to perform their assigned role on each poem.
- 5) Collaborative Revision: Give students a set amount of time (e.g., 5-7 minutes) to work on each poem in their role. Encourage them to write their feedback on a separate sheet of paper or the back of the poem so that the original author can see all the comments.
- 6) Group Discussion: After all members have completed their roles on all the poems, allow time for the group to discuss the feedback. Each member should explain their comments, and the original author can ask questions or clarify their intentions.
- Final Revision. Give students time to revise their poems based on the feedback received from their group members.

Activity Title: "Poem Editing Teams"

Feedback

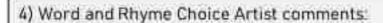
Fill in the organizer below to collect feedback about your book.

- 1) The author of this story is...
- 2) Proofreader comments:





mments:



5) Appreciation Analyst

What is a Limerick Poem?

What is a Limerick Poem?

Name:

Limericks are fun and playful poems that often make people laugh.

They have a special rhythm and rhyme that makes them unique.



The Patter Limerick

Limerick particular pattern. They have five lines, and the rhyme scheme is usual a rhythm as well – think Hickory Dickory Dock.

- Line 2, and ith each other (A) and are typically longer (~8 syllables)
- Lines 3 and With example (B) and are typically shorter (-5 syllables)

Examples of Limerick

Funny Raccoon

A funny raccoon in Quebec, Wore glasses that sat on his neck, He'd read and he'd write, In the pale moonlight,

His poems were all top-notch and dreck.

Running Bear

deep chilly winter,

bear ng a sprinter,

di w

act a cw

And warmth whis

Write

Finish the Limerick poems below

	Topic: Skiing Squirrel	
Line 1	A squirrel in the Calgary trees,	
Line 2	Skiing down the stopes with great ease,	
Line 3	With a swish and a swoop,	
Line 4	In a never-ending loop,	
Line 5		

C Super Simple Shirers

What is a Limerick Poem?

land	strive	ptay	grand	remain
heard	same	word	reign	say
thrived	vain	claim	bland	stay

Write
Use the word bank words to fill in the limericks with equity, inclusion, and diversity themes.

chance, none in _____,

where fairness did ________

Line 3

Line 4 So that

Line 5 All together, me to

Line 1 Our school's where all kids

Line 2 No matter what others may

Line 3 Each voice it is _____

Line 4 Inclusion's our ______,

Line 5 Together, we laugh, learn, and _____

Line 1 In a garden with flowers so ______,

Line 2 Many colours spread across the _______,

Line 3 No blossom the ______,

Line 4 Diversity its _______,

Line 5 Our garden grows bright, never ______.



Correction Connection W4.1

Understanding Book Reviews

What Is a Book Review?

A book review is a way to tell others about a book you've read. It helps readers decide if they might want to read the book too. A book review shares what the book is about, what you liked or didn't like, and sometimes gives it a rating like stars or thumbs up.

Parts of a

- Shape y Shape s
- ☑ Your Thou

 B

 you

 you

 or didn't like about the book.
- Rating: Some end of 5 stars:

The Format of a Book Review

- Introduction: The start of the review book's title and author. It might also rude something interesting to catch the reader's attention.
- Body: Summary and Thoughts
 - Summary: Explain what the book is about, introducing the main ers and plot without giving away the ending.
 - Your Thoughts: Share what you enjoyed or what you wish were different. You can talk about the characters, the writing style, or anything else that stands out.
- Ending with a Rating: If you want, you can finish your review with a rating. This might be stars, numbers, or a simple thumbs up or down.

Book reviews are fun to write and read. They help us share our thoughts about the books we love and help others find books they might enjoy tool

Understanding Book Reviews

True or False

Is the statement true or false?

1) Book reviews tell the book's ending.	True	False
2) A book review may include a rating.	True	False
The summary introduces main characters	True	False
4) Your though the book are shared.	True	False
5) A revi	True	False

Questic

r the questions below.

- 1) What is the main se of a pw?
- 2) What are the three main parts of a be view?
- 3) What might you include in the introduction of a review?
- 4) What could you say in the "Your Thoughts" section?
- 5) How can you end a book review?

SATISFACTION

Examining Bias In Reviews

Understanding Bias in Reviews

Bias in reviews means when someone's personal feelings or opinions affect how they talk about something. It's like if your favourite colour is blue, you might say that a blue hockey stick is better than the red one beside it, even though the

colour has mpact on its performance.

Whe

Bias confound aces like book reviews, movie reviews, or real to the you might see it:

- A reviewer give od of the because their favourite actor is in it.
- Someone says a book to becat ton't like the topic, even if it's well-written.
- A reviewer doesn't like a toy becaute of sog they usually play with.

Why It's Important to Recognize Bias

Knowing about bias helps you understand what's real pot something. It helps you make your own opinion and not just be to be about the pot something. It helps you make your own opinion and not just be to be about the pot something.

Tips to Spot Bias:

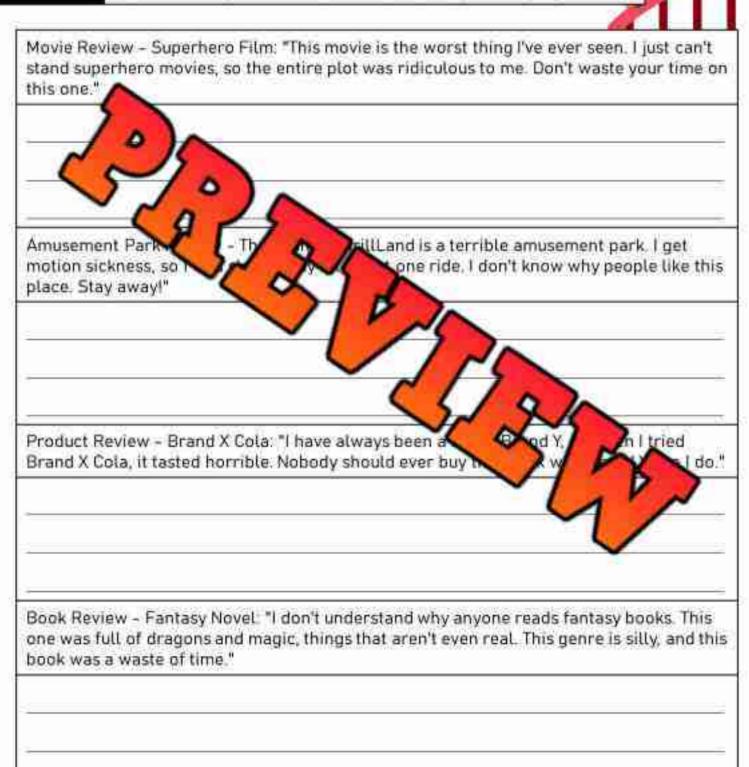
- Look for words that show strong feelings, like "I love this because..."
- See if the reviewer is only talking about things they like or dislike.
- Think about what the reviewer is saying and ask yourself if it makes sense or if it seems like just their opinion.

Remember, everyone has different opinions, and that's okay! Knowing about bias can help you understand why people think the way they do, and it can help you make your own decisions about what you like and don't like.

Examining Bias In Reviews

Examine

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



Eliminating Bias In My Reviews

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



- Focus on the Story: Instead of saying you like or dislike the topic, talk about what happens in the book. Share the plot without giving away the ending.
- 2) Talk about the Writing: Explain if the writing was good or not so good, and why. Did it make story exciting or was it confusing?
- 3) Be H Fair: It's okay to say if you didn't like something, but explain why.

 Ins thate this book because it's about space, and I don't like space,"

 the book's setting in space hard to understand, but someone
 we set in the book's setting in space hard to understand.
- 4) Think about who have different likes and dislikes might want to know.

Write

Write a review as least above to help you en late to help you en l

Book/Movie/TV Shows:	~ //	
Your Rating ***		
		4/
<u> </u>		

Nam	10			
1 10000	1			

Cornculum Connection W4.2

Practicing Reviews - Tommy's Time Travel Hat

Reviews

Write your thoughts about the short stories below. What voice will you write with? Are you frustrated with the story? Excited about it? What were your favourite/least favourite parts? What rating will you give the story?

1.40	Short Story - Tommy's Time Travel Hat
around th Quee him so ling	an old hat adorned with feathers at a yard sale. When he wore it and spur he traveled back in time! He played with dinosaurs, had tea with get his parents when they were his age. Each adventure taught fory, and every time he took off the hat, he was back in his
room, burstin 1) What are you	write in his journal. s ab Write using a certain voice – happy, mad, etc.
2) What was you Favourite	ur favourite part? Least favourite part
Least _	

Assignment - Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

- 1) What book will you be reviewing?
- 2) Who is wanthor of the book?
- Support thout giving away any surprises.

4) What are your thoughts on the book? Fill in t

Did You Like/ Dislike it? Explain why.

> Favourite Part

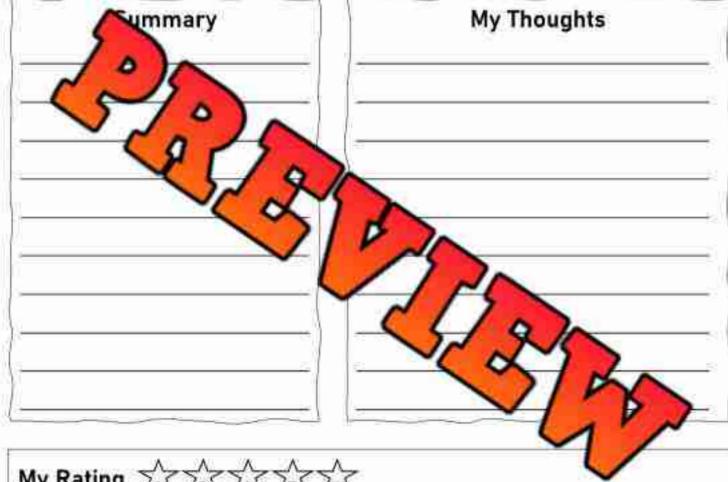
Least Favourite Part

C Super Simple Shares

MY BOOK REVIEW

Title:

Author:



My Rating ☆☆☆☆☆

Correction Connection W4.1

All About Comic Strips

The Magic of Comic Strips

Comic strips are a series of pictures and words that tell a story. Each comic strip consists of panels with different elements that make the story fun and engaging.

Character ogue, and More

Characte be people, animals, or objects, and they are the main focus of the

- Speed Bubb why the characters' words appear, showing conversations.
- Thought Bo se show tharacters are thinking.
- Sound Effects: W PI" to describe sounds.
- Background: The setting with the setting
- Expressions: The characters ces surprise.

Creating Your Own Comic Strip

Making a comic strip can be exciting!

- 1) Think of an exciting story idea.
- Draw the characters and background.
- 3) Write the words in speech or thought bubbles.
- 4) Add sound effects if needed.
- 5) Colour it all in to make it come to life.

Smap -

Why Comic Strips Are Loved by Many

Comic strips are enjoyed by children and adults all over the world. Some are funny, while others might tell an adventurous or thoughtful story. Famous examples include "Peanuts," "Garfield," and "Calvin and Hobbes."

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All About Comic Strips



















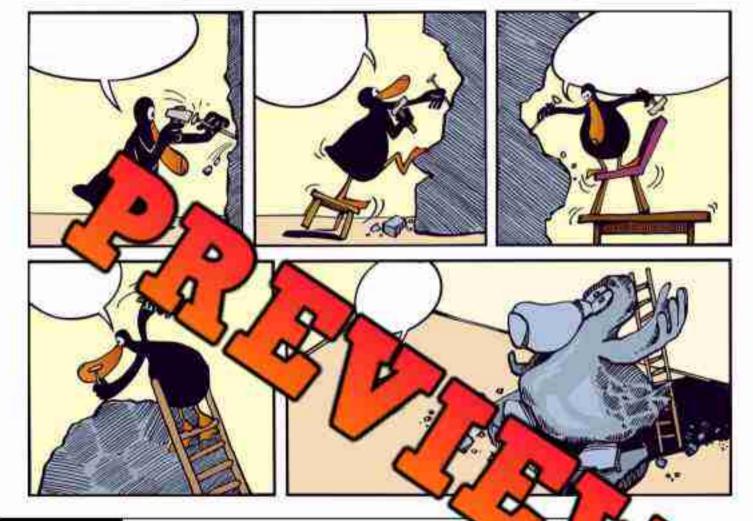
Examine

Read the comic and ansi



- 1) How many speech bubbles are there?
- 2) How many thought bubbles are there?
- 3) In the 3rd frame, what expression does the duck's face show?
- 4) Explain the joke.
- What sound effects could be added to the comic? Explain.

Writing A Comic Strip



Examine

Look at the comic closely to plan the dis

- 1) What is happening in the comic according to the pictures?
- Before writing in the comic, write a rough draft below by writing what the duck will say in each frame.
- 1)
- 3)
- 5)

2)

4)

Mamar	21
Name:	1.1

Cornculum Connection W4.1

The Adventure of Storytelling Structure

Building a Story: Start to Finish

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

- The Beginning: Setting Out. The beginning introduces characters and what the story is about. Is a comic strip, this is where we meet the heroes.
- The My venture Time: This is where the action happens. Your characters face chall
 iends, or learn something new.
- The end brings everything together, like finding treasure. It's a havendir

Write

one A helow and draw a comic strip for it

Beginning	M B	End
A superhero discovers a new power.	The sweether tricky villai	The superhero learns to control ower and saves the day.
A dog finds a mysterious map in the yard.	The dog and its fried follow the map.	The hidden toy treasure
A student finds a magic pencil.	Whatever the pencil draw comes to life.	e pencil to
A family goes on a camping trip.	They encounter wild animals and weather.	The yind a picnic.

Super Simple Shires

Onomatopoeia in Comic Strips

Colour

Colour the onomatopoeia below



Correction Connection W4.1

Writing Comic Strips

Instructions

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

Panel 1:

- Character A (kid): "Hey, look at this old treasure map I found in the attic!"
- Charactes B (friend): "Wowl Do you think it's real? Let's follow it!"

Panel 2:

- Charles turn left at the big oak tree...*

Panel 3:

- Character A dit! A of... chocolate coins?"
- Character B: "He tre



Biography - Thomas Edison

Introduction: Meet the Inventor

Thomas Edison, born on February 11, 1847, was an incredible inventor who brought light to our world. He was not only an inventor but also a scientist and businessman. He once said, "I have not failed. I've just found 10,000 vays that won't work."



Growin in Mileson was very curious but struggled in school. He was described by his loving mother and started working at a young light of on trains.



Achievements: Lighting Up the

Edison's inventions changed our lives. He ded the actical light bulb, the phonograph, and the motion picture camera. With 1,096 s he held more patents than any other inventor in his time!

Later Life and Legacy. Remembering a Legend

Edison continued inventing and working in his laboratory until he particle of the street of the stre

Timeline: Important Dates

- 1847: Born in Milan, Ohio
- 1877: Invented the phonograph
- 1879: Invented the practical light bulb
- · 1889: Created the motion picture camera
- 1931: Died in West Orange, New Jersey



Biography - Thomas Edison

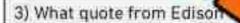
233

Questions

Answer the questions below

1) Who was the biography about?

2) Write 3 from the biography.



4) What achievements did Edison have?



Fill in the timeline below using the timeline from the biography

? Write it below.

Manage		
Name:		

Cornculum Connection W4.3

Researching Skills - Plagiarism

234

What is Plagiarism?

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

Avoiding Plagiarism - Use These Methods Below

- Paraphrasing: Paraphrasing is rewriting something in your own words, keeping all the deballs.
- Summarizing is telling the main points of something in a short way.
- Queriting exactly what you read, you need to use quotations to yords. Then you need to cite where you found the information.

Practice

mra marize, and quote the passages below

gigneous, sedimentary, or metamorphic The rock cycle is a loo kinds. These transformation bec perature and pressure, showing how Earth's surface changes. n become three different The rock cycle is like a Paraphrasing types, igneous, sedime se changes take place when there's heat and squeezing The rock cycle shows how rocks xplaining Summarizing Earth's surface changes. Quoting The rock cycle is a loop where rocks cha

Habitats are special places where animats and plants live. Different and orests, deserts, or oceans provide everything needed for survival. Protecting the cas is very important.

Paraphrasing

Guoting

Quoting

Correction Connection

Researching Activity - Note Taking

Instruction

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

Introduction: Meet Thanadelthur

Thanadelt a brave Dene woman from what is now we early 1700s. People remember Canada. Her erent groups of people talk

to each other.

Early Life: Growing Up w

Thanadelthur was born into around 1697. She was captured by the managed to escape. Living with both the Dene ar taught her many things.



reloed Thanadelthur worked with the Hudson's Bay Company and the Del them understand each other and become friends. She worked with a n Knight. Together, they made trade agreements. One of her famous sayings was, "Understanding begins with talking and listening."

Later Life and Legacy: Remembering a Hero

Sadly, Thanadelthur died in 1717, probably from a sickness called tuberculosis. But people still remember her today. The friendships she helped make lasted a long time. She is a hero for helping people communicate and work together.

Researching Activity - Note Taking

Note Taking

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



Pictures

Draw things that will help in your research and note taking

Waterwester		
Name:		
FROM LINE		

Cornculum Connection W4.1

Success Criteria – Biography

Analyze

Read the biography below. Write things you like about it. Afterwards, share your ideas with the class, so you and your classmates can come up with 7 criteria that makes a good biography.

Biography - Alexander Graham Bell

Introductio

Alexander m Bell was a famous inventor known for inventing the telephon said, "Great discoveries and improvements invariably involve f many minds."



Early L.

Born in Scotla and a sell's family was involved in teaching speech. He months ada a sell's family was involved in teaching speech. He months ada a sell's family was involved in teaching speech.

Achievements

Bell's most famous achieve very phone in 1876. He also worked on other inventions, like a device p p

Later Life and Legacy

In his later life, Bell continued to invent and explosion wide life on August 2, 1922. His inventions, especially the telephone, if a life of the people all over the world.

Bibliography

"Alexander Graham Bell." Encyclopedia Britannica. Encyclopedia Bupdated 2021.

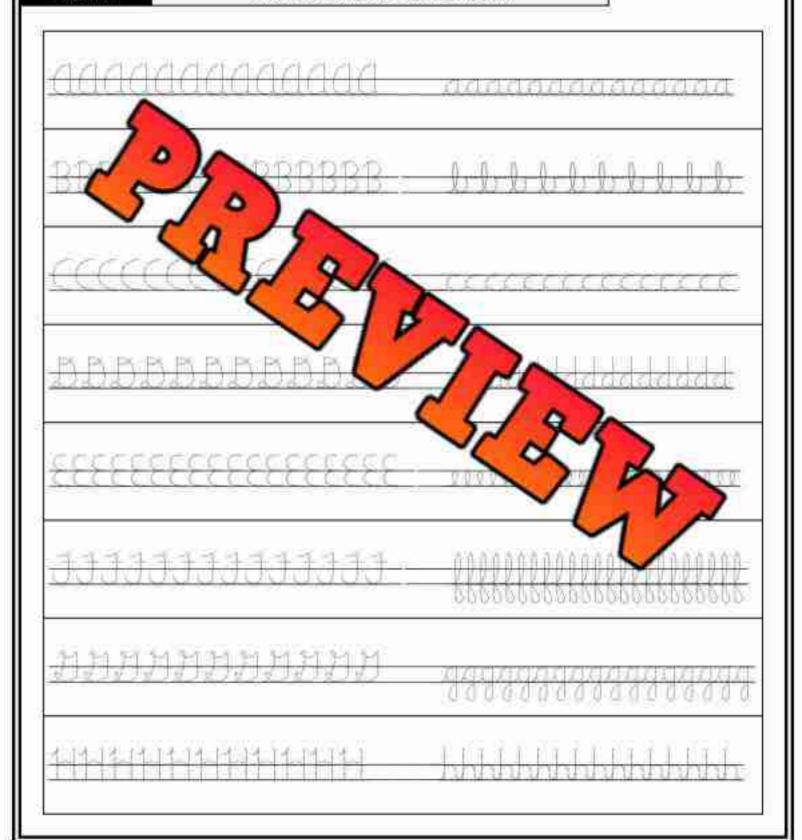
1)	
2)	
3)	
4)	
5)	
6)	
7)	

Correction Connection W4.6

Cursive Writing Activities

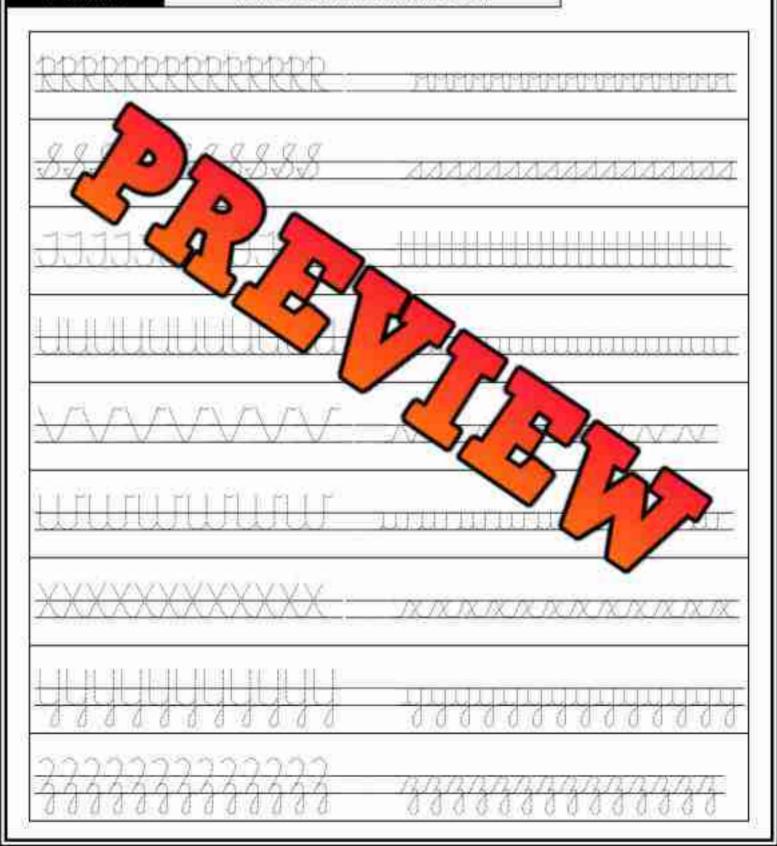
Practice

Trace the cursive letters below.



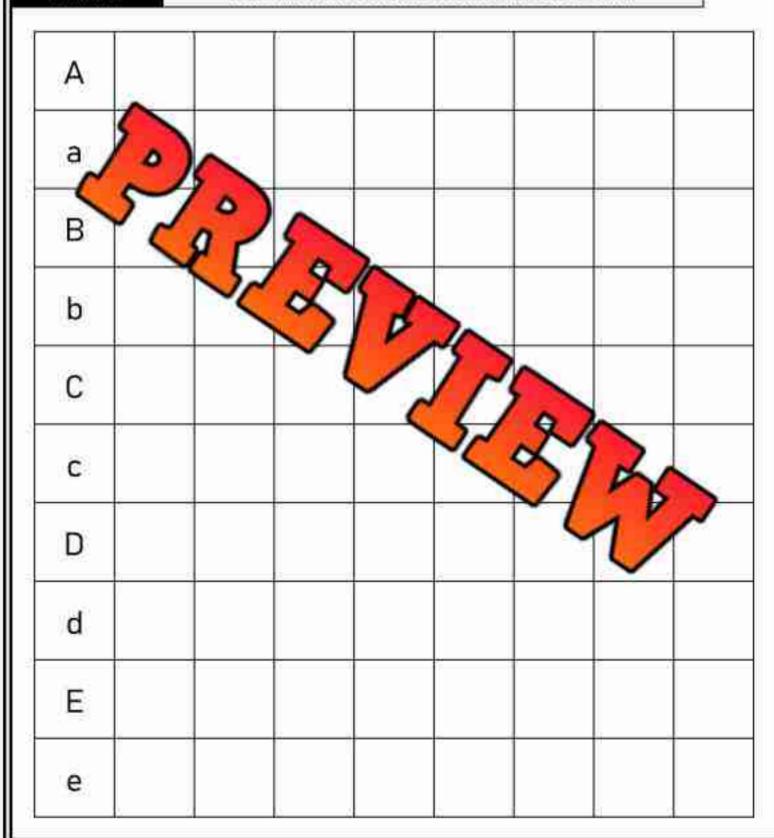
Practice

Trace the cursive letters below



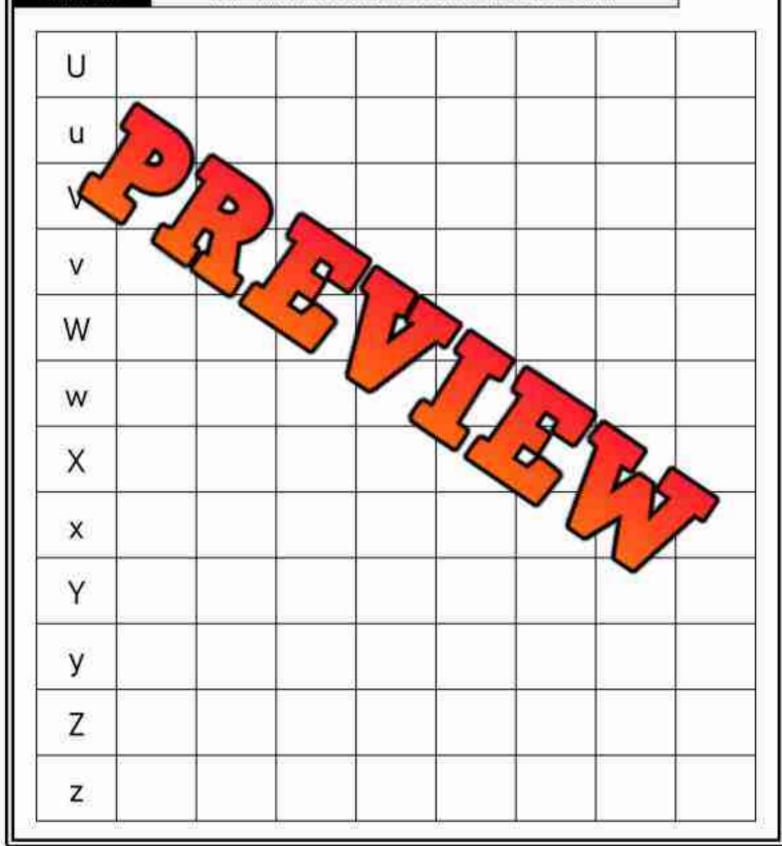
Practice

Write the letters in cursive in each of the boxes.



