



Preview – Information



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

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

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

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Google Slides Lessons Preview



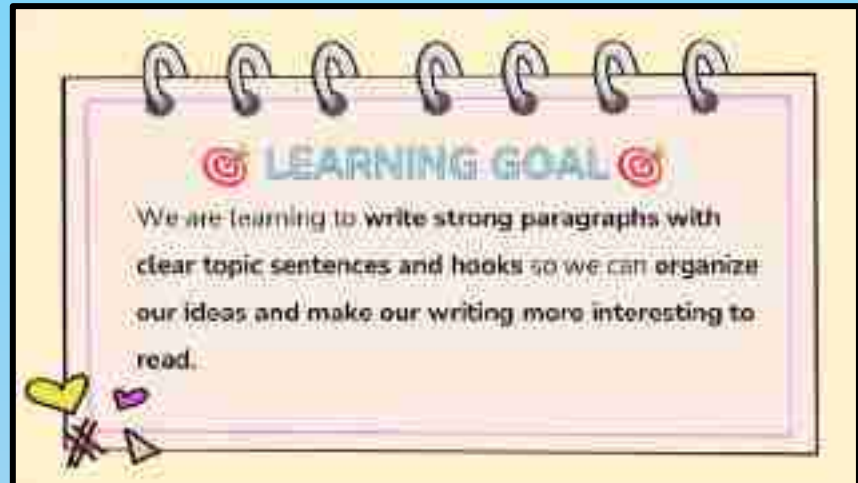


Alberta Language Curriculum Writing Unit – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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



Spot the Strong Beginnings!

12-24, For: Check back to find sentences that are strong beginnings.	
"Just lightning flashed across the sky."	"The sky was blue today."
"Dogs are animals that people keep as pets."	"I am not the only one who likes to fly."
"David (the glass vial) sat in a stream all day long."	"The library is a place where children read books."
"Plants need water and sunlight to grow."	"Watch what! Students are outside when our school is new!"
"Down! The falling rain hit the ground as it hit the sky."	"Imagine living in a world with no electricity."
"Apples are a type of fruit that grows on trees."	"Canada is a country located in North America."

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





Alberta Language Curriculum Writing Unit – Grade 5

Choosing the Right Transition Word

Circle the transition word that best completes each sentence.

Which transition word introduces a cause-and-effect relationship?

a) However	b) Therefore	c) For example
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To compare two similar ideas, one might use the transition word

d) Nevertheless	e) Likewise	f) Indeed
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Samia forgot her toothbrush, _____ her mom charged a sandwich with it.

g) However	h) Similarly	i) Consequently
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The dog barked all night, _____ I couldn't get any sleep.

j) As a result	k) However	l) In contrast
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Sorting Character Traits

Positive Traits	Negative Traits
Kind	Kind
Shy	Mean
Wise	Arrogant
Generous	Selfish
Fair	Greedy
Neat	Unkind
	Unkind

Drag each word from the box into the correct column. Place it under Positive Traits or Negative Traits depending on what it describes.

Persuasive Sentence Starters

I believe that...	Once upon a time...	In truth...
I like to think...	I agree that...	It was a shame that...
I'm absolutely certain...	It's my opinion...	The fact is...
It is what that...	She lives in the park...	This story begins with...
Others must agree that...	I really feel that...	It seems to me that...
The dog ran fast...	My favourite colour is blue...	



Alberta Language Curriculum Writing Unit – Grade 5

Spot the Conclusion


Drag and drop the correct letters into the "Strong Conclusions" box. Remember, a strong conclusion wraps up the story and gives a final thought.

Strong Conclusions	Options
	A That's why pangolins are amazing animals for us to learn about.
	B Rainforests have tall trees, animals, and many plants.
	C For these reasons, rainforests are very important to the Earth.
	D That's why dogs are called loyal and helpful companions.
	E Clearly, water is one of the most important resources on Earth.
	F The Sun is a star at the center of our solar system.
	G Therefore, reading books is a fun and powerful way to learn.
	H Recycling helps reduce waste in landfills.
	I Without the Sun, life on Earth would not exist.
	J So, recycling is one of the best ways to protect our planet.
	K Altogether, the Moon plays a key role in our daily lives.

Labeling the Parts of a Book Review

Read the book and label the parts of the review. Use the clues to help you.

Clue	Label
1. State the title and author of the book.	
2. Describe the main characters (funny, exciting, or boring parts).	
3. Share your own thoughts (funny, exciting, or boring parts).	
4. Write a catchy hook to grab attention.	
5. Rate the book with stars, smiley, or frowny faces.	
6. Summarize the main events without giving away the ending.	
7. Mention why you (love/hate) the book.	
8. Mention something unique about the book (e.g., illustrations, style).	
9. Suggest if others should read it.	



Biography

Read the facts below and place them in the correct order to tell the story of a person's life.

Order	Fact
1	Childhood and school life
2	Important life events
3	Family life (marriages/children)
4	Birth (year/place)
5	Accomplishments / fame
6	Later years / legacy
7	Introduction / opening statement



Workbook Preview



Grade 5 – 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 does proficient writing enhance communication skills?
Learning Outcome	Students enhance the accuracy and artistry of expression through creative and critical thinking processes.

	Skills and Procedures	Pages
<p>Preview of 140 pages from this product that contains 338 pages total.</p>		
W5.1	<p>Express ideas through multiple paragraph works that include topic introductions, supporting evidence, and conclusions.</p> <p>Arrange and express ideas logically, using interesting details and transitions between sentences or paragraphs.</p> <p>Communicate a clear position supported by relevant evidence.</p> <p>Revise drafts to improve the fluency, coherence, sequence, and logical support of ideas.</p> <p>Edit writing for spelling, punctuation, and grammar.</p> <p>Publish selected pieces, incorporating graphics, captions, charts, or other text features to support a purpose or connect with an audience.</p>	<p>30 – 47, 49 – 50, 52 – 59, 61 – 62, 64 – 68, 71 – 72, 74 – 80, 113 – 125, 137 – 152, 162 – 184, 189 – 196, 199 – 202, 213 – 220, 224 – 241, 251 – 257</p>

Grade 5 – 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 does proficient writing enhance communication skills?
Learning	Students enhance the accuracy and artistry of expression through creative and critical thinking processes.

	Skills and Procedures	Pages
W5.2	<p>Apply creative writing techniques to enhance personal expression and communication.</p> <p>Analyze mentor texts to determine how voice can influence the purpose or audience of a text.</p> <p>Create text that uses plot, character, dialogue, and figurative language to entertain an audience.</p> <p>Create expressive descriptions by selecting vocabulary to convey mood or sensory images.</p> <p>Establish a plot, point of view, setting, and problem through creative writing.</p> <p>Create texts that show, rather than tell, story events.</p> <p>Evaluate how language and dialogue are used to express voice, point of view, and ideas.</p> <p>Determine alternative words and meanings using a variety of digital or non-digital tools.</p>	<p>8 – 29, 48, 51, 60, 63, 69 – 70, 112, 135 – 198, 212, 221 – 223</p>

Grade 5 – 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 does proficient writing enhance communication skills?
Learning	Students enhance the accuracy and artistry of expression through creative and critical thinking processes.

	Skill Endures	Pages
W5.3	<p>Write to explain or report for a variety of purposes and audiences.</p> <p>Narrow research questions to a clear, well-defined topic.</p> <p>Develop a main idea or topic supported by facts, details, examples, and explanations.</p> <p>Evaluate the validity and reliability of information from multiple sources.</p> <p>Select a variety of relevant sources to inform writing.</p> <p>Summarize and organize ideas gained from multiple sources using a variety of methods or tools.</p> <p>Access and use information ethically.</p>	<p>126 – 128, 137 – 140, 153 – 161, 170 – 171, 174 – 176, 187 – 188, 257</p>
W5.4	<p>Evaluate how an author's selection of a method or tool can impact the audience's understanding or response to a text.</p> <p>Experiment with methods or tools to enhance communication or create effects.</p> <p>Demonstrate legibility and writing fluency through the use of printing, cursive handwriting, or keyboarding.</p>	<p>12 – 17, 55, 67, 77, 115, 119 – 120, 149 – 150, 152, 177, 200, 259 – 272</p>

Understanding Text Forms

All About Text Forms

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

Why We Use Different Text Forms

Each type of writing has a purpose:

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



Who Will Read It?

When we write, we think about who will read our writing. We call this group of people our "audience." Knowing our audience helps us choose the best text form.

Picking the Right Style for the Reader

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

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

Understanding Text Forms

Which Form?

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

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

Questions

Answer the questions.

1) What do the terms below mean?	
Audience	
Purpose	
2) Why is it important to know your audience before choosing your writing form?	
<hr/> <hr/> <hr/>	
3) What is your favourite writing form? Explain why.	
<hr/> <hr/> <hr/>	

Idea Development Strategies

Developing Great Writing Ideas

One of the hardest parts of writing is deciding what to write about. That is why it is worth the time to plan your writing before you start. When you develop ideas before you write, it is fun and easy as there are no wrong answers. You can jot down anything that comes to mind! How to grow these ideas helps make our stories or reports clear and interesting.

Ways to Grow Ideas:

- Brainstorming: Think about your topic and write down everything that comes to mind.
- Drawing Pictures: Drawings help you see your ideas.
- Asking Questions: What do you know about the topic?
- Talking with Friends: Friends may have new ideas.

Choosing the Best Writing Tool:

We use different tools for different writings. Fun ideas may come from brainstorming, as it can lead to surprising and cool parts. But if we're writing a report on a topic like planets or animals, charts or drawings can help us organize our facts.

Who Will Read Our Writing?

Thinking about our readers is a big deal. If we're writing for kindergartens, we'd use simple words. But if it's for our family, maybe we can use some big words too. Knowing our audience helps us choose the right words and style.



In the end, having a toolbox of ideas helps our writing stand out. It makes our stories fun to read and our reports clear. We become writers who not just tell but show our readers a whole new world.

Idea Development Strategies

Practice

Practice the different strategies below.

1) **Brainstorm:** Write all your thoughts down about your favourite movie. Include all the reasons why it is your favourite movie.



2) **Graphic Organizer:** Fill in the graphic organizer about your favourite TV show.

a) What's the genre of your favourite show?

b) Name a main character?

c) How does the story unfold?

d) Where does it take place?

e) Describe a standout scene.

f) What themes does it explore?

g) How does it impact viewers?

h) If you could change one thing about this movie, what would you change?

Idea Development Strategies

Practice

Practice the different strategies below.

3) Asking Questions: Pretend you are writing about your favourite fictional character. What questions do you have about the fictional character that you could answer in your writing? Write 6 questions below. For example, how old are they? Where do they live?

1

2

3

4

5

6

4) Talk To Others: Pretend you are writing about how to cook your favourite food. This could be a food you eat at recess. Talk to a friend about how to cook it and then write them below.

1

2

3

4

5

6

7

Reflect: Is it easier to write after talking with a friend? Explain.

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.

Instruction

How do we complete the activity?

**Part 1: Writing Without Planning**Subject: My Favourite School Subject

Instructions: Students are given 8 minutes to write about the chosen subject without any planning or brainstorming.

- 1) Encourage students to write quickly and continuously for the entire 8 minutes.
- 2) Encourage students to write about the chosen subject without any planning or brainstorming.
- 3) Collect the writing and use it for a class comparison.

Part 2: Writing With BrainstormingSubject: My Favourite Song**Instructions:**

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

Activity: Power of Planning

Part 1 Write for 8 minutes about what your favourite subject in school is and why.

PREVIEW

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

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

Song

PREVIEW

Personal Voice – Word Choice

Word Choice

We all have different vocabularies, which give us a unique voice. How would you describe the things below? Write 5 words for each thing.



PREVIEW

Personal Voice – Word Choice

Word Choice

Change the crossed-out word(s) with more interesting word choices

The cat very quietly _____ sat on the grey _____ mat.

It was a very _____ sunny day. The cat was pretty black _____

_____. There was a very tall _____

tree _____ really green _____ leaves. The cat

looked at the tree _____ A bird was in the small _____

_____ tree _____ quite big _____

The cat did not move at all _____ some _____ day.

The dog lazily walked _____ into _____

room. It was a somewhat cloudy _____ was quite big

_____ and mostly _____

In the room, there was a really old _____ couch. _____ of

comfortable. The dog lay down slowly _____

on the couch. Outside, a car passed by very quietly _____

_____. The car was quite regular _____

Think

Write synonyms for the words below

Small				
Sad				
Bad				

Word Choice - Audience

Word Choice

Circle the word you would use when writing to the audiences below

Kindergarteners	Wowie	Boo-boo	Yucky	Ball	Oopsy
	No Cap	Potty	Flex	Ghosted	Retirement
Elementary	Boujee	Lowkey	Extravagance	Playground	Cringe
	Any	Savage	Lit	Chill	Boo-boo
High School Students	Lit	Any	Flex	Rad	Potty
	Retire	Investment	Ghosted	Squad	
Parents	Mortgage	Na	Budget	Career	
	Flex	Potty	Cringe	Back	Yippee
Seniors	Retirement	Nifty	Shook	V	rip
	Youngster	Golly	Flex	G	death

Question

Why is it important to choose your words carefully when writing? How does the audience impact what words you choose?

Activity: Secret Agent Notes

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

Activity: Secret Agent Notes**Planning**

Answer the questions below

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

2) What do you know about them? Why are you impersonating them?

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

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

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

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

PREVIEW

Writing

Write your note below

PREVIEW

Reflection

How did it go? What did you learn?

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

2) How can you make your writing more stylish?

Varying Sentence Lengths

Using different lengths of sentences adds excitement to stories and explanations. **Short sentences** can make points stand out sharply, emphasizing key moments. In contrast, **longer sentences** put details together, allowing ideas to flow. They often use conjunctions like 'and' or 'but' to join thoughts smoothly.



Examples

- **Short:** The dog barked. Playtime was here.
- **Long:** Under the vast expanse of the sapphire sky, the dog joyously bounded over the lush, green meadows of grass, its tail wagging vigorously with each exhilarating leap towards the favorite frayed tennis ball.

Practice writing short and long sentences about the topics below.

Topic	First School
Short Sentence	
Long Sentence	

Topic	Riding a Bike
Short Sentence	
Long Sentence	

Topic	Building a Fort
Short Sentence	
Long Sentence	

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.

Space travel sparks our imagination with endless possibilities. _____

Astronauts on the International Space Station witness 16 sunrises and sunsets each day, living in a microgravity environment. _____

They live in a high-tech habitat up in space, where every movement is a delicate dance.

Science experiments conducted there lead to discoveries about life on Earth. _____

Or, within your lifetime, a human will leave footprints on the red planet's dusty surface. _____

Space exploration is the final frontier.

School recess is a burst of freedom. The bell rings, and the playground comes alive. _____

Tag! A game starts with a simple touch, and laughter echoes. Friends hug, trading snacks and stories from the morning. _____

A jump rope slaps the pavement rhythmically, as feet hop over it in a blur. Imagination takes flight in the jungle gym, transforming it into a castle, a spaceship, anything. _____

_____ With a collective groan, kids line up, the playground adventure pausing until next time. _____

Varying Sentence Lengths

Write

Write a short paragraph using different lengths of sentences.

**Topic:** The journey of a raindrop.

PREVIEW

Of Short Sentences

Of Long Sentences

Topic: Saving up for something special.

Of Short Sentences

Of Long Sentences

Exploring the Structure of Paragraphs

All About Paragraphs

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

The Beginning: Topic Sentences

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

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



Why Topic Sentences Matter?

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

Special First Sentences: Hooks

Paragraphs should start with a hook - a cool way to grab the attention of the reader. Think of it as using a shiny toy to get someone's attention. Check out the examples below:

- ✓ "Have you ever wondered why the ocean is salty?"
- ✓ "Zap! Lightning flashed across the sky, making everyone gasp."
- ✓ "Guess what! Dinosaurs used to roam where your school is now!"
- ✓ "Metal grinding, the skateboard flew down the rail."