Practice

Write the letters in cursive in each of the boxes.



Correction Connection WA.4

Cursive Writing Activities

Practice

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



Jiah aurim in water.

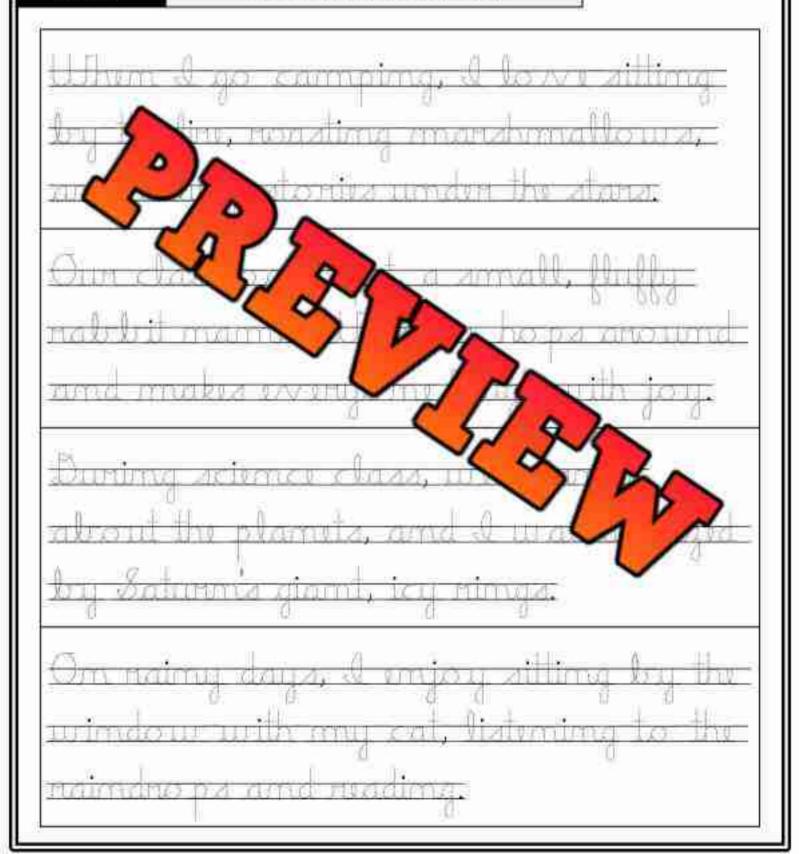
262

Correction Connection W4.6

Cursive Writing Activities

Practice

Trace the cursive stories below.



Cursive Writing Activities

Questions

Answer the questions below using cursive writing.







Google Slides Lessons Preview







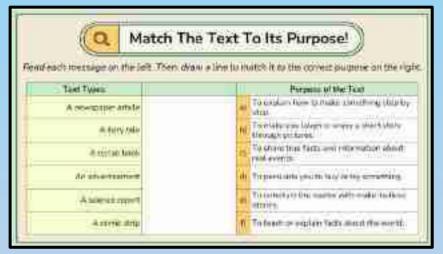
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3-Part Lesson Format

Part 1 - Minds On!

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



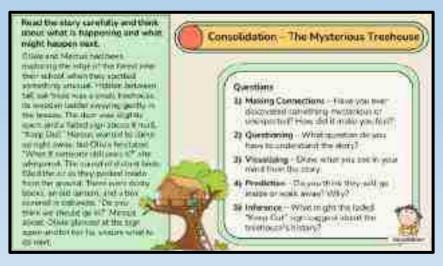


Part 2 - Action!

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

Part 3 - Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



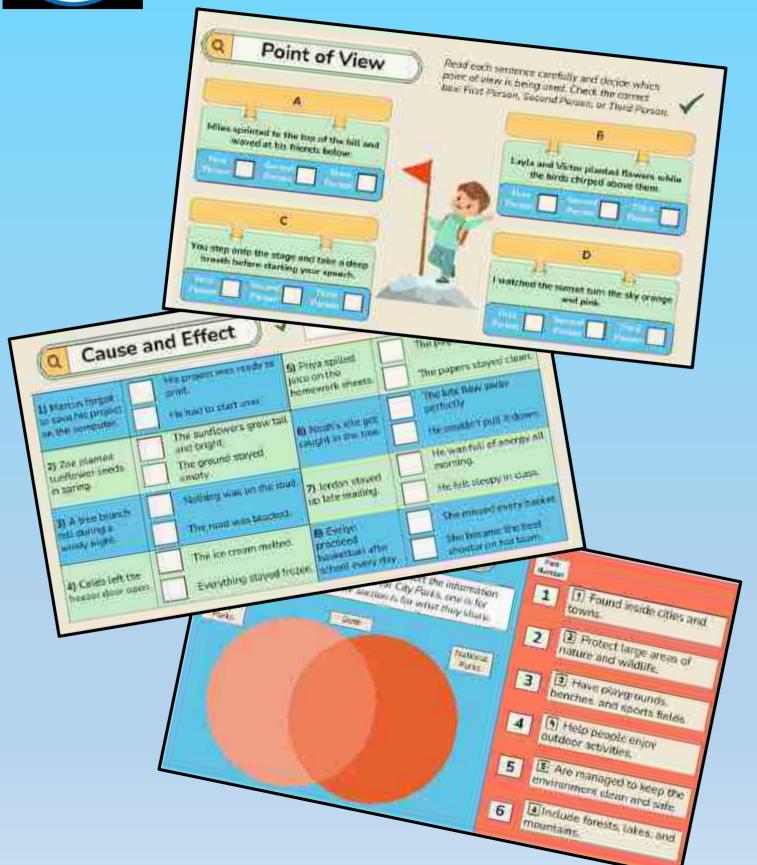


Alberta Language Curriculum Reading Comprehension - Grade 4





Alberta Language Curriculum Reading Comprehension – Grade 4







Workbook Preview





Grade 4 - Language Text Forms and Structures



Organizing Idea	Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions
Guiding Question	How can text organization influence communication?
Learning Outcome	Students examine how the form and structure of texts can support the communication of ideas and information.

	Skills and Procedures	Pages	
TS4.1	Confirm the author's or text creator's purpose based on information in the text. Explain how personal preferences for texts inspire, fascinate, or expand understandings.	10 - 15, 49 - 50, 52 - 56, 59, 61, 63 - 64, 66 - 67, 76 - 77, B, 153 -	
	Preview of 130 pages this product that cor	from 1-195 ntains	
TS4.2	326 pages total	0, 131 - - 201,	
	Differentiate between a variety of fiction sub-genres, considering content, characters, time, or place. Examine fictional text structures that include main plots with subplots or flashbacks.	7.7	
TS4.3	Examine elements within a variety of fictional texts, including point of view.	12 - 13, 39 - 48, 66 - 88, 95 - 99, 134 - 135	
0	Determine if characters in fictional texts are major or minor. Create imaginative representations or dramatizations of fictional texts that depict point of view. Examine the narrator's point of view in texts.		
TS4.4	Investigate ways that non-fiction texts can be organized to support sharing of information. Discuss a variety of facts and opinions expressed in non-fiction texts.	12 - 13, 119 - 122, 137 - 151, 153 - 154, 203 - 219	
TS4.5	Investigate figurative language used in imaginative ways. Examine how a variety of poetic structures contribute to creative expression of ideas.	89 - 94, 155 - 172, 182 - 186	

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Grade 4 - Language Comprehension



Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.
Guiding Question	How do comprehension processes and strategies enhance understandings of texts?
Learning Outcome	Students investigate strategies and connections that support text comprehension.

	Scedures	Pages
C4.1	demonstrate comprehension of a lase in length or complexity. Apply complexity and strategies when interactions of a length or complexity.	14 - 17, 20 - 23, 26 - 29, 31 - 37, 101 - 102, 112 - 113, 115 - 119, 131 - 132, 196
C4.2	Examine contract by elf, between a text and other texts by exts verification between multiple text Reflect on personal connection to a understandings.	16 - 21, 31 - 37, 41 - 44, 47 - 48, 70 - 75, 117 - 120, 124 - 125, 137 - 138, 148 - 151, 188 - 193, 195, 201
C4.3	Revise or confirm predictions based on new or ad information in texts. Examine how making, modifying, or confirming consumptions text comprehension.	26 - 27, 31 - 37, 148 - 203 - 206
C4.4	Infer cause and effect relationships in texts Make inferences in texts that reach beyond personal experiences. Combine information from various sources to draw conclusions. Infer ideas that are not explicitly stated in texts	71, 97 124 - 123, 1 1253 - 170, 1 197, 205 - 210
C4.5	Synthesize a variety of information when creating summaries of texts. Create personal responses to a variety of literature, informational texts, or other texts by synthesizing information.	16 - 17, 31 - 37, 66 - 67, 68 - 69, 85 - 86, 123, 124 - 132, 150 - 151, 190 - 192, 197, 203 - 204, 207 - 208, 211 - 219
C4.6	Apply self-monitoring skills to selfcorrect when comprehension breaks down during reading. Evaluate skills that can be implemented to repair and strengthen reading comprehension. Apply metacognitive strategies that are personally effective when reading.	14 - 17, 31 - 37, 76 - 83, 101 - 105, 112 - 113, 115 - 116, 171 - 172, 176 - 181, 194, 196, 200, 213 - 216

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Block 1: Text Forms and Reading prehension Struck-Basics

- Pre-reading: activate prior knowledge and purpose of reading.
- <u>During reading</u>: 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.

Name:

Genres: Fiction and Non-Fiction

Understanding Genres

A genre is a type of book or writing.

Think of it like different flavors of ice cream. Each genre has its own style and content. The are two main types of genres: from fiction. Let's learn about them!



Fiction ginary o ve Stories

Fiction is all a lie lies. These stories come from the author's imagination. They ke you adventures, scare you a little, or even make you laugh. Here are some fiction

- Adventure: Stories filled with excit
- Traditional Literature: Old tales like mry tales able
- Fantasy: Magical and imaginary worlds with the ch
- Mystery Stories that involve solving a puzzle or to
- Science Fiction: Stories about the future or advanced
- Horror. These can be a bit scary and involve spooky themes.

Non-Fiction: Real and Informative Writing

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

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

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Comprehension Check

is the statement true or false?

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

Matchi

Draw a line from the genre to the book title

	Book Title
Humour 3	The Haunted House
Adventure	Journey to the Center of the Earth
Traditional Literature C	lerella
Fantasy	Out-Loud Joke Book
Mystery	The S Explained
Biography	Ball or Be
Reports	50 9
How-to guide	The Sec 6 Old C
Horror	Wizards and Ins

Personal Preference Write about your favorite genre, is it fiction or non-fiction? it? What is one book or story from this genre that you enjoye

you like

=		
2:		
}		
, s		

Understanding Reading Comprehension

Understanding Reading Comprehension

Reading comprehension is the ability to understand, remember, and apply what you have read. It's not just about reading words but grasping their meaning and the whole message. This skill is essential seas of learning, and here's why.



The L Comprehension

- Builts of Know s vow learn about different topics and ideas.
- Improving ation tances how you understand and use language.
- Enhancing Creat Space Spa

Strategies to Enhance Reading Compre

A) Before You Read: Prereading

- Activate Prior Knowledge: Think about what you
- Identify the Purpose of Reading: Decide why you and

the t

B) White You Are Reading

- Making Predictions: Guess what might happen next and check if you were get
- Questioning: Ask yourself questions about the text to think deeper.
- Making Connections: Link what you read to your own life, other books, or the world around you.

C) After You've Finished Reading

- Summarize the Main Idea: Think about the most critical points and supporting details.
- Making Inferences. Use clues in the text and what you know to figure out something the author doesn't directly tell you.

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Name:

True or False

Is the statement true or false?

1) Reading comprehension is just about reading words.	True	False
2) Making connections links reading to your life.	True	False
3) Summarizing the main idea is done before reading.	True	False
4) Questioning while reading makes you think deeper.	True	False
5) Reading ehension only helps in Language class.	True	False

Ques'

eading comprehension and why is it important?

Matching

Match the strategies to their the description beside the strategies.

ion the letter from

Answer	Strategy	Des on
	Activate Prior Knowledge	A) Creating a brief summary of m
	Purpose of Reading	B) Asking questions during reading to uncerstand better
	Making Predictions	C) Finding the reason for reading a particular text before starting
	Questioning	D) Connecting what you read to your own life, other texts, or the world
	Making Connections	E) Activating what you already know before reading
	Summarizing	F) Making educated guesses about what will happen next in the text
	Making Inferences	G) Drawing conclusions from what you've read using both direct information and your own reasoning

Making Connections

Making connections is like being a detective while you're reading. It means linking what you read to things you already know or have experienced. This helps you understand the story or information better!

- Connection to Text: This is when something in what you're reading reminds you of another book, movie, or story you know.
- Connecto to World: This is when something in the book reminds you or ling that happens in the real world.
- Cong Service Shis is when something in the book reminds you of your own life.

Making Cu rection

we connections to the short passages below.

1) Emily found a my us no dmother's attic. It was torn at the corners but promised to lead to his

Text-to-Self

Text-to-Text

Text-to-World

 Polar bears have a thick layer of blubber that keeps them warm in cold tic temperatures. They are excellent swimmers and can cover long distances in water.

Text-to-Self

Text-to-Text

Text-to-World

Currentum Connection CA.1, CA.2

Comprehension Practice – Making Connections

20

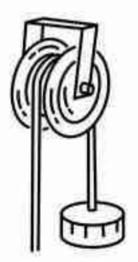
"Max's Winter Wonders: Simple Machines at Work"

Once upon a time, in a small Canadian town, lived a clever inventor named Max. He loved tinkering with tools and building things. Max's favourite creations were simplemachines.

One wint peighbour, Mrs. Thompson, found shoveling her driveyer had an idea and decided to help her usin

First, he used out on board and placed it on a fulcrum (a ck). He was snow on one end and pushed down of the driveway. Mrs. Thompson was amazed!

Next, Max used a wheel and axis the a rolling snow cleaner. With a gentle put teled state of the snow even faster.



Then, he used an incline one of the proposed move her heavy groceries from he simple ramp, and she could slike one of the proposed move without lifting them.

Finally, Max used a pulley to hang bird feeders.

Thompson's garden. The birds chirped joyfully bey enjoyed their winter feast.

Mrs. Thompson thanked Max for making her life easier with simple machines. Max smiled, happy to have used his knowledge to help a friend.

"Simple machines can do amazing things," he said, "They make hard work much easier!"

With a wave goodbye, Max went home, already thinking about his next invention. His love for simple machines had brought joy to his neighbour and warmth to the cold winter day.

Main Idea
Supporting
Detail
Supporting
Detail
Supporting
Detail
Supporting
Detail

22

Cornculum Engreedige CA.1, CA.X

Comprehension Practice - Questioning

Understanding Wetland Habitats

Wetlands are special places where land and water meet. There are different types of wetlands, including marshes, swamps, and bogs. Let's explore where these habitats unique.



Types

- Many Thes wet with many grasses, reeds, and water-loving plants.
- Swamps: The swamps of the swamp
- Bogs: Bogs are yw acidic.

 and the water can be very acidic.

Animals of the Wetland

In wetlands, you'll find animals like:

- Frogs and toads
- Birds like ducks and herons
- Fish such as catfish
- Insects like dragonflies

Wetlands



Plants and Life in the Mud

Plants in wetlands include reeds, cattails, and water lilies. The muddy ground is full of nutrients and helps the plants grow. Many animals burrow in the mud, like crayfish and certain insects. The mud is also where many birds find food.

Conclusion

Wetlands are not all the same, and the type of wetland can affect which plants and animals live there. The connection between water, mud, and plants in these areas makes wetlands important habitats in our world.

Comprehension Practice - Questioning

Pre-Reading

What text form is it - letter, report, story, advertisement? Why would you read a text like this?

While Reading

s wad, stop and write down questions you have.

1)

2)

3)

4)

After Reading

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

24

Cornculum Connection

What is an Inference?

When we read or hear something, our brain is adding the new information to what we already know. Then, we can use the new information to make new ideas, thoughts, or conclusions. Many times, we use the new information to make inferences, which are new ideas we have that were not directly told to us, but that we can assume based on what we just learned and what we already know.

Example

- New In ton: A group of penguins huddled together to keep their eggs warm.
- Infers
 The penguins live in the cold. (2) Eggs need to be warm to survive.

Infe

rences below by answering the questions

1) Emily wore he no book an umbrella. She was humming a cheerful tune as she stepped the

How is Emily feeling about

2) The Sun is setting, and the sky is turning pink any ge. will be dark outside.

What time of day is it?

 The teacher turned on the projector and opened a slideshed out students listened attentively.

Is the teacher a good teacher?

4) The farmer woke up early and went to the barn. He started to feed the animals and clean their living spaces.

What kind of work ethic does the farmer have?

5) The old tree's leaves were falling off, and its branches were bare.

What season is it likely to be?

What is an Inference?

Infer

Make 3 inferences about the sentences below

Maria put on her coat and wrapped a scarf around her neck.



3) Samantha was admiring the painting

hotes the guide questions.

4) John keeps a recycling bin under his desk and picks up litter at the ar

5) During the gold rush, miner Tom sifts through the river water, hoping to find a shiny nugget.

28

Correction Connection CA.1, CA.A

Comprehension Practice - Visualizing

July 23, 1632

To: Sister Marie 12 Rue de l'Église Paris, France

I hope to well. I am writing to you from a new land I have set foot upon,

Upon arriving, the hat move the specific point of the land seems perfect for factors. The second seems perfect for factors are everywhere. The air is so fresh, and the land seems perfect for factors.

Our King has sent us here with hopes of a ding new our of the skilled in ways we have never seen before. They've taught us how to how to how live of the enerous land.

Our aim in coming to this uncharted territory is not only to find wealth but no learn and explore. The beauty of the land and the kindness of its people make me reel like we have discovered something truly special.

I long for the day when I can show you this incredible place and share with you the adventures I've experienced.

With all my love,

Your brother, Jacques the Explorer



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

Independent Reading BINGO

BINGO

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

В	1	N	G	0
Summa the book	Make a prediction about what happen	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	e dow you we to ask author	escribe e and	Compare this book to another one you've read: What's similar? What's Iferent?	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		List 3 new facts or ideas ou learned from this
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	tain the in 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

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

Creation Story - Haida First Nation: The Raven

Oral Stories

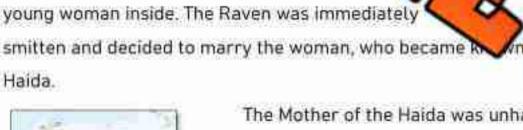
For Indigenous communities, hieroglyphs are used to record important events so they can be remembered. These events can also be passed down by storytelling.

The elders in a community have the job of sharing important stories of their history. The stories are not forgotten. The same stories are being told for thousand that we can tearn about the history of a community.

Storytelling the od of Haida Gwaii
The story about Isla Gwaii

were formed begins were formed begins were

According to the story ever flying over the ocean when he saw a clamshell. He became curious and decided to open the clamshell, revealing a beautiful young woman inside. The Raven was immediately smitten and decided to marry the woman, who he





The Mother of the Haida was unhappy lived in the clamshell and asked the Raven to find her a place to live.

The Raven searched the ocean and eventually found a large rock, which he pulled up from the bottom of the ocean and placed on the surface.

The rock became the first of the Islands of Haida Gwaii.

The Raven and the Mother of the Haida then had many children, who became the ancestors of the Haida people.

Read the title and headings and then predict what t		Correction TAIL 04.2	
read the title and readings and then predict what t	he text will be	about.	
heck Is the statement true or false?	2		
ary aida Gwail creation story.	True	False	
ou tory,	True	False	
porta Haida culture.	True	False	
le the is aida G himself.	True	False	
ried a beauting mer Page Jamshell,	True	False	
How do many Indigenous competies	er their histo	ry?	
What does this text remind you of in	ou xp	ain.	
	porta Haida culture. Te the Isl Chaida Grant Mamshell. How do many Indigenous con ties	art aida Gwail creation story. True borta a Haida culture. True te the isk a vaida G bimself. True ried a beautin mer lamshell. True How do many Indigenous com tries ober their histo	

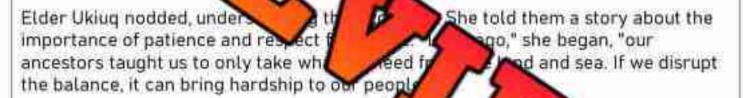
Traditional Literature – Inuit Story

Kalla and the Lost Seal Pup

Long ago in the icy lands of the Inuit, there lived a young girl named Kalla. She loved exploring the snow-covered hills and frozen shores with her friends. One day, as they walked along the coastline, they spotted a small seal pup all alone on the ice.

Kalla's from ek, wanted to take the pup home, but Kalla struck was the said, "we must ask the elde

They rushed an an Elder Ukiuq, a wise woman who kneed ays Kalla explained the situation.



Kalla and Akiak listened closely, absorbing the seal pup's mother might be nearby, searching for give chance to find her baby."

The children returned to the pup, leaving it where they found it was a said Kalla's heart swelled with worry. But one morning, as the sun peeks the horizon, they saw a joyful sight – the seal pup was playing with its morner in the water.

Kalla and Akiak learned a valuable lesson that day. They realized that their ancestors' teachings of patience, respect, and balance with nature were crucial for their community's well-being. From then on, they followed these teachings, ensuring that their actions were in harmony with the world around them.

And so, the story of Kalla and the lost seal pup became a cherished tale, passed down through generations, reminding all Inuit children of the importance of living in harmony with nature and upholding the values of their people.

Kalla and Akiak respected their elders and trusted their wisdom.

False

True

Name:

Currendum Corvincion

Traditional Literature – First Nation Story

Visualizing

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

The Sacred Drum

Once upon time in our Saugeen First Nation village, Grandmother Willow gathere young kids around a warm fire. "Listen carefully, my little ones," she story to tell about the Sacred Drum."

"A long time" mcest be the Sacred Drum from the skin of a deer and wood from the set of our nation."

One day, Crow, a sneaky bird, though could me verful by stealing the Sacred Drum. He snatched it while everyon away Crow didn't know was that the drum was magical only in the our perful by stealing the

Currentum Convincion -

Our warriors noticed the drum was missing and were very worried. How could they connect with their ancestors without it?

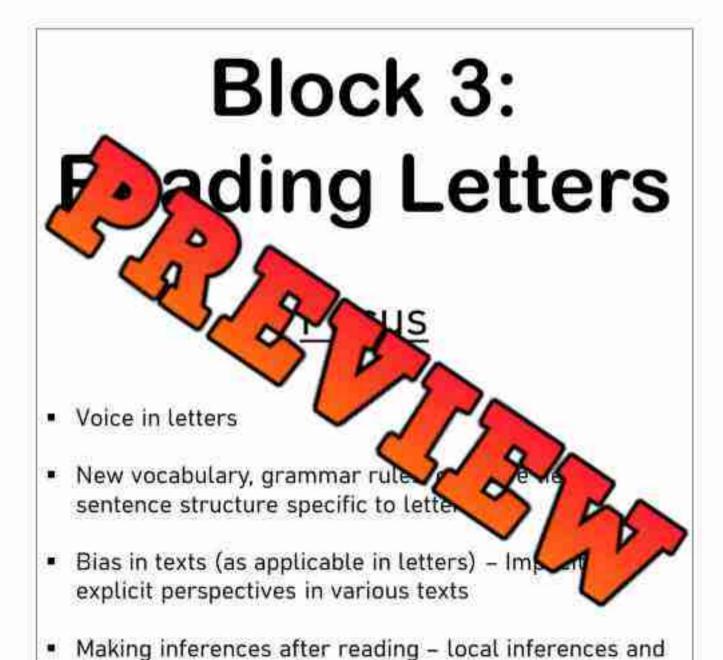
Little Sparrow, a young girl no older than you, decided to find Crow and bring back the Sacred by the remembered the lessons of her tack Communications.

After days of sea by, short can be was trying to drum, bu don't understand the pool of

Sacred Drum," Little Sparrow said. just an artifact; it's part of our community."

Sacred Drum. When it was village, its sound was loud a more beautiful than ever.

"Remember, children," Grandmother
Willow concluded, "our artifacts like the
Sacred Drum are not just things; they
hold the spirit and stories of our people.
Respect them, and they'll respect you."



global inferences using explicit and implicit evidence -

do you listen to a letter persuading you?

52

Cornculum Connection TS4.1, TS4.2

Letters - Voice in Letter Writing

456 Oak Rd. Vancouver, BC V2C 3D4

Dear Mrs. Smith,

I hope you well. I am writing to talk about why letters are important. We write letters to share no sk questions. Sometimes we keep them so we can read them again later. We have in special folders or boxes. Unlike emails, letters feel more person

In a form letter by cds and full sentences. We write this way when it's something serior

I look forward to hea

Sincerely, Timmy Johnson

101 Birch Ln. Calgary, AB T2R 3S1

Hey Mrs. Smith,

How's it going? I wanted to chat about why we write letters.

It's a fun way to tell someone what's up, or to ask them something.

And guess what? You can keep it to read later! Sometimes, I stick my fave letters on my bedroom wall. Emails are quick, but letters are like little gifts!

When you write to a friend, you can use fun words and maybe even some slang. It's way more chill.

Can't wait to hear back from you!

Cheers, Timmy Johnson

P.S. Do you like my dinosaur?

Cornculum Connection 154.1, 154.2

Letters - Voice in Letter Writing

53

True or False

Is the statement true or false?

1) The first lette	er is an informal letter.	True	False
2) Timmy used	slang in the formal letter.	True	False
3) Timmy likes	to stick emails on his wall.	True	False
4) The form	er was written for something serious.	True	False
5) The vo	ers is the same.	True	False

Questi

the questions below.

- 1) Voice in writing your your like talking to a friend or a teacher. Which letter type has a more
- What voice would you use to be to serious, fact-based, bossy, curious, exc

Different voices could be: funny,

Best Friend

Prime Minister

Mayor

Parent

Brother/Sister

Teacher

Principal

3) Why do we write letters?

Letter Writing - Implicit and Explicit Perspectives

Bias in Letters: Imagine you have a favourite ice cream flavour, like chocolate. If you tell everyone that chocolate is the best and no other flavour is good, that's a little like what "bias" is: When someone only tells you one side of the story, that's biased.

Implicit Perspective: This one's a bit sneaky. It's when the letter gives you hints about what the writer thinks, but they don't come right out and say it. Imagine if your friend says, "I guess brockeli is okay, if you like eating trees." They didn't say they dislike broccoli, but you can kit well they do.

Explicit one's easy! The writer just tells you exactly what they think. Like, "I lower the best!" There's no guessing here; they're making it clear.

Instructions

from being implicit or explicit in their perspective?

1) Cats are the best per	maintenance.	Implicit	Explicit
2) Winter is the worst season old outdoor activities.	I to enjoy any	Implicit	Explicit
3) Fast food may be convenient, but at	st to	Implicit	Explicit
4) Well, I suppose going to the dentist is bette toothache.	Ing a	Implicit	Explicit
5) I can't stand the taste of broccoli. It tastes t	ike card e.	1 t	Explicit
Homework can be useful, if you enjoy spend doing more schoolwork.	ding your eve	100	licit

Explain

The perspectives below are implicit. Can you figure out (

hey feel?

- You could choose to walk to school, provided you don't mind being a little late.
- 2) Well, math is an important subject if you like crunching numbers all day.
- Going camping is an adventure, especially if you like bugs and dirt.

Letter Writing - Inferences

Thebes, Upper Egypt

Year 5 under the reign of Pharaoh Ramesses II (1275 BC)

Dear Aunt Nefertari.

I hope this place place you in good health. Life by the Nile River has been busy as always.

The appropriate the place of the place of

Mother continues to bake a pour class She uses emmer wheat, and sometimes adds figs and dates to make it in his bread to the market in our reed baskets. People still use the barter system angit to salk bread for other items like cloth or pottery.

Did you know Pharaoh Ramesses II has commissioned to apple? Inishing! The artisans are carving massive limestone blocks, transported dua temple will be decorated with hieroglyphs and dedicated to the god tah.

I've started lessons with the scribe at the temple. We use papyrus scrolls and write with reed brushes. They say being a scribe is an honourable job, one that doesn't require physical labour under the sun.

Please send my regards to Uncle Ahmose. May the gods keep you in good health.

Sincerety,

Akhen

Letter Writing - Inferences

61

Local Inferences

Make inferences from the sentences below.

"People still use the barter system, exchanging goods like bread for other items like cloth or pottery."

"The Nile just ended, and it has once again left fertile black soil for plant."

"They say being a scribe is an hour ab under the sun." esn't require physical labour

Global Inferences

Make three inferences from the entire

How does this letter make you feel? What in the letter makes you feel that way?

Letter Writing - Grammar Rules

- Say Hi: Start with "Dear [Name]" for serious letters and "Hi [Name]" for friendly ones.
- Tell Why: Begin with a sentence that tells why you're writing. Like, "I want to tell you about..."
- Full Stops and Commas: Use periods to end sentences and commas to pause.
- And By So Use these words to join your ideas together.
- Be Po vocds like "please" and "thank you" to be nice.
- Yely" for serious letters and "Bye" or "Love" for friendly ones.

Grammar

words on't and re-write them below. Add punctuation.

Dear Person

Hi im Akpik, i live in the Arctic its cold. Mad hunt

n we we use snowmobile

sometimes but also dog sled, we dont live in igloos we

e. if ways gold here,

no trees no big buildings. We see polar bears sometimes. Theyre big. Mor

clothes

from seal skin. Summer is short we fish and pick berries. School is ok we learn in English

and Inuktitut, i like play hockey with friends, bye

Akpik

Block 4: Narratives

Focus

- diger ytalling norms, sports, values,
- Include cutt et for indigenous story telling, songs
- Identify narrators' point view
- Indigenous Storywork Indigenou
- Major and minor characters
- Subplots and flashbacks
- Figurative language personification, idiom, analogy
- Sequencing the events of multiple plots in a story, explaining the cause and effect

Name:

Structure of Narrative Texts

What is a Narrative Text?

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



The Pory

Most new live te certain order. Here's a simple way to look at it:

- Beginning te the tarts. You get to know the setting (where and when the story happened by the story).

 The story happened to know the setting (where and when the story).
- Problem: Every good pro pallenge that needs to be solved. This problem makes the story in this problem.
- Events: These are things that happy story story sters solve the problem.
- Solution: This is how the problem gets solved ten pend of the story.
- Ending: The story wraps up, and we see how ar ar change.

Special Story Elements

Sometimes, stories have extra parts that make them even more ex-

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

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

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True or False

Is the statement true or false?

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

Questi

Answer the questions below.

Why u thing a g is important in a narrative text?

How do minor characters add to a sto or movie who made the story more enj. ou to a minor character from a book



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

What is Indigenous Storywork?

What is Indigenous Storywork?

Indigenous Storywork is a special way of telling stories that comes from First Nations, Metis, and Inuit people. It's not just about telling a story, it's also about teaching important lessons and values. It's a way to keep old traditions alive and to share wisdom.

The Opi

Indigenous Store are like rules to get a store age.

- Respect: Being present
- Responsibility Doing S
- Reciprocity Sharing and give bag
- Reverence: Treating something as special
- Holism: Seeing the whole picture, not just if if if it
- Interrelatedness: Understanding how everythin
- Synergy Working together to make something better

Why is it important?

Indigenous Storywork helps us understand how to be better people and how to live in a good way. It teaches us about respect for the earth, animals, and each other. It's also a fun way to learn new things!

How Do We Learn It?

We can listen to stories from people in these communities. Sometimes, these stories are told during special ceremonies or family gatherings. Other times, you can read them in books or hear them in school.

What is Indigenous Storywork?

True or False

Is the statement true or false?

1) Indigenous 1	Storywork comes from First Nations people only.	True	False
2) There are se	even principles in Indigenous Storywork.	True	False
3) Respect is r	ot a principle of Indigenous Storywork.	True	False
4) Indigent	wwork is just storytelling.	True	False
5) Syner	one.	True	False

Quesi. Is

An wer the questions below:

1) What is Indigend

CAM

2) What 7 principles are taught in Indigenous st

5000 m

Summarize

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

The Tale of Wise Owl and Eager Beaver

70

The Tale of Wise Owl and Eager Beaver

Long ago, in a forest filled with towering trees and sparkling streams, lived Wise Owl and Eager Beaver. They were great friends but very different. Wise Owl loved to sit and think. Eager Beaver, on the other hand, was always by a wilding and fixing.

One sur Let's build the tallest dam

Wise Owl, per of trook his head. "It's good to build, but we may of our forest, too."

But Eager Beaver was to He deal and started chopping down trees.

Soon, the animals in the forest notice rog get to his pond, and Mama Deer had no place for her young ones aze. The work of Wise Owl for help.



Wise Owl said, "This is to to the seven teachings of our ancestors to the sponsibility by taking care of our home and live to the seven to the seven teachings of our home and the seven teachings of our home and the seven teachings of our home and the seven teachings of the seven teachings of our home and the seven teachings of the seven teachings of our home and the seven teachings of the seven teachings of our home and the seven teaching t

With that, Wise Owl flew down to Eager E your dam is impressive, but it's causing problems. O use your skills to make it better for everyone?"

Eager Beaver felt a pang of guilt. "You're right," he said.
"I got carried away."

Eager Beaver started to rebuild his dam to be less tall, making little streams on its sides for Little Frog and Mama Deer. The forest was happy and balanced again.



The End

Name:

Fictional Text - Fantasy Story

The Quest in Sugarplum Valley

In the heart of a magical world called Sugarplum Valley, everything was made of candy! The trees were giant lollipops, the rivers flowed with chocolate, and the houses we made of delicious gingerbread. In this sweet land a young boy named Timmy, who had a great least ventures and an even greater love for case.



Timmy st frie kin cupcake named

Sprinkles. Spring tine and advance of icing and always had a joke ready to make their their ring the candy fields and chocolate hills of Sugarplum Valley

One sunny day, Timmy stum and an analysis ook in his attic. The book told a story about a legendary candy, the Exposting Iden deep within the Jellybean Jungle. The book described it as a cand ever little layor. Timmy's eyes sparkled with excitement. He just knew he had to set little layor.

Together, Timmy and Sprinkles set off on their achocolate bunny named Cocoa, who loved telling the set of the jungle, and a sour lemon drop named Zesty, who always had set of the jungle,

As they ventured into the Jellybean Jungle, Timmy found a shiny, such as the picked it up, he had a vision of a different time. He saw his grand and a girl then, talking to a wise old peppermint wizard. The wizard was hiding the Sting Gobstopper, saying it would only be found by someone with a pure heart as a sweet tooth.

Returning to the present, Timmy and his friends continued their journey, filled with determination. They encountered more whimsical characters – a marshmallow cloud that rained sprinkles, a gummy bear guard who never smiled, and a candy cane bridge that could talk.

As they approached the heart of the Jellybean Jungle, they saw a glimmering light. There, before them, stood the legendary Everlasting Gobstopper, shining brightly under a rainbow. Timmy, with his heart racing, stepped forward, ready to uncover the sweetness of this magical moment and the secrets of Sugarplum Valley.

Questions

Answer the questions below.

79

1) Describe Timmy's personality. What makes him a good main character for this adventure?

2) Name the characters and explain how they helped Timmy in his quest.

3) Describe Timmy's flash

happ low did it help him in his quest?

Draw

Draw your favourite scene from the story. Try to include you can remember.

Traditional Literature - The Tortoise and the Hare

In a sunny field next to a big, cool forest, there lived a tortoise named Tilly and a hare named Harry. Tilly was a calm and kind tortoise who liked to take her time and look at

the clouds. She always finished what she started, even if it took a while. Harry was a fast and bouncy hare who loved to race the wind and brag about how quick he was to anyone who would listen.

Nearby, there were three friends: a squirrel named Sam, a spontage named Sally, and a butterfly named Benny. Sally chirped day, and Benny fluttered about look.

how fast he control of the hile Harry was showing off the how fast he control of the how fast he control of the hile Harry was showing off the how fast he control of the hile Harry was showing off the how fast he control of the hile Harry was showing off the how fast he control of the hile Harry was showing off the how fast he control of the hile Harry was showing off the how fast he control of the hile Harry was showing off the how fast he control of the hile Harry was showing off the how fast he control of the hile Harry was showing off the how fast he control of the hile Harry was showing off the how fast he control of the hile Harry was showing off the how fast he control of the hile Harry was showing off the how fast he control of the hill harry was showing off the how fast he control of the hill harry was showing of the how fast he control of the hill harry was shown as the hill

Tilly just smiled in iv wo ge could be fun."

As Harry went to site to sozy the part, he dreamt about a big race from last spring. He had zoomed an an every solded to take a nap mid-race. But in his dream, when he woke up, he did steam we filly crossing the finish line, slow and steady, while he was still ping! He was with a jump. "That won't happen," he said to himself. "I'm too fast to lose!"

The day of the race came, and all the an eather the Sam had a little side adventure going on. He had made a bet with before the race ended. He scurried around, his little that account the back and forth across the field.

"Ready, set, go!" shouted Sally, and the race began. Har zo he always did, leaving Tilly far behind. Tilly didn't mind. She move enjoying the warmth of the sun on her shell.

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

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

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

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

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Comprehension

Answer the questions below.

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

2) Who we pinor characters in the story? Describe their roles.

3) What was the sub the story?

About the Story

Answer the following

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

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

Traditional Literature - The Boy Who Cried Wolf

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

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

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

Mrs. They ran to help Alex, but when they ran to help Alex, bu

He played this help. Mrs. Ella if you lling tales, no one will come when you y ne

That night, Alex remember thing is grandpa told him a story about a boot r. Wes, and the star dimmed until it was go lex he thought maybe it was important.

While this was happening, Lily had a proven. Her flower crown had gone missing. She looked ever, in the meadow, by the stream, even in Mrs. Ella's bespecial, made from the first flowers of spring.

The next day, a real wolf sneaked out of the trees. Alex sa velocities time!" But the villagers were tired of his tricks. They didn't me

Alex had to be brave. He clapped and shouted, and the wolf ran aw safe, but Alex felt alone.

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

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

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

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



Narrator's Point of View

Narrator's point of view is about who is telling the story. There are three main types:

First-Person: Told by a character in the story. Uses words like "I" and "we."

Example: "I found a treasure!"

Second-Person: Talks directly to the reader, making them part of the story. Uses words like "you" and "your."

Example ind a treasure!"

reasure!"

Instructions

et sto to the point of view is being used

1) I ran as fast as I could	First	Second	Third
2) You feel the wind in your	First	Second	Third
3) He jumps over the log.	1	Second	Third
4) We had so much fun at the fair.	Fat 5	Second	Third
5) You spot a rainbow in the sky.	Fire	Q /m	Third
6) She laughs at the funny joke.	~ 0	Ser	Third
7) I can't find my favourite toy.	First	75/	(rd
8) You hear a mysterious noise.	First	(1)	Mrd
9) My dog and I went for a walk.	First	Secon	Third

Book Hunt

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

Name of Book	Point of View

The Story of Marathon - Different Points of View

First-Person

My name is Pheidippides, and I'll never forget the day
General Miltiades called me into his tent. He looked at
me with grave eyes. "Pheidippides, we've won the Battle
of Maratho out the Persians have set sail to attack
Athens. You want the city!" My heart sank, but I

path from Ma ens. strapped, I sprinted down the step was a mix of agony and urgency, my law vy by the even heavier. I couldn't let my city down.

Second-Person

Imagine you're in my place. You feel the stride ake it a Herculean effort, but the thought of Athenian children playing under the stride on.

Your legs are aching, your throat is dry, but you can't deliver, a city to save.

Third-Person

As Pheidippides' feet pounded the earth, his eyes glimpsed the distant Athens skyline. The Parthenon stood tall, a beacon calling him home. He thought of his family and friends who were unaware of the looming threat.

His muscles screamed in agony, but his determination was unbreakable. Bursting into Athens, he shouted, "Prepare for battle! The Persians are coming by seal" His voice echoed across the agora, ringing the alarm for all to hear. Exhausted but relieved, Pheidippides collapsed, knowing he had saved his city.

Name:

Advantages/Disadvantage of Points of View

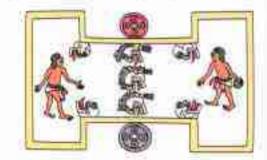
Version 1: First-Person Point of View

Hi, I'm Mayal Guess what? My favourite game in the whole wide world is Ulamal It's not just any game; it's a really, really old one that people have been playing for thousands of years! My friends and I play it every Saturday.

Last weekend, we had the most exciting match ever. I was on Team Jaguar, and we were up against man Monkey. The ball was super heavy, but I pushed it with my hips as hard

as I could daya!" my friends cheered. I felt like a real Ular on! We won by just one point, and I couldn'

So, if look Ulama? Mayb game to play, why not try us such as I do!



Geco

Point of View

Imagine you're Maya, a kid wide of the wee and you're playing against Team Monk

The ball feels heavy, but you're ready. Using you you're friends are cheering, "Go, Maya!" and it may you're really playing Ulama like the champions from single point, and you can't help but smile. You're a part of ancient, and it feels amazing.

ll toward the goal, u're doing it; our teams by a ng arel ng

Version 3: Third-Person Point of View

Maya is a young girl who absolutely loves playing Ulama, an ancient game that has been around for thousands of years. Every Saturday, she and her friends gather for a match. This Saturday is special, Maya's Team Jaguar is going head-to-head with Team Monkey.

The ball is heavy, but Maya is determined. She uses her hips to push the ball toward the goal. Her friends cheer her on, shouting, "Go, Maya!" Their cheers fill her with pride and excitement. In a nail-biting finish, Team Jaguar wins by just one point. Maya can't contain her smile; she feels like a true Ulama champion.

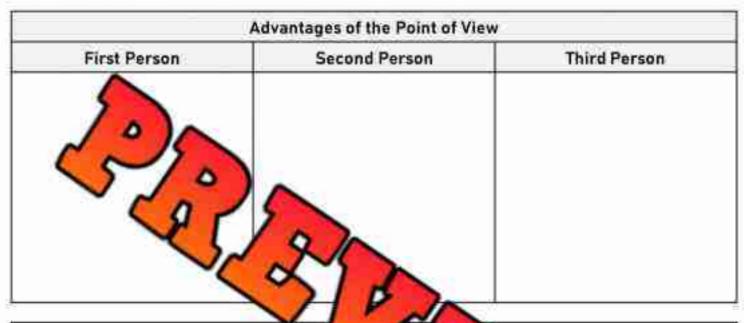
Playing Ulama makes Maya feel connected to a rich history, and she can't wait for next Saturday to do it all over again.

Cornculum Connection TS4.3

Advantages/Disadvantage of Points of View

Analyze

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



	isadvanta ne Poi	
First Person	Second Pers	Third Person
irst Person		Second Pers
Section 1	3/	20
	7	and .
		V

Reflect	Which story is your favourite version? Explain why.	

Name:		

Correction Connection 194.5

Personification & Anthropomorphism

Literary devices are special tools that writers use to make their stories more exciting and fun to read. They help paint pictures in our minds, make us feel emotions, or understand the story better. Here are two:

Personification: Giving human traits to things that aren't human.

Example: "The sun smiled down on us."

Anthropo hism: Making animals or objects act like humans.

Example movie "Cars," the cars talk and have feelings.

Think

and find examples of personification and anthropomorphism:

In a quiet fores the street of the street of

One night, the moon shone expends, the police of the forest.

Oliver the Owl, perched high on a vanction of the police. "Wow, Benny, do you see this? The forest is alive with magic tonic."

Feeling the soft wind caress his fur like a comformula, and the stars twinkle as if they were winking at him, Benny had to agree ultrapid the forest ling us we're not alone."

Personification	
Personification	
Personification	
Personification	
Anthropomorphism	
Anthropomorphism	

	Com
Vame:	91

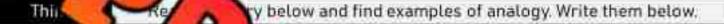
Curriculum Connection TG4.5

Figurative Language - Analogy

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

For example:

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



Once upon a til gree there was a little rabbit named Benny. Benny loved to explore, he sity to the stars in the night sky. Every day, he hopped around the forest like the stars in the night sky. Every day, he hopped sked up in excitement. The forest was his playground, filled with work adventised to be discovered.

One sunny morning, Benny stumbted up the sum of the was as clear as glass, flowing gently like a peaceful "This was as clear thought Benny, as he gazed into it. He saw rish swir to g gray their movements smooth and coordinated like dance to aller and vibrant, they were like tiny, living jewels glinting in sum watched in awe, fascinated by the lively underwater was as clear to the was as clear to the same of the saw rish swir to g gray their their movements smooth and coordinated like dance to aller the saw rish swir to g gray their movements are same of the saw rish swir to g gray their movements.

Just then, a butterfly fluttered by, its wings flapping softly like in the stream, the fish, and the butterfly – they were all part of the forest's grand tapestry. And Benny, the little rabbit with a big heart, knew he was right where he belonged.

Cornculum Connection TS4.5

Scavenger Hunt: Analogy

Scavenger Hunt

Name:

Find books that have examples of analogy.

	Example - Describe	or quote the exar	mple.
The Adventures of Solar Sam	"Sam's smile was as bright as warming everyone around hir	CARLES DO THE AND A STATE OF THE PARTY OF THE STATE OF TH	d so much,
	27		_
4h. ***	ogy by choosing the	SEV DE	ch sentence.
1) Key is to lock as button is to			>
1) Key is to lock as button is to 2) Tree is to forest as fish is to		El	>
1) Key is to lock as button is to 2) Tree is to forest as fish is to 3) Snowflake is to winter as flo	ower is to		ountain
1) Key is to lock as button is to 2) Tree is to forest as fish is to 3) Snowflake is to winter as flo 4) Teacher is to school as doctor	ower is to	Monsoon	ountain Spring
1) Key is to lock as button is to 2) Tree is to forest as fish is to 3) Snowflake is to winter as flo 4) Teacher is to school as docto 5) Book is to library as	ower is to	Monsoon Hospital Animal	Tountain Spring Library
1) Key is to lock as button is to 2) Tree is to forest as fish is to 3) Snowflake is to winter as flo 4) Teacher is to school as docto 5) Book is to library as	ower is to or is to is to zoo.	Monsoon Hospital Animal	Spring Library Grass

2001		
Name:		
1.9524.9354		

Correction Connection

Figurative Language - Idiom

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

For example:

- "Break a leg" doesn't mean to actually break someone's leg. It's a fun way to be someone good luck.
- "Cry ov d milk" is not about crying about actual milk. It means b a out something that can't be changed or fixed.



Think

ry below and find examples of idiom. Write them below.

In the heart of a box setty to boy named Max who always had a lot on his plate. He was a bundt by sunny day, Max decided to ke for 's birthday. He knew it wouldn't be a piece of cake, but he was up

Max started by breaking a few eggs, but the didn't cry our spilled the stead, he cleaned up and continued. Mixing the batter, he realized ball is not see, but he was in too deep to back out now.

After what felt like ages, the cake was finally in the overhoped for the best. To his surprise, the cake turned out great more and approximately outdoor yourself," she beamed.

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

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Scavenger Hunt: Idiom

Scavenger Hunt

Find books that have examples of idiom.

Book Name	Example - Describe or quote the example.
Timothy's Time-Tangled Adventure	"Bite off more than he could chew" – When Timothy decides to fix history, he realizes he's taken on a huge task.
200	
Se s	
	37

Choose

Circle the correct meaning

of t

1) Piece of cake

A slice of dessert.

Something very easy to do.

2) Spill the beans.

To drop beans on the floor.

To reveal a secret.

3) Out of the blue

Out in the open air.

Something blue in colour.

4) Hit the books

Literally hitting books.

To begin studying.

5) Whe

Something In

When pigs are in a

6) A penny for your thou

Asking someone about their thoughts:

Buying something for one penny.

7) The ball is in your court

You have the basketball.

It's your decision or turn to act.

8) Hold your horses

To physically hold horses.

To wait a moment or be patient.

Correction Connection 194.3

Sequencing the Plot of a Story - Multiple Plots

Sequencing the events of multiple plots in a story means putting the different things that happen in a story in the right order. Sometimes, stories have more than one storyline or 'plot' going on at the same time. It's like watching two or three movies at once, but they're all part of the same big movie!

Read

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

- A) Back | Daisy the Deer was startled by a rustle in the bushes. It was Tommy the Time you, Daisy, said Tommy. Daisy felt in the bushes are proposed to the property of the pr
- B) Benny the land and a spal debate. "Should I have berries or land and a spal debate." I can eat both because I'm and a spal debate. "I can
- C) In the depths of the forest end of the Bear.

 Daisy the Deer, and Tommy the —w of adventure. Though they were the best of friends, their diets were con different ends.
- D) Benny finally made his decision and happily deci
- E) Daisy decided to invite Tommy and Benny to a patch of green grage. "I eat plants, They give me all the energy I need," Daisy said as she may be leaves
- F) Meanwhile, in another part of the forest, Tommy the Tiger was eyeing a small rabbit. He was a carnivore, after all. His diet was strictly meat-based.
- G) Nearby, a bird tweeted loudly, catching Benny's attention. "I could go for some berries," thought Benny, momentarily distracted from his fish vs. berries dilemma.

1			
9	om	ien	20
ш,			

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

Name:		

Narrative Writing - Inferencing: Cause and Effect

In stories, "cause and effect" means one thing happens because of another thing. It's like a chain of events.

- Cause: It rains. Effect: You get wet.
- Cause: You study hard. Effect: You get good grades.
- Cause: The dog barks. Effect: The cat runs away.



Instruction

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

The state of the lights:	Cause	Effect
You don't water and it is	Cause	Effect
She reads a book at and the becomes a better reader.	Cause	Effect
Because he didn't tie his some tr	Cause	Effect
It's your birthday, so you get presents a	Cause	Effect
She feets sick, so she goes to bed early	Cause	Effect
He practices the piano daily, and he becomes goo	Sause	Effect
If you feed the dog, the dog wags its tail.	M	Effect
The teacher explains the lesson, so the students understand it better	a .	Effect

Think

Think of either the cause or effect that matches below.