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



Exploring the Structure of Paragraphs

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

Topic Sentence

Solar panels capture sunlight and turn it into electricity for our homes. Wind turbines spin with the breeze to generate power. So, when you use renewable energy, you're teaming up with nature to keep the Earth clean and healthy!

Topic Sentence

They come from plants and animals that lived millions of years ago. They power our cars and heat our houses, but they also cause pollution. Just like eating too much candy can give you a stomach ache, using too much fossil fuel is bad for the Earth.

Topic Sentence

When it's cold, water becomes ice, a solid. When it's warm, it's liquid, and we can drink it. If it gets really hot, it turns into steam, a gas. Just like you can be a student, a friend, and a soccer player, water can be in different states!

Hooks

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

Boring Version Cereal is a good choice for breakfast.

Your Version

Boring Version My dog is a good dog.

Your Version

Boring Version Going to school is important.

Your Version

Exploring the Structure of Paragraphs

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

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



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

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

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

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

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

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

Hooks

Read the first sentence below using the different strategies.

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

Original Version	I play basketball.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

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

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

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

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

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

a) I remember dropping an apple from a tree when I was a child.

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

c) Apples are a useful and popular fruit cherished by many people.

3) They have two wheels and help us move faster than walking. They are great for exercise and enjoying nature. They are better for the environment than cars. Everyone should have a bicycle!

a) Bicycles are incredible machines that help us in many ways.

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

c) My friend once painted their bicycle blue.

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

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

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

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

Crafting Perfect Paragraphs

Crafting Perfect Paragraphs

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

What Are Those Tasty Bits? Supporting Details!

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

Check Out These Samples:

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

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

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

Supporting Details: You get to swim, eat ice cream, and have lots of fun to play.



Making Your Writing Smooth: Keeping it Together

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

Steps to Write Amazing Paragraphs:

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

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

Crafting Perfect Paragraphs

Supporting Details

Write 3 supporting details about the topic sentences below.

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

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

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

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

Supporting Details

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

Brainstorm why pizza is the best food:

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

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

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

1) What is your dream car?

Dream Car

Write the 3 ideas you can pull from your brainstorming.

1)

2)

3)

Transition Words - Supporting Details

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
Afterward	In the same way	Alternatively	Moreover	All in all
Meanwhile	As well as	Conversely	Plus	In summary
Along with		Nevertheless	Too	In the end

Think _____ good transition word for the supporting details.

1) I like playing soccer. _____, my friend likes playing basketball. Sometimes, we _____ the _____ fun.

2) I love eating ice cream on sunny days. _____, my sister likes popsicles more. When we go to the store, we _____ get our favourites.

3) I have a big collection of toy cars. _____ my buddy collects toy planes. We show each other our new toys with _____.

4) My favourite subject is science because we do fun experiments. _____ my classmate's favourite is math. We help each other with homework.

5) I really like going to the park after school. _____, I play on the swings, pushing myself higher and higher. _____, I slide down the big twisty slide which is always a thrill. _____, my friends usually start a game of tag, and I join in after my turn on the slide. _____, we all sit down and have a snack, sharing what we brought from home. _____, before going home, we sometimes watch the sunset, which looks like a big orange ball sinking into the ground. It's a fun way to end our day at the park.

Ending With a Bang: Conclusion Sentences

What's a Conclusion Sentence?

Imagine reading a book and it just abruptly stops without wrapping up the story. It would feel incomplete, wouldn't it? Similarly, a conclusion sentence is like the final scene of a movie or the end of a chapter in a book. It neatly ties up what you've read.



Why Are Conclusion Sentences Important?

These sentences help guide readers of the main ideas. They make sure the reader understands and remembers the most important parts.

How to Write a Good Conclusion Sentence

Writing a conclusion sentence is like putting the final puzzle piece in place. Here's how:

- **Repeat the Main Idea:** Say what you wrote about in a slightly different way.
- **Keep It Short:** Make sure it's simple and to the point.
- **Add a Thought:** If you can, add something that makes the reader think a little more about what you said.

Examples:

- ☑ Let's say you're talking about playing sports with friends. You could end with: "Playing sports with friends is fun and helps us learn teamwork."
- ☑ Or, if you're talking about a school trip to an old castle, you might say: "Visiting the castle was like traveling back in time and hearing old stories."
- ☑ Alternatively, when reflecting on a summer camp experience in the woods, you could state: "The summer camp was a deep dive into nature, teaching us to value the environment."

So, remember, just like a story needs an ending, our writing needs a conclusion sentence to make it feel complete!

Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

1) A conclusion sentence ends a paragraph.	True	False
2) Conclusion sentences provide summaries.	True	False
3) Conclusion sentences restate the main idea of the paragraph.	True	False
4) Conclusion sentences can't be thought-provoking.	True	False
5) Conclusion sentences should be long and repeat everything.	True	False

Think

Circle the conclusion sentence you think is best.

1) Goldfish are popular pets that are found in tanks. They have bright orange scales that shimmer in the light. It's fun to watch them glide through the water.

- a) Goldfish usually need the water in their tanks to be changed so often.
- b) Watching goldfish can be a calming experience.
- c) Goldfish can often be seen at many pet stores.

2) Chocolates are sweet treats that melt in your mouth. They come in different shapes and flavours like milk, dark, or white. On Valentine's Day, many people give chocolates as gifts.

- a) Chocolates are a beloved gift, especially on Valentine's Day.
- b) Some chocolates have a higher cocoa percentage than others.
- c) Chocolates can melt if left out in the sun for too long.

3) Buses give passengers a chance to relax. They are large vehicles that carry many people at once. They stop at different places to pick up and drop off passengers. Riding a bus can be an adventure, especially if you're looking out the window.

- a) Buses have several seats for passengers to sit on.
- b) Buses run on different schedules depending on the day.
- c) A bus ride offers a chance for exploration and observation.

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.

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

2) When it snows, people love to see snowmen. With coal for eyes, a carrot for the nose, and a scarf, a snowman is a sight to see. They stand tall in the cold, watching the winter days progress.

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

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

Arranging Ideas Logically

Arrange Number the sentences from 1 – 5, ordering them so the paragraph makes sense.

Order (1 - 5)	Sentences in the Paragraph
	That's why it's so important to reduce, reuse, and recycle.
	They pollute the land and water, making it hard for plants and animals to survive.
	Every year, tons of plastic are thrown away and end up in landfills or the ocean.
	If you all work together, we can help protect the earth and keep it clean for future generations.
	Plastic waste is a big problem for our environment.

Order (1 - 5)	Sentences in the Paragraph
	Rainforests are home to many of the world's plant and animal species.
	This destruction leads to the loss of biodiversity and changes in global weather patterns.
	Deforestation is causing these vital ecosystems to disappear at an alarming rate.
	Protecting rainforests means preserving biodiversity and our planet.
	Every day, vast areas of rainforest are cut down for timber, agriculture, and development.

Order (1 - 5)	Sentences in the Paragraph
	Having a library card opens a world of imagination and knowledge for free.
	Libraries offer more than just books; they have videos, magazines, and computers too.
	It's a quiet place where you can discover new stories or study for school.
	Everyone should visit their local library and see what it has to offer.
	Your local library is a treasure chest of adventures waiting to be opened.

Analyzing Paragraphs

Analyze

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

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

Main Idea

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

Main Idea

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

Main Idea

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

Main Idea

Fluent Writing

Fluent writing is smooth and clear, making it easy to read. Sentences should connect in a way that makes sense and sounds natural. To avoid **non-fluent** writing, make sure your sentences flow together and share related ideas in a way that feels like a conversation.

- **Fluent:** The sun set, painting the sky with colours and bringing out the stars.
- **Not Fluent:** "Sun set. Sky colours. Stars came.

Think

Example fluent?



1) The sun curled a sunbeam, purring softly as it drifted to sleep.	Yes	No
2) Homework for go	Yes	No
3) The leaves danced happily, carried by the gentle breeze.	Yes	No
4) Bicycle broken. Missed school. Sad.	Yes	No
5) Laughing and chatting, the family gathered around the dinner table.	Yes	No
6) The basketball swooshed through the net after a perfect shot.	Yes	No
7) Rain fell. Puddles. Boots on. Wet day.	Yes	No
8) Book finished. Story amazing. Felt happy.	Yes	No
9) With a leap and a splash, the frog jumped into the pond.	Yes	No
10) The garden was a riot of colours, hockey's fun. I love to read!	Yes	No

Write

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

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	Soccer game Saturday. Rained out.
Fluent	_____

Not Fluent	Science. Volcano erupts. Messy.
Fluent	_____

Not Fluent	Birthday party. Forgot the
Fluent	_____

Not Fluent	Went hiking. Lost the map. Confused.
Fluent	_____

Not Fluent	Math test. Studied hard. Still tricky.
Fluent	_____

Not Fluent	Building a fort. Ran out of sheets.
Fluent	_____

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.

Baking bread at home is a delightful way to enjoy wholesome, fresh flavours. First, selecting the right ingredients introduces us to various grains and flours. Next, the process of kneading and letting the dough rise teaches patience and the science behind fermentation. Finally, the aroma of freshly baked bread filling the home brings warmth and comfort. Making bread from scratch not only offers a tastier alternative to store-bought loaves but also promotes an appreciation for the art of baking.

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

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 like to do on a rainy day?	Explain how to make your favourite sandwich.
Explain your favourite hobby.	What is your favourite game? Explain how to play.
Would you like to be invisible?	Describe what you would do on a perfect day.

1) What is your topic?

2) Brainstorm ideas that come to your 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.

5) Write the 3 supporting details you will include in your paragraph.

1

2

3

6) Write your topic sentence of your paragraph below. Include transitions words between your supporting sentences.

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		
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		

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		
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.

PREVIEW

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 Idea	Consistently focused on the main idea.	Generally focused on the main idea.	Sometimes strays from the main idea.	Lacks clear focus on the main idea.
Supporting Details	Three or more relevant details; may be repetitive.	Two or three relevant details; may be repetitive.	One or two details; may be irrelevant or vague.	Missing or irrelevant supporting details.
Transition Words	Smooth transitions throughout.	Some transitions used.	Transitions are lacking or forced.	No transition words used.
Word Choice (Interesting)	Rich, vivid word choice.	Some interesting word choices.	Word choices are repetitive or uninteresting.	Word choices are inappropriate or unclear.
Grammar/ Spelling/ Punctuation	No errors in grammar or spelling.	Few minor errors.	Several errors that may affect readability.	Numerous errors that affect understanding.

Teacher Comments

Mark

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

Formal Versus Informal Letters

How to Write Different Kinds of Letters

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

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

Informal Letters: Friends and Family

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

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

Emails: Quick Messages Online

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

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



Important Parts of an Email

Subject: A short line telling what's inside.

Greeting: Either a serious or a friendly greeting.

Body: Your main news or question.

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



Formal Versus Informal Letters

True or False

Is the statement true or false?

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

Think

Which type of letter is given in the example.

Dear Principal Jones,

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

Sincerely,
James

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

Hi Sammy!

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

See you soon,
Joffrey

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

Subject: Getting Caught Up

Dear Mrs. Jenkins,

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

Yours truly,
Francis

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

Subject: My Soccer Game

Hi Uncle Pat,

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

Love,
Joffrey

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

Purpose and Audience of Letters

Think

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

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

Think

Think of 5 emails you might want to send. Write the purpose and audience. Formal or Informal?

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

Informal Email Writing - Interjections

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

Think

Add the appropriate interjections/punctuation and describe the voice used.

Subject: Math Test!

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

Talk to you soon,
Adam

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

Subject: Cancelled Field Trip

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

See you soon!
Ms. Shaw

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

Subject: Art Project!

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

Love you,
Ashley

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

Success Criteria – Informal Emails

Analyze

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

Subject: My Weekend Adventure

Hi Sarah,

Hey there! You won't believe what happened to me yesterday. I was walking down the street on my own business, when I saw this crowd gathered around some street performer. I was like, "What?" – they invited me to join them for a magic trick! Yep, right in the middle of the crowd. I was a bit nervous, but it turned out awesome. The magician made a dove appear out of nowhere. I was like, "I can't hold it!" So cool!

Yippee! I've been busy, but I really want to tell you more when we hang out. Can we please catch up this weekend? We can go to the park or something. I've got so many stories to tell you. See you soon!

Catch you later,

Emily

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

Analyzing Formal Letters

Analyze

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

Happy Valley School

45 School

Toronto, ON M8B 1B6

Dear Mr. Peter,

I am writing to thank you for the recent culture day. Firstly, it was an amazing event, and I had a wonderful time. In addition, I enjoyed the dancing and even tried to do 3 different dances! Thank you once again for the event. I will be sure to wait next year.

Sincerely,

Angela Raby

Author's Voice

Calgary City Hall

123 City Square

Calgary, AB K1A 1B2

Dear Mayor Taylor,

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

Yours faithfully,

Steven Johnson

Author's Voice

Name: _____


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Curriculum Connection
WB.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.

Audience	Purpose	
Principal	To ask for better school yard equipment	
		

Success Criteria – Formal Letter

Analyze

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

Maplewood Elementary School
123 Maple Street
Toronto, ON M1B2

Dear Mr. [Name],
I trust you are in good health. To begin with, I'd like to express my gratitude for the playground equipment. My classmates and I are having so much fun using the new swings and slides. We have noticed that more students are enjoying their recess time, which is wonderful.

Furthermore, some of us have discussed the idea of having a mural painted on the playground wall. We believe it would add much of beauty and inspire creativity among the students. Additionally, there could be a student competition to come up with the best mural design.

Thank you for considering our ideas.

Sincerely,
Zara Williams

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	To thank for support, ask about homework
Librarian	To request specific books, give suggestions
Company (e.g., Toy)	To provide feedback, ask questions about products
Police Department	To thank for service, inquire about safety programs

1) Who will be the audience of your letter?

2) What will be the purpose of your letter?

3) Brainstorm anything that comes to mind when you think of this purpose. What things could you write about to this audience?

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 supporting details for your main idea. What three things do you want to tell your audience?

1

2

3

8) What transitions will you use to allow your supporting details to flow.

9) Write your rough draft of _____ below.

PREVIEW

Edit

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

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

Edit

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

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

Rubric – Formal Letter Writing

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

Teacher Comments

Mark

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

Figurative Language - Simile

A **simile** is a special tool in writing that compares two different things using the words "like" or "as." It helps create a picture in your mind by showing how one thing is similar to another. Similes make stories and descriptions more colorful and fun to read.

Here are some examples of similes:

- The car raced down the street as fast as a cheetah.
- Her smile was as bright as the sun on a summer day.
- The man was tall and strong like a mighty warrior.



Write _____ the similes below

- | | |
|----|-------------------|
| 1) | As busy _____ |
| 2) | As light as _____ |
| 3) | Quiet like _____ |
| 4) | Happy like _____ |

Write _____ Add a simile to the sentence

- | | |
|----|---|
| 1) | The old book in her hands _____
_____, its pages whispering secrets of the past. |
| 2) | The new student in class was _____
_____, speaking in a voice barely louder than a breath. |
| 3) | _____
she stood up to speak in front of the entire school, her voice steady and confident. |
| 4) | _____
always ready with quick answers and clever solutions. |

Figurative Language - Simile

Write

Write a short text about the topics below. Use at least two similes in each.

Topic: A Day at the Beach**Topic: My Favourite****Topic: Animals in the Zoo****Topic: A Trip to the Amusement Park**

PREVIEW

Figurative Language - Metaphor

A **metaphor** is like a secret code in a story that compares two different things without using the words "like" or "as." It's a way of saying that one thing is another thing to create a strong picture in your mind.

For example, if I say, "The classroom was a zoo," it doesn't mean there were actual lions and monkeys in the room. It's a metaphor to show that the classroom was very noisy and full of energy, just like a zoo. Metaphors make writing more interesting and help you see things in a new way.



Write a metaphor using the information given and explain the metaphor.