Cause	Effect
She studies hard,	
	so now you are hungry.
They didn't follow the recipe,	
	so you slept in.



ocus

- ✓ Vocabulary, gran ar, sentence structure in persuasive texts
- ✓ Critical thinking skills for unitary
 texts
- Diversity, inclusion, and accessibility theme persuasive writing
- ✓ Making inferences after reading local inferences and global inferences using explicit and implicit evidence – do you believe the text? Has it changed your opinion?
- ✓ Reading Comprehension Strategy: Inferencing

Correction Connection CA.1, CA.6

Persuasive Writing Advertisement

🎎 Come Join Our Persuasive Writing Class! 🎎

Hey Awesome Grade 4sl Ever wanted to be a word superhero? Get people to see things your way? We have the perfect_class for you!



- Or Wha
- 1 og?: Be like a word lawyer and make your case!
- [V] uild strong sentences that people can't ignore! Sentence S
- Power Voc re words like "must," "should," and "important!"

Why Persuasive Writing

- Share Your Ideas: Make people und boughts are the best!
- Become a Word Artist: Paint picture of you people over! (V)
- Friendly Debates: It's like having a super fy
- ☑ Boost Confidence: Feet super sure of yourself

Mho Should Join?

- Anyone who loves sharing their ideas!
- Kids who like convincing others that their opinion is best
- Future politicians, company owners, advertisers, or lawyers



So what are you waiting for? Come and join our Persuasive Writing Class and become a word superhero! 风风

Sign up today and let your words do the talking! 🖵 🥸

Cornection Connection CA.1, CA.6

Persuasive Writing Advertisement

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 pt	e sometimes means friendly debates.	True	False
5) Choos	ords isn't important in persuasive writing.	True	False

Ques. is

Answer the questions below.

1) What is persuas	ing?	0	
723	JC 0	~	

2) Write more engaging and persuasive synony

me.w

Original Word	Option 1	Option 2	Non S	Option 4
Good			1	
Bad				D
Нарру			\sim	
Smart				
Small				

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

Politician

Company Owner

Lawyer

Advertisers

Persuasive Writing - Multiple Perspectives

Smartphones Should Be Allowed in Class E

Did you know that smartphones can be educational tools? According to research, smartphones can be used to access information quickly and efficiently during class. Teachers can use apps to help with interactive learning, and students can look up facts or definitions in real-time. With parental controls and educational apps, the distractions can be minimized. A study by the University of Toronto showed that students who used educational apps scored higher on tests than those who didn't. So, allowing smartphole lass, when used responsibly, can actually benefit our education.

Sma cting for Class!

I can't count times I've seen kids glued to their screens, ignoring the teacher complete the most statement of the seen kids glued to their screens, ignoring the teacher complete the most statement of the seen kids glued to their screens, ignoring the teacher complete the seen kids glued to their screens, ignoring the teacher complete the seen kids glued to their screens, ignoring the teacher complete the seen kids glued to their screens, ignoring the teacher complete the seen kids glued to their screens, ignoring the teacher complete the seen kids glued to their screens, ignoring the teacher complete the seen kids glued to their screens, ignoring the teacher complete the seen kids glued to their screens, ignoring the teacher complete the seen kids glued to their screens, ignoring the teacher complete the seen kids glued to their screens, ignoring the teacher complete the seen kids glued to their screens, ignoring the teacher complete the seen kids glued to their screens, ignoring the teacher complete the seen kids glued to their screens, ignoring the teacher complete the seen kids glued to their screens, ignoring the teacher complete the seen kids glued to their screens, ignoring the teacher complete the seen kids glued to their screens, ignoring the teacher complete the seen kids glued to their screens, ignoring the teacher complete the seen kids glued to their screens, ignoring the teacher complete the seen kids glued to their screens, ignoring the teacher complete the seen kids glued to their screens, ignoring the teacher complete the seen kids glued to their screens, ignoring the teacher complete the seen kids glued to the

Think Critically

Answer the q



Which text is more persuasive? Explain your

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?

Correction Connection GVA

Inferences - Persuasive Writing Advertisement

Revolutionize Your Landscaping Business with Our Ultra-Durable Wheelbarrows!

Hey there, landscaping pros! Tired of back-breaking work and time-consuming projects? Say hello to efficiency and goodbye to sore muscles with our top-of-the-line wheelbarrows!

* Why Choose Our Wheelbarrows?

- Massic Pacity: Hold up to 500 pounds! That's like moving 10 large bags of soil in a sing
- ow that using wheelbarrows reduces the risk of back
 by a 5%
- Time-Saver
 Fwor
 to 25% by eliminating constant back-andforth trips.
- Longevity: Our wheelbage by that can withstand the test met

Stats Don't Lie!

- 95% of our customers reported increased
- 89% experienced reduced muscle fatigue!
- An impressive 100% said they would recommend our landscape owners!

Think About the Time and Money You'll Save!

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

(3) A Wise Investment

The cost of our wheelbarrow pays for itself in just a few jobs, thanks to the time and effort you'll savel

So why settle for less? Elevate your landscaping business today with our unbeatable wheelbarrows!

Call Now and Take Your Business to the Next Level!

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Correction Connection

Inferences - Implicit or Explicit Evidence

Explicit Evidence: This is when something is stated clearly and directly, leaving no room for doubt.

Example: The teacher says, "The test is Monday," so you know exactly when the test is.

Implicit Evidence: This is when something is hinted at but not directly stated, requiring you to make an inference or a good guess.

Example Your friend yawns and keeps looking at the clock, so you infer the great and want to go home.



Instru

conc. orovided is explicit, meaning it's directly stated. Form a conc.

Example - Evil he sup 30 p.m. tonight.

Conclusion baseball by 8:30 p.m. tonight.

1) Explicit Evidence Your how ork day.

Conclusion

2) Explicit Evidence The pizza has four slices

Conclusion

3) Explicit Evidence The soccer game starts at 10:00 a.m.

Conclusion

4) Explicit Evidence Your report card will be given out on Friday.

Conclusion

5) Explicit Evidence The school bus arrives at 7:45 a.m. every day.

Conclusion

6) Explicit Evidence The teacher said we will have a quiz next week.

Conclusion

Block 6: Informational Reports

- ✓ Text features like bold, perlig
- ✓ Diversity, inclusion, and access
- ✓ Making inferences after reading
- ✓ Read reports written by indigenous groups that
 their history
- Reading Comprehension Strategy: Summarizing and Synthesizing
- ✓ Problem/Solution Reports

115

Corneal am Engeletion CA.1, CA.6

Reports - Text Features

What is a Report?

A report is like a treasure map of information. It guides you through a specific topic, teaching you interesting facts along the way. But how does it do this? With the help of

tools called text features! These features act like signposts go you know where to go and what to look



The Toolkit of

Text features are likit report easy to read and understand. Here's a quick list of some imp

- Headings: Big titles that into oce
- Subheadings: Smaller titles under ain he give more details.
- Bold Words: Important words that are mage for to
- Bullet Points or Numbers: These help list factors
- Hyperlinks: Clickable words in digital reports that
- Images and Diagrams: These add a visual element to expain q
- <u>Captions</u>: Short explanations under images or diagrams to tendum ey're about.

Digital Features: Hyperlinks and More

In digital reports, you'll find even more exciting features like hyperlinks, videos, and buttons. Hyperlinks are clickable words that take you to a whole new page to explore more about a topic. Videos might be embedded in the report, giving you a live-action view of what's being discussed. Buttons could lead you to quizzes or additional resources that make learning interactive.

Reports - Text Features

True or False

Name:

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) Hyperline only in printed reports.	True	False
5) Captio ages or diagrams.	True	False

Scavenger Hu

on fiction book and look for examples of the text es the reading. Write down the name of the book and page ou found it on.

Text Form Bo	Page Number
Heading	
Subheading	5/29
Bold Words	
Bulleted List	
Numbered List	
Diagram	
Caption	

Comprehension - Text Features in Reports

The Rock Cycle: Nature's Recycling System

Rocks are all around us, and they go through an amazing journey called the **rock cycle**.

This cycle changes rocks from one type into another through processes like **melting**, **cooling**, and **erosion**.

Meet the Rocks

size of crystal Basalt has small crystals because it cools quickly, while

erials

The Layered World or

Sedimentary rocks come to my m

like sand, shells, and even old place ma

pressed together over time to form rollimes

and sandstone.

Transformation into Metamorphic Rocks

Metamorphic rocks used to be either igneous or sedimental of heat and pressure. If you've ever seen marble, you've seen a me

of sedimentary orm on the vrface

LUSE

The Journey of Rocks

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

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

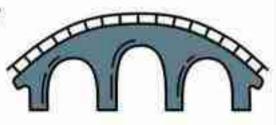
Text-To-Text: What does the report remind you of about another text you have read?

Compare and Contrast Report - Arch or Beam Bridge

Comparing Engineering Marvels: Arch Bridge vs Beam Bridge

Introduction

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



Esser Makes Them Stand?

Both are old bear perve the fundamental purpose of providing a passageway over an obstact the fundamental designs are quite different.

- Arch Bridges: Pely of the stributes weight onto the foundations at each pely of the stributes weight onto the stributes.
- Beam Bridges: Simplicity by five persons of a horizontal beam supported at each end by piers. The weight of the bridge and any addition a is transfer by the supporting piers.

Advantages and Limitations: What Works Where

Arch bridges and beam bridges have their own set disadvantages:

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

Making the Choice

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



Look

TSA.1, TSA.4, CA.4

Problem and Solution Report

Understanding Climate Change: Our Role in Making a Difference

What is Climate Change?

Climate change is a big problem where the Earth gets warmer and the weather changes a lot. This happens because of things like cars and factories putting too much gas into the air, which traps heat from the sun. The making our planet warmer, causing problems like melting it weather.



- More Tr
 are like Earth's air filters. They take in bad gases and give out ygen.
 breathe. Planting more trees can help clean the air.
- 2) Use Renews rgy R nergy comes from things that won't run out, like the sun and will not be wind turbines instead of burning coal or oil can reduce the bad of the sun and will be supported by the supported
- 3) Protect Our Oceans: The oc. take climate change. Keeping oceans contains the second second

Solutions From A Child - Wants To Save The Word They

- Walk or Bike More: Instead of using cars, wall wall for our health, and it also means less gas goes in
- Recycle and Reuse: By recycling things like paper and so much new stuff. This saves energy and reduces waste.
- Spread the Word: We can tell our friends and family about climate countries and how to help. The more people know, the more they can do to help.

Solutions From A Teacher – Can Educate Students Who Can Make A Big Difference

- Educate About Climate Change: As a teacher, I can teach you about climate change and how we can help. Understanding the problem is the first step to solving it.
- School Projects: We can do projects like planting a garden at school or making posters about saving energy. This helps us learn and make a difference.
- Encourage Eco-Friendly Habits: I can encourage habits like turning off lights when not in use or not wasting water. Small changes in our daily routine can have a big impact.

Name:

Reflection	Answer the questions below.
1) Write one solution fr	om each perspective that you like the best and explain why.
Environmentalist	
Chit	
Teas	2
Inferencing: Think solutions given by the	if many people started following the changes you think could happen.
-	
	If you could add one more solution of the change, ain why you think it would be helpful.
-	

4) Cause/Effect Relationship: If we don't take action against climate change, what are some negative effects you think might happen in the future? List two.

Activity - Synthesizing Practice

Instructions

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

School Uniforms: Teachers' Perspective

Teachers often support school uniforms for several reasons. The believe uniforms create a focused learning environm inimizing distractions. With everyone dressed to be is less competition or tension over the last of the la



They are the students and not students and not students and reduced the students and reduced the students and reduced the students and reduced the students are students are students are students.

School Uniforms: Students tiy

From the students' point of vie uniforms restrict their ability press and cons. Many students feel that uniforms restrict their ability press and cons. Many students press and cons. Many students feel that uniforms restrict their ability press and cons. Many students feel that uniforms restrict their personal style.

However, some students acknowledge in the such as reducing pressure to wear trendy or expensive closed in. The also an appreciation for the simplicity of uniforms, making generally dependent on the simplicity of uniforms.

School Uniforms: Parents' Perspective

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

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

Activity - Summarizing Reports

Objective

What are we learning more about?

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



How do we complete the activity?

- Froup proups of 4. Each group receives a 4-part report.
- 2) Assign Parts: stur p picks one part from the report to read and summarize.
- Read and Summarize: Each study and sthe confully and writes a short summary on a piece of paper. The summary of the confusion of their section.
- Share Summaries: Once everyone has finished writing. Ach sharing their summary with the rest of the group.
- 5) Create the Big Summary. After hearing all the summaries, work together to combine them into one big summary that captures the main points of the entire report. You can write this on a separate piece of paper.
- 6) Discuss: Talk about how each student's summary contributed to the overall understanding of the report. Were there any surprises? Did summarizing help you understand the report better?

Activity - Summarizing Reports

Instructions

Cut out the sections of the report below

1)

The Climate Zones: Earth's Weather Patterns

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

Hot a t: The one

In the tropical zero all of and rainy all year long. This zone is near the equator. The care a set of this zone, filled with lots of trees, colourful birds, and erest to like monkeys and toucans. The heavy rain and warm temperate set of the second series of the second second

Warm Summers, Cold Winters. Te To

The temperate zone has seasons like the ler, average that lose the lavest autumn, and animals like deer and squirrels. The changing season is a like deer and squirrels. The changing season is a like deer and squirrels. The changing season is a like deer and squirrels.

3)

Cold and Icy: The Polar Zone

In the polar zone, it's very cold almost all the time. You'll find it few trees. The animals here, like polar bears and penguins, have not feathers to stay warm. It's a challenging place to live, but these animals have adapted to it.

4)

Hot and Dry. The Desert Zone

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

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

Summarizing Practice

A summary is like a mini-version of a bigger story or article. It tells you the main idea, which is the most important point, and some supporting details that help explain it. Writing a summary helps you understand what you've read better because you have to think about the key parts and put them into your own words!



Summarize

Summarize the passage by writing the main idea and 2 supporting details.

1) Diversity of the last state a big, beautiful rainbow. Each colour in the rainbow is different to make something amazing. Just like the rainbow, stude to the state of the s

Main Idea

Supporting Detail

Supporting Detail

2) Sometimes people worry that they won't fit in if they're different to being different is something to celebrate! You might speak another language ome, or maybe you have two moms or two dads. In a diverse school, everyone is a sted for who they are.

Main Idea

Supporting Detail

Supporting Detail

Block 6: Procedural Writing

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

What is Procedural Writing?

What is Procedural Writing?

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



- eat tells what the procedure is about. Clear Title
- Materials No lists all the things you need.
- Numbered Steps: ally numbered, so we can follow them.
- Simple Instructions: The deasy to understand.
- Action Words: It uses words that te L like 'cut', 'mix', or 'assemble'.
- Pictures or Diagrams: Sometimes, the are pig us how to do something.

Example: Making a Peanut But

Materials:

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

Steps:

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

This example shows how procedural writing can help us make a simple sandwich. Remember, the steps in procedural writing are there to guide us to complete something successfully

C Super Simple Sheets

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?

M. Connect. is

een instructions before? When do you get instruction of the read them? When have you used instructions?

Order

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

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

Curriculum Connection TG4 4

Linear Text - Recipes - Ordering Steps

Examine

Name:

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

Order	Information		
	Stir in vanilla extract and red food coloring.		
	Red Velvet Cupcakes Recipe		
5	e oven to 350°F (175°C). Place cupcake liners in the		
_	one toothpick in a cupcake. If it comes out clean they		
	 1 1/2 cups of flou 1 cup of sugar 1/2 cup of butter (softene 2 large eggs 2 tablespoons cocoa powder 1 1/4 teaspoons baking powder 1/4 teaspoon baking soda 1/2 teaspoon salt 		
	In a bowl, mix together flour, cocoa powder, baking powder, baking soda, and salt.		
	Use a spoon to fill the cupcake liners with batter, about 3/4 full.		
	Add eggs to the butter mixture, one at a time, mixing well.		
	Let the cupcakes cool before eating. You can even add frosting if you like. Enjoy your cupcakes!		
	In another bowl, beat the butter and sugar together until fluffy.		
	Slowly mix the dry ingredients into the wet ingredients.		

Graphics in Procedural Writing - Handwashing

Label

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



Wash palms

Name:

Cornculum Connection TG4 4

Following Instructions - Drawing a Totem Pole

Draw

Follow the procedural text below to draw a totem pole

Title	Drawing an Indigenous Totem Pole: A Fun Art Adventure!	
Materi	- A blank sheet of paper A pencil raser ed pencils (optional)	
Introductio	ar tall sculptures carved by Indigenous peoples. stories or mark important events.	
Step 1	Dra page of gle in the middle of your paper. This is the base of otem	
Step 2	Draw two or this house he pass the rectangle to divide it into sections. Each se will be different figure on the totem pole.	
Step 3	In the lowest section, draw the like a bear or an eagle. Start with section of the body and add details like eyes, ears, and particles.	
Step 4	In the next section up, draw another figure. This animal or a symbol that means something special to	
Step 5	In the top section, draw the final figure. This could be the head of an animal with big eyes or a mythical creature.	
Step 6	Add details to each figure, like feathers, claws, or facial expressions. Make each one unique!	
Step 7	Go over your drawing with a darker pencil to make the outlines stand out.	
Finish	Use coloured pencils or markers to colour in your totem pole. Be creative and use bright colours!	

Name:

Following Instructions - Drawing a Totem Pole

Draw

Draw the totem pole below



Comparing Instructions - Making Chocolate

Compare

Read both instructions. Which is easier to understand?

- Step 1 Gather your materials: Water, cocoa powder, softened butter, sugar, ice cube tray, stirring spoon.
- Step 2 Neat water. Keep it below boiling.
- Step 3 _____ne 1 cup cocoa powder and % cup softened butter.
- Ster to hot water and stir.
- Step 5 Stir 9 er to hot cocoa mix.
- Step 6 Pun P cub
- Step 7 Harden

HOW TO MAI



HEAT WATER



STIR SUGAR POWDER INTO HOT COCOA MIX



COMBINE 1 CUP COCOA POWDER AND 3/4 CUP SOFTENED BUTTER



PUT MIX IN ICE CUBE TRAY







HARDEN OVERNIGHT

Block 7: Poetry

<u>Focus</u>

- ✓ Reading Comprehensio

 trate

 ms

 trate

 tr
- Making inferences based on inversely of poems.
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups
- ✓ Concrete poems
- √ Free-verse poetry

Literary Devices Used in Poetry

What Is Poetry?

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



Shakespeare

Literary Device

- Personification is who see human qualities to non-human things. For example, "The suit is who see human qualities to non-human things."
- Simile: Similes compare
 repart of the words 'like' or 'as.' For instance, "As busy as a bee."
- Hyperbole: This is an exaggeration take a strength of the saying, "I'm so hungry I could eat a horse."
- Idiom: Idioms are phrases that don't mean exact words are example.

 "It's raining cats and dogs" means it's raining very hard.

 "It's raining cats and dogs" means it's raining very hard.
- Analogy: An analogy compares two things to show their similar
 "Life is like a race; you have to run it well."

Types of Poetic Structures

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

Inferences

Answer the questions by making inferences.

154

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

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

Reflect

estions below.

1) Why do poets sometimes use

ver

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

1. The sun smiled down on us.

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

A penny for your thoughts.

As busy as a bee.

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

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

7. Bite off more than you can chew.

8. The clock raced against time.

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

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

Types of Poems

Exploring Types of Poems

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

Haiku: The Nature Poem

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

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



Acrostic: The Hidd

In an Acrostic poem, the fore spells a word or message when read from top to bottom. This hope word "Sun":

Sunh mes are Under clouds, the ray No more rain, yel

Limerick: The Funny Poem

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

Cinquain: The Five-Line Poem

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

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



Acrostic Poems - Canada's Regions

Acrostic Poems - Canada's Regions

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

Acrostic Poems

Western Cordillera

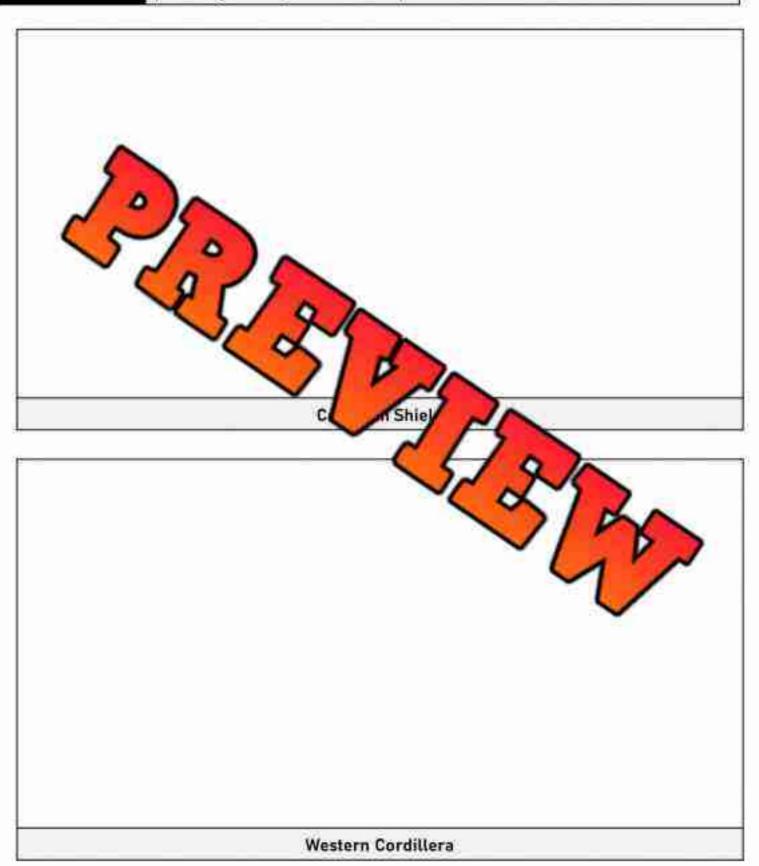
- W Where the mountains touch the sky
- E Eagles soar and freely fly
 - reams and rivers, never dry
 - I s reach up high
- E ess h my, oh my!
 - ocky ooats pass by
- N auty ca he eye
- C Canyons deep
- 0 Open spaces far and
- R Ranges of mountains side by side
- D Downhill skiing, a slippery ride
- I Incredible views that can't hide
- L Lakes that shimmer like a bride
- L Landscapes that fill hearts with pride
- E Every sunset a colourful glide
- R Rivers that through valleys slide
- A Adventure waits, so come outside

Canadian Shit

- C Creeks and lakes abound
- A Ancient rocks on the ground
- N Northern lights dance around
- A Animals like moose are found
- D Deep forests spread all around
- I Icy winters are quite renowned
- A All seasons have their own sound
- N Nature's beauty truly unbound
- S Sprawling lands far and wide
- H Hiking trails where adventures reside
- I Indigenous history we cannot hide
- E Every take like a sapphire, side by side
- L Loons call across waters far and wide
- D Dense forests where secrets abide

Visualizing

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



Limerick Poem - Analogy

Limerick Poetry - Different Communities

The poems that follow are called limericks. They provide insight into different communities: one from ancient Egypt, another from ancient Greece, and a third from the Métis people in Canada. Each limerick uses a special writing tool called analogy. An analogy cases two things to show their similarities, making the poems engaging to read.

Ancient Egyptian:

In where deserts are vast, and pyramids past.

ke st night,

Their leger myst

Ancient d

In Greece, where the olive

Like a play that unfolds,

Their stories are told,

In myths where the gods' powers glow.

Métis

The Métis, with sashes so bright,

Danced like the northern lights' flight.

Their culture, a blend,

Like a river that bends,

Reflects a history so right.



Rhyming Poems - Critical Thinking

Rhyming Poetry - Simple Machines

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

The Lever

A lever sits on a fulc.

Balancing objects with all.

Left and right, in day and night,

It makes lifting things so light.

Pulley

Up in the sky, so high and free, ulley works with great ease.

Literal ads without a plea, sks a gentle breeze.

Wheel and Axle

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

The lane

An incline ine Helps us carry a

We walk right up, no n

Easier work, that's what we gain.



Gears

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

Wedge

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

Visualizing

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

Wedge	Pulley

Name:

Concrete Poems - Critical Thinking

Concrete Poetry

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

Rainbow

Raindrop

min fall full of wo nder as each drop crushes a gainst the ground and is no more. Th e long, curvy teardro. p shape is lost as it spl atters and dies, joining its brothers and sisters. It is no longer rain now, bu t water soaking the earth wetting the garden, spot ting my eyeglasses, and making my sneakers go "squish" when

> ever I take a step.

war ch the 168

Cornection Connection 154.1, 154.5, C4.5

Critical Thinking

Answer the questions below.

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

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

3) Personal Pren Which you like the best? Explain your opinion.

Write

Write the poem below about

ing solt a lightning bolt

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

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

In the blink of an eye, it's come and gone, Leaving awe in its wake, from dusk till dawn. 169

TSA.1, TSA.5, CA.5

Free Verse Poetry

Free Verse Poetry

Free verse poetry is a type of poem that doesn't have a specific rhythm or rhyme. That means the poet can write in a way that feels natural, just like talking or thinking. It's like painting with words; you can use any colours and strokes you like!

How Free Verse Poetry Explains Alberta's Geography:

Free versitry is great for explaining Alberta's geography because it gives freedom? be the beauty and uniqueness of each place in a creative way. Without the symbol of counting syllables, the poet can focus on paint of the beauty and spirit of Alberta's different geographical features.