Thing to Compare	Comparison	Sentence
Library	Treasure Chest	A library is a treasure chest because of all the amazing books you can find inside.
Playground	Circus	
A Busy Day	Juggling Act	
Morning Routine	Race Against the Clock	
History Book	Time Machine	
Teacher	Captain of a Ship	

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:

- Just as a caterpillar transforms into a butterfly, students change and grow during the school year.
- Learning to write well is like learning to ride a bike; at first, it's difficult, but with practice, it comes easier.
- Solving problems can be like unraveling a mystery, each clue brings you closer to the solution.



Write

Use the reference words below to write an analogy

1. A team working together is like a puzzle coming together because...

2. Reading a book is like going on an adventure because...

3. Studying for a test is like training for a sports match because...

4. The school year is like a marathon;

Narrative Writing - Setting

Describe

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

See	
Feel	
Hear	
Taste	
Smell	



Use your notes above to write a paragraph form.

Analyze

The setting below has been written about a treehouse. Write at least one sentence about the character sees, feels, hears, tastes, and smells.

In a cozy forest, a treehouse waited for adventure. Young Aiden climbed the rope ladder, his feet touching sturdy wood. He heard birds chirp and smelled pine needles. He tasted the fresh, clean air and saw walls decorated with maps and fairy lights. Aiden knew that an unforgettable adventure was just around the corner.

See	
Feel	
Hear	
Taste	
Smell	

Narrative Writing - Characters

Developing characters in a story is like creating new friends! Here's how you can make your characters come to life for your readers:

- 1) Give Them Names and Looks: Start by choosing a name and describing how they look. Do they have curly hair? Big eyes? What are they wearing?
- 2) Add Personality: Think about what they like and dislike. Are they funny, shy, brave, or maybe a little grumpy?
- 3) Add a Trait or Talent: Maybe one character is really good at painting, or an expert at riding animals.

Practice

Describe two characters for a story you could write.

1) What is your character's name?

2) What does your character look like?

3) Describe your character's personality.

5) Draw your character.

4) What special trait or talent does your character have?

Practice

Describe two characters for a story you could write.

1) What is your character's name?

2) What does your character look like?

3) Describe your character's personality.

5) Draw your character.

4) What special trait or talent does your character have?

Practice

Write a paragraph that introduces one of your characters or both.

Narrative Writing - Characters

Analyze

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

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

Name	
Look	
Personality	
Special Trait or Talent	

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

Name	
Look	
Personality	
Special Trait or Talent	

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

Name	
Look	
Personality	
Special Trait or Talent	

Point of View - Narratives

In narrative writing, the point of view is the perspective from which a story is told. It's like choosing the right glasses to see the world of the story through.

- **First-Person Point of View:** This is when the narrator is a character in the story, using 'I' or 'we.' It brings the reader close to the narrator's experiences. Example: "I crept silently through the dark forest, my heart pounding in my ears."
- **Second-Person Point of View:** This is less common and addresses the reader as 'you,' making them feel part of the story. It's like the story is speaking directly to them. Example: "You stepped into the ancient castle, feeling the weight of history around you."
- **Third-Person Point of View:** Here, the narrator is outside the story, using 'he,' 'she,' or 'it.' It can be limited to one character's perspective or omniscient, knowing all characters' thoughts. Example: "She hesitated at the castle's entrance, her mind a whirlwind of indecision."

**Write**

Write a short story using the point of view provided.

Plot: The Pet Show Mix-Up: A school pet show leads to funny and humorous situations, as pets behave in unexpected ways.

Point of View:
First-Person

Write

Write a short story with the plot and point of view provided

Plot: Classroom Shrinking Machine: A science project goes awry, shrinking the class to the size of ants and leading to a small adventure.**Point of View:**
Second-Person

PREVIEW

The Wild Weather Machine: After finding a weather control machine, students experience bizarre weather.**Point of View:**
Third-Person

Using Quotations in Narratives

What are Quotations?

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



Rules for Quotations

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

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

Using Quotations in Narratives

Edit

Fix the mistakes below.

Original "the truck ran out of gas."

Edited

Original said "Eat your vegetables."

Edited

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

Edited

Original "Be nice to yourself. You're your own best!"

Edited

Original "Are you heading to the mall Nice to meet you. Take it."

Edited

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

Edited

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

Edited

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

Edited

Analyzing a Short Story - Quotations

Treasure Hunt

Once upon a time, Emily asked her brother Jack, "Do you want to go on a treasure hunt in the attic?"

Jack replied excitedly, "A treasure hunt? Sure!"

Up they were climbing the creaky stairs. Emily exclaimed, "Look, an old chest! Do you think there's treasure inside?"

Jack looked at it and said, "Is it safe to open?"

With a creak, Emily turned the latch and opened it. "Wow, Grandma's old jewelry box and antique jewelry!"

Jack observed, "There's a note inside. It says, 'For Emily and Jack, to remember the times of ...'"

Emily sighed happily, "What a wonderful find!"

"Yeah, better than gold or diamonds!" said Jack.

Emily closed the chest, whispering, "This is a treasure we'll keep."

And so, they did.



Questions

Answer the questions below.

1) Write 4 different speaker tags that were used in the story.

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

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

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.

Trait: Brave

"I'm not sure if I can do this... I'm really scared."

"Even though I'm afraid, I know it's important to stand up for what's right."

"Let's just avoid the problem; it's too risky."

Personality: Honest

"I always tell the truth, even when it's hard."

"Sometimes, it's easier to be dishonest than to be honest."

"I don't think honesty is always the best policy."

Personality: Kind

"Why should I help them? What's in it for me?"

"I try to do at least one kind thing for someone every day."

"Helping others is a waste of time."

Personality: Creative

"I can think of a hundred ways to solve this problem."

"I don't really enjoy imagining new things."

"Creativity isn't that important."

Personality: Funny

"I love making people laugh with my jokes!"

"I don't see the point in joking around."

"Being serious is always better than being funny."

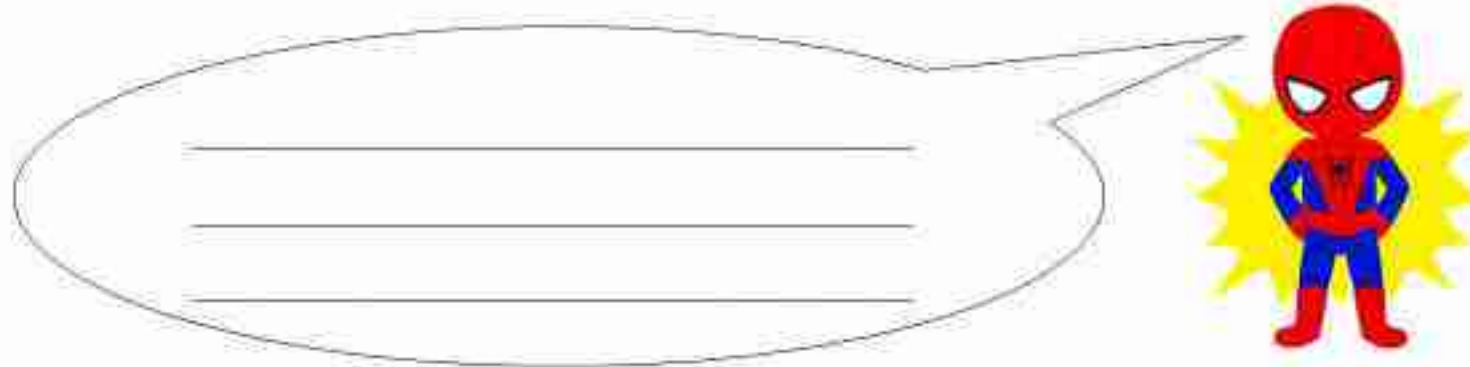
Writing Using Quotations

Practice

Write dialogue between Spiderwoman and Spiderman. **Don't forget the speaker tags!**







Writing Using Quotations

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.

You	_____
Your Celebrity	_____
You	_____
Your Celebrity	_____
You	_____
Your Celebrity	_____
You	_____
Your Celebrity	_____
You	_____
Your Celebrity	_____

Title: The Ultimate Dodgeball Challenge

Write Read the story below. Then add dialogue in the blanks below to improve the story.

The gymnasium at Elmwood Elementary was pulsing with excitement. Today was the annual dodgeball tournament, and Mrs. Henderson's fifth-grade class was ready to compete. Among them, Jayden, known for his lightning-fast reflexes, was really eager.

As the whistle blew, the air filled with flying dodgeballs. Jayden dodged and weaved with remarkable agility. "

his teammate _____ a ball whizzed towards him. With a swift move, Jayden caught it. "

" cheered Alex from the sidelines.

The game was intense. Balls flew back and forth as _____ fought valiantly. "

shouted Marco, open on the other side of the court. _____ Jayden passed the ball, and Marco made a hit, eliminating an opponent from the rivalry.

At the end of the game, only Jayden and one opponent remained. The crowd hushed in anticipation. They exchanged throws, each narrowly missing the other. Finally, with a masterful leap, Jayden caught the ball, securing victory.

The gym erupted in cheers. "

exclaimed Jayden, high-fiving his teammates. "

praised Mrs. Henderson. "

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 Lost Laughter

In the quiet village of Meadowland, a strange sadness lingered: no one could remember the sound of laughter. Sara, a young and spirited girl, felt the weight of this silence every day. She listened to tales of times when laughter filled the air, and she longed for those days.

One morning, with a brave heart, Sara ventured into the enchanted forest nearby. Amidst the tall trees and mystical creatures, she discovered a butterfly that glowed with a peculiar light.

"Why are you here?" Sara asked, her voice echoing around her.

"I seek the lost laughter of this land," the butterfly replied, her voice filled with determination.

The butterfly, sensing her pure intention, whispered a magical phrase into her ear. Armed with this newfound magic, Sara returned to her village.

Gathering the villagers, she recited the phrase. Slowly, giggles, chuckles, and hearty laughter spread throughout Meadowland. The village was once again filled with joy, all thanks to Sara's courage and the butterfly's magic.



1)

2)

3)

4)

5)

6)

7)

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below:

Characters	Plots	Settings
Astronaut	Defeats space monster	Space
Detective	Solves a crime	Police Station
Hockey Player	Joins the NHL	Stadium
Veterinarian	Saves animals	Forest
Pirate	Finds hidden treasure	Island
Mayor	Solves town mystery	Town
Musician	Wins talent show	Theatre

Plan

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

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Beginning – Describe the setting.

Plan

Fill in the organizer below.

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

1

2

3

4

5

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

6) What is a good title for your story?

Name: _____

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Curriculum Connection
WS.1, WS.4

Assignment – Narrative Writing

Rough Draft

Write the rough draft of your narrative below.

PREVIEW

Edit

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

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

Edit

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

Criteria		
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.

Materials

What is needed to complete the activity?

- ☐ Drafts of narrative stories
- ☐ Pencils and pens
- ☐ Highlighters (yellow and green)
- ☐ Revision checklist (page 6) or other success criteria



Instructions

How do we complete the activity?

- 1) **Introduction:** Explain to the students that they will be participating in a "Revision Party," where they'll get to read each other's stories and help make them even better. Emphasize that constructive feedback is important and encouraged.
- 2) **Pair Up:** Divide students into pairs and have them swap stories.
- 3) **Read Carefully:** Each student reads their partner's story and uses highlighters 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.

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) Based on the success criteria, what does your partner need to change?

3) What is your favourite part of your partner's story?

4) Write 3 questions you have about your partner's story.

1)

2)

3)

5) **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-developed, with clear traits and motives.	Characters are defined but need more depth.	Characters lack some development and depth.	Characters are one-dimensional or lacking.
Beginning, Middle, End	The story has a clear beginning, middle, and end.	The story has a beginning, middle, and end, but one part may be weak.	One or more parts of the story (beginning, middle, end) are lacking or undeveloped.	The story does not have a clear beginning, middle, or end.
Setting (senses)	The setting is vividly described using all the senses.	The setting is described but lacks some detail.	The setting lacks detail and does not use all the senses.	The setting is unclear or not described.
Word Choice	Word choice enhances the story and is appropriate for the audience.	Word choice is good but lacks some variety or sophistication.	Word choice is basic or repetitive.	Word choice is inappropriate or confusing.
Title	The title is engaging, relevant, and adds to the story's interest.	The title is relevant but lacks creativity.	The title is missing or irrelevant.	The title is missing or irrelevant.
Quotations	Quotations are used effectively and enhance the story.	Quotations are used but may not always add to the story.	Quotations are used incorrectly or ineffectively.	Quotations are not used or used incorrectly throughout the story.

Comments

Mark

Activity: Being Persuasive

Objective

What are we learning more about?

To understand the elements of persuasion and apply them in creating a compelling poster on a topic of the student's choice.

Materials

What is needed to complete the activity?

- ☐ Poster board (1 per student)
- ☐ Pencils, eraser
- ☐ Colouring materials (coloured paper, markers, crayons, markers)
- ☐ Magazines (optional for images)



Instructions

How do we complete the activity?

- 1) **Choose a Topic:** Ask students to think of something they are strongly about. It could be a favourite book they want others to read, a pet they want to have, or even why they should have a longer recess.
- 2) **Brainstorm Reasons:** On a rough paper, students should write 3-5 reasons supporting their topic. These reasons should persuade their classmates to agree with them.
- 3) **Design the Poster:** Using the blank paper or poster board, students will create a poster. The poster should have:
 - A catchy headline.
 - Their 3-5 reasons written neatly.
 - Drawings or images from magazines that support their topic.
 - An engaging design that would attract their classmates to their point of view.
- 4) **Present:** Once posters are complete, each student gets a chance to present their poster to the class, explaining their reasons and attempting to persuade their classmates.
- 5) **Feedback Session:** After each presentation, allow 2-3 classmates to provide feedback. Was the poster persuasive? Which reason was the most compelling?

Activity: Being Persuasive**Plan**

Plan your power below

1) Brainstorm a list of topics below.

2) Which topic do you choose?

3) Write 3-5 reasons why others should accept your opinion – facts, information, etc.

4) What will you draw on your poster. Practice in the blank below.

PREVIEW

Understanding Bias in Persuasive Writing

Analyze

Read the opinions below and answer the questions.

Ice cream is the ultimate dessert for several reasons. First, the creamy texture and rich flavour are simply unbeatable; it's like a treat for your taste buds. Second, the options are endless; whether you like chocolate, vanilla, or something fruity, there's an ice cream for everyone. Lastly, on a hot day, nothing beats the refreshing chill of a scoop of ice cream. These are the reasons why ice cream reigns supreme in the world of desserts!

1) What is the author's opinion?

2) What reasons did they give? List 3.

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

Bicycles are clearly the best form of transportation. First, they don't produce harmful emissions, making them great for the planet. Second, riding a bicycle is a wonderful way to stay active and healthy, unlike sitting in a car. Third, once you buy a bicycle, you don't need for gas or expensive repairs, saving you tons of money. For these reasons, bicycles are the top choice for getting around!

1) What is the author's opinion?

2) What reasons did they give? List 3.

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

Version 1: Activity – Finding Bias in Writing

Tough Job

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



Dear Principal Johnson,

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

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

Secondly, chocolate milk is the ultimate brain booster, better than any other drink. Scientific research (conducted by me and my friends) shows that chocolate milk inspires the most magnificent thoughts. Our smart school would benefit from this.

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

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

Sincerely,

Charlie, Grade 5 Student

1) What is the author's opinion?

2) What reasons did they give? List 3.

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

Activity – Finding Bias in Writing**Tough Job**

Write your response letter back to Charlie.

PREVIEW

Include:

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



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

Writing a Report - Government

Objective

What are we learning more about?

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

Instructions

How do we complete the activity?

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

Facts

Organize the facts

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

Writing a Report - Government

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

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

Heading #1

Fact 1

Fact 2

Fact 3

Heading #2

Fact 1

Fact 2

Fact 3

Heading #3

Fact 1

Fact 2

Fact 3

Conclusion – Summarize the report in just a few sentences.

Writing a Report - Government

PREVIEW

How To Research Effectively

Starting Your Search

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



Picking Where to Look: Libraries and the Web

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

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

Why Good Sources Matter

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

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

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

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

How To Research Effectively

Think

Is the search good or bad?

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

Questions

Answer the questions below

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

Research Process

Introduction

Research is a powerful tool for learning new things. By researching, we can answer questions, solve problems, and satisfy our curiosity. This guide will help you understand how to research effectively in four key steps: questioning, gathering, organizing, and recording.

1) Questioning

The first step in effective research is to think of a question you want to answer. This could be something that sparks your interest. For example, you might wonder how the weather affects the growth of plants. A good research question should be clear and focused.

2) Gathering

After you have a question, it's time to gather information. You can look in books, search online, or even interview experts. Remember to use reliable sources – these are places where the information is trustworthy, like educational websites, libraries, or experts.

3) Organizing

Once you have your information, organize it by deciding what is most important. This can involve grouping similar facts together or putting events in the order they happened. Organizing helps you make sense of all the information you've found.

4) Recording

The last step is to write down what you have learned. You can take notes, make charts, or draw pictures to help you remember the information. Recording also means you'll have something to look back on when you're ready to share what you've learned with others.

Conclusion

By following these steps – questioning, gathering, organizing, and recording – you'll be able to research any topic effectively. Always make sure to keep track of where you found your information and present it honestly. This is not just about finding answers; it's about learning how to learn, which is a valuable skill for everyone. Happy researching!



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.

Topic 1: Dinosaurs – Ex. How tall was the tallest dinosaur?

	Questions	Answers
1		
2		
3		
4		
5		

Topic 2: Ancient Civilizations – Ex. Which civilization had the most advanced technology?

	Questions	Answers
1		
2		
3		
4		
5		

Researching Ethically

Understanding Ethical Research

When we do research, it's important to be honest and fair. This means we follow certain rules to show we respect other people's work and rights. Let's take a closer look at what this involves.



Asking for Permission

Before using anyone else's photographs or personal stories, always ask for their permission. This is a way to respect their privacy. If you're doing a project and want to include a photo or details from their life, remember to ask them first. This shows you respect their feelings and choices.

Citing Sources

Citing sources is like saying thank you to the people whose work you used for your information. It's important to tell everyone you got your facts from when you're writing something, like a report or presentation. Here are some ways to cite sources:

- Mention the book title and the author's name.
- If you found something on the internet, include the website name.
- For magazine or newspaper articles, write down the date.
- If you talk to someone and use their ideas, say their name.

Fair Representation

Using information correctly also means making sure we show information as it is known as fair representation. We should:

- Avoid changing facts to fit what we want them to say.
- Show different views on a topic, not just the one we agree with.
- Be careful not to use information in a way that could mislead or harm others.
- For instance, if you're doing a project on pets, you should look for information from trustworthy sources, and include facts and opinions from experts, pet owners, and even what the pets might need or like.

By following these guidelines, we make sure our research is responsible and respectful. It's part of being a good student and a respectful person. Remember, doing research the right way helps us all learn and grow!

True or False

Is the statement true or false?

1. Ethical research means being fair.	True	False
2. Twisting facts is part of ethical research.	True	False
3. Citing sources is unnecessary.	True	False
4. Fair representation shows one side only.	True	False
5. Books and websites are sources.	True	False

Question

Answer the questions below.

1) What does ethical mean?

2) What is one way to cite a source?

3) Explain what fair representation means in your own words.

Think

Zoe researches a lot. Check out what she is doing below. Is she being ethical?

1) Zoe asked her friend's permission to share their story.	Yes	No
2) Zoe copied a paragraph from a website without citing it.	Yes	No
3) She listed the author when citing a book in her project.	Yes	No
4) She used interview information without giving credit.	Yes	No
5) Zoe only included facts that supported her own opinion.	Yes	No
6) Zoe included all sources of her information in her bibliography.	Yes	No
7) She wrote down the titles of all articles she read.	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?

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

**Instructions**

How do we complete the activity?

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

How To Research: Online Treasure Hunt

Research

Find answers to the questions below.

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

Report Writing – Introductions

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

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



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

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

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

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

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

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

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

Volcanoes are kind of neat. They are big. I've never seen a volcano. I've also never seen a penguin. In this report, we'll learn about a bunch of random things, whatever I think of.

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

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

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

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

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

Report Writing – 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.
- **Connect to the Introduction:** Try to link back to something you mentioned at the beginning, creating a full circle that brings the reader back to where they started. This can make the report feel complete and satisfying.
- **End with something interesting:** You might ask a question, share a fun fact, or say something that makes the reader think more about the topic.

Analyze Read the conclusion and use a checkmark if it meets the criteria.

In short, Canada has so many amazing animals from moose to sneaky lynx. Next time you're outside, see if you can spot any! Remember, we started talking about moose? They're like Canada's special animal.

Summarize the main points

Call to action

Connect to the introduction

with something interesting

We talked about Canada's big lakes and tall mountains. Maybe you should read a book about our thick forests. Every Canada story is like a fun trip.

Summarize the main points

Connect to the introduction

End with something interesting

We talked about a lot. I don't know, maybe think about it?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

We went through a lot of information about Canada's past. There were some people, some places, and a few events. If you ever time travel, maybe you'll see some of it. But time travel isn't real... or is it?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Activity – Finding Diagrams/Pictures/Charts

Objective

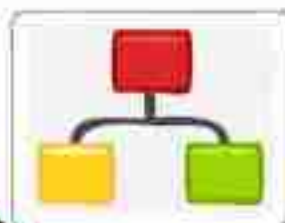
What are we learning more about?

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

Materials

What is needed to complete the activity?

- ☐ Internet
- ☐ PowerPoint slides
- ☐ Prompts



Instructions

How do we complete the activity?

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

Activity – Finding Diagrams/Pictures/Charts

Prompts

Find visuals that go with these topics below.

Question	Source
Renewable vs. Non-renewable Energy Sources	
Water Cycle Diagram (showing evaporation, condensation, precipitation)	
Types of Energy (Potential, Kinetic, Thermal, Chemical)	
Simple Machines and Energy Transfer (e.g., a pulley system)	
Gravity and Objects in Free Fall	
The Human Digestive System	
The Respiratory System (lungs and airways)	
The Circulatory System (heart, blood vessels)	
The Skeletal System (bones and joints)	
Structure of the Canadian Government (e.g., branches of government)	
Important Canadian Government Buildings (e.g., Parliament Hill)	

Edit

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

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

Edit

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

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

Rubric – Report Assignment

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

Teacher Comments

Mark

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

What is a Haiku?

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 with words. Here are a couple of examples:



Snow

Snow on the high
Children laugh and play
Winter's chilly day

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 read and a wonderful way to share something special about the world around us!

Write

Finish the Haiku poems below.

Topic: Winter

Line 1	Snowflakes gently dance
Line 2	Blanketing the ground in white,
Line 3	

Topic: Spring

Line 1	Springtime buds appear,
Line 2	Flowers wake from their long sleep,
Line 3	

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

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

Write:

Finish the poem below using rhyming words.

AABB Poems

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

AABB Poems

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

ABAB Poem

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

ABAB Poem

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

Rhyme Time Analysis Activity

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

- ☐ A collection of children's books that contain poems (from the classroom library or school library).
- ☐ Organizer (back of this page)
- ☐ Pencils or pens



Instructions

How do we complete the activity?

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

Research

Examine the children's book and answer the questions below

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

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

PREVIEW

Assignment – Writing a Children’s Book

Plan

Write a plan for your children’s book.

Ideas	
Journey Through Space	Crazy Pet
Having Superpowers	Life at School
Lost Toys	Life as an Ant

1) Brainstorm a list of story topics from which you will choose. You can use some of the ideas above if you like.

2) What topic did you choose?

3) What will happen in your story? Write some details below.

4) Choose 4 ideas related to your main story topic. For example, if your story is about a crazy pet, idea 1 might describe the pet. Idea 2 might be that the pet likes to eat ice cream.

Assignment – Writing a Children’s Book

Write

Write your rough draft of your poems below.

5) Write your 4 poems below.

1)

2)

3)

4)

PREVIEW

Rubric – Poetry Children's Book Assignment

Category	4 Points	3 Points	2 Points	1 Point
Content & Theme	Clear, engaging theme in all poems.	Clear theme in most poems.	Inconsistent theme.	Unclear or inappropriate theme.
Rhyming Patterns	Flawless AABB or ABAB pattern.	Minor deviations in pattern.	Inconsistent patterns.	Unclear or missing patterns.
Illustrations	Original, vibrant, theme-supporting.	Mostly theme-supporting.	Lacks coherence with theme.	Missing or unrelated.
Grammar & Spelling	It has no errors, it is perfect.	Minor mistakes.	Several errors.	Numerous errors, affects understanding.
Creativity & Originality	Original, creative, original.	Some creativity, but may be derivative.	Some creativity, may be derivative.	Lacks creativity or originality.
Organization & Layout	Exceptionally well-organized, 1 poem/page.	Well-organized, 1 poem/page.	Somewhat confusing.	Confusing layout, detracts from reading.

Teacher Comments

Mark

Student Reflection – What helped you the most in this assignment? Was it the revision activity, the graphic organizer, reading the model children's book? Explain.

What is a Limerick Poem?

What is a Limerick Poem?

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



The Pattern of a Limerick

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

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

Examples of Limericks

Dragon Drake

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

Hammy Hamster

There once was a hamster named Hammy so spry,
Who could run and jump and fly.
He'd dance and he'd sing,
He'd play and he'd sing,
Wishing that one day he'd fly.

Write

Finish the Limerick poem below.

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

What is a Limerick Poem?

Write

Finish the Limerick poems below.

Topic: Reading Owl

Line 1 A young owl with glasses so neat,

Line 2 Found reading to be such a treat.

Line 3 By the moon's gentle glow,

Line 4 A shelf would grow,

Line 5

Topic: Moving Shoes

Line 1 Tim had shoes that you'd see in a park;

Line 2

Line 3 With each step a light,

Line 4

Line 5 He looked like a bright, moving spark.

Topic: Tin House

Line 1 In a town where the houses were tin,

Line 2 Lived a cat with a mischievous grin.

Line 3 He'd clang and he'd bang,

Line 4

Line 5

What is a Limerick Poem?

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

Write

Use the word bank words to fill in the limericks below

Line 1 _____ school just outside _____

Line 2 _____ were incredibly _____

Line 3 _____ the kids _____

Line 4 _____ farm _____

Line 5 _____ That they _____!

Line 1 _____ A beaver with teeth sharp and _____

Line 2 _____ Thought maple trees were a _____

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

Line 4 _____ Till he had them for _____

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

Line 1 _____ In the city of Calgary's _____

Line 2 _____ A young girl put on quite the _____

Line 3 _____ With her jump rope in _____

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

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

Analyzing a Book Review

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

Have you ever dreamed of exploring a world filled with secrets and enchantment? Journey with me into "The Mysterious World of Miss Maple" and discover wonders you never imagined!



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

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

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



Analyzing a Book Review

Describe

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

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

2) Include the title of the book.

Yes

No

3) Include the author's name.

Yes

No

4) Does it give you any interesting or surprising surprises?

Yes

No

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

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

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

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

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

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

Examining Bias In Reviews

What is Bias?

Bias is when we have a strong liking or disliking for something without a good reason. It's like always choosing chocolate ice cream over vanilla, even without tasting the vanilla!



How Can Reviews Be Biased?

Some people write book reviews based on what they like or don't like personally. For example, if a reviewer doesn't like stories about aliens, they might say a new sci-fi book is a great book about aliens, just because of their personal feelings. They are not being fair.

Why is it Important to Spot Bias?

It's important to know if a review is biased because we want to make sure we're getting a true idea of how good a book really is. If we only read biased reviews, we might miss out on some fantastic stories!

List of Signs a Review Might Be Biased:

- The reviewer talks more about their feelings than the book's details.
- The review uses words like "always" or "never" a lot.
- The reviewer compares the book to something they clearly don't like.
- The review avoids discussing certain aspects of the book without explanation.

Wrapping Up:

When we read book reviews, it's smart to read multiple ones. This way, we can see different opinions and decide for ourselves. Remember, everyone has different tastes, and that's okay! But it's always good to know if a review is just based on personal likes and dislikes.

Examining Bias In Reviews

Examine

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



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

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

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

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

Practicing Reviews – Luna's Talking Teddy

Reviews

Write your thoughts about the short story 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?

Short Story - Luna's Talking Teddy

Luna received a teddy bear for her birthday. To her surprise, it whispered, "Thank you for being my friend." This teddy talked! They chatted about everything - dreams, fears, and adventures. When Luna felt lonely, Teddy was there, offering wise words and comfort. At bedtime, she'd share secrets from the teddy bear world. Luna's nights were never lonely again, knowing she had a friend by her side.

1) What are your thoughts about the story? Write using a certain voice – happy, mad, etc.

2) What was your favourite part? Least favourite part?

Favourite

Least
Favourite

3) What rating do you give this story? Explain your rating and who would like this story.

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 the author of the book?

3) Summarize the book without giving away any surprises.

4) What are your thoughts on the book? Fill in the boxes below.

Did You
Like/ Dislike
it?
Explain why.Favourite
PartLeast
Favourite
Part

PREVIEW

Assignment – Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

5) **Rating:** How many stars out of 5 do you want to give the book? Explain why – is there a different similar book that might be better?

6) Who would recommend this book? Who would you recommend it to? Who might not like this book?

Write

Write your introduction below

Introduction: Now that you have reflected on how you feel about this book, you can write your introduction. Grab the reader's attention by stating your overall feelings about the book in a creative way. You could ask a question or make a strong statement.

MY BOOK REVIEW

Title: _____

Author: _____

Summary

My Thoughts

PREVIEW

My Rating



Edit

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

Criteria	<input type="checkbox"/>	<input type="checkbox"/>
Tells the book's title and author's name		
Has an exciting start that grabs the reader's interest		
Shares a brief summary without giving away the ending		
Gives an unbiased recommendation		
Includes a rating		
Makes it clear who would enjoy the book		
Author's voice comes through in the writing		
Is interesting and informative		

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	
Tells the book's title and author's name	
Has an exciting start that grabs the reader's interest	
Shares a brief summary without giving away the ending	
Gives an unbiased recommendation	
Includes a rating	
Makes it clear who would enjoy the book	
Author's voice comes through in the writing	
Is interesting and informative	

Rubric – Book Review

Category	4 Points	3 Points	2 Points	1 Point
Title/Author's Name	Includes the title and author's name accurately	Title and author's name mentioned but may have minor errors	Only title or author's name is provided	Both title and author's name are missing
Exciting Introduction	Introduction is engaging and grabs the reader's attention	Introduction is interesting but lacks excitement	Introduction is bland and does not attract interest	Introduction is missing or unrelated
Brief Summary (No Spoilers)	Provides a brief summary without giving away the ending	Summary is brief but may reveal minor spoilers	Summary is either too detailed or too vague	Summary is missing or contains major spoilers
Rating	Clear and helpful rating	Rating is given but lacks clarity	Rating is vague or confusing	Rating is missing
Clear What They Liked and Didn't Like	Clearly states what was liked and disliked	Mentions what was liked and disliked	Vague about what was liked and disliked	Does not mention likes or dislikes
Voice of the Review's Author	Review's voice is distinctive and engaging	Voice is present but lacks personality	Voice is inconsistent or lacks interest	Voice is not evident or engaging
Is Interesting and Informative	Review is both interesting and informative	Review is either interesting or informative but not both	Review is neither interesting nor informative	Review is neither interesting nor informative
Provides Recommendations	Provides clear recommendations for other readers	Recommendations are present but lack detail	Recommendations are vague and general	Recommendations are missing

Teacher Comments

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

Writing A Comic Strip



Examine

Look at the comic closely to plan the dialogue.

1) What is happening in the comic according to the pictures?