Alberta's Beautiful scap

In Alberta, the ground tall soov that glitters when the morning light touch.

They look like giants, so big that they look like giants.



The fields are different, they are like a giant, they look like they dots from the ground the

At night, the sky changes. It turns dark blue, almost black. Then, the northern lights appear.

They move like slow flames, green and purple, not making a sound.

Kids look up and see this light show and feel like they could reach up and touch them.

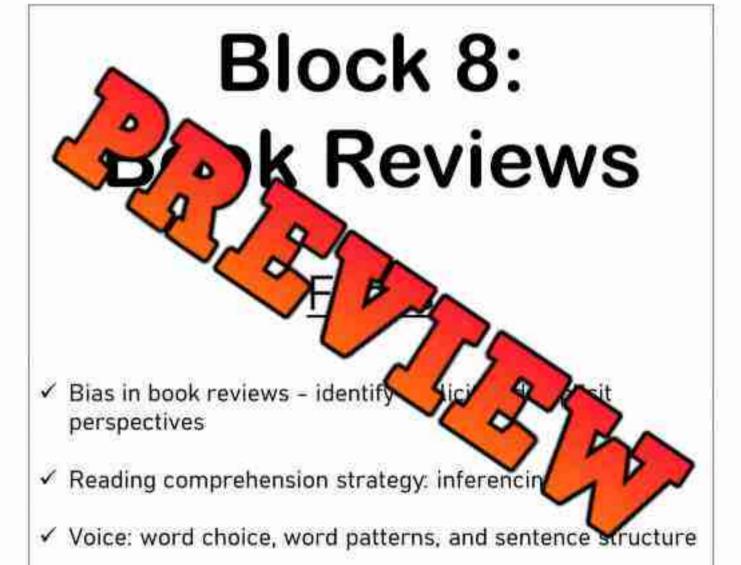
Far away, there are the badlands.

They are dry and full of shapes that look like castles made of sand.

The ground is striped with layers, each one a different colour. Walking there is like going back in time, because this is where dinosaurs once walked.

It's quiet there, and the air feels old and full of stories.





✓ Literary devices in reviews

Implicit and Explicit Perspectives - Book Reviews

In a book review, explicit perspective is when the reviewer clearly states their opinion.

Implicit perspective is more subtle, letting you guess what the reviewer thinks.

Explicit Examples:

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

Implicit E

- "The probably means it's exciting)
- "The graph of the control of the contr

Perspectives

propertive implicit or explicit in the sentences below?

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

Perspectives

The author implicitly described their perspective. We at

mink it is?

1) Overflowing with twists and secrets.

2) Filled with more questions than answers.

lame:	176
VQL111G-	110

Correction Connection CA.I. CA.6

Finding Bias in Reviews

What is Bias in Reviews?

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

Bias

Read the reviews below and answer the questions.



Review: "The Adventures of SuperCat"

Wow! "The Advance of perceits the best movie ever made in the history of movies! If you don't watch the mist are the most amazing thing in the world. It has a superhero cat, so obvious! The most are the best animals ever, and finally, there's a movie that gets it in the description of the perfect because they're all cats or cat-lovers. The villain, DogMan, could not a gain the perfect because dogs are just not as cool as cats. Honestly, I don't ever now why the companion of the perfect because dogs are just not as cool as cats. Honestly, I don't ever now why the companion of the perfect because dogs are just not as cool as cats. Honestly, I don't ever now why the companion of the perfect because dogs are just not as cool as cats. Honestly, I don't ever now why the companion of the perfect because dogs are just not as cool as cats. Honestly, I don't ever now why the companion of the perfect because dogs are just not as cool as cats. Honestly, I don't ever now why the companion of the perfect because dogs are just not as cool as cats. Honestly, I don't ever now why the companion of the perfect because they are considered to the perfect because they are cats and they are cats an

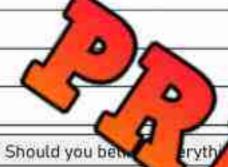
- Why is this review a biased review? What is the aux
- 2) Should you believe everything the author writes about the movie? Why why not?

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

Book Review: "The Great Cake Mystery" - Rating: 10/10

This book is the most perfect read for anyone who loves cake and solving mysteries, like me! The characters are incredible because they're all bakers and detectives. Honestly, mysteries and cakes are the best combo ever, so this book can do no wrong. If a book doesn't have cake or a mystery, it's not worth reading. You'll be hooked on the first page, just like I was!

1) Why is this a biased review? What is the author's bias? Give examples from the text.



2) Should you be writes about the book? Why or why not?

Book Review: "The Lone!

I really don't get why people like books about sad characters. They swim around, and that's it. So, when it not moved at all. If you're like me and prefer exciting chan wizards, skip this snooze fest.

sting lonely, I was

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

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

179

Cornection Connection

Our Voice in Review Writing

Voice

Read the different reviews below that are written using different voices.

"Absolutely Amazing, You Can't Miss This!" (5/5 Stars)

Wowee, this book is like a roller coaster of fun and adventure! Every chapter feels like opening a cise gift on your birthday. The characters are super awesome, and they feel like of friends by the end. Seriously, if you don't read this book, you're mission to seally special! You'll be so excited you won't be able to put it down!

"Eh, It's Alright, No bear

So this book is kinda okay to be been. Some parts are pretty neat, like a fun playgroun. But the pretty neat, like a fun playgroun. But the pretty me yawn. The characters are sorta like classmates to be ever to be only to talk to. If you're out of other books, this one of the looks.

"Kinda Disappointing to Be Honest" (2/5 Stars)

Okay, you know when you're excited to go to a party, but it turns of the state of the book feels just like that. It had a couple cool moments, sure, but mostly me feeling blah. The characters are like background noise you wanna tune out. You won't miss much if you skip this one.

"Don't even bother, seriously" (1/5 Stars)

u really shouldn't read this book trust me, its like being stuck in a super boring room with nothing at all to do, the characters are so foolish i can't even, the story? What story tol it makes zero sense its so boring i'd rather clean my room or do homework, don't waste ur time or money on this one

Name:	183

Computer Connection T94.5

Literary Devices in Reviews

Literary devices like personification, analogy, and idiom make writing more interesting.

- Personification gives human traits to things that aren't human, like "The wind whispered."
- An analogy compares two things, like "Life is like a box of chocolates."
- An idiom is a phrase with a special meaning, like "Piece of cake" for something easy.
 These make reviews fun to read!

Examine

review below and find examples of the literary devices used.

boaring High in 'Skybound Adventures'"

Jumping into Advent like opening a door to a world where the sky's the limit! In any ang Emily and her pet parrot, Skyler, find a mystical hot air balloon. It was a gateway to the clouds!

As Emily and Skyler soar the on a journey filled with breathtaking views and sky-high escape the cloy of cound them like joyful spirits, guiding their way. Each chapter feels like of from inging new adventures that are as bright as the sun in the sun.

This book truly spreads its wings and flies off the adventure. The story's charm is as infectious as a giggle in a soft relative story's charm is as infectious as a giggle in a soft relative story's charm is as infectious as a giggle in a soft relative story's charm is as infectious as a giggle in a soft relative story is a soft relative story and story is a soft relative story as a soft relative story is a soft relative story in the story in the story is a soft relative story in the story in the story in the story in the story is a soft relative story in the story

I give this book a 5/5 star rating. It's a page-turner that keeps you edge of your seat, floating in suspense!

Personification	
Analogy	
ldiom	

Vame:			
W-2411716+			
William Control of the Control of th			

Cornculum Connection 154.5 C4.4

Review Writing - Inferences

185

Title: "Exciting Escapades in 'Space Cadet Sally's Stellar Journey"

Introduction

Greetings, space enthusiasts! Ready to embark on an out-of-this-world adventure?

"Space Cascally's Stellar Journey" is a galactic rollercoaster ride of fun! Perfect for those where the stars, planets, and interstellar adventures, this book sings to space.

Summary

This thrilling talls around the province of th

Thoughts

This book is like launching into space in a rocket of the characters are as vibrant as comets streaking across the night six two expiral galaxy, keeping you glued to each page. The author's use of retain descriptions makes every scene sparkle brighter than a supernovable is book is more exhilarating than a meteor shower on a clear night!

Rating

I'm awarding "Space Cadet Sally's Stellar Journey" a dazzling 5/5 stars for its sheer brilliance! It's impossible to put down. A must-read for every young astronaut-in-training who gazes at the stars and wonders about the vast universe.



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- ✓ Spatial order, images, granics,
- Graphic texts timelines, comics infographics
- ✓ Text patterns 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 are a fun way to read because they use both words and pictures to share information or tell a story.

You might see them in comic books, maps, or even in science discount These texts help make complicated ideas easier to



Differen Inds of

There are mail a maph ou can find. Here are some common ones:

- Comic Books: The peech bubbles to tell a story.
- Infographics: These use a plant grows.

 Infographics: These use a plant grows.

 Infographics: These use a plant grows.
- Maps: These show you places and leget from to another.
- Timelines: These help you understand even

ord pened.

Key Features in Graphic Texts

Graphic texts have special parts, or 'features,' that make them different from regular books. Here are a few:

- <u>Titles</u>: Found at the top, they let you know what you're about to read or learn.
- <u>Pictures or Images</u>. These are spread throughout the text and match up with what the words are saying.
- <u>Captions</u>: These are small sentences under pictures that tell you more about what's in the image.
- Speech Bubbles: Found in comics, these show you what the characters are saying.
- <u>Labels</u>: These are words placed close to a picture or diagram to identify its parts.

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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.



After reading, make the connections below.

Text-to-Setf,

Text-to-Text

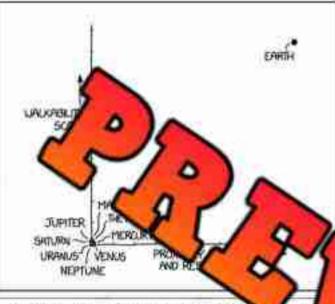
Text-to-World

- 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 Graphic Texts

Analyze

Read the comic and answer the questions.



1) What is the comic about?

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

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



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

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

Text Features in Infographics

Have plenty of

Examine

Answer the questions.

Canada Food Guide

What is the title of the infographic?

vegetables and fruits

2) Summa

ood guide.

Eat protein foods

Make water your drink of choice

Choose whole grain foods

3) Does the infographic have more text or pictures?

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

 List 4 things you can infer from reading this infographic. Remember, an inference isn't directly stated, so draw conclusions from the information provided. 198

Correction Connection TS4.2

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 Towns: Names with only the first letter capitalized are cities or towns, such
 as Otta
- Red I park cities, and a bigger red dot is for the capital of Canada.
- that may be numbered, like "Hwy 1," show the big roads you Witteld NORTHWEST TERRITORIES CANADA SPOTISH Hardson HEWFOUNDLAND COLUMBIA AND LABBADOR BBy OUEBELL SASKATCHEWAN MAINITGEA CHIARIO HIDVA ECOTIA

Reading Maps - Text Features

Questions

Answer the questions below.

- 1) What do the big, capitalized words on a map usually represent?
- 2) How case entify provinces or territories on a map?
- 3) What it makes the first letter of a word is capitalized on a map?
- 4) What do red dots on
- 5) What does a bigger red dot represen

Examine

Take a close look at the map and write any it

n Pea from it.

Graphic Text - What's a Timeline?

What's a Timeline?

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

Features - What's on a Timeline?

- Dates: These tell us when something happened. It could be a year, a month, or day.
- Event bels: These are the important things that happened, like "Moon Landing."
- ws point in the direction time is moving.
- Pictures: See ha ictures to help us understand the events better.



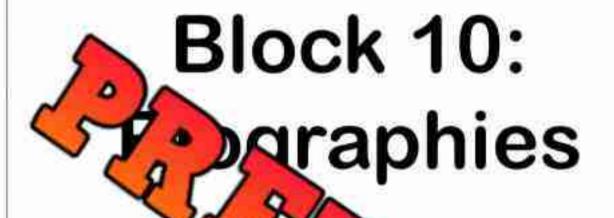
Analyze

Look closely at the timeline

swer 4

- What features are part of this timeline?
- 2) How has life changed for people? Explain what you've learned from the

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



- ✓ Biographies about important Income
- How images, graphics, and visuals continues meaning in a text
- Reading Comprehension Strategies: Summarizing, visualizing, and making connections

Biography – Jane Goodall

Jane Goodall: A Friend to Chimpanzees

P1- Early Life

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

P2- Ama overies in Ethology

Jane Scienti Vidies animal behaviour. She studied chimpanzees and made fit inds with the set of the

P3- Conservation Effort Yea

Jane has won many honour er about protecting nature and animals people how to care for animals and canet actively involved in conservation efforts.

P4- Timeline

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

Index

- IAI: Africa, P1, Animals, P1
- ICI : Chimpanzees, P2, Conservation efforts, P3
- IEI: Ethologist, P2
- IGI: Gombe Stream National Park, P2
- IHI: Honors and awards, P3
- IJI : Jane Goodall Institute, P3
- ILI: London, birthplace, P1
- [T]: Timeline of life, P4, Tool use in chimps, P2
- IUI: United Nations award, 2002, P4

vation, Conservation is all and the world teaching in her late 80s, she is



Jane Goodall

Name:	206	Cornollim Connection 154 2, 754 4, C4 1, C4 4
Prereading	Before reading, answer the questions be	elow.
Prediction: After I	reading the title and headings, make 2 predictions at	oout Jane Goodall.
During P	Stop and write questions about what y	ou are reading.
2 3		
Questions 1) What is an inde	Answer the questions ex? Why are they helpful when reading a report	
2) How does the	picture of Jane Goodall help you understand her bet	ter?
3) What big disco	very did Jane Goodall make?	
8		

209

154.2, 154.4, C4.4

Biography - Hiawatha: The Peacemaker's Helper

Hiawatha: The Peacemaker's Helper

Hiawatha's Beginnings

Hiawatha was an Indigenous leader from the Mohawk First Nation, born around the year 1525. He faced hardship early in life when he lost his family due to fighting between First Nations. This event shaped his goal to bring harmony among nations.

Major Aconts

Hiawath and selled the Great Peacemaker and together, they worked to create a confederacy. This was a powerful alliance of five, later six, nature. His skills in oratory to convince chiefs from other nations to joint and the confederacy of the convince chiefs from other nations to joint and the convince chiefs from other nations to joint and the convince chiefs from other nations to joint and the convince chiefs from other nations to joint and the convince chiefs from other nations to joint and the convince chiefs from other nations to joint and the convince chiefs from other nations to joint and the convince chiefs from other nations to joint and the convince chiefs from other nations to joint and the convince chiefs from other nations to joint and the convince chiefs from other nations to joint and the convince chiefs from other nations to joint and the convince chiefs from other nations to joint and the convince chiefs from other nations to joint and the convince chiefs from other nations are convinced to the convince chiefs from other nations are convinced to the convince chiefs from other nations are convinced to the convince chiefs from other nations are convinced to the convince chiefs from other nations are convinced to the convince chiefs from other nations are convinced to the convinc

Life After the Confederacy

After successfully forming the aud
Hiawatha retired and lived the rest
legacy of unity and peace lives on, and the Hay sau
Confederacy lasted for centuries.

Timeline

- Born around 1525 in a Mohawk First Nation
- Lost his family in early life due to fighting between nations.
- Met the Great Peacemaker and started to work on unity
- Formed the Haudenosaunee Confederacy with the Great Law of
- Retired and lived a peaceful life

Glossary

- Harmony: Living peacefully without conflict.
- Oratory: Skill in public speaking.
- Great Law of Peace: The constitution of the Haudenosaunee Confederacy.
- Alliance: A partnership for mutual benefit.
- · Constitution: A set of laws and principles.
- <u>Legacy</u>: Something left behind by a person for future generations to remember them.

Super Simple Shears

1) Inference: How do you think Hiawatha's skills

Correction Connection 154.2, 154.4, C4.4

Understanding

Is the statement true or false?

1. Hiawatha was from the Apache First Nation.	True	False
2. Hiawatha was born around 1525.	True	False
Hiawatha lost his family due to a natural disaster.	True	False
4. He wanted to bring harmony among nations.	True	False
5. Hiawath a man called the Great Warrior.	True	False
6. The Harmonia Confederacy was an alliance of three nations.	True	False
7. Hi Soking.	True	False
8. The Great Landas Oct.	True	False
9. Hiawatha retire form denosaunee Confederacy.	True	False
10. Hiawatha's legacy is and	True	False

Critical Thinking

Ans

que below.

 Personality trait: Use one word to describe Hiawatha. Then explain why you chose that word. Examples – brave, creative, loyal, curious, confident, ambitious, calm, etc.

achieve his goal?

Autobiography - Justin Trudeau

Justin Trudeau: Canada's Prime Minister

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

Before Litician, I was a teacher. I taught French and drama. Teaching belp kids learn and watch them grow. I believe that was for everyone. educ

In 2008, I deck volved in politics. Politics is about leading the come cisio country and make secole live better lives. I wanted to make ked hard and talked to many people Canada a great place about how we can make

the Prime Minister of In 2015, something amazing happen Canada. As Prime Minister, my job is ers and make laws that are good for Canadians. I also travel to meet with other leaders and talk about how we can work too

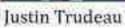
I hope my story shows you that if you care about so can achieve your dreams. You can be a leader in your community and make a difference in the world!

Timeline

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

Glossary

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



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.

Instruc

How do we complete the activity?



- Picke Pesson a poon from the list your teacher gave you.
- 2) Research Time the the tablet to read a biography about the person you chos
- Jot Down Notes: As you got achievements, and later years.
- 4) Write a Summary. After reading, write a brit formation of the person's early life, achievements, and later life. Use you as to life.
- 5) Create a Timeline: On a piece of paper, draw a too d may significant events in the person's life using coloured pencils of the significant events in the person's life using coloured pencils of the significant events.

Options

Individuals you could choose to research.

Isaa	c Newton
Alber	t Einstein
Thon	nas Young
Alexande	r Graham Bell
Christi	an Doppler
Charl	es Darwin
Alexand	er Mackenzie
John	n Palliser

	Rachel Carson
	Jane Goodall
	E. O. Wilson
0	avid Attenborough
	Archimedes
	Galileo Galilei
	Tecumseh
	Tom Longboat

	Leonardo da Vinci
	Hero of Alexandria
	Blaise Pascal
	James Hutton
	Alfred Wegener
	Harry Hess
Ĺ	ucy Maud Montgomery
	Buffy Sainte-Marie
Ü	Alfred Wegener Harry Hess ucy Maud Montgomery





Google Slides Lessons Preview







Alberta Language Curriculum Conventions & Vocabulary – Grade 4

3-Part Lesson Format

Part 1 - Minds On!

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





Part 2 - Action!

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

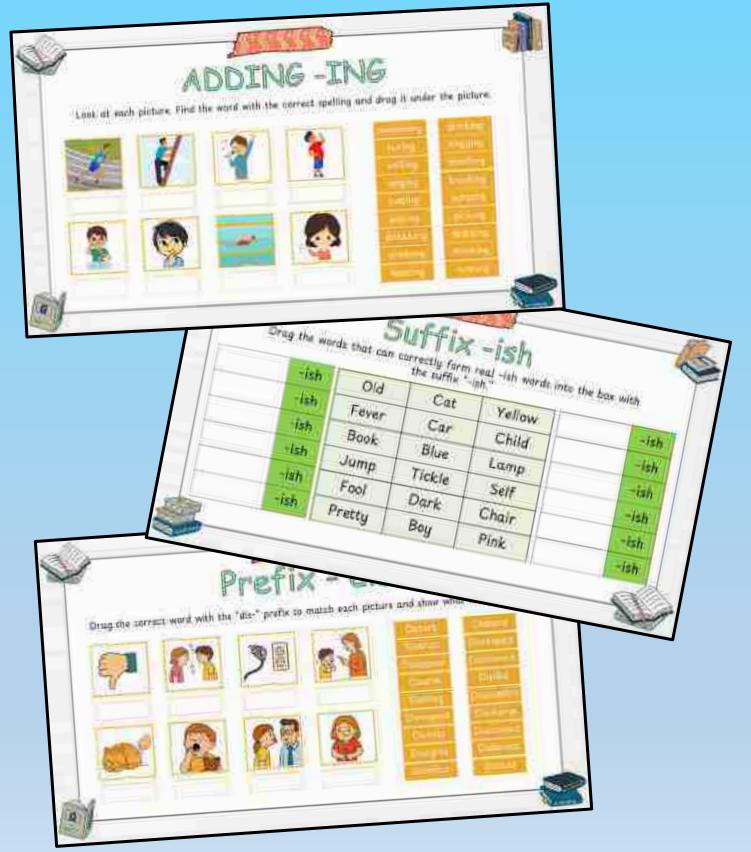
Part 3 - Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





Alberta Language Curriculum Conventions & Vocabulary – Grade 4





Alberta Language Curriculum Conventions & Vocabulary – Grade 4







Workbook Preview





Grade 4 – Language Vocabulary



Organizing Idea	Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.
Guiding Question	How can building vocabulary and understanding morphology strengthen communication?
W.W.	Students expand vocabulary and analyze morphemes to

Preview of 97 pages from this product that contains 449 pages total.

Included are weeks 1 - 8 and 29 - 30.

There are 30 weeks total.

	figuratively.	230, 231
V3.2	Examine morphemes in words to determine meaning. Analyze the meaning of affixes and how they influence the meaning of bases. Predict meanings of unfamiliar words using morphological cues. Analyze word origins for meaning and spelling.	33, 43, 46, 52, 60, 69, 78-79, 84, 88, 96, 104, 112-113, 121, 128, 135, 142, 159, 157, 165, 174, 182, 186, 190, 199, 206, 213, -214, 217, 222, 230, 238, 241, 247, 254

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Grade 4 – Language Fluency



Organizing Idea	Fluency: Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.
Guiding Question	How does fluency support comprehension and proficient reading?
Learning Outcome	Students enhance fluency to refine comprehension and proficient reading.

	Skills and Procedures	Pages
F3.1	Demonstrate comprehension of text through appropriate stress on words, pausing, phrasing, intonation, and use of punctuation. Read dialogue with phrasing and expression to reflect understandings of characters and events.	20, 29, 38, 48, 56, 65, 75, 85, 92, 101, 109, 117., 125, 132, 139, 146, 154, 162, 170, 178, 187, 195, 203, 210, 218, 227, 231, 235, 243, 251, 258

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Grade 4 – Language

Conventions



Organizing Idea	Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects
Guiding Question	How does the knowledge and application of conventions enhance written communication?
Learning Outcome	Students examine and apply conventions to develop effective written communication.

	Skills and Procedures	Pages
C3.1	Capitalize words appropriately in different contexts. Include a variety of punctuation at the end of sentences. Insert commas to indicate a pause between parts of sentences, to separate items in a list, or to follow a transition word. Insert quotation marks to identify the words of a speaker or to bring attention to a word that is used in a special way. Insert apostrophes in place of letters in contractions and to show possession.	18, 27, 35, 46, 63, 73, 80, 97- 99, 105-106, 130, 137, 144, 175, 191, 200- 201, 207, 239, 248, 255
C3.2	Distinguish between a variety of sentence types. Determine if text is in the present, past, or future tense. Identify nouns or pronouns that are the subject of a variety of sentences. Identify nouns or pronouns that are the object of a variety of sentences. Examine possessive adjectives in a variety of sentences. Use adjectives to indicate comparison of two or more things (or). Use conjunctions to connect phrases in sentences. Apply consistent subject-verb agreement in a variety of sentences.	16-17, 25-26, 33-36, 44, 53- 54, 61-63, 71, 82, 89-90, 96, 107, 114, 122, 129, 136-137, 144, 167, 176, 184, 192, 215, 223-224, 233, 240

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Grade 4 - Language Conventions



Organizing Idea	Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects
Guiding Question	How does the knowledge and application of conventions enhance written communication?
Learning Outcome	Students examine and apply conventions to develop effective written communication.

	Skills and Procedures	Pages
C3,3	Identify spelling patterns within and across words. Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words. Spell a variety of prefixes and suffixes accurately in words. Identify words that are not spelled in predictable ways.	15, 23 - 24, 32,41, 43, 51- 52, 59-60, 69, 79, 88,96, 104, 113, 115, 121, 123, 128, 135, 142, 150, 157, 165, 174, 182,185, 190, 199, 206, 216, 222, 230, 238, 249, 254
C3.4	Differentiate between the spelling and associated meaning of a variety of homophones. Apply a variety of spelling strategies to increase writing fluency. Use a variety of tools to spell or confirm the spelling of words.	15, 23, 32, 41, 51, 59, 115, 123, 152, 160, 185, 216, 249
C3.5	Spell a range of compound words, contractions, possessives, and complex plurals. Recognize and spell common suffixes.	52, 69, 96, 121, 191, 130, 142, 165, 182, 201, 222, 238, 254

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

In grade 4, the focus in the curriculum is on decoding and understanding affixes (prefixes and suffixes). Students will learn about word origins as well to improve their understanding and spelling of new vocabulary.

Therefore, our reading program will be broken down into 30 word lists that align with the outcomes in the grade 4 language curriculum. Each week, teachers will focus on one affix and two graphemes.

The other words in the word list will align with the vocabulary skills and procedures, which state that tier 2 and 3 words should be used. Tier 2 words are found in written language as well as in oral language in the classroom and are useful across many different content areas. Tier 3 words are specific to subject areas. Both are included to round out the word lists.