2) Before writing in the comic, write a rough draft below by writing what the duck will say in each frame.

1)

2)

3)

4)

5)

Onomatopoeia in Comic Strips

What is Onomatopoeia?

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

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



Instructions: Choose 6 onomatopoeia and draw them below.

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

Onomatopoeia in Comic Strips

Colour

Colour the onomatopoeia below



Writing Comic Strips – The Hidden Swing

Instructions

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

Panel 1:

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

Panel 2:

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

Panel 3:

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



Biography – Hippocrates

The Pioneer of Medicine

Hippocrates, born around 460 BCE on the Greek island of Kos, is often called the "Father of Medicine". His wisdom and teachings form the foundation of modern medicine. His famous saying, "Let food be thy medicine and medicine be thy food", emphasizes the importance of nutrition to health.

Early Life and Education

Hippocrates grew up in ancient Greece, a land of philosophers, scholars, and healers. As a young man, he was deeply interested in understanding the human body and its mysteries. His studies took him to various places, where he learned from scholars and observing nature.

Big Wins: Foundation of Modern Medicine

Hippocrates believed that diseases had natural causes and weren't punishments from gods. He created the Hippocratic Oath, a set of guidelines that doctors still respect today. Instead of relying on magic or superstitions, he encouraged observation, documentation, and diagnosis to treat patients.

Later Life and Legacy: Teaching Future Generations

Hippocrates travelled around and established a school on the island of Kos, where he taught his methods. While he passed away around 370 BCE, his writings, which formed the "Hippocratic Corpus", have influenced medical thought for centuries. Even today, doctors take the Hippocratic Oath, promising to uphold specific ethical standards in their practice.

Timeline: Important Dates

- 460 BCE: Hippocrates' birth on the island of Kos
- 430 BCE: Begins to travel to study medicinal practices
- 400 BCE: Introduced the Hippocratic Oath
- 390 BCE: Established a medical school on Kos
- 370 BCE: Passed away, leaving behind a legacy of medical wisdom.



Biography – Hippocrates

Questions

Answer the questions below

1) Who was the biography about?

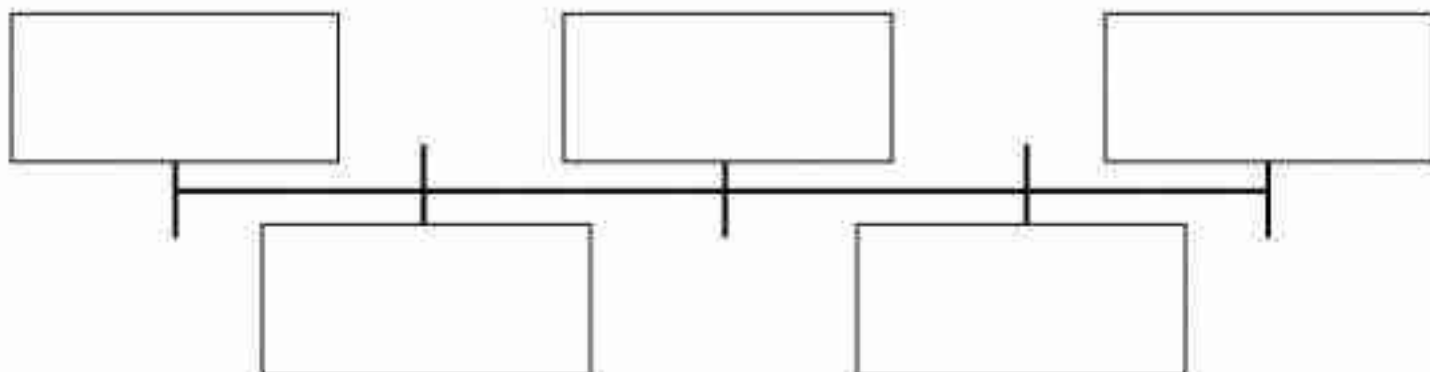
2) Write 3 facts from the biography.

3) What quote from Hippocrates is used in the biography? Write it below.

4) What achievements did Hippocrates have?

Timeline

Fill in the timeline below using the timeline from the biography



Research Skills - Plagiarism

What is Plagiarism?

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

Avoiding Plagiarism - Use These Methods Below

- 1) **Paraphrasing:** Paraphrasing is rewriting something in your own words, keeping all the details.
- 2) **Summarizing:** Summarizing is telling the main points of something in a short way.
- 3) **Quoting:** If you are writing exactly what you read, you need to use quotations to show it isn't your words. Then you need to cite where you found the information.

Practice: Paraphrase, summarize, and quote the passages below.

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

Paraphrasing

In the solid state, particles are closely packed and only vibrate without moving. This is why solids, such as a rock, maintain their shape and don't flow.

Summarizing

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

Quoting

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

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

Paraphrasing

Summarizing

Quoting

Research Activity – Note Taking

Instruction

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

The Leader of the Great Uprising: Chief Pontiac

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

Early Life and Rising Star

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

Big Moves: Pontiac's War

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

Later Life and Legacy: Remembering a Hero

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

Timeline: Key Moments in Pontiac's Life

1720: Birth of Chief Pontiac.

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

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

1769: Chief Pontiac's untimely death.



Research Activity – Note Taking

Note Taking

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

PREVIEW

Pictures

Draw things that will help in your research and note taking

Research Skills - Bibliography



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

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

Building a Source List: Why Step

A source list, or bibliography, is a list of all the places you found your information. When you make a bibliography, you list the information about the sources in a certain format. Here is the order you will use in an informal bibliography:

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

Here are some examples to help.

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

Use Your Manners: The Importance of Being Honest

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

Research Skills - Bibliography

Practice

Organize the information below in a bibliography.

For a Book

- Author's Name: Michael O'Reilly
- Title of the Source: "Journey Through the Rainforest"
- Place of Publication: Vancouver
- Publisher: Planet Publications
- Date Accessed: March 15, 2015

For a Website

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

For a Website

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

For a Website

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

Bibliography

Cursive Writing Activities

Cursive Writing Activities

Practice

Trace the cursive letters below

PREVIEW

Cursive Writing Activities

Practice

Write the letters in cursive in each of the boxes.

A								
a								
B								
b								
C								
c								
D								
d								
E								
e								

Cursive Writing Activities

Practice

Write the letters in cursive in each of the boxes

U								
u								
V								
v								
W								
w								
X								
x								
Y								
y								
Z								
z								

Cursive Writing Activities

Practice

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

I am a happy student.

The cat on the mat.

We love our big house.

My mom cooks yummy food.

Birds sing in the trees.

Cursive Writing Activities

Practice

Trace the cursive stories below

In a small Canadian town, the
maples turned brilliant hues of red
and gold. Each leaf told a tale of time.

After the first snow, Emily built a
snowman. To her surprise, it winked!
An adventure was about to begin.

Beneath the northern lights, Bern the
beaver worked tirelessly. By dawn, a
magnificent dam stood proud and
tall.

Cursive Writing Activities

Questions

Answer the questions below using cursive writing

What's your favourite colour?

Who is your favourite superhero?

What's your favourite subject in school?

Name your favourite sport to play.

Which is your favourite book?

Who's your favourite singer or band?

What's your favourite movie?

Which is your favourite game to play at recess?

PREVIEW



Google Slides Lessons Preview





Alberta Language Curriculum Reading Comprehension – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

What are Reading Comprehension Strategies?

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

Making Inferences From a Letter

Read the sentences. Drag and drop stars to rate each sentence: ★★★★★ = Perfect inference (must see the letter itself) and ★ = Weak inference (distant/5th hand)

Sentence	Rating
1) Anna is a teacher at the school.	★★★★★
2) Anna is trying to become a professional athlete.	★★★★★
3) Anna has an injury on her arm that prevents her from participating in the event.	★★★★★
4) The event was just for fun, and the results were not important.	★★★★★
5) Anna has a talent in the classroom even though she is injured.	★★★★★
6) Anna said that she did not want to help the teacher.	★★★★★
7) Anna was in charge of the event.	★★★★★

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Consolidation – The Abandoned Library

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

Josh (Joshua) opens the creaking door of the old library that had been closed for years. Dust floats in the beams of light from cracked windows. Shelves lined with the weight of forgotten books, some open as if the readers had left in a hurry. A single chair sits in the middle of the room, facing a fireplace that hadn't been lit in decades. Josh touched her hand across the spines of books, noticing handwritten notes in the margins. Something about the place felt both inviting and unsettling, as though stories still breathed in the air, waiting to be remembered.

- 1) Making Connections** – What does this scene remind you of? How does it relate to what you've read or something you know about the world?
- 2) Questioning** – What question do you have to understand the story?
- 3) Visualizing** – What images or details appear in this story? How do you think they relate?
- 4) Predicting** – If Josh continues to explore, what might she discover next? Explain your reasoning with evidence from the text.
- 5) Inferring** – Where do you think the story was filmed? Use clues from the passage to support your idea.



Alberta Language Curriculum

Reading Comprehension – Grade 5

Who Said It? – Creation Story Voices

Read the story carefully. Then drag each quote or idea to the character who said it or thought it.

Eagle Deer Bear Narrator Turtle

	Who Said It?	Answer
1	"There must be something tall to break the wind."	
2	Mountains rose strong, their valleys sheltered life.	
3	Struck the stone to soften the slopes.	
4	"I will drop stones from the sky to build great towers."	
5	"I cannot climb these steep cliffs to find food."	

Point of View

Read each sentence and identify the point of view. Then rewrite the sentence in a new point of view of your choice and which point of view you used.

First Person Second Person Third Person

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



Alberta Language Curriculum

Reading Comprehension – Grade 5

Q Cause and Effect

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

Cause	Match with Effect
Heat melts rocks into magma.	
Pressure builds up inside the Earth.	
Ash and gases rise high into the air.	
Lava flows across large areas of land.	

Effect	Match with Cause
Rocks form from cooled lava.	
People must evacuate for safety.	
Plants grow faster.	
People feel earthquakes.	

Effect
People feel earthquakes.
Homes and forests are destroyed.
Magma pushes upward, leading to eruptions.
Sunlight gets blocked for days.
Plants grow faster.
People must evacuate for safety.
Rocks form from cooled lava.

Q Cause-and-Effect Match-Up

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

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

Question

Read each poem and complete the table below.

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



Workbook Preview



Grade 5 – 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 support expression and influence meaning?
Learning Outcome	Students examine how text genres, forms, and structures support and enhance communication

	Skills and Procedures	Pages
TS5.1	Examine the purpose of a variety of digital or non-digital texts. Engage with a variety of genres of literary texts. Determine the form and structure of a variety of literary texts. Develop reading stamina by engaging with text that is personally	16 – 17, 41 – 50, 68 – 75, 77 – 78, 81 – 82, 91 – 97, 167 – 183, 185 – 197
TS5.2	<div> Preview of 130 pages from this product that contains 288 pages total. </div>	7 – 128, 13, 185 –
TS5.3		– 100
	Describe characters based on what they say, think, or do or what others say and think about them.	
TS5.4	Examine organizational structures of non-fiction texts. Discuss a variety of opinions regarding the structure, content, or source of information expressed in non-fiction texts.	54 – 59, 91 – 93, 102 – 108, 113 – 114, 116 – 121, 127 – 128, 130 – 131, 178 – 183, 185 – 197
TS5.5	Listen to poems to identify beauty or emotion. Recite or sing a poem from memory. Examine figurative language that can be experienced for its beauty or emotion. Investigate poetic structures that contribute to creative expression of ideas, including stanzas. Experiment with creating lyric poetry.	83 – 88, 133 – 151, 161 – 165
TS5.6	Listen to, read, or view dramatic works to learn about artful expression of stories and ideas. Examine main characters and events in a variety of dramatic works.	98 – 100
TS5.7	Make connections between features of land and personal experiences.	16 – 17, 27 – 31

Grade 5 – Language Comprehension



Organizing Idea	Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.
Guiding Question	How does the interpretation of evidence support comprehension of texts?
Learning Outcome	Students analyze information, contexts, and perspectives using a variety of comprehension strategies.

	Skills and Procedures	Pages
C5.1	Use a variety of comprehension strategies before, during, and after reading texts. Evaluate the effectiveness of comprehension strategies used before, during, and after reading. Monitor comprehension and apply skills to support understandings of texts.	10 – 11, 14 – 31, 33 – 39, 41 – 52, 54 – 58, 60 – 66, 68 – 75, 77 – 78, 81 – 82, 89 – 90, 94 – 97, 102 – 103, 105 – 114, 116 – 131, 133 – 151, 167 – 183, 185 – 197
C5.2	Respond to texts by summarizing main ideas and providing supporting evidence from self, other texts, or the world.	10 – 15, 18 – 19, 33 – 39, 68 – 69, 77 – 78, 118 – 119, 122 – 128, 169 – 172, 174 – 177, 179, 183, 185 – 186
C5.3	Examine ideas and information within texts that are explicit and implicit. Make inferences based on content that is implicit in texts. Revise or confirm predictions based on new or additional information from texts or additional sources. Analyze ideas and information in texts to interpret and respond. Use evidence from texts or additional sources to support responses and interpretations.	10 – 11, 20 – 25, 33 – 39, 59 – 63, 96 – 97, 104, 107 – 112, 129 – 131, 133 – 134, 137 – 138, 143 – 144, 153 – 161, 164 – 165, 170 – 171
C5.4	Explore how varied perspectives presented in texts can influence personal perspectives. Examine how the interests, experiences, or perspectives of a character might influence how that character thinks, feels, or acts. Compare and contrast the varied perspectives of main and supporting characters. Identify various perspectives in texts and propose alternative perspectives.	38 – 39, 76 – 82, 94 – 100, 105 – 106
C5.5	Examine information from texts that describes context around people, ideas, or events. Analyze the actions or feelings of characters in stories, considering the context. Consider how personal interests, experiences, or perspectives might influence how texts are understood or created. Investigate background information about the author or text creator to provide context for informational texts. Examine contextual information about characters or events in fictional texts.	38 – 39, 81 – 82, 94 – 100, 158 – 160

Block 1: Reading Comprehension Strategies - Basics

Focus

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

Understanding Reading Comprehension

Understanding Reading Comprehension

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



Why Reading Comprehension is Important

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

Strategies to Boost Reading Comprehension

A) Before You Read: Preparation

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

B) While You're Reading

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

C) After You've Finished Reading

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

Understanding Reading Comprehension

True or False

Is the statement true or false?

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

Question Explain reading comprehension and why is it important?

Matching

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

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

Making Connections

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

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



Making Connections Make connections to the short passages below.

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

Text-to-Self

Text-to-Text

Text-to-World

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

Text-to-Self

Text-to-Text

Text-to-World

3) Olivia stared at the blank canvas before her. With a deep breath, she dipped her brush into the paint and began her masterpiece.

Text-to-Self

Text-to-Text

Text-to-World

4) Emily looked up as a snowflake fell across the sky and smiled. She tried to run to the end of the rainbow, hoping to find a leprechaun.

Text-to-Self

Text-to-Text

Text-to-World

5) Jackson listened to the thunderstorm from his bed. Then he dreamed he was a pirate sailing through rough seas in search of treasure.

Text-to-Self

Text-to-Text

Text-to-World

Comprehension Practice – Making Connections

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

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



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

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



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

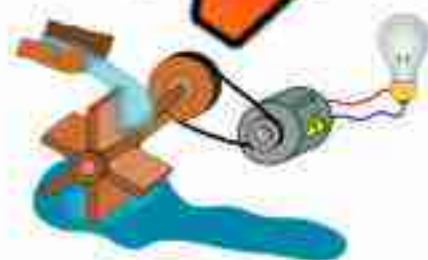
Sara didn't stop there; she also explored hydroelectric power. There was a small creek running through the park, so she created a tiny water wheel, and as the water flowed over it, it generated more electricity.

Finally, Sara introduced kinetic energy from playground equipment. She added solar-powered lights to the seesaws and swings so that when kids played on them, they generated energy. This energy was stored and used to power the park's lights.