Weekly Plan

- Week 1: Introduce the suffix -ed and schwa 'a' (as in about)
- Week 2: Introduce suffix -s and schwa'e' (as in pencil)
- Week 3: Introduce suffix -ing and schwa'T (as in pencil)
- Week 4: Introduce suffix -y and schwa 'o' (as in son)
- Week 5: Introduce suffix ish and schwa 'u' (as in circus)
- Week 6: Introduce prefix dis- and 'it' and 'at' sounds
- Week 7: Introduce suffix -er, -est and "ite' sounds
- Week 8: Introduce prefix mis- and 'el', 'al' sounds
- Week 9: Introduce prefix non- and pattern -ure
- Week 10: Introduce suffix -ly, -ity and patter -cher
- Week 11: Introduce prefix pre- and the letter blends: shr, spl, spr, str
- Week 12: Introduce prefix post- and diagraphs, ph and mb

Weekly Plan	
Week 13: Introduce suffix -ful, -less and digraph: wh, ch	
Week 14: Introduce prefix anti- and digraph: sh, th	
Week 15: Introduce prefix multi- and digraph: ng, ck	
Week 16: Introduce suffix -tion, -sion and digraph: ck, ll	
Week 17: Introduce prefix auto- and digraph; dd, bb	
Week 18: Introduce prefix bio- and digraph: rr, cc	
Week 19: Introduce suffix -less, and digraph: gg, mm	
Week 20: Introduce prefix inter- and diphthong ai	
Week 21: Introduce suffix -ant, -int and diphthong ay	
Week 22: Introduce suffix -able, -ible and diphthong ee,	
Week 23: Introduce prefix micro- and diphthong au	
Week 24: Introduce prefix semi- and diphthong ea	
Week 25: Introduce prefix ex-, in- and diphthong ee	
Week 26: Introduce suffix -ous, -ious and diphthong ei	
Week 27: Introduce prefix under-, over- and diphthong oa	
Week 28: Introduce suffix -ence, -ance and diphthong ou	
Week 29: Introduce prefix sub-, super- and diphthong ui	
Week 30: Introduce suffix -yze, -ize and random fun words	

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Weeks	Lesson 1	Lesson 2
Week 1	Complete Sentences Vs. Fragments	Simple Vs Compound Sentences
Week 2	Parts Of Speech; Nouns, Verbs, And Adjectives	Types Of Sentences
Week 3	Parts Of Speech: Nouns, Verbs, And Adjectives	Independent/Dependent Clauses
Week 4	Coordinating Conjunctions (FANBOYS) And Abbreviations	Morphemes: Prefixes And Suffixes
Week 5	More Parts Of Speech- Adverbs, Prepositions, Etc.	Morphemes: Prefixes And Suffixes
Week 6	Interjections And Conjunctions – Punctuation	More Parts Of Speech And Subject-verb Agreement
Week 7	Cursive Writing And Personification	Relative Pronouns And Analogy
Week 8	Capitalizing Proper Nouns And Proper Adjectives As Well As Idioms	Perfect Verb Tense – Figurative Language Review – Analogy, Personification, And Idiom
Week 9	Punctuating Interjections	Perfect Verb Tense
Week 10	Use Of Commas In Direct Address	Capitalizing Proper Adjectives/Nouns And Capitalizing Abbreviations
Week 11	Use Of Commas In Direct Address And To Indicate Pause In Between Sentences	Punctuating Conjunctions
Week 12	Identifying And Correcting Run-on Sentences	Decoding Strategy - Syllable Splitting
Week 13	Introduction To Complex Sentences	Decoding Strategy – Chunking
Week 14	Introduction To Complex Sentences	Use Of Apostrophes In Possessives
Week 15	Introduction To Compound-complex Sentences	Types Of Sentences: Interrogative

Weeks	Lesson 1	Lesson 2
Week 16	Literal Versus Figurative Meanings Of Words	End-of-sentence Punctuation
Week 17	Similes And Using Dictionaries	Homophones
Week 18	Metaphors And Using A Thesaurus	Homonyms
Week 19	Idioms And Verb Tenses	Antonyms
Week 20	Other Figures Of Speech - Alliteration, Ellipsis	Determiners: Articles
Week 21	Synonyms – Exact Versus Near-synonyms And Active Voice	Spelling: Commonly Misspelled Words
Week 22	Use Of Apostrophes In Contractions And Passive Voice	Synonyms: Identifying And Creating
Week 23	Introduction To Commas In A List	Contractions
Week 24	Using Colons To Introduce A List	Figurative Language: Onomatopoeia
Week 25	Interrogative And Imperative Verbs	Spelling: Words With Silent Letters
Week 26	Pronouns As Adjectives As Well As Understanding Subjects And Objects In Sentences	Analogies: Understanding And Creating
Week 27	Fluency Readings - Providing A List Of Sentences That Get More Difficult To Read	Figurative Language: Personification And Possessive Adjectives
Week 28	Introduction To Quotation Marks In Dialogue And Degrees Of Comparison In Adjectives	Vocabulary Context Clues, What Do You Think The Underlined (Challenging Word) Means?
Week 29	Using Quotation Marks In Dialogue	I Before E And Exceptions
Week 30	Capitalization Of Quotation – Only Complete Sentences	Figurative Language: Oxymorons

© Super Simple Shires:

NAME:

Cumculum Connection V3.1

WEEK 1 - VOCABULARY LIST

14

Think

Name:

Underline the suffix -ed in each word.

laughed	wanted	baked	showed	finished
caramel	camera	alphabet	drama	tricked
jumped	hiked	opened	picked	banana
choco	elevator	animat	astronaut	sofa

Write

cates the past tense of a verb. Write a sentence changing rb.

Present Tense

where nny cartoons.

Past Tense

Present Tense | I want a puppy for menday.

Past Tense

Present Tense | We bake cookies every Sunday.

Past Tense

Present Tense She shows her artwork to her parents.

Present Tense He jumps high on the trampoline.

Past Tense

Past Tense

Spelling Patterns - VVCC Words

VVCC words are words that have two vowels next to each other, followed by two consonants. The 'VV' part is a vowel team where two vowels work together to make one sound, like 'ea' in 'leaf'. The 'CC' part is when two consonants come next, like 'f' and 't' in 'left'.

Examples of VVCC words

Each - The 'ea' makes the vowel sound and the 'ch' are the consonants.

Toast - The makes the vowel sound, and 'st' are the consonants.



Thir

be words below follow the VVCC spelling pattern?

beach 【	D pes	
sheep		2
mount	ye	
dream	yes	no
float	yes	no
brain	yes	no
boast	yes	no
peach	yes	no
screech	yes	na

touch	yes	no
yeast	yes	no
	yes	no
feas	yes	no
15	yes	no
V/~	M	no
cruise		no
reach	(1V	~
least	T	no

Think

Write your own VVCC words below

Chicago Company Company		
Name:		
370074111111		

Complete Sentences Vs Fragments

A complete sentence is like a full meal - it has all the parts it needs. It has a **subject** (who or what the sentence is about) and a **predicate** (what the subject is doing or how it is). So, a complete sentence tells a whole thought. For example, "The cat sleeps."

A fragment is like a snack, it's missing something. It might be missing the <u>subject</u> or the <u>predicate</u>. So, a fragment doesn't give us a full thought. For example, "Sleeps in the sun." Who sleeps in the sun? We don't know, so it's a fragment!

Deliver the second of the seco	Complete	Fragment
2) I wanted	Complete	Fragment
3) Baked a chool cake	Complete	Fragment
4) On the sofa.	Complete	Fragment
5) She opened the camera.	Complete	Fragment
6) Alphabet and numbers.	Complete	Fragment
2) I finished my homework	Y s	V No
2) I finished my homework	Ys	
3) We were in the elevator.	Subject	edicate
United 444 (1745) FOR SIGNATURE STATE OF THE SIGNATURE STATE STAT	Subject	Predicate
4) The animal tricked the hunter.	Subject	Predicate
The animal tricked the hunter. The sofa is comfortable.		Predicate
Checking and the control of the cont	Subject	riedicate

Name:		
37022111112		

Simple Vs Compound Sentences

A clause is a part of a sentence that contains a subject (who or what the sentence is about) and a predicate (what the subject is doing). In a simple sentence, like "The bird sings," the clause is the whole sentence. The bird is the subject, and sings is the predicate. Simple sentences have just 1 clause.

A compound sentence has two or more clauses. For example, in "The bird sings, and the cat meows," there are two clauses: 'The bird sings' and 'the cat meows'. Each clause has as own subject and predicate. The two clauses are joined together with the coordinate significant.

Simple sentence or compound sentence?

1) She baked	Simple	Compound
2) The astronaut high a pravity.	Simple	Compound
3) I laughed at the joke, picke book.	Simple	Compound
4) He tricked me once, but the tricked me once	Simple	Compound
5) The drama was intense, yet I could watch	Simple	Compound
6) We rode the elevator up, and then sat on the	Simple	Compound

Coordinating Conjunction

Compound sentences are connected but, or, yet, so). Write the FANBO

ANSO , and, nor,

- 1) He picked the banana, but it slipped and fell.
- 2) They wanted the chocolate, yet they knew they should not have it.
- The animal hiked up the hill, and it then rested at the top.
- 4) The elevator was slow, so we decided to take the stairs,
- 5) The astronaut ducked down, for she saw an asteroid coming her way.

Write Write 2 compound sentences. Circle the coordinating conjunction you used

Cumiculum Connection C2.1

Edit My Work - Using Capital Letters

We use capital letters in these cases:

- 1) Start of a sentence: "Dogs are friendly."
- 2) Proper nouns: Names of specific people, places, or things, like "Sarah" or "New York."
- 3) Titles: Important words in titles of books, movies, etc., like "Harry Potter."
- 4) Proper adjectives: Adjectives from proper nouns, like "French" in "French fries."

Edit

capitalization errors below and the misspelled word list words

Jimmy lited to haut. He laughed as he jumped on the sofa, imagining it was his space of brookers, didn't think he could be an astronaut. But Jimmy was determ

one day, he hikd to the arrange book about space. It was filled with dramma and exciting tales of astronomy to put it down, he finished the book in just one day.

Then, he baked bannana choclate muffins for steven into thinking they were 'space muffins'. Jimmy a astronaut eating similar muffins.

He opened his laptop and turned on a virtual space elevator tour. Toom seemed to shake as the virtual elavator rose. They even had to wear 3D glasses for it.

His mom gave him a camera to document his 'space adventures'. Jimmy loved the idea. He clicked a photo of his astronaut alfabet - a code language he had created.

In all the excitement, he forgot about his carmel popcorn. It was his favourite.

Before bedtime, he sat on the sofa, enjoying the popcorn and relishing his adventurous day.

triked

19

Ourniculum Connection V3.1

Word Search

Word Search

Find the word bank words in the puzzle

- showed finished laughed wanted baked caramel alphabet tricked u camera ☐ drama а jumpe hiked opened picked banana choco □ animal u elevator astronaut sofa u

Word Search

Make your own word search using 8 of the

Word Bank

Name:

Week 1 - Fluency Readings

Read

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

	Cantones	# of M	istakes	Time (sec)		
	Sentence	1st Try	2 nd Try	1º Try	2 nd Try	
1)	ped high on the moon.					
2)	I wanted bet bet up the hill.					
3)	She laughed as she opened the with chocolate on her finger.	7				
4)	He baked alphabet cookies and showed them at school.	2	3/	26		
5)	They finished their drama play and picked flowers for the cast.		<u> </u>	V	~	
6)	The monkey tricked the zookeeper and stole a banana near the elevator.					
7)	After building a sofa out of blocks, the clever animal decided it was time for a cozy nap.					

Name:

WEEK 2 - VOCABULARY LIST

Think

Underline the suffix -s in each word.

boxes	trips	melons	pets	elephants
lemons	stables	hedges	compasses	echoes
pennies	twenty	horses	lemonade	befriend
prets	select	regret	agenda	vegetable

Write

lar underlined words to be their plural form.

tic creature.

Singular

phant

Plural

Singular

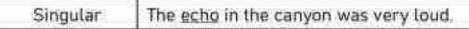
The family is planning p to t

Plural

Singular

The horse is eating in the stable.

Plural



Plural

Singular I found a penny under the sofa.

Plural

Cumculum Connection

Spelling Patterns - VVCe Words

VVCe words have two vowels together (VV) making a specific sound, followed by a consonant (C), and ending with a silent 'e' (e). Unlike other patterns, the silent 'e' here doesn't change the sound of the vowel team.

Examples

- Weave (the 'ea' stays as it is, not affected by the silent 'e')
- Goose the 'oo' sound remains the same)
- House You' makes its own sound).

Thir

be words below follow the VVCe spelling pattern?

weave (A pes	
quite		2
goose	ye	~
river	yes	no
house	yes	no
mountain	yes	no
slice	yes	na
acre	yes	no
throne	yes	no

course	yes	no
breeze	yes	no
te	yes	no
cano	yes	no
W/5	yes	no
	M	no
globe		no
moose	4	N
giraffe	T	no

Think

Write your own VVCe words below

Making Words Plural – Adding S

Why We Add "s" - Most Common Cases

- To make plural: We add "s" to a noun to show there is more than one, like "cats."
- To show possession: We add "'s" to a noun to show something belongs to it, like in "Tom's book."

How To Add "s"

- add "s" at the end. Usual
- For w ing with s, x, z, ch, sh, add "es".
- a consonant and y, change "y" to "i" and add "es". If a v
- nd y, just add "s".



Make Plural

from singular to plural

- 1) cat
- 2) dog
- 3) box
- 4) brush
- 5) baby

- 8) mor
- 9) city
- 10) chair

11) peach

- 12) tree
- 13) tray
 - Ldish

Fill in the Blanks

Fill in the blanks with the plan

- 1) The children saw several _____ (butterfly) in the ____

- (garden).
- 2) The children had a lot of fun at the ______ (stable).
- She made a refreshing _____ (melon) salad for the picnic.
- 4) She saved all her _____ (penny) to buy a new book.
- 5) My sister has many different (story) about her (trip).
- 6) The _____ (elephant) in the zoo are very friendly.
- 7) He hangs his _____ (picture) in the _____ (gallery).

Parts of Speech - Nouns, Verbs, Adjectives

Parts of speech are groups we put words into based on what job they do in a sentence. Here are some of them:

- Nouns: Names of people (teacher), places (park), things (book), or ideas (freedom).
- Verbs: Action words (run, think) or state of being words (is, am).
- Adjectives: Words that describe nouns (happy, blue).

Identify

the underlined word a noun, verb, or adjective

- 1) We ged twe or our trip.
- 2) My pets to ges
- 3) The elephants et garage and lemons.
- 4) After riding, we left the the
- 5) I befriended a girl who has a collection in the same of the sam
- 6) I select a pretzel from the bakery every morn
- 7) We enjoyed the sour lemonade at the fair.
- Our agenda for the day includes a <u>visit</u> to the vegen
- The tall hedges were finally trimmed.
- James feels old because he <u>turned</u> 20 yesterday.

Write

Write 3 sentences with a noun, verb, and adjective. Underline the noun, circle the verb, and put a rectangle around the adjective.

Four Types Of Sentences

There are four types of sentences:

- Declarative Sentence: Makes a statement or expresses an opinion.
 Example: "I love reading books."
- Interrogative Sentence: Asks a question. Example: "Do you like pizza?"
- Exclase Sentence: Shows strong emotion or surprise.
 Example Sentence: Shows strong emotion or surprise.
- In Gives a command or makes a request, ote: "P e the door."



Sentence Type

of sentence is written below?

- 1) The box of melons was very he
- 2) Where did the echo come in
- 3) Wow, this lemonade is so refreshin
- 4) I regret not bringing my compass on the tri
- Please select a box and place it on the counter
- These hedges are beautifully trimmed!

Write

Write 1 example of each of the types of se

Declarative

Interrogative

Exclamatory

Imperative

Name:

Edit My Work - Using Capital Letters

27

We use capital letters in these cases:

- 1) Start of a sentence: "Dogs are friendly."
- 2) Proper nouns: Names of specific people, places, or things, like "Sarah" or "New York."
- 3) Titles: Important words in titles of books, movies, etc., like "Harry Potter."
- 4) Proper adjectives: Adjectives from proper nouns, like "French" in "French fries."

Edit

capitalization errors below and the misspelled word list words

my friend, tog you was one day, we decided to visit a stable with twentey horses, at the state we say the state of the sta

my pet dog, max, loves lemonaid, Which is unny He even likes the sour taste, we sometimes sit near the hedgs, sip to the echos from the hills, it's one of our favourite things to be

pennys and this place is like heaven for me. it's a place full of memories and stories.

one time we got lost, we didn't have a compass, we felt regrete for not bringing one, luckily, we found our way back home. I still remember that adventure, tom and i always select our tripes carefully now, we learned a lot from our journeys and the memories they created, we'll never forget lucy the eliphant and our echo-filled lemonade breaks.

Name:		
PAGING.		

Word Search

								V	VO	ľ	J	C	31 (J11								
W	orc	l Se	arci	'n	ļ		F	ind	the	wor	d b	ank	wo	rds i	n th	e p	uzzl	e]		
	bo	xes	i		u	trip	s		C	1 n	nelo	ns		П	pe!	s				elep	han	ls
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U	pe	nni			U	twe	nty		C	3 h	ors	es		U	len	non	ade		1	oefr	iend	
u	pr	etz			Р.	sele	ct		M	l r	egre	t		u	age	enda			3	/ege	tabl	e
R	(1	٠	1	5	`	W	Х	L	N	Т	Т	P	L	U	W	P	Ε	P	P	R	E
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L	A	J	C	C	C	U	Ι	W	Н			E	1	~	7/	P	E	Ι	L	S	Μ	E
Ε	T	F	K	S	W	F	D	K	Y	D	Α	~		I	7			E	Ε	W	E	S
М	S	Н	0	R	S	E	S	0	S	A	Н	D	Ś	الترا		y	1		S	0	L	F
T	P	N	Х	Н	Ε	D	G	Ε	S	G	F	M	V				Y	1	X	A	A	$\forall\!$

Word Scramble

Read the clue and then unscramble the

deesgh	yentwt	
stpir	aphneelst	
sesroh	gaaend	
solemn	esobx	
lecest	seipnen	
eosehc	derifneb	

29

Curriculum Connection F3.1

Week 2 - Fluency Readings

Read

Today, you are going to measure your reading speed. You will do this by calculating how many words you read per minute.

Passage - Word Count = 128 Words

ge, a boy named Timmy saved twenty pennies to buy a pretzel at ist lemon trees and stables, counting the boxes stacked the he saw a stand selling fresh lemonade. Timmy beside couldn't resist. buy a cup. With his temonade, he took trips around the fair, looking the horses jump over hedges. He and heard the echoes of children aug rumpet of elephants in the parade. Timmy wished to befriend everyon plans to see the melons grow in the garden and to learn more ry. It was a day full of adventure, and he didn't regret spending his

- Find the word count at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- The final number is your reading speed in WPM.

Example:

Words: 1.140

Time taken: 330 seconds (5:30)

Calculation: (1,140 words + 330 seconds) × 60 = 207.2 WPM.

Time To Read

Divide 128/seconds

WPM

Name:

WEEK 3 - VOCABULARY LIST

Think Underline the suffix -ing in each word. Circle the words with a short i sound.

smiling	insect	visit	creating	window
running	pillow	music	dancing	inside
thinking	clapping	jumping	animal	pencil
sign	writing	family	noticing	visiting

Write And wat use all 20 words. You'll need to use 2 words per sentence



Cumculum Connection V3 1

Spelling Patterns - VCCe Words

VCCe words contain a vowel (V), followed by two consonants (CC), and end with a silent 'e' (e). In these words, the silent 'e' does not typically alter the vowel sound.

Examples

- Wedge (the 'e' after 'd' and 'g' is silent and doesn't affect the vowel sound)
- Badge (the 'a' sound stays the same, the silent 'e' is not pronounced)
- Bulge to 'u' sound remains consistent, with the 'e' at the end being sitent)

Think

the words below follow the VCCe spelling pattern?

wedge (0	
force	()	9
slice	7	× 9
brace	yes	no
chase	yes	na
price	yes	no
dance	yes	no
flame	yes	no
grace	yes	no

	drive	yes	no
	wince	yes	no
J	Q.P.	yes	no
	MIE	yes	no
		yes	no
1	3/3	1 025	no
	ridge 💙	12	no
	smoke 💙	1 2 0	
	lodge	Y	no

Think

Write your own VCCe words below

Adding -ing

Why Add -ing?

We add "-ing" to a word to show an action is happening now, which is called the present tense. (jump → jumping).

Adding "-ing" to Words

General rule: Just add -ing at the end of the word (play → playing)

Words En e If the word ends in "e", remove the "e" and add -ing (bike → biking).

Words Er Consonant: If the word is a one-syllable verb that ends in a vowel and nant, double the consonant before adding -ing (run → running).

Add -ING

nge words to the present tense by adding -ing

write	5/2W	give
smile		trade
dance	run	shine
notice	jump 🗸	
think	visit	5/8/

Fill in the Blanks

Fill in the blanks with the

Name:		
2 400011000		

Parts of Speech - Nouns, Verbs, Adjectives

Parts of speech are groups we put words into based on what job they do in a sentence. Here are some of them:

- Nouns: Names of people (teacher), places (park), things (book), or ideas (freedom).
- Verbs: Action words (run, think) or state of being words (is, am).
- Adjectives: Words that describe nouns (happy, blue).

Identify

Is the underlined word a noun, verb, or adjective

- I) I read on a pile a pinsect crawled by.
- Gazing outA she d the sunset.
- 3) We went inside to the park.
- 4) The signal changed, gut all set the road.
- 5) I love the music that our family list ing ing rides.
- With a sharp pencil, the boy created a beautify ure.
- She was writing a letter, <u>smiling</u> at her thou
- The excited crowd clapped and danced to the beat
- They sprinted and <u>leapt</u> around the park, visiting favourite spot
- 10) Spotting the sunset through the window was our family's highlight

Write

Write 3 sentences with a noun, verb, and adjective. Underline the noun, circle the verb, and put a rectangle around the adjective.

Four Types of Sentences

There are four types of sentences:

- Declarative Sentence: "I love reading books."
- Interrogative Sentence: "Do you like pizza?"
- Exclamatory Sentence: "Wow, that's amazing!"
- Impenies Sentence: "Please close the door."



Senten

Which type of sentence is written below?

- 1) The insect or w
- 2) Is that your p
- 3) This music the banks
- 4) Open the window.
- 5) My family loves visiting the beach
- 6) Do you have an extra pencil?
- 7) Watch out for that running animal!
- 8) Please stop dancing on the sofa.

Write

Write 1 example of each of the types of se

Interrogative

Exclamatory

Imperative

THE REAL PROPERTY AND ADDRESS.		
Name:		
2 WARREN TO THE PARTY OF THE PA		

Independent and Dependent Clauses

An **independent clause** is like a complete sentence. It has a subject (who or what the sentence is about) and a verb (an action or a state of being), and it can stand alone as a complete thought. For example, "The dog barked."

A dependent clause also has a subject and a verb, but it doesn't make sense on its own. It needs an independent clause to complete the thought. For example, "because the mailman was at the door." This doesn't tell us the full story until we add an independence: "The dog barked because the mailman was at the door."

Bet the pillow is soft.

(2) W (1) Is playing.

(3) Is induction of puddictions of puddictins of puddictions of puddictions of puddictions of puddictions of

Write

Write the sentences below using

Use the words: insect, smiling

Independent Dependent

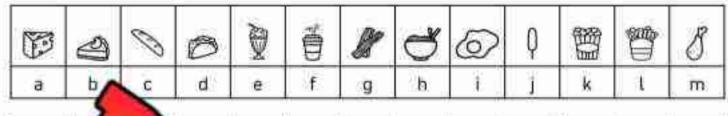
Use the words: family, visiting			
Independent			
Dependent			

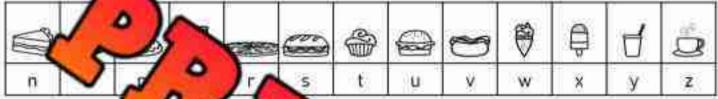
	Use the words: music, thinking			
Independent				
Dependent				

Crack the Code

Directions

Use the code below to reveal each spelling word





Code	Code	Answer
~ Ø=Ø#Ø=1 /		•
	1750	
9	5/2	
6000001		The
1=8=@=1	-0=0°	1/
9-40\DEI	- Teloot	
= 8080€	∞ Ø≅2∌	
-0/90°	@==@6\	
ම්ලුරු ලකුද්	> FF & 60 A	-
80\	0 = 0 1 pt	

Name:

Week 3 - Fluency Readings

Read

Read each passage 3 times at different speeds. Change how long you pause for commas and stop for periods. Read it slow, medium, and fast. Check once you have completed each reading.

	Sentence	Slow	Medium	Fast
1)	n I see my family. We visit see animals. Someting	□ Slow	☐ Medium	☐ Fast
2)	Running is fun, and sing notice when people are comping feels good like a soft pillow.	Stow	☐ Medium	☐ Fast
3)	When it's raining outside, I sit by the window. I think about creating my own music. Then, I start dancing inside.			Fast
4)	I found an insect in our house today. My mom was writing and didn't see it. I drew it with my pencil.	□ Slow	☐ Medium	☐ Fast
5)	During music, we were visiting other lands in our minds. The teacher had us pretending to fly. We were animals with wings.	□ Slow	☐ Medium	☐ Fast

40

Currentum Egnoscion

WEEK 4 - VOCABULARY LIST

Think Underline the suffix y- in each word. Circle the words with a short 'o' sound.

solid	sponge	monkey	spooky	crispy
common	october	blossom	fluffy	frosty
wonder	doctor	collar	windy	dusty
rock	grumpy	spotty	healthy	soggy

Fill in gose the best word that matches each sentence.

a) C 1	(6)	c) lucky	d) chilly	
e) salfy	1/0	g) soggy	h) sleepy	

Write 5 sentences that use all the short to soun

The grass is due to the rain.