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

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

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



Comprehension Practice – Making Connections

Pre-Reading

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

While Reading

As you read, stop and make connections to your life

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

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

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

After Reading

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

Main Idea	
Supporting Detail	
Supporting Detail	
Supporting Detail	

Comprehension Practice – Newspaper Article

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

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

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



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

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

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

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

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

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

Comprehension

Answer the following comprehension questions from the article.

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

1

2

3

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

Evaluate

Answer the following evaluation questions about the article.

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

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

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

Comprehension Practice – Questioning

Getting to Know Canadian Government

Have you ever wondered how the Canadian government works?

Understanding the government is like understanding the rules of a game.



Three Levels of Government

In Canada, there are three levels of government:

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

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

Who's in Charge?

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

What Kind of Government Do We Have?

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

How Do Decisions Get Made?

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

Comprehension Practice – Questioning

Pre-Reading

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

While Reading

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

1)

2)

3)

4)

After Reading

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

What is an Inference?

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



Example

- **New Information:** Elephants travel in herds to protect their young ones.
- **Inference:** (1) Elephants are social animals. (2) Elephants face dangers, like predators.

Infer the inferences below by answering the questions

1) Jenny looked at the clock of her desk table and sighed. She then opened her laptop and began typing.

How is Jenny feeling about work in front of her?

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

What is the weather like?

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

What is Jackson doing?

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

What might the chef be making?

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

What season is it likely to be?

What is an Inference?

Infer

Make 3 inferences about the sentences below.

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

2) Emma clutched her teddy bear tightly during the thunderstorm.

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

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

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

PREVIEW

Comprehension Practice – Visualizing

September 14, 1497

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

Dear Sister Eleanor,

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

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

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

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

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

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

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

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

Comprehension Practice – Visualizing**Pre-Reading**

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

While Reading

Draw two different pictures of what you are visualizing while

After Reading

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

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

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

INDEPENDENT READING ACTIVITIES

Independent Reading - Responses

Day 1

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

Name of Book _____

Before Reading: What will this book be about?

During Reading: What questions you have while you read.

1) _____

2) _____

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

_____**Day 2**

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

Name of Book _____

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

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

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

Independent Reading - Responses

Day 9

Fill in the organizer below.

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

Day 10

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Summarize - What was the main idea of the book? What were the supporting details?	

Independent Reading BINGO

BINGO

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

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

Block 2: Cultural Text Forms

Focus

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

Creation Story – Mohawk First Nation: Kahnawake

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



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

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

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

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

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

Comprehension Check

Is the statement true or false?

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

Questions Answer the questions below.

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

2) Why did the people of Kahnawake need fire?

Visualizing

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

Indigenous Artifacts – Inuit Story

Visualizing

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

The Goggles of Wisdom

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

"Those goggles help you see the true essence of nature. But they can only be worn by someone who has a pure heart," said Nukilik.

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

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

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

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

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

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

Block 3:

Reading Letters

Focus

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

Letter Writing – Sentence Structure

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



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

Dear Prime Minister,

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

Firstly, parks are important because they give places for families to hang out. Moreover, they make our cities look pretty with all the flowers and plants. In addition, parks can have more than just swings and slides; they can also have flower gardens, ponds, and places to walk.

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

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

Sincerely,
Bella

1) Is a formal or informal voice used?

2) What cohesive ties were used?

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

4) How did Bella close the email.

Letter Writing – Implicit and Explicit Perspectives

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

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

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

Instructions Write your opinion. Now being implicit or explicit in their perspective?

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

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

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

2) Homework over the weekend is okay if all you like to do is learn.

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

Letter Writing – Bias in Advertising

Dear Amazing Students,

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

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

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

Catch you on the

Your soon-to-be

Turbo Tim



Questions

Answers

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

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

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

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

Letter Writing – Inferences

Ottawa, Ontario

September 18, 2023

Dear Aunt Maria,

I trust you are doing well. Ottawa is bustling with activity, especially in my role as a senator. We've just started up the legislative session, and I thought I'd share some updates with you.

Just like Dad always plants tomatoes, I've been busy working with fellow senators. Our job is to review and approve laws, a big responsibility, making sure that the laws are fair and good for everyone in Canada.

Just like Mom always puts thought into cooking, I'm involved in thoughtful debates in the Senate chamber. We talk about important issues like healthcare and education. It's crucial to listen to different opinions before we make any decisions.

You wouldn't believe the amount of reading we do! It's kind of like school, but for adults. We get reports, facts, and expert opinions to help us understand the issues. This is critical for making informed choices, just like you do with your own decisions.

Don't worry, it's not all serious business; we also have a bit of fun. Like the time you helped Mom sell the crops in the market, we interact with the public and even host school visits. I love it when students come to learn about what we do.

Please say hello to Uncle Carl for me. Wishing you all good health and happiness.

Best wishes,

Senator Courtney Holmes

Letter Writing – Inferences

Local Inferences

Make inferences from the sentences below.

"You wouldn't believe the amount of reading we do!"

"I love to add to the collection to learn about what we do."

"It's a big responsibility, making sure that the collection is safe and good for everyone in Canada."

Global Inferences

Make four inferences from the entire letter.

Letter Writing – Grammar Rules

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



Grammar

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

Dear Cousin,

Hello its me, Samuel. I sailed across atlantic. Its a long journey and the ship is crowed.

Sometime we get sea sick. Food is hard tack and sailors get sick. The cooks are cookin.

we sleep on hammocks that swing alot. The sailor work hard, they climb the

masts and tie knot. When storm come, it scary. we hope to find new land soon. On ship we

sing sea shanties to keep spirits up. The Captain is strict but he know what he doin. Can't

wait to step on land.

goodbye for now

Samuel

Block 4:

Narratives

Focus

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

What is Indigenous Storywork?

What is Indigenous Storywork?

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

The Seven Principles

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



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

Why Is It Significant?

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

How Do We Learn It?

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

What is Indigenous Storywork?

True or False

Is the statement true or false?

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

Questions

Answer the questions below:

1) Why is Indigenous Storywork significant?
2) What 7 principles are taught in Indigenous storywork?

Summarize

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

Narrator's Point of View

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

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

Each kind has different words to tell the story!



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

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

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

Name of Book	Point of View

The Story of Forest Fire – Different Points of View

First-Person:

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

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

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



Second-Person:

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

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

Third-Person:

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

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



Questions

Answer the questions below.

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

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

**Personality
Traits**

Describe Sara's personality, give the traits that she could be, ambitious, courageous, humble, curious, confident, empathetic, brave, honest, etc.

Advantages/Disadvantage of Points of View

Version 1: First-Person Point of View

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

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

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



Version 2: Second-Person Point of View

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

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

Version 3: Third-Person Point of View

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

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

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

Name: _____

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Curriculum Connection
CC.9-10

Advantages/Disadvantage of Points of View

Analyze

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

Advantages of the Point of View

First Person

Second Person

Third Person

Disadvantages of the Point of View

First Person

Second Person

Third Person

Reflect

Which story is your favourite version? Explain why.

Tall Tale – Exaggerated Folk Tale

The Adventures of Zara and the Time-Twisting Twister

In the small town of Twistleton, there lived a girl named Zara, who was no ordinary child. She had a secret power: her laughter could create twisters! These twisters were playful and harmless, swirling like a girl's long hair, much to the delight of her friends. One sunny day, Zara and her friends decided to explore the mysterious, ancient forest that bordered their town. As they ventured deeper, they found a pond that shimmered with rainbow light. Without warning, Zara laughed out loud, and a twister sprang to life, playfully skimming the pond.



Suddenly, the twister shimmered and grew, becoming a Time-Twisting Twister! Before anyone could react, it whirled them away in a flash toward the future. They landed in Twistleton, but it was different – filled with flying cars and towering buildings made of glass and light.

In this future, they saw a statue of an older Zara, known as the "Savior of Twistleton." She had saved the town from a great disaster. Amazed, the children wanted to return home. Realizing her mistake, Zara focused hard, trying to undo the twister's work. In a blink, they were back in the present, safe and sound.

Zara learned a valuable lesson that day: her powers, though fun, needed to be used thoughtfully. She decided to use her twister-making ability only when it was safe and right. But the glimpse of the future stayed with them, especially the statue of Zara. What great deed would she do? Only time would tell.

From that day, Zara became more careful with her laughter, though she still created mini-twisters to play with her friends. She knew that one day, she might have to use her power for something much more important.

Character Analysis

Answer the following questions to analyze Zara's character

1) What do you think Zara was thinking when she laughed at seeing the enchanted pond?

2) Zara took some decisions in the story. Was there a decision that could have been better? Which one and why?

3) The story hints at something important in the future. What do you think it could be?

Evaluation/Reflection

Answer the following questions

1) What is a flash forward? What flash forward happened in the story?

2) How do you think seeing the future affected Zara and her friends?

3) What is the underlying theme of the story? What is the most important lesson you learned from the story?

Literary Device: Humour in Narratives

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

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

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

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

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

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

Surprising Endings: End the story in a way that is unexpected and makes readers laugh. Maybe the scary monster just wanted to borrow a pencil.



Questions

Answer the questions.

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

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

Animal 1

Animal 2

Animal 1

Animal 2

Questions

Answer the questions below.

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

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

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

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

Sequencing the Plot of a Story

- A) Sophia couldn't believe what she was seeing. There, partially covered in soil, was not just any rock, but a meteorite! It sparkled mysteriously, catching her eye as she felt her heart rate soar with excitement. She carefully started to unearth it, using the tools from her geology kit.
- B) Sophia had always been fascinated by space and geology. She devoured books on the solar system, asteroids, and meteorites. Her room was a treasure trove of space-themed decor and mineral specimens, resembling a junior scientist's lab.
- C) "Sophia, you made an incredible discovery!" Ms. Davis, her science teacher and astronomy enthusiast, exclaimed. "Don't forget to record all your observations." Sophia nodded and began writing down the characteristics of her find in her astronomy journal.
- D) Equipped with her geology kit, consisting of trowels, magnifiers, and a sturdy journal—Sophia was a member of her school's astronomy club. They were on their first expedition to a field where meteorites had reportedly fallen.
- E) Finally, with the meteorite fully visible, Sophia carefully placed it in a cushioned box. She was eager to analyze it further in the school's science lab.
- F) The next day at school, Sophia and Ms. Davis scrutinized the meteorite. "This is remarkable; it appears to have high iron content," Ms. Davis noted, examining it under a microscope. "It might be a part of a larger asteroid that fell here."
- G) Stepping off the school bus earlier, Sophia felt a blend of excitement and nervousness. All her worries melted away the moment she spotted the pale, sandy field.
- H) The following week, Sophia shared her discovery with the astronomy club. Her peers listened with rapt attention as she outlined the meteorite's unique properties. She felt immense pride; not only had she made a scientific contribution, but her dream of becoming an astronomer was also a step closer to realization.



Sequence

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

Plot Sequence

Narrative Writing - Cause and Effect

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

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



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

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

Think

Think of either the cause or effect that matches below.

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

The Beginning of Democracy

The Beginning of Democracy: The Story of Athena City

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

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



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

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

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

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

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

Cause/Effect

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

1) Finish the effects of the causes below.

He started making
signs and flyers to
share his idea.More people made
decisions for the city.Oh no! He gave up
again. His idea

2) Think of the cause or effect for each below.

Then everyone will have a
voice.The parks got cleaner, and
the city was better.His dream was everyone
would have a right to wait.**Plots**

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

Science Fiction Story - The Time-Traveling Treehouse

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

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

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

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

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

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

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



Character Analysis

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

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

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

Evaluation/Reflection

Answer the following questions about the story.

1) Describe the flash forward in the story.

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

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

Science Fiction Story - Predicting**The Secret of the Cosmic Crystal**

Once upon a time, in the small, peaceful town of Galaxyville, there lived a curious boy named Jake and his clever sister, Mia. They were fascinated by stars and planets and often dreamt about space adventures. One clear, starry night, while they were gazing at the sky through their telescope, they spotted a mysterious light falling into the nearby forest.

Excited and curious, Jake and Mia decided to investigate. The next morning, with backpacks full of snacks and a flashlight, they set off towards the forest. They walked through the thick trees and over the rocks, following the trail of the mysterious light.

Deep in the heart of the forest, they discovered a hidden cave. The walls of the cave were marked like a sky filled with different colors. In the center of the cave, they found a glowing crystal, as big as a basketball, radiating a powerful, magical energy.

Suddenly, a robotic voice echoed from the cave, "Protect the Cosmic Crystal, Zorax!"

**Prediction**

Stop and predict what you think will happen next in the story?

1) Who do you think is Zorax? Can it be an evil character?

2) What do you think the Cosmic Crystal means and why does it need to be protected?

3) Continue the story by writing the ending.

Startled, Jake and Mia turned around to see a robot, rusty but friendly, who introduced himself as Orbit. Orbit explained that the crystal had the power to create or destroy entire planets. The evil alien, Zorax, was after it to conquer the universe.

Jake and Mia knew they had to act fast to keep the crystal safe. They teamed up with Orbit to hide the crystal in a place where no one, especially Zorax, could find it. As they journeyed deeper into the forest, Zorax, fierce and determined, followed them closely.

In a thrilling chase, Jake, Mia, and Orbit dodged Zorax's traps, using their cleverness and quick thinking. They reached an ancient, hidden spaceship, which Orbit explained could teleport them to a safe, unknown location.

As Zorax, with his red eyes glowing in the dark, Jake and Mia quickly activated the spaceship. In a burst of colorful light, the crystal vanished, sent to a secret place far away in space. Zorax, realizing he was defeated, fled back to space in anger.

After the dangerous day, Mia, and Orbit celebrated their victory. They had saved their planet and the crystal. They walked back home, under the twinkling stars, knowing their secret would always be a special memory. Galaxyville remained a peaceful place, thanks to the hero who had protected it from the shadows. Jake and Mia looked up at the stars, dreaming of their next new adventure.

**Evaluation**

Answer the following questions.

1) Was your prediction about the story, correct? If not, what was it different?

2) Use two character traits to describe Orbit and explain why you chose those traits.

Character Trait	Explanation

Drama Story – The Lost Melody

The Lost Melody

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



One day, a fierce storm hit the town, and merciless waves crashed against Emma's home, flooding the lower floor and damaging many of their belongings, including the cherished piano. Emma was heartbroken; she had lost her home, but the piano felt like her last connection to her mother, now silenced.

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

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

Drama Story – The Lost Melody

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

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



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

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

**Character
Analysis**

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

Evaluation/Reflection Answer the following questions about the story.

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

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

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

Sad

Happy

Proud

Block 5:

Persuasive Texts

Focus

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

Persuasive Writing Advertisement

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

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



🔑 What You Will Learn:

Persuasive Writing: Not just a word lawyer—be the judge and jury of your own ideas!

Complex Sentences: Craft intricate sentences that capture attention

Dynamic Vocabulary: Incorporate persuasive terms and use impactful words like "crucial," "advocate," and "proving."

🌟 Why Mastering Persuasive Writing is Important:

Elevate Your Ideas: Showcase the brilliance of your thoughts with compelling arguments.

Artistic Expression: Go beyond simple description; create vivid imagery with your language.

Informed Debates: Engage in intellectual debates, presenting arguments in a well-organized written form.

Empowerment: Gain self-confidence as you learn to express your voice.

👤 Who Should Join?

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

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

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

True or False

Is the statement true or false?

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

Questions

Answer the questions below.

1) Write persuasive words for the words below.

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

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

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

Sales Representative	
Negotiator	
Journalist	
Lawyer	

Persuasive Writing – Thinking Critically

Hey there, I'm John, and I've got a groundbreaking idea: kids should be allowed to play video games all day long! Seriously, what's the point of limiting our game time?

Look, playing video games all day is the best way to get super skilled. Imagine how great you'd be at your favorite game with all that extra practice. Forget about "exercise" or "studying"—those things are so overrated!

And you know what else? If we play video games all day, we can become e-sports champions and make tons of money. Who needs school when you're a gaming millionaire, right?