1) 2) 3) 4)

f clover.

Name:		
37424111112		

Spelling Patterns - VCCC Words

The VCCC spelling pattern consists of a word that starts with a vowel (V), followed by three consonants (CCC).

Examples

- Trench (the 'e' is the vowel, followed by the consonants 'n', 'c', and 'h')
- Width (the 'l' is the vowel, followed by the consonants 'd', 't', and 'h')
- Match the 'a' is the vowel, followed by the consonants 't', 'c', and 'h')

Think

the words below follow the VCCC spelling pattern?

jungle	(0)	no	crisp	yes	no
depth	yes/	0	prompt	yes	no
thrust	70	no	trength	yes	no
angst	yes	√ ₀/	V A	yes	no
plank	yes	no	bot/ P	yes	no
catch	yes	по	C Sete	yes	no
sprint	yes	no	cliff 🗸	7)2	no
script	yes	no	scratch		
length	yes	no	draft	4	no

Write

Choose 3 words that match the VCCC pattern and use them in a sentence.

Name:		
1401116.		

Word Origins

Explore

Choose four words from the list and research the origins and meaning of each word. Record your findings and an interesting fact about each.

solid	sponge	monkey	spooky	crispy
common	october	blossom	fluffy	frosty
wond	doctor	collar	windy	dusty
roc A	grumpy	spotty	healthy	soggy

Word	70)	Year iginated	Language of Origination	Interesting Fact
spooky	fright	Sent P	english	The use of "spooky" has become more popular during Halloween.
			775	
			10	5/20
				4
31		-		
		I.		

Name:

What are Prefixes and Suffixes?

What Are Prefixes and Suffixes

A morpheme is the smallest unit within words. There are 3 main parts of words - prefixes, suffixes, and root words.

Prefixes and Suffixes: Prefixes and suffixes are parts we add to the beginning or end of a word (root word) to change its meaning. For example, 'happy' becomes 'unhappy' when we add the profixes go before the root word, while suffixes go after.

Prefix "up efix 'un-' means 'not'. So, when we add 'un-' to a root word, it changes the my

Morpheme

manufactured in the words below – root, prefix, suffix

unfairty	rebuilding
misplace	historic
unthinkable	uniste
unsuccessf <u>ul</u>	A Fully
unstoppable	(65C Q)

Write

Prefix "un-" changes a word to mean not the ord changing the meaning of the sentence to not the ord

Not Meaning	Your behaviour towards your friends was unfair.	
Yes Meaning		

Not Meaning	The path was <u>uneven</u> , making it hard to ride our bikes.	
Yes Meaning		

Į	Not Meaning	After the storm, the park was unclean with litter everywhere.	
	Yes Meaning		

Coordinating Conjunctions - FANBOYS

FANBOYS is an acronym used to remember the seven coordinating conjunctions in English: For, And, Nor, But, Or, Yet, So. These words are used to connect individual words, phrases, or complete sentences together, making your writing smoother and more coherent. For example, "I love apples, but I don't like oranges."

We use FANBOYS to make compound sentences, when a simple sentence isn't a good option.

Sin S	me neven.	He felt unlucky.
Compound	975	
Simple	The room w	That's unfair!
Compound		
		15
Simple	It was an unfortunate event.	
Compound		~ ~ ~ ~ ~
Simple	The rocket launched.	No one was a
	The rocket launched.	No one was a
	The rocket launched. The stone wasn't solid.	No one was a lit wasn't heavy either.
Compound Simple		
Compound		

45

Cumpulum Connection

☐ Av.

lay) morning.

Abbreviations

Abbreviations are shorter versions of words or phrases to make them guicker to write and read

For example, "St." stands for Street, "Mr." for Mister, and "Dec." for December. They often use the first few letters and sometimes include a period at the end.

Identify Identify the correct abbreviation of the words below.

- 1. thurse wrsd. I Thu 2. m/ Min. 3. ounce 4. february
- ☐ Sq. U Sc square D L □ tit... 7. liter 8. mountain | Mnt. ☐ Mt. 9 march ☐ Mar. D Mr.
- D Bla 5. boulevard Blvd Fill in the blanks with the cor Write

r each word in parentheses.

□ Ave.

The appointment is scheduled for

2. The recipe calls for 5 _____ (table

avenue

3. Please respond by ______ (September) 150

4. The package was sent via ______ (United Parcet Serv

5. The total amount comes to 20 ______ (dollars).

6. The temperature was 10 degrees ______ (Celsius).

7. I moved to ______ (Saint) Louis last year.

8. His report card is due in ______ (February).

9. He weighed 7 ______ (pounds) at birth.

10. The library is closed on ______ (Sundays).

Name:

Edit My Work - Using Capital Letters

46

Edit

Circle the capitalization errors below and the misspelled word list words

october was always a month of wonder for jake. he loved how the leaves would change and fall, painting the streets with the colours of autumn, one day, he was walking a school when he spotted a monky near the blosoms of an old tree, it was so unexpeced and unnown in his small town.

Seeing the month of the story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky in a rocket that went to space, he thought about the unfortunate mondes he large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an uncold of the large story from school it was about an uncold of the large story from school it was about an uncold of the large story from school it was about an uncold of the large story from school it was about an uncold of the large story from school it was about an uncold of the large story from school it was about an uncold of the large story from school it was about an uncold of the large story from school it was about an uncold of the large story from school it was about an uncold of the large story from school it was about an uncold of the large story from school it was about an uncold o

after a few minutes of watching, he realized something unput looked uncleen, its fur was matted and dull. Jake felt that was unfiar. I mimal should have to live like that, he decided to tell his parents about it and maybe they could call a doctor, or someone who could help.

As he walked away, his path was filled with comon and solid objects. His mind was still filled with wonder, but his heart was a little bit heavy. He knew he was doing the right thing, but he wished he could do more for the monkey.

47

Cumculum Connection V3.1

Word Search

Word Search

Find the word bank words in the puzzle

- ☐ solid sponge ☐ monkey ☐ spooky crispy october ☐ blossom ☐ frosty ☐ fluffy common ☐ wonder doctor ☐ collar ☐ windy ☐ dusty CI rocke ☐ spotty healthy soggy grumpy

Word Search

Make your own word search using 8 of the

Word Bank

supersimplesheets.com

Name:		
O.1.22 PT 188.7.		

Week 4 - Fluency Readings

Read

Read each passage using a different voice. Choose from one of the voices in the table and circle when you have read it using that voice.

	Passages	Voi	ces
1)	I we the doctor today and it's a wonder how check-up can make you feel so he	Angry	Нарру
2)	like to i sound.	Frustrated	Serious
3)	The spooky shadows at night. But my fluffy ten bear feel safe.	Curious	Joyful
4)	My grumpy cat looks at me with her spo She doesn't like the windy days much.	23	Calm
5)	Common sense says not to touch a hot stove. But my curiosity sometimes makes me wonder.	Worr	mined
6)	I built a rocket out of old boxes, it's not sponge-soft. Pretending to fly it makes me feel healthy and strong.	Suspicious	Annoyed
7)	I wore my collar up when it was dusty outside. It helped me not to sneeze and stay clean.	Cheerful	Relieved

Cumculum Connection V3.1

WEEK 5 - VOCABULARY LIST

50

Think Underline the suffix -ish in each word. Circle the words with a short 'u' sound.

justice	childish	foolish	selfish	struggle
greenish	bookish	thunder	puncture	juggle
bluish	feverish	underneath	shuttle	subtract
styli	sheepish	ticklish	plunge	humble

Comp'

the appropriate word from the vocabulary list above.

1) Space launches are exciting.

2) Let's _____ the pool!

3) His hat is very ____

4) Her eyes are _____

5) He looked _____

6) He's _____; he loves reading.

7) She's home sick, feeling _____

8) My sister is very ________

9) _____ is fair and unbiased.

10) Don't make _____ choices.

11) _____ scares my dog.

12) Stop being _____; share the toys.

Spelling Patterns - VVCCe Words

51

VVCCe words contain two vowels together (VV), making a specific sound, followed by two consonants (CC), and ending with a silent 'e' (e). In these words, the silent 'e' sometimes changes the sound of the vowel team, making the first vowel say its name (a long vowel sound) and the second vowel is silent.

Examples

- Bounce the vowel team 'ou' makes a 'ow' sound in this word.
- Cours ou' says the long 'o' sound, followed by 'r 's' as the consonants)
- Fierce says the long 'e' sound, followed by 'r' 'c', with a silent 'e' at the end.)

Thi.

words below follow the VVCCe spelling pattern?

bounce 🥄	yes)	1	hoarse	yes	n
house	77	2	merge	yes	no
endorse	yes		P Junce	yes	no
force	yes	no	sou	yes	no
curve	yes	no	0110	yes	no
plunge	yes	no	sport 2	1	n
announce	yes	no	remorse		
store	yes	no	pounce	4	_M
mouse	yes	no	swerve		n
			100		

Think

Write your own VVCCe words below

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52

Our sullion Connection VI 2, C3.3, C3.5

Suffix ish-

The suffix "-ish" is added to words to describe something similar to or like something else. Examples: "greenish" (like green), "smallish" (like small), "foolish" (like a fool).



Morpheme	Which morpheme	is underlined in	the words below	 root, prefix, suffix
----------	----------------	------------------	-----------------	--

unselfish
unstablish
preestablish
overstylish

unfinished
undistinguished
embellishing
outlandish
unfoolish

Write

Write 6 sentences he and simple sentences.

with suffix -ish. Use compound

Chitaish	тооныя	DOOKISH	5/
Simple			-Co
Compound			
18000000			

selfish

Compound

Simple

Compound

Curriculum Connection

More Parts of Speech

53

Other than nouns, verbs, and adjectives, English also includes:

- Adverbs: Modify verbs, adjectives, or other adverbs. Example: quickly.
- Pronouns: Replace nouns. Example: he, it.
- Prepositions: Show relationships in time or space. Example: under, before.
- Conjunctions: Connect words, phrases, or clauses. Example: and, but, because, as.
- Interjections: Express strong emotion. Example: Oh!

Think Is ined word an adverb, pronoun, preposition, conjunction, or interjection?

- 1) Won t's a b
- 2) I wanted to de, by draining.
- 3) The cat is under the
- 4) He is my best friend.
- It is a sunny day.
- 6) John happily ate his ice cream.
- 7) You can have cake or ice cream.
- 8) She placed the book on the shelf.
- 9) She likes apples and oranges.
- 10) Oh, I didn't see you there!
- 11) He jumped over the fence.
- 12) She carefully painted the picture.
- 13) We are studying for the test.
- 14) Yikes, that was a close call!
- 15) The picture hangs above the fireplace.

Name:		
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Dependent Clauses - Conjunctions

Understanding Dependent Clauses

Dependent clauses are groups of words in a sentence that have a subject and verb but don't make complete sense on their own. They need another clause (independent) to make a full sentence. Independent clauses can stand on their own.

Example: Because it was raining. (dependent clause).

Correct Septence: I wore my raincoat because it was raining.

Popular dependent clauses: because, since, if, and although.

Write

ne for ay to start a sentence with a conjunction but switch it up.

cle my waste.

1) Because I ne ecyc

I had to take a break

2) While the thunder roare

3) Before the thunder starts.

4) Even though it's a struggle,

If we decide to rebuild.

6) After you refresh the page.

7) Since it's underneath the desk.

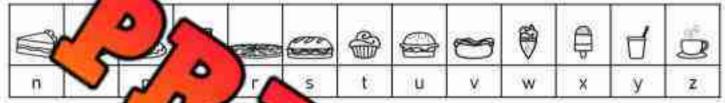
8) Although the plunge was scary.

Crack the Code

Directions

Use the code below to reveal each spelling word





Code	Code	Answer
10m40/1		5
/		
45°00°	5/20	
d10	000	5
ಶರ⊘ಕ್ರಾಥ≃ರ	=======	1/
<i>≗∞∞≣©⊕</i> ರೆ	~#ee#1	
ii-Dec	-0	
_dff=@_d	Verret	
100°°		н
ademai-	J=648	

Name:		
SMAITHE		

Week 5 - Fluency Readings

Read

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

	Campana	# of M	istakes	Time (sec)			
	Sentence	1º Try	2 nd Try	1º Try	2 nd Try		
1)	The page hopped by my bookish						
2)	My child er low balls.						
3)	We heard thunder from undern bluish blankets.	7					
4)	She felt a bit feverish, but her smile was still stylish.	K	3/	26			
5)	He acted sheepish after his selfish choice to not share.		>		~		
6)	The space shuttle took a plunge back to Earth, brave and humble.						
7)	I struggle not to be selfish when I subtract my share of the cookies.						

Name:

Cumculum Connection V3.1

WEEK 6 - VOCABULARY LIST

Think Underline the prefix dis- in each word. Circle the words with an it/at blend

reveal	disagree	disapprove	dishonest	normal	
utensil metal		dislike	detail	disobey	
penci	disconnect	neutral	distract	partial	
foss	stencil	disappear	discomfort	disallow	

Write at use all 20 words. You'll need to use 2 words per sentence



Spelling Patterns - VVCCC Words

59

VVCCC word pattern consists of two vowels (VV) followed by three consonants (CCC). In this pattern, the two vowels often work together to produce a single sound, and the three consonants follow.



Examples

- Health: he 'ea' makes a long 'e' sound, followed by the three consonants 'lth'.
- Breadt In this word, 'ea' makes a short 'e' sound, followed by the consonants 'dth'.
- Grow ______, the 'ow' makes a long 'o' sound, followed by the consonants 'rth'.

Thir

words below follow the VVCCC spelling pattern?

health 🤇	A ples		freight	yes	no
launch	Ves/	91	brought	yes	no
pencil	1	\propto_{g}	de le	yes	no
gauze	yes	Vno	1	yes	no
wealth	yes	по	cay /	yes	no
garden	yes	no		ves	no
sheath	yes	no	heigh 🔷		no
fought	yes	no	sought		
window	yes	no	preach	1	FIO

Challenge

In a popular TV gameshow, you get the letters R, S, T, L, N, and E to guess a puzzle. Use these letters and then choose 5 more to make words that follow a VVCCC pattern. You may use the same letter twice in a word.

Words You Can Make Using Your Letters + R, S, T, L, N, E

Prefix - dis

The prefix "dis-" changes the meaning of a word to the opposite or negative. For example, "like" means to enjoy something, but "dislike" means not to enjoy. Other examples include "agree" to "disagree", "appear" to "disappear", "connect" to "disconnect", showing how "dis-" reverses the meaning.

agree A	allow	
disk 5	dishonest	
disconnect	comfort	
obey	disrespect	
like	pprove	

Write

dislike

Write 4 sentences using the dis- words below. Use all four types of sentences.

disapprove

Tatis ence: "I love reading books."

Iterrog by e: "Do you like pizza?"

Exclast Sen Wow, that's amazing!"

Imp Sen se close the door."

Declarative	
Interrogative	
Exclamatory	
Imperative	

discomfor

disagree

Curriculum Connection

More Parts of Speech

Other than nouns, verbs, and adjectives, English also includes:

- Adverbs: Modify verbs, adjectives, or other adverbs. Example: quickly.
- Pronouns: Replace nouns. Example: he, it.
- Prepositions: Show relationships in time or space. Example: under, before.
- Conjunctions: Connect words, phrases, or clauses. Example: and, but, because, as.
- Interjections: Express strong emotion. Example: Ohl

Think Is fined word an adverb, pronoun, preposition, conjunction, or interjection?

- 1) She the how you a pencil.
- 2) Before you have promake sure everyone is ready.
- 3) Oh, stencil your on you
- 4) They don't want to dis detail coject yet.
- 5) During lunch, she likes to a wi
- 6) She quickly picked up the fossil.
- 7) Although he felt some discomfort, he continue w
- Wow, that's a cool fossil!
- Slowly, he moved the metal statue.
- 10) The dog got into the bin and distracted everyone.

Write

Write sentences by following the instructions b

- 1) Write a sentence with the interjection: wow and the pronoun: it.
- 2) Write a sentence with the adverb: slowly and the preposition: between.
- 3) Write a sentence with the conjunction: however and the interjection: surprise.

Subject-Verb Agreement

Subject-Verb Agreement in Sentences - When we make sentences, the subject (who or what the sentence is about) and the verb (the action or state of being) must agree in numbers.

 Singular Subject with Singular Verb: When the subject of a sentence is a single person, place, thing, or idea, the verb should also be singular.

Example: "The cat sleeps on the mat."

- Plural with Plural Verb: If the subject is plural, meaning there's more than one person hing, or idea, then the verb should be plural as well.
- alway take a most and "You run every morning."

Think

Choose N

we with the subject to fill in each blank.



- 2) Birds //ftie in winter.
- 3) He ______
- 4) Apples (table)
- 5) She_____ (walk/walks) to ______ay

Write

Write sentences using each word pair, ensuring correct subject-verb agreement.

- 1) Use "butterflies" and "flutter" to write a correct sentence.
- 2) Use "team" and "win" to write a correct sentence.
- 3) Use "I" and "construct" to write a correct sentence.

Cuminutum Connection C3.1, C3.2

Punctuation - Interjections and Conjunctions

63

Interjections

Interjections show strong emotion. Use a comma after mild interjections and an exclamation mark for strong ones.

Example: "Wow! That's amazing." or "Well, it's time to go."

Conjunctions

Conjunctions joining two independent clauses.

Example but I don't like bananas."

For summa after the clause.

Example: "Al I tire hed my homework."

Punctuation

And or on to otences below

- 1) Oh I really dislike olives but I can e
- 2) Duch the pencil fell on my foot and it hurts
- Well he will disobey the rules if we do not monito
- Yikes did my phone just disappear or am I imagining thing:
- 5) Oops I seem to have misplaced my metal detector yet I just had it
- 6) Hey watch out don't distract the driver or we might crash
- 7) Oh no I can't believe I was so dishonest and they found out
- 8) Hey be careful with the stencil as it is very fragile
- 9) Whoa the utensil fell out of my hand and into the soup
- 10) Ah I see that you disagree with me yet you won't say why

Nan	rvin:		
2 4001	1100		

								٧	۷o	ro	S	ea	arc	ch								
W	ord	l Se	arc	h			F	ind	the	woi	d b	ank	war	ds i	n th	ne p	uzzi	e				
٥	ne	vea	t		u	disa	agre	e	1	J d	isap	рго	ve	ם	dis	hon	est		1	norn	nal	
u	ut	ens	it		u	me	tal		E	3 6	islik	(e			de	tail]	diso	bey	
u	ре	enci			ш	disc	conr	nect	E	1 n	euti	al			dis	trac	t)	part	al	
u	fo	ssi			u	ste	ncil	6	Q.	1 d	isap	pea	ř	u	dis	con	fort		ב	disal	low	Ň.
) ;	1	1	_	ر	Ķ		S	A	G	R	E	E	F	S	T	Ε	N	C	I	L	Т	J
1	P	V	R	J		٥)	7	P	E	N	C	I	L	S	J	0	J	I	L	F	N
1	D	Ι	S		Д	r	E	5		Q	Ι	S	C	0	N	N	E	C	T	A	В	I
	Ι	U	T	E	`	3	1		ዒ	H	-	I	S	C	0	М	F	0	R	\mathbf{T}	L	Γ
	S	X	S	A	Z	M		0	4	Ħ	,		E	D	X	S	В	Н	D	E	Ι	Ι
i	0	D	Ι	S	H	0	N	\	ß	1	1		Ų	-	K	U	Q	M	K	M	S	S
	В	₽	R	М	N	N	0	R	M	L	1	P	7	_	7	×	C	Ι	J	Ι	S	I
,	E	D	I	S	T	R	A	C	T	В	N	M		N	3			U	٧	IJ	0	1
	Y	W	К	F	S	Z	Ε	В	C	D	Ι	>	5	T/		9			J	E	F	K
)	Ι	S	A	P	P	R	0	V	E	U	E	N	L		<	X	Y		2	J	Н	E

wdasoill	asreappid	
yoibdse	ieedagsr	
lncpei	liidesk	
nctindsoec	atmle	
alormn	pdrvipsaoe	
seutnli	modirftsoc	

Curriculum Connection F3.1

Week 6 - Fluency Readings

65

Read

Today, you are going to measure your reading speed. You will do this by calculating how many words you read per minute.

Passage - Word Count = 123 Words

One day 6. our teacher decided to reveal the secret of the metal detector. It it was a utensil for discovering treasures! We used a pencil was tencil to mark the spots. I found a fossil, but Lily might disappear if we didn't handle it with disagreed abo care. Some kids felt di old metal, and some were neutral, holo not caring much for history. Tommy pest and tried to distract us. saying he distiked old bones. The teacher disattempts to disobey and disallow serious work. In the end, ev detail our adventure in our journals, even Tommy.

To calculate your reading words per minute (WPM) speed:

- Find the word count at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- The final number is your reading speed in WPM.

Example:

Words: 1.140

Time taken: 330 seconds (5:30)

Calculation: (1,140 words + 330 seconds) × 60 = 207.2 WPM.

Time To Read

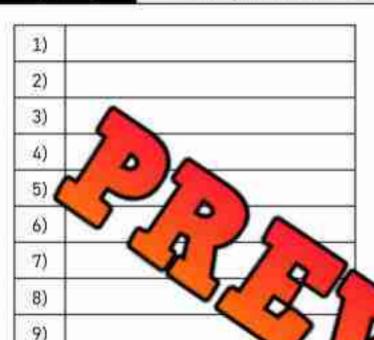
Divide 123/seconds

WPM

WEEK 6 - VOCABULARY QUIZ

Spelling

When your teacher reads the word, spell it below.



11) 12)

13)

14)

15)

16)

17)

18)

10)

Write

Write sentences using each word pair

verb agreement.

- 1) Use "bird" and "fly" to write a correct sentence.
- 2) Use "kid" and "run" to write a correct sentence.

Punctuation

Add punctuation to the sentences below

- 1) Uh oh we must unplug the machine but I can't find the cord.
- 2) Oh no I forgot my fork and I have lunch next.
- 3) Eek I didn't realize the situation was so severe yet I'm still hopeful.
- Ew I distike broccoti nor do I tike brusset sprouts.

Name:

WEEK 7 - VOCABULARY LIST

reptile	bravest	mobile	quietest	smile
spinner	winner	agile	nicest	textile
profile	quicker	dancer	toughest	biggest
hostile	fragile	writer	crocodile	while

Cursive	Write the word using cursive w	riting
3	Trace	Write
bravest	5/27	
mobile		3
quietest		2
smile	Sand.	Y
spinner	zapimment.	
winner	21217707103	
agile	milde.	
nicest	mired	

Name:

WEEK 7 - VOCABULARY LIST

Cursive

Write the word using cursive writing

Word	Trace	Write
texple	ive fille	
(2)	- progite	
quicke		
dancer	3	
toughest		
biggest	Dringvall V	252
hostile	100 21 1V E	4
fragile	Transite	
writer	profiber.	
crocodile	THAT A SHIPE	
while	andrille.	

Cumiculum Connection V3.1

Vi 2, 03.3, 035

Suffix -er and -est

What Does The Suffix -ER And -EST Mean?

The suffix "-er" makes a word <u>comparative</u>, meaning more of something. For example, "fast" becomes "faster". The suffix "-est" is used for superlative, meaning the <u>most</u> of something. For example, "fast" becomes "fastest".

Rules - How Do We Add The Suffix -ER and -EST

- Double (consonant if word ends in consonant-vowel-consonant (big → biggest)
- Word ex Change the "y" to "i" before adding "-er" or "-est" (happy → happier)
- 3) For just add "-er" or "-est". (tall -) taller)
- 4) If a ends if A dd "r" or "st". (large → largest)

Word Meanings

chan dis by adding the suffixes -er and -est

Root Word	-er <	St.	et Word	-er	-est
quick			1		
brave			1/10		
big				a m	
quiet			WC 6	\sim	
hat			sharp	7/ 1	X
spicy			happy	4	1
heavy			lucky		

Fill in the Blanks

Use the suffixes -er and -est properly in the sentences below

- 1) My brother is ______ (quick) than me, but John is the ______ (quick).
- 2) This road is _____ (long) than that one, but the highway is the _____ (long).
- 3) My ring is the _____ (tough) here, but a diamond is _____ (tough).
- 4) My cat is _____ (lazy) than your dog, but the sloth is the _____ (lazy).

Cumpulum Connection

Personification

70

Personification is a literary tool where human qualities or emotions are given to non-human things. It helps make descriptions more vivid.

Examples

Name:

- The sun smiled down at us, suggesting the sun was happy.
- The wind whispered secrets, which means the wind seemed to be talking quietly.

ify the objects being personified and circle the actions they are doing. Identify

s ion	Non-Human Object	Human-Like Action
1. The winke t sky.	stars	winked
2. The alarm c		
3. The wind sang the the		
4. The chocolate cake was 💮 🔷 nan		
5. The car tires screamed on the p t	Pan	
6. The leaves danced in the autumn win	172	
7. The flowers are begging for water.	1/5	
3. The ocean hugged the shore.	5/ 8	
9. The sun stretched its golden arms.	N X	12~
10. The book whispers secrets to the read	ler.	

In the cozy town of Whimsyville, the morning sun stretched its golden arms, waking up the sleepy houses. The old clock in the town square yawned and ticked louder, telling everyone it was time to start the day. Nearby, the playful wind danced through the streets, tickling the laughing leaves on the trees. The flowers in Mrs. Bloom's garden chatted happily, gossiping about the buzzing bees. Even the grumpy clouds couldn't stay mad, as they slowly drifted away, making room for the sun's beaming smile. In Whimsyville, every day was a cheerful conversation between the town and nature.

Curriculum Connection

Relative Pronouns

Relative pronouns are special words like 'who,' 'which,' 'that,' 'whom,' and 'whose.' They connect a clause or phrase to a noun or pronoun, providing more information about it.

For example, in the sentence, "The person who called you is my teacher," 'who' is a relative pronoun.

Think oderline the relative pronoun in the sentences below

- 1) The source author.
- 2) The spaner to do cpins the longest.
- 3) The profile with creating c
- 4) The reptile whom we have bay was a rare species:
- 5) The textile which is used in res
- The crocodile that I saw at the zoo
- 7) The smile which brightens my day is yours,
- The fragile vase that broke was very expensive.
- 9) The dancer whom you saw on TV is my sister.
- 10) The winner of the race, whom everyone cheered for, was the

rcipant.

Write

Write sentences with a relative pronoun. Underline the relative pronoun.

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5) Bee : Hive

72

Curriculum Connection V3.1

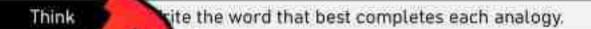
Analogy

An analogy shows how two pairs of things are similar. It's like saying, "This is to that as these are to those."

Examples:

- Fish: Water:: Bird: Air (Fish live in water as birds live in air)
- Night: Moon:: Day: Sun (Moon is to night as sun is to day)





e Gloves : Hands

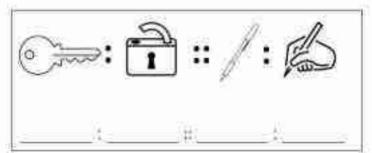
6) Snow : Sun per

7) Heart : Love 7) Thought

Think

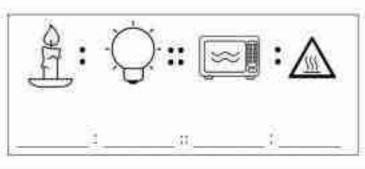
Decipher the analogy using the illus

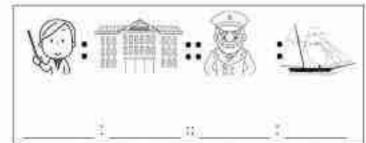
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Colony





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Writing Analogies

Think How is the analogy similar to the idea presented? The first one is done for you.

ldea	Analogy
The Human Body	The Human Body is like a Machine because
erts of the uman body work together	er to keep us alive, just like a machine has parts
1°)5	A Tree is like a Community because
500	
6075	
5/2	
A Library	like a Supermarket because
	~//>
77	
A Computer	A Computer is like Aum
An Ecosystem	An Ecosystem is like a Sports Team because

Name:		
354 24 T 1 1 F 1		

Week 7 - Fluency Readings

Read

Read each passage 3 times at different speeds. Change how long you pause for commas and stop for periods. Read it slow, medium, and fast. Check once you have completed each reading.

	Sentence	Slow	Medium	Fast
1)	The was won the fair contest. Her was we received the prize. Everyon ly sed at her skill.	□ Stow	☐ Medium	☐ Fast
2)	A reptile moves wit Garce. E biggest crocodiles can se osti water. Yet often, they are simply	Stow	☐ Medium	☐ Fast
3)	The quickest runner became the winner. was nicer and shared his toys, unlike the toughest boys. His kindness made him a real champion.		P/A	Fast
4)	When fragile vases fell, the writer noted it all. We learned to walk carefully, so nothing else would break.	□ Slow	□ Medium	☐ Fast
5)	We created colourful patterns on textile in art class. It was a creative project from awhile ago. Now, our vibrant profile designs decorate the walls.	Slow	☐ Medium	☐ Fast

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Name:

WEEK 8 - VOCABULARY LIST

misuse	usuat	mislead	channel	misjudge
medal	mistake	arrivat	misbehave	misinform
dispersal	travel	signal	crystal	mismatch
universal	misspell	mammal	misplace	misunderstand

Matching Write the letter from the description beside the matching word

	Description
misma	Guide someone the wrong way
mish 9	badly
misuse	thing where it doesn't belong
mislead	Pair don't match
misbehave	(Giv on
misplace	f) Sp Ord wy
signat	g) Use something wro
crystal	h) Make a wrong ow
misjudge	i) Not understand con
misunderstand	j) Something done wrong
mistake	k) Prize for doing something wel
channel	l) Animal that feeds its babies with mil
medal	m) When you get to where you're going
mammal	n) Sign to give information
arrival	o) Clear, shiny rock
travel	p) Go on a trip
dispersal	q) Spread things out
universal	r) Applies to everyone
usual	s) Happens often
misspell	t) Path for water or communication

Word Origins

Explore

Name:

Choose six words from the list and look for the etymology of the vocabulary words and their meanings.

misuse	usual	mislead	channel	misjudge
medal	mistake	arrival	misbehave	misinform
disper	travel	signal	crystal	mismatch
unive	misspell	mammal	misplace	misunderstand

Voe ry	Etymology	Meaning
medal 矣	atin	a coin worth half a denarius
		75
		3/2

Cumiculum Connection V3.2, C3.3

Prefix - mis

79

What Does The Prefix MIS- Mean?

The prefix 'mis-' is added at the start of some words to indicate something done incorrectly or wrongly.

- Misplace: To put something in the wrong place.
- Misunderstand: To not understand correctly.
- Misbehave: To act in a bad or wrong manner.



Word Mear

Add mis to the word and then explain what it means.

· 5 / 6)	Meaning
read a	ad something wrong
print	20
use	
handle	
step	66/90
treat	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
judge	

Matching

Draw lines to match the word to an example of the word

miscalculate Mike has one blue sock and one red

mismatch Ava got 100 when she added 40 + 70

mislead Carter said it was a short walk even though it was long

misunderstand Ellie dropped her mug and it smashed

mishandle Claire thought Kennedy said to meet at 4, but Kennedy said 5

Name:		
1401116.		

Capitalizing Proper Nouns and Proper Adjectives

A proper noun is a special name we give to specific things like <u>people</u>, <u>cities</u>, or <u>companies</u>. Proper adjectives are describing words that come from proper nouns, such as a country's name or a person's name. Just like proper nouns, they must always start with a capital.

- Italian pizza 'Italian' is from the country 'Italy.'
- Shakespearian play 'Shakespearian' is from the name 'Shakespeare.'
- Canadia aple syrup 'Canadian' is from the country 'Canada.'
- Victorian 'Victorian' is from the historical period 'Victoria's reign.'
- Chin
 Chinese' is from the country 'China.'

Edit

he latters that should be capitalized

- 1) Every friday, with alian al
- 2) My brother is going of an to ummer.
- 3) The eiffel tower is one of the lost via paris.
- 4) Last year, we adopted a siberian human om the area shelter.
- 5) The great wall of china is a marvel of ancie neep
- 6) I'm currently reading "pride and prejudice" by jan
- My dream is to study at harvard university and become wye
- We're going to the grand canyon for our family vacation.
- Thanksgiving is my favourite holiday because of the delicious turkey
- 10) For the science project, I chose to study about mars, the red planet.

Write

Write 2 sentences, both with a proper noun and a proper adjective

2

Idioms

Idioms are phrases where the words together have a different meaning than the individual words.

Examples:

- Piece of cake means something is very easy.
- Break the ice means to start a conversation.
- Hit the books means to start studying.



Matchine Match each idiom with its correct meaning from the list.

AL SOOm	Meaning
	ad a) Very expensive
2. Sp. bear	b) Reveal a secret
3. Cry over	Do something perfectly
4. Cost an arm a	g / / was about what's already done
5. Out of the blue	e) F
6. Under the weather	en u edly
7. Barking up the wrong	g tree g

Write Choose five idioms from the list above and the

1.

2

3.

4

5.

Perfect Verb Tense

82

Perfect verb tense describes an action that has been completed.

- Past Perfect ("I had studied"): The verb "had" indicates an action completed prior to another past event.
- Present Perfect ("I have studied"): The verb "have" communicates an action that began in the past and may still be ongoing.



 Future ("I will have studied"): The phrase "will have" reveals an action that will be confered a specific future time.

Think

ect verb tense past, present or future?

- 1) They had misled us a thin to park.

 2) He will have misbehaved in the park.

 3) Yesterday, she had misplaced fler favors ok in parary.

 4) She will have misinformed us if her so ce was a solution of the parameters of the para
 - 9) I will have traveled to three continents by next year.
- 10) I have made a mistake on the test.

Write

Write 3 sentences that have the three different types of verb tenses.

Present
Future

Cumculum Connection V3.1

Figures of Speech Review

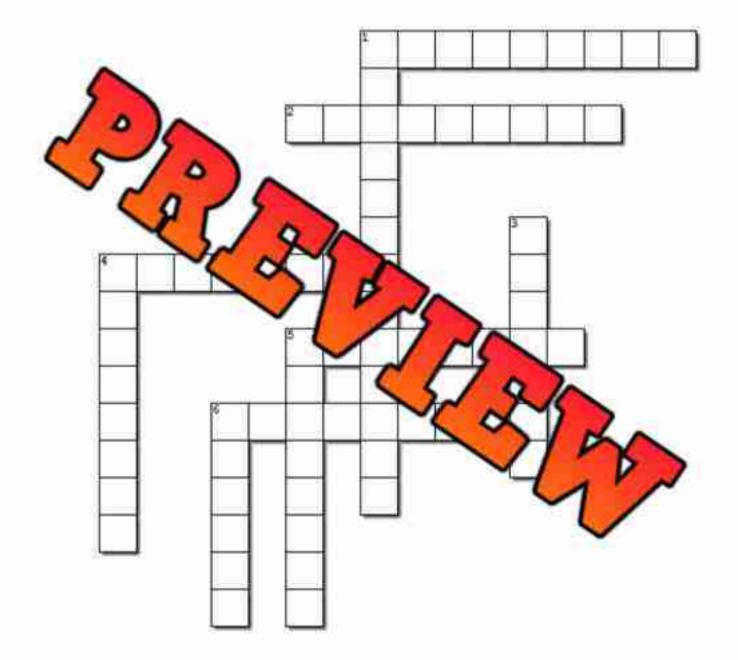
Identify Classify whether each sentence is an idiom, a personification, or an analogy.

Sentence	Answer
The clock raced around its face, eager to meet noon.	1
2) The wind whispered secrets to the trees.	
3) It's rain and dogs outside!	
4) The graw puzzle where continents fit together.	
5) The dance on in the moonlit sky.	
6) A stitch in to 3 Me.	
7) Seeds are like til ssul grant inside.	
B) The sun peeked out like Old.	
9) Every cloud has a silver lining	
10) A flashlight is like the sun becauserovide/i's dark.	:

Crossword Puzzle

Crossword

Read the clues and find the words in the crossword puzzle



Across

- 1. Acting badly or wrongly
- 2. Giving incorrect or false information.
- 4. To lose something by putting it in the wrong place.
- 5. To write a word with wrong letters.
- Something done wrong or incorrectly.

Down

- 1. To not correctly understand or interpret.
- 3. To guide someone the wrong way.
- 4. Things that don't fit together well.
- 5. To make a wrong or unfair decision or opinion.
- Using something in an incorrect or inappropriate manner

Name:		
PARTITIES		

Week 8 - Fluency Readings

Read

Read each passage using a different voice. Choose from one of the voices in the table and circle when you have read it using that voice.

	Passages	Vo	ices
1)	I go I for running, but it was a mismatch be the fastest. Sometimes, even ge, it feels good to win.	Witch	Opera Singer
2)	I once it toy without the usb type are sed someone's because it wasn't the usb type ar	Robot	Alien
3)	On our family travel, we may new to us. I thought it was bear misunderstood; it was actually a coon!	Cowboy	Detective
4)	I like to collect crystals, but I misplaced favourite one yesterday. I hope it turns up sit's not universal, but it's special to me.	25	Zombie
5)	When I tried to signal my friend from across the park, I accidentally misled someone else. They thought I was waving at them, which was a funny mistake.	Old Wise wan	Main
6)	Sometimes I misspell words, which can change their meaning and misinform people reading my stories. It's tricky, but I'm getting better every day.	British Aristocrat	News Anchor
7)	I was supposed to wait for an arrival announcement before leaving, but I misbehaved and ran off too soon. It was a dispersal of patience on my part	Valley Girl	Announcer

(Mar. 4) Committee (1)		
Name:		
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WEEK 29 - VOCABULARY LIST

subzero	subplot	submerge	submarine	subpar
subtotal	superstar	superhero	superhuman	superstore
supersede	supercharge	suit	juice	guitar
bruise	circuit	guideline	cruise	guilty

Write the word using cursive writing Cursive Trace Write subze subplot submerge submarine subpar subtotal superstar superhero superhuman

Cumiculum Connection V3.1 Name:

WEEK 29 - VOCABULARY LIST

Cursive

Write the word using cursive writing

Word	Trace	Write
supertore	Surponations	
205	- zaraportonale	
supercha	25 manage	
suit	5	
juice		
guitar		25
bruise	Limites	45
circuit		
guideline	appide literate	
cruise	THE STATE	
guilty	7-1017	

Curriculum Connection V3.1

Prefix Sub- and Super-

Prefix "SUB-"

Think of "sub-" like "below" or "under." When you see "sub-", it means something is beneath or lower. For example, a "submarine" goes under the water.

Prefix "SUPER-"

"Super-" means "above" or "more than," When you see "super-", it tells you there's something extra or it's better. Like "superstar" means someone who's more than just a regular star v're really special!

Match Country and to its definition by writing the number beside the term

Answer Wor	Meaning or Description
91	le that travels underwater in the ocean.
subs	strong power, often used in comics.
supercharg	e yater or liquid.
submerge	avxtre dy.
superfast	5. Tempores be very cold.
submarine	6. Having ability and was all for humans.
superpowe	7 A smaller title be time
superhuma	n 8. A person who is famous et have y do
subzero	9. A secondary story inside the main
subheading	10. To boost or power up something to its turn.

Prefix Sort List the words below under the correct prefix column

marine	human	sonic	script	zero
power	merge	title	structure	fast

Super	Sub	

Quotation Marks in Dialogue

Quotation marks in dialogue are used to show the exact words spoken by a character. They frame the spoken words in a sentence.

Examples: Mary said, "I'll be there soon."

"Happy birthday," they shouted.

"Where are you going?" asked Tom.

"Watch out!" they yelled

Think

Add the quotations marks in each dialogue

- 1) John my backpack.
- 2) Can you he
- 3) No, I won't go! ye
- 4) She whispered, It's a secre
- 5) Why are you late? he questioned.

Analyze

Put quotation marks in the sto

Timmy was excited for the school fair. He asked his friend Sar and go to the fair this weekend? Sarah replied, Yes, I can't wait! They have to go together.

At the fair, they met their teacher, Mr. Johnson, who said You two have fun, and don't forget to try the pie-eating contest! Timmy was unsure, but Sarah convinced him, It'll be fun. Trust me.

They entered the contest and had a blast. Afterward, Sarah exclaimed, I told you it would be great! Timmy laughed and agreed, You were right. That was amazing.

As they left, they saw Mr. Johnson again. He winked and said, I knew you two would enjoy it. Have a great day!

Caracter Connection C3.3, C3.4

I Before E and Exceptions

The "I before E" Rule and Its Exceptions

In English, we often follow the rule "I before E, except after C." This means, in most words, "I comes before 'e' unless it follows 'c', as in "receive." However, there are exceptions like "weird" which don't adhere to this rule.

Fill in the Planks

Complete the following words using either 'ie' or 'ei'.

1) bel ()	6) frnd	11) ftd
2) rec Se / 6	7) pce	12) thr
3) wrd 📢]	ve	13) relf
4) vn	2 De	14) wght
5) sze		15) nghbour

Identifying Errors

Circle the words do no sentences below:

His height makes him stand out in the crowd.

before E" rule in the

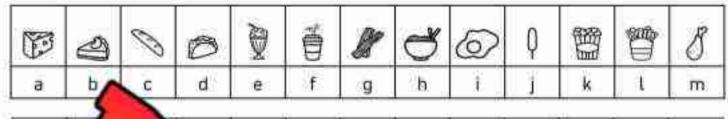
1	I cannot believe she deceived me.
2.	The ceiling of the ancient building is quite high.
3.	Their neighbor gave them a piece of pie.
4.	We will seize the opportunity.
5,	The weight of the box surprised him.
6.	She tried to conceive an idea for the project.
7.	He is a foreign delegate from a distant land.
8.	The heist was carried out in broad daylight.
9.	She received a bouquet of flowers on her birthday.

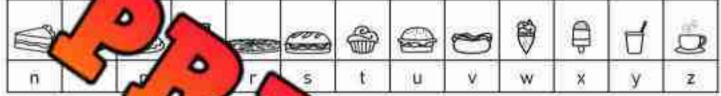
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Crack the Code

Directions

Use the code below to reveal each spelling word





Code	Code	Answer
@@201-0 V	Parento!	
ක මඵකව්නම		rq
==a89- * 9	5/24	
	View /	AS.
	#	1/
	a00-1	
	\@ ~ \@@\$	
≈ ≘≈₹ ∞ ∞	/=Dattost	
===√=	~ ~ @ ~ ?	
=@@\ _ =####	▶ ⊕∅\$9d	

Week 29 – Fluency Readings

Read

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

	Perinant Control of the Control of t	# of M	istakes	Time	(sec)
	Sentence	1 st Try	2 nd Try	1 st Try	2 nd Try
1)	superhuman strength.				
2)	Tommy we thank at the lunch.				
3)	The submarine went subzero in Sep sea.	79			
4)	Lily played a guitar at the concert and accidentally got a small, painful bruise.	~	37	25	
5)	In the movie, we watched a complex subplot unfold involving mystery and unexpected twists.		•		4
6)	The detailed circuit guidelines help us build electronic devices safely and efficiently at school.				
7)	The new superstore, with its vast variety of products, will supersede the old shopping mall.				

2) Can you help me? asked Sarah.

Instructions Circle the correct spelling of the words below

She tried to (concieve/conceive) an idea for the project.
 He is a (foriegn/foreign) delegate from a distant land.
 I cannot (beleive/believe) she (decieved/deceived) me.
 Sophie found a (friendly/freindly) kitten hiding under the porch.
 During the (science/sceince) experiment, the water began to boil and bubble.

Cumculum Connection V3 1

Name:		
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WEEK 30 - VOCABULARY LIST

253

realize	organize	finalize	apologize	recognize
memorize	minimize	maximize	energize	socialize
capitalize	utilize	swoosh	doodle	squawk
wiggl	pounce	sparkle	fizzle	twinkle

es that use all 20 words. You'll need to use 2 words per sentence Write 1) 2) 3) 4) 5) 6) 7) 8) 9) 10)

Suffix -yze- and -ize

The suffixes "-yze" and "-ize" transform words to imply a process or action, such as "analyze" (to examine) or "realize" (to become aware). While both are valid, "-ize" is more common.

EXAMPLE:

- "Analyze" (to examine)
- "Realize" (to become aware)
- "Categone" (to place into groups)

Word Car

ize" or "-yze" to the following base words. Then draw a line the word to its meaning

Base Word 6	Meaning
emphas	arrange in a structured or systematic way
real	ciefly, give the main points
recogn	ecific classes or groups
organ	· a m age or picture
final	to give sp
summar	to iden
paral	to make free to make free to make free
steril	to make final; com
categor	to finally figure something
visual	 to make unable to move or feel

Write:	Choose any four -ize or -yze wo	ords and create a unique sentence for each.

Cumiculum Connection

Capitalization of Quotation

When you write a quote that's a full sentence, start it with a capital letter, like: Mary said,
"The sun is shining today," But if the quote is just part of your sentence, you don't need a capital, like: She thinks the sky is "so blue" today.

Rewrite

If the quotation is capitalized correctly, write "Correct." If not, circle the Letters that need to be capitalized.

"i love chocolate." 1. Sa 2. marked Tom. 3 om a Time to eat." 4 "isn't it Smith d Mark 5 "What time I heard her say 6. 7. The teacher remarked. "Are we there yet?" she guest 8. 9 He declared, "i think I solved it." "look at the stars," whispered Luna. 10

Conversation

Write a conversation you had with someone way what they said. Include 2 things you both said in the speaker tags.

You Said
They Said
You Said
They Said

and

Cumiculum Connection V3.1

Figurative Language: Oxymorons

An oxymoron is a figure of speech where two opposing words are combined to create a unique meaning. Examples include "jumbo shrimp," "deafening silence," and "bitter sweet."

Oxymorons

Match the words to make an oxymoron

Oxymoron	Word 1	Word 2
	1. act	a. silence
~ °)	2. clearly	b. aggressive
50	3. original	c. sweet
200	4. freezing	d. dead
200	5. deafening	e, funny
VC &	pretty	f. confused
	1 D DAG	g. ugly
•	(8. p)	h. hot
	2/ Justy	сору
	Ster/	Vurally

Oxymoron Hunt

Underline all the oxymor

In Timmy's colourful, dull art class, he made an unexpected discovery and implex drawing technique using bright, dark colours. The room was filled with no lilence as each student worked intently on their craft. Timmy's teacher gave loud whispers of

encouragement, helping the students create small, giant masterpieces.

At lunch, Timmy enjoyed a frozen, hot pizza, and shared it with his best enemy, a friend who sometimes disagreed with him but was always there. They laughed at each other's

Back in class, Timmy tackled an easy, difficult math problem that was part of a boring, exciting lesson. The school day was a long, short adventure filled with old, new experiences, and Timmy couldn't wait for tomorrow's calm storm of learning and fun.

seriously funny jokes, enjoying the fast, slow pace of the school day.

Cumculum Connection V3.1

Word Search

4 4 4 1			
Wo	 C	Selection.	
wwn	 -	-10	rn
	_		

Find the word bank words in the puzzle

🔾 realize	☐ organize	☐ finalize	 apologize 	☐ recognize
 memorize 	☐ minimize	☐ maximize	🗆 energize	☐ socialize
C capit	☐ utilize	□ swoosh	☐ doodle	☐ squawk
☐ wigg	D pounce	☐ sparkle	☐ fizzle	☐ twinkle

F	1	5	Z	7	1	5	ď	I	N	K	\mathbf{L}_{i}	\mathbf{E}	Y	Μ	R	E	A	L	I	\mathbf{Z}	E	М
A	М	Ž	1		0		N		1	E	G	P	K	A	E	Ε	M	E	S	U	D	Q
V	S	A	F	N		t	9	- 3	2	1	I	Z	Ε	X	C	Z	E	\mathbf{Z}	U	Ε	0	U
R	E	C	0	G	N	4	*	0	M	4		×	M	Ι	N	Ι	M	I	\mathbf{Z}	Ε	0	S
E	N	E	R	G	I	\mathbf{Z}	/		7	1	D	6		M	U	L	0	L	Q	F	D	Q
S	0	C	I	A	L	I	Z	E	Н			G	7		9	Α	R	I	F	J	L	U
C	A	P	I	T	A	L	Ι	\mathbf{Z}	E	~	1	T		F	Ί,		I	T	E	G	E	A
						Y					M	C	1	E	4	0		H	Н	В	Ι	W
M	S	P	A	R	K	L	\mathbf{E}	0	E	H	X	N	V	~		Ţ	Y		3	R	K	K

Word Scramble

Read the clue and then unscramble the word

geerenzi	qaskuw	
oecsilaiz	tziacipale	
eodold	itknelw	
zflize	ucepno	
ssohwo	zuiteit	
ieggwl	learpsk	

258

Curriculum Coonection F3.1

Week 30 - Fluency Readings

Read

Today, you are going to measure your reading speed. You will do this by calculating how many words you read per minute.

Passage - Word Count = 116 Words

Billy had y day. First, he needed to organize his room, which was full of tried to minimize the mess, but his cat would pounce on dood kinait hard. In class, Billy had to memorize a poem. He felt energized cite wds that swooshed and twinkled. At recess, uld wiggle and squawk like birds, he loved to socialize ds. ged into Sarah, he quickly making everyone laugh. When he apologized. Later, Billy tried to capitalize ne to finalize his homework. Before bed, he watched the stars e night sky, feeling happy about his day.

To calculate your reading words per minute (WPM) speed:

- Find the word count at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- The final number is your reading speed in WPM.

Example:

Words: 1.140

Time taken: 330 seconds (5:30)

Calculation: (1,140 words + 330 seconds) × 60 = 207.2 WPM.

Time To Read

Divide 116/seconds

WPM

lame:	259
	WEEK 30 - VOCABULARY TEST
Spe	When your teacher reads the word, spell it below.
1)	11)
2)	12)
3)	13)
4)	14)
5)	15)
6)	16)
7)	17)
8)	18)
9)	
10)	
Rewri	
	letters that need to be capitalize
i.	Sarah said, "I love chocolate."
1.	Sarah said, "i love chocolate." My mom asked if it's "Time to eat."
î.	Sarah said, "I love chocolate."
1.	Sarah said, "i love chocolate." My mom asked if it's "Time to eat." "isn't it a lovely day," said Mrs. Smith.
1. 2. 3.	Sarah said, "i love chocolate." My mom asked if it's "Time to eat." "isn't it a lovely day," said Mrs. Smith.
1. 2. 3. Writ	Sarah said, "i love chocolate." My mom asked if it's "Time to eat." "isn't it a lovely day," said Mrs. Smith.