So let's stand up for ourselves and tell all the grown-ups that video games all day is the way to go. From now on, we'll be having way more fun than doing chores or homework.



Think Critically

Answer the questions below.

1) We should ask questions when we read persuasively or hear an argument. Answer the questions below.

a) Who is the source of the writing? Are they biased?


b) Are their arguments true? Did they make up any lies?

c) Is this person a trustworthy source of information? Explain.

2) John didn't use any statistics/facts. What facts/stats would have helped their argument?

Inferences - Persuasive Writing Advertisement

Boost Your School Grades with Our Amazing Study Planner!

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

Why Pick Our Study Planners?

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

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

Numbers Speak Volumes!

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



Think of the Extra Free Time!

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

A Smart Choice

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

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

 **Order Now and Get Ready to Succeed!**

Local Inferences

Make inferences based on the sentences below.

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

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

A whopping 100% of all the kids who use our Study Planners!

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

Global Inferences

Make 4 inferences based on the entire ad.

Inferences – Implicit or Explicit Evidence

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

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

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

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



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

Example – Evidence: The store closes at 9 PM.

Conclusion: I should buy my bread before 9PM.

1) Explicit Evidence: She is wearing a winter coat.

Conclusion:

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

Conclusion:

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

Conclusion:

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

Conclusion:

5) Explicit Evidence: The oven timer is beeping.

Conclusion:

6) Explicit Evidence: The teacher handed out art supplies.

Conclusion:

Inferences - Persuasive Writing Advertisement

Dear Students,

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

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

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

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

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

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

Cheers,
Principal Johnson



Local Inferences

Write 3 things the principal expects. For each, a piece of evidence is provided. Then draw conclusions from these things.

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

Local Inferences

Write an inference from the implicit evidence in the table below.
Then make a conclusion based on the inference.

Implicit Evidence	"On Earth, every tree, ocean, and animal has a part to play to keep it healthy."
Inference:	
Conclusion:	
Implicit Evidence	"Not someone tossing a plastic bottle in the trash, maybe someone using the recycle bin."
Inference:	
Conclusion:	
Implicit Evidence	"Let's remember, our actions make a difference."
Inference:	
Conclusion:	

Global Inferences

Make 3 inferences based on the entire letter

Block 6: Informational Reports

Focus

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

Reports – Text Features

What is a Report?

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

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

The Toolkit of Text Features

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



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

Digital Features: Beyond Hyperlinks

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

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

Reports – Text Features

True or False

Is the statement true or false?

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

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

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

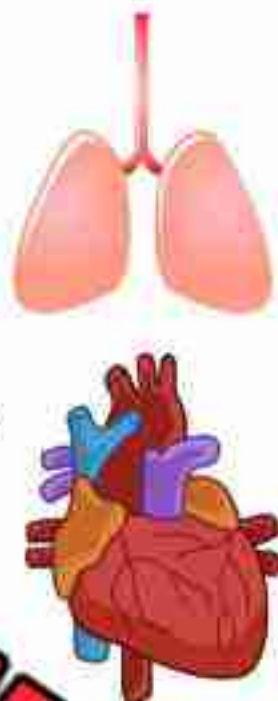
Comprehension – Text Features in Reports

What are Body Systems and Human Health?

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

Key Body Systems

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



Why is Health Important?

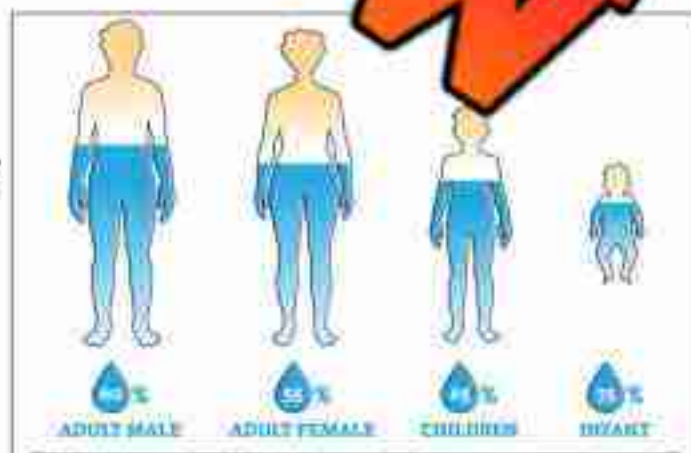
Staying healthy means all these systems can do their jobs. Eating well, exercising, and getting enough sleep are key ways to stay healthy.

Ways to Stay Healthy

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

Signs You Should Visit a Doctor

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



Caption: Water in the Human Body by Age

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) What subheadings are used in the report?

3) Why is the caption helpful to the reader?

Making Connections

Make connections to your world, and to other texts.

Text-To-Self: What does the report remind you of about your life?

Text-To-World: What does the report remind you of that is happening around the world?

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

Cause and Effect Report – Deforestation

Introduction

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



Causes of Deforestation

1) Food and Agriculture

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

2) Wood and Paper

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

Effects of Deforestation

1) Harm to Animals

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

2) Climate Change

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

3) Soil Problems

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

Conclusion

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

True or False

Is the statement true or false?

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

Evening

Answer the following questions.

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

2) Name three environmental impacts/effects of deforestation.

3) How does deforestation lead to climate change?

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

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

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

Activity – Summarizing Reports

Objective

What are we learning more about?

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



Instruction How do we complete the activity?

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

Activity – Summarizing Reports

Instructions

Cut out the sections of the report below

1)

What is Energy?

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

Natural Resources

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

Renewable Energy

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

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

3)

Non-renewable Energy

Non-renewable energy is the opposite of renewable. Once we use it, it's gone forever. Examples include:

- **Fossil Fuels:** These are things like coal and oil. They can create a lot of energy, but they also make pollution.
- **Nuclear Energy:** This is strong but can be dangerous and it is difficult to dispose of nuclear waste safely.

4)

How Can We Help?

We can make choices to use energy wisely. Turning off lights when we leave a room saves energy. Walking or biking instead of using a car helps too. Let's think about using more renewable energy and less of the kinds that can run out or harm Earth.

Instructions

Write your summary below.



Flu Summary

Write your groups final summary below.

REVIEW

Comprehension – Text Features in Reports

A Shining Example: Brightwood Elementary School's Inclusive Journey

Brightwood Elementary is an extraordinary school dedicated to making every student feel welcome and part of the community. Not only do they aim for a **diverse** environment, but they also focus on the emotional well-being of their students. Let's dive deeper into how they're making a positive impact!

Why Brightwood Elementary Stands Out

Brightwood Elementary goes the extra mile to ensure that all students, no matter their background or abilities, feel at home. They create an atmosphere where students thrive academically and emotionally.

Creating Safe Spaces

Apart from the quiet rooms for overwhelmed students can find solace. Brightwood has also introduced "mindfulness corners" where students use tools like stress balls and mood cards to manage their emotions.



Different Learning Aids

Brightwood provides a range of educational tools, from noise-cancelling headphones to interactive whiteboards. This allows students to learn in ways that best suit their individual needs, making education more accessible.

Specially-Trained Teachers

Teachers at Brightwood undergo advanced inclusivity training. They are equipped not just with academic strategies but also with **emotional intelligence** skills to support the diverse needs of their students.



Activities That Go the Extra Mile

Brightwood isn't just about academics; they believe in holistic development. They offer:

- Unified sports teams, encouraging kids from all abilities to play together
- Art classes that offer accessible materials like textured papers and nontoxic paints
- Musical performances that incorporate sign language and visual cues

Thanks to Brightwood Elementary, students learn what an authentically **inclusive** school feels like, enriching their lives and better preparing them for the world ahead.

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) What subheadings are used in the report?

3) Define key words.

Summarize

Determine the main idea and supporting details of the report.

1) What is the main idea of the report?

2) Write 4 supporting details that make the main idea stronger.

Inferencing Practice

Inference

Read the short reports written by Indigenous people in Canada. Then make an inference based on what you read.

Ice Fishing: More Than Just Fun

Hey, I'm Kaya! In the northern regions, ice fishing is more than just an activity for leisure; it's a lifeline. Our winters stretch on, making fish a crucial part of our diet. Plus, we catch extra to give to our neighbours!

United We Stand: The Value of Working Together

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

The Powerful Totem Poles: Telling Our Story

Hi, I'm Lila! Totem poles aren't just big pieces of wood; they're our history books. Each figure carved into a totem pole tells us about our past and helps us learn about our traditions. Every carving has its own story to tell.

Art That Connects Us

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

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

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

Wisdom in Every Canoe: Learning the Craft

Canoes are deeply rooted in our traditions. Our older folks guide us in crafting them and share tales about the adventures our forefathers had while paddling these special boats.

Block 7: Poetry

Focus

- ✓ Literary devices in poetry – imagery and humour
- ✓ Reading Comprehension Strategy: Visualizing
- ✓ Making inferences based on implicit evidence in a variety of poems.
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups

Literary Devices Used in Poetry

What Is Poetry?

Poetry is an extraordinary form of writing that uses language to express emotions, share thoughts, or narrate stories. Unlike normal writing, it often uses musical elements like rhythm and can even include rhyming schemes. Like painting and music, poetry is a form of art that allows writers to be more creative.



Shakespeare

Literary Devices In Poetry

In the world of poetry, writers use "literary devices" that improve the writing. These devices can make a poem not only more enjoyable but thought-provoking. Here are some important literary devices commonly found in poetry:

- **Rhyme:** Words that share the same ending sound, such as "moon" and "soon."
- **Alliteration:** A sequence where the starting sounds of words are identical, like "Sally sells seashells."
- **Metaphor:** Directly comparing two unlike things without using "like" or "as," e.g., "Life is a rollercoaster."
- **Simile:** Comparing two things using "like" or "as," for instance, "Life is like a rollercoaster."
- **Rhythm:** The arrangement of stressed and unstressed syllables that creates a beat.
- **Hyperbole:** Using exaggeration for strong effect, like saying "I could sleep for a year."
- **Humour:** The use of funny subjects and playful word choices make the reader laugh.

How Poetry Uses Literary Devices to Mesmerize

When you read a poem, you'll likely find different literary devices. These tools make poetry more fun and interesting for the reader. For instance, rhyme makes the words musical, while alliteration draws focus to specific phrases. Metaphors and similes paint vivid mental pictures, and humour makes the audience chuckle.

Inferences

Answer the questions by making inferences.

1) What do you think is meant by the metaphor, "Life is a rollercoaster."?

2) What do you think is meant by the simile, "Clear as crystal."?

Reflect

Answer the questions below.

1) Why do poets sometimes use rhyming in their poems?

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

1) As busy as a bee, I buzz around

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

3) My homework weighs more than a mountain!

4) My love is like a red, red rose

5) Peter Piper picked a peck of pickled peppers

6) Silly Sally swiftly shoed seven silly sheep

7) The cat and the fiddle danced under the moon

8) The moon is a glowing football in the sky

9) Time flies and waits for none

10) Twinkle, twinkle, little star

Types of Poems

Poetry is an enchanting way to share feelings, concepts, and narratives. This captivating form of writing comes in various styles, each with distinct elements that make them special. Let's explore a few!

Haiku: A Breath of Nature

Originating from Japan, Haikus are nature-centric poems that are concise but expressive. They follow a strict syllable pattern: the first line has 5 syllables, the second has 7, and the third has 5.

Gentle river flows
Mountains guarding its pure course
Nature's harmony



Acrostic: The Secret Message Poem

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

Sunny skies are blue.

Under clouds, the rays peek through
When there's more rain, it's true!

Limerick: Laughter in Lines

Limericks are light-hearted poems made to elicit laughs. These five-line poems have a specific rhyme scheme: lines 1, 2, and 5 rhyme, while lines 3 and 4 form their own rhyming pair. They also have a set rhythm. They are often humorous and playful.

There was a man on the phone,
Who said, "I'll never be alone."
He sent out a text message,
Then went on to the next one.
Then he wondered who he'd met on.

Cinquain: The Structured Five-Liner

Cinquains have a set structure of five lines, where each line serves a specific function. Line 1 is a single-word title, line 2 has two descriptive words, line 3 includes three action words (verbs), line 4 contains a four-word feeling, and line 5 gives a synonym or related term for the title.



Moon
Bright, quiet
Shining, illuminating, waxing
Guide through the night
Satellite



Paraphrase

Rewrite the rules for each poem in your own words.

Acrostic**Haiku****Limerick****Cinquain****Visualizing**

Read each of the poems from the reader and draw what you're picturing.

Haiku**Acrostic**

Haiku Poetry – Inuit Observations

Haiku Poetry – Inuit Observations

Long ago, the Inuit people thrived in the Arctic regions that are part of modern-day Canada. They were skilled at hunting, fishing, and adapting to the extreme cold. However, when European explorers arrived, the Inuit way of life began to change significantly, sometimes causing conflict.

Here are some thought-provoking haikus that can help us think about what life was like for the Inuit as changes unfolded.

Land once boundless, vast—
Ship through the frozen sea—
Inuiters old ways.



Engines roar on out to sea
Hunters adapt to new ways

Northern lights dance in sky
Overwhelmed by distant ship
Skyline forever changed.

Whale, fish, and blubber,
Exchanged for metal and cloth—
What value, our lore?



These haikus serve as tiny windows into the Inuit experience. Each poem reveals complex emotions and situations that happened as two different cultures crossed. The Inuit, resilient and resourceful, continue to adapt while holding onto their traditions. This form of poetry allows us to reflect on their resilience and the weight of their experiences during this transitional period.

Inferences

When reading poetry, you often need to make inferences as a lot of the evidence is implicit. Read the parts of the poems and explain what you think the author means.

1) "New paths cross old ways"

2) "Seal song in the air, Engines roar, drown out the calls"

3) "Northern lights high in the sky, lit by distant ships"

4) "What value, our lore?"

Visualizing

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

Haiku 1	Haiku 2	Haiku 3	Haiku 4

Acrostic Poems – Canada's Regions

Acrostic Poems – Exploring Canada's Geographical Regions

Canada is an immense country with so many diverse areas to explore! Today, let's discover two such regions: the "Appalachian Mountains" in the east and "Ellesmere Island" in the far north. We'll get to know them better through the magic of "acrostic poems." Each letter of the region's name starts a new line in the poem!



Appalachian Mountains

A - Ancient hills roll on for miles
P - Peaks and valleys with huge smiles
P - Pine forests, a home for wildlife style
A - Appalachian folk music, a cultural file
L - Lush meadows where deer compile
M - Majestic mountains, a fisherman's aisle
C - Craggy cliffs, worthwhile
H - Hiking trails with a unique trial
I - Interesting history, a historical dial
A - Abundant nature in a colorful pile
N - Natural beauty, a scenic side
M - Maple trees tapped for syrup vials
O - Outdoor sports, each a versatile trial
U - Below, minerals like coal compile
N - Nature's beauty, in style
T - Towering peaks test climbers' wiles
A - Amazing views make hikers smile
I - Interesting flora make florists compile
N - Notable fauna, from bears to reptiles
S - Springs and waterfalls, nature's aisle

Ellesmere Island

E - Extreme cold, where glaciers slide
L - Landscapes stretch far and wide
L - Limited flora, yet life does abide
E - Endless nights and days, in polar stride
S - Snowy owls and Arctic hares reside
M - Melting ice in summer, a changing tide
E - Elusive narwhals in the waters glide
R - Rugged cliffs where ancient rocks hide

I - Icy winds make it hard to stay outside
S - Summer blooms bring a lively guide
L - Long winters where the sun does hide
A - Arctic foxes in their dens bide
N - Northern lights in the sky glide
D - Days are either long or short, no divide

Name: _____

140

Curriculum Connection
C9.1.75A.2

Visualizing

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

PREVIEW

Elm Island

Appalachian Mountains

Limerick Poem – Alliteration

Limerick Poetry – First Nation Reflection

Today, we're going to read limericks that shine a spotlight on various communities from different periods in history and cultures. This time, the limericks are from the Aztec Empire, the Roman Republic, and the Inuit community in Canada.

Each of these limericks uses an interesting literary technique known as alliteration. In alliteration, words near each other in the sentence start with the same initial sound, making the poem more engaging and rhythmic.

Aztec Empire:

An Aztec named Clive,
Added to his archive,
A collection of Aztec
And no one else's.
His Aztec genetics
Were the only ones to survive.



Aztec art

Roman Republic:

Rambunctious Rosie from Rome,
She roamed the roads, far from home,
With reliable reins,
She rode through the plains,
She was skilled so she never was thrown.

Inuit Community:

An Icy Inuit named Bertrand,
Ice-fished in the Nunavut land,
With an igloo as base,
In this icy-cold place,
Inuit traditions he did understand.



Questions

Answer the questions below

1) What is an alliteration?

2) How did alliterations used in the limericks improve the poems?

3) Which poem did you like the best?

4) What was your favourite part of the poem? and explain why it was your favourite.

Quote

Explain

Questioning

Write 3 questions you had about the poems

1)

2)

3)

Cinquain Poems – Critical Thinking

Cinquain Poetry – Insights into Métis Culture

Cinquains are short poems with five lines, where each line performs a specific role, such as describing or depicting action. Want to add more flair to your cinquain? Incorporate similes and metaphors! A simile compares two things using "like" or "as," while a metaphor says something is something else. For instance, you can say a fiddle's tune is "as joyful as water" or call a river "Nature's highway." Here are cinquains that bring to life aspects of Métis culture, featuring similes and metaphors for added depth.

Fiddle Tune

Fiddle

Quick, sweet

Playing, resonating, thrilling

Like a prairie breeze

Melody



Red River Cart

Cart

Wooden, sturdy

Rolling, carrying

A base for travelling

Vehicle



Bison Hunt

Bison

Mighty, wild

Running, dodging, charging

As unstoppable as time

Game



Sash

Sash

Colourful, woven

Tying, wrapping, adorning

A ribbon of unity

Belt



Jig Dance

Dance

Lively, fun

Twirling, hopping, stepping

A foot-tapping celebration

Rhythm



Métis Flag

Flag

Blue, white

Waving, uniting, symbolizing

A tapestry of culture

Banner



Critical Thinking

Answer the questions below.

1) In "Fiddle Tune" why do you think the fiddle is described as the "prairie breeze"? What does that metaphor tell you about the fiddle's importance?

2) What emotion does the "Bison Hunt" poem make you feel? Happy, sad, excited, calm, scared, surprised, nervous, creative, etc. Explain.

3) Which poem did you like best?

4) What was your favourite part of the poems? Quote it and explain why it was your favourite.

Quote

Explain

Visualizing

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

Jig Dance

Red River Cart

Lyric Poetry - Simile

Lyric Poetry

Lyric poetry is a type of poem where the writer expresses personal feelings and thoughts. It's like a song without the music. These poems often talk about emotions like happiness, sadness, or love, and are usually not too long. They're like a snapshot of someone's feelings!


The use of similes in lyric poetry helps in understanding of the words and feelings behind them. Here's an example of a lyric poem that uses similes.

The Garden of Joy




In the garden where happiness grows,
Sunlight dances in the warm, golden glows,
Like a melody that rings in the air and light,
Like a stream in spring, it flows with sunlight.

Anger, like thorns, can sometimes arise,
Sharp and quick, when it cuts across the sky,
But like clouds that pass in a moment,
It fades away, and peace draws nigh.



Sadness, sometimes, like gentle rain,
Falls softly, easing the heart's hidden pain,
Yet, like flowers after showers,
Joy blooms again, showing its powers.

Hope shines bright, like stars at night,
Guiding us with its gentle light,
In our garden, emotions play,
Teaching us through each passing day.



Critical Thinking

Answer the questions below.

1) What is a stanza in a poem? How many stanzas are in this poem?

2) What feelings do you think the author has about each emotion mentioned in the poem? Give reasons for your answer.

3) What do you think the message or theme of the poem?

4) What was your favourite part of the poem? Explain why it was your favourite.

Quote

Explain

5) If you were to add a fifth stanza to the poem, which emotion would you choose to write about? Why?

6) Write three examples of similes from the poem.

Rhyming Poems – Critical Thinking

Rhyming Poetry – Matter

Rhyming poems are quite catchy because they have words that sound the same at the end of each line! You can use different rhyme schemes like ABAB or AABB to make your poem unique. Rhyming makes the poem memorable and enjoyable to read. In this poem, we are diving into the fascinating world of matter—its changes and states. Matter can be solid, liquid, or gas, and it can change from one form to another.

Solid Matter

Solid stuff is firm and strong,
Locked in place, it doesn't budge.
From chairs to rocks, easy to see,
Solid matter, stable as a tree.

Gaseous Matter

A gas will spread out, far and wide,
Filling spaces, it can't hide,
From oxygen to water vapour,
Gaseous matter is quite the shape-shifter.

Sublimation

A special change, quite rare to find,
From solid to gas, it leaves liquid behind,
Like dry ice to fog, as we can see,
Sublimation is as mystifying as can be.

Liquid Matter

In a cup, or flowing in a stream,
Liquid matter is like a dream.
It takes the shape of its container fast,
From a drop of dew to oceans so vast.

Phase

From ice to water, a change of state,
A phase change that's hard to beat.
With heat or cold, matter rearranges,
Through melting, freezing, it changes.

Condensation

Water vapour, in the air,
Finds a chill and lingers there.
Turns to droplets, as if to say,
"I'm liquid now, hip hip hooray!"

Critical Thinking

Answer the questions below.

1) In "Solid Matter," the phrase "locked in place" is used. What does this tell you about the properties of solid substances?

2) The "Phase Change" poem mentions different changes like ice to water. Can you think of other situations where phase changes can occur and explain how they work?

3) Which poem did you like best?

4) What was your favourite part of the poem? Quote it and explain why it was your favourite.

Quote

Explain

Visualizing

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

Sublimation

Condensation

Block 8: Book Reviews

Focus

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

Implicit and Explicit Perspectives – Book Reviews

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

Explicit Examples:

- "The book was awesome."
"I didn't like the ending."



Implicit Examples:

- "The book kept you guessing until the last page." (Probably means it's suspenseful)
"There were a lot of details in the story." (Might mean it's too complicated)

Perspectives: Is the perspective explicit or implicit in describing their opinion of the book?

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

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

1) It was full of suspense and emotions.

2) The book dragged on and was slow.

Finding Bias in Reviews

What is Bias in Reviews?

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

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

Bias _____ the reviews and answer the questions.



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

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

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

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

Our Voice in Review Writing

What is Voice in Writing?

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

Voice

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

A) I love the dragon! Oh, why they not show them more? Everyone was talking and talking but I was bored. Magic and magic stuff more! can we watch a dragon movie next time?

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

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

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

1) Which family member wrote which review?

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

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

Our Voice in Review Writing

Voice

Read the different reviews below that are written using different voices.

A) A Symphonic Blend of Visual and Auditory Elements - ★★★★★

The cinematography was absolutely sublime. Each frame could very well be a standalone piece of art. The screenplay, albeit occasionally cliché, provided just enough interest to maintain my interest. However, I couldn't overlook the simplistic character development and plot twist that weakened the story's plotline.

B) So Much Fun, Didn't See It Coming - ★★★★★

Okay, like, can we talk about how much fun this movie was? The plot twist? Didn't see it coming at all! The special effects were out of this world, for real. And wow, the costumes were so loud. Must-watch if you're looking for a good time, okayy?

C) Zoomin' Cars and Old Tales - ★★★☆☆

Well, I'll tell ya what, that movie had me snoozin' durin' all them talky parts, but when the cars started zoomin' and the tires was squealin', boy howdy! Woke me right up, it did. Course, story's older than my grandpappy's boots, but them firework-like stunts put some spice in that ol' soup, y'know?

D) Big Monster and Funny Jokes! - ★★★★★

Movie was super funny and I laugh lots! Big monster was not even scary. He just big and loud like my toy truck! I wanna watch it again but more candy next time. Mommy said too much candy is bad but I don't care! More more more!



1) Describe the person who wrote the first review. Read the review carefully, looking for clues that tell you more about the characteristics below. Explain your answers.

Age

Mood
- happy
- excited
- upset

**Education
Level**

2) Describe the person who wrote the second review. Read the review carefully, looking for clues that tell you more about the characteristics below. Explain your answers.

Age

Mood
- happy,
- excited,
- upset, etc.

**Education
Level**

Literary Devices in Reviews

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

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

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

Space Adventures in "The Secret Spaceship"

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

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

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

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



Similes	
Metaphors	
Alliteration	
Humour	

Review Writing - Inferences

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

Introduction

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



Summary

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

Thoughts

Diving into this book is like jumping into a cauldron of magic. The author's bubbling with laughs and magic! Characters? They're so lively, I could write my own story. The story zips faster than a squirrel on a sugar rush, and the author's use of words that paint pictures in your brain, making it feel like you've discovered a secret stash of sparkling stories.

Rating

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



Examine

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

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

Similes

Metaphors

Alliteration

Humour

Inferencing

Answer the questions below to show your understanding

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

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

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

Block 9:

Graphic Texts

Focus

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

Types of Graphic Texts

Understanding Graphic Texts

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



Different Types of Graphic Texts

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

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

Key Features in Graphic Texts

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

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



Prereading

Before reading, answer the questions below.

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

Making Connections

After reading, make the connections below.

Text-to-Self

Text-to-Text

Text-to-World

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

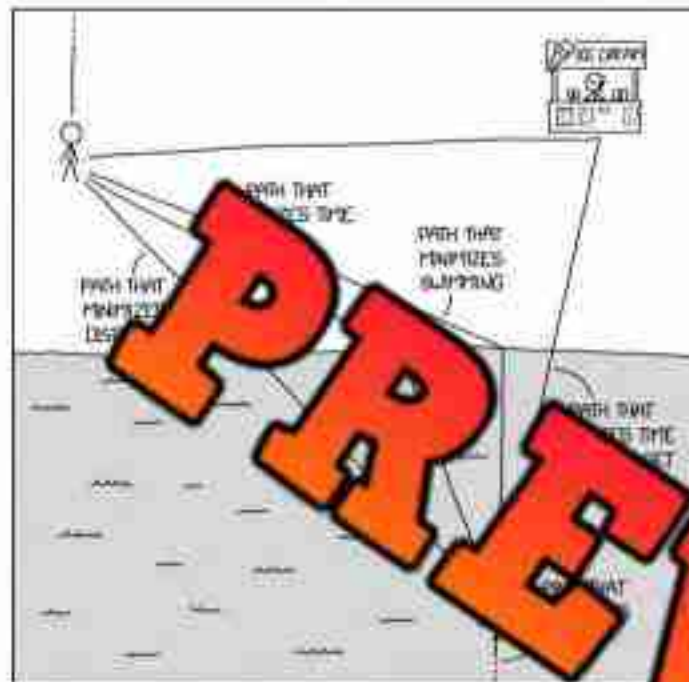
2) Where do you see posters/infographics? What are they used for?

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

Understanding Comics

Analyze

Read the comic and answer the questions.



1) Summarize the comic above. What is happening?

2) Describe the different paths:

Minimizes Distance
Between People

Minimizes Time
Between People

Minimizes Swimming

Minimizes Time Until
Ice Cream

3) Why is the path that minimizes time and the path that minimizes distance not the same?

4) How do the pictures and words work together to describe a story?

Understanding Comics

Analyze

Read the comic and answer the questions.

**Circle the text features**

Speech Bubbles

Thought Bubbles

Caption Sound Effect

Facial Expressions

1) Summarize the comic above. What happened?

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

3) Global Inference: After reading the comic carefully, explain the joke.

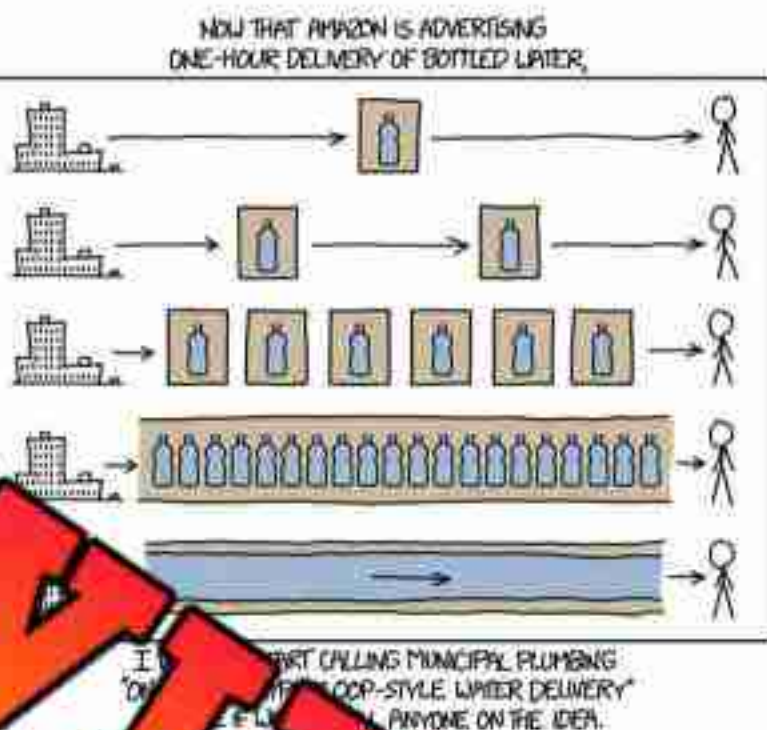
Understanding Graphic Texts

Analyze

Read the comic and answer the questions.

1) What is the comic about? Describe the joke.

2) Make a connection: What does this remind you of in your life?



WHY ARE YOU GOING HERE?

GAS IS TEN CENTS A GALLON CHEAPER AT THE STATION FIVE MINUTES THAT WAY.

BECAUSE A PENNY SAVED IS A PENNY EARNED.



IF YOU SPEND NINE MINUTES OF YOUR TIME TO SAVE A DOLLAR, YOU'RE WORKING FOR LESS THAN MINIMUM WAGE.

1) What is the comic about? Describe the joke.

2) Make a connection: What does this remind you of in your life?

Understanding Memes - Humour

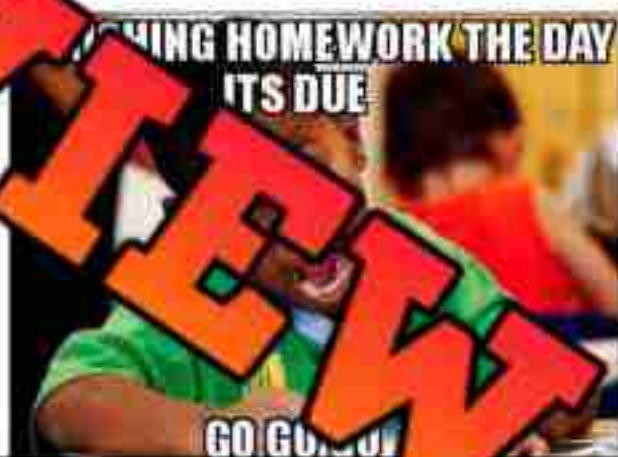
Analyze

Read the meme and answer the questions.



Describe the meme. Why is it funny?

Make a connection.

You are
enjoying
the
holidaysSchool
starts
tomorrow

Describe the meme. Why is it funny?

Make a connection.

Describe the meme. Why is it funny?

Make a connection.

Photo Essay - A Day in the Playground

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

Instructions

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

1



2



3



4



5



Instructions

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

Photo 1: Morning Arrival

What do you see in this photo?

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

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

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

Photo 3: Quiet Corner

What do you see in this photo?

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

Photo 4: Lunch time

What do you see in this photo?

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

Photo 5: Team Sports

What do you see in this photo?

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

Photo 6: Everyday

What do you see in this photo?

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

Final Reflection

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

Draw

Draw yourself playing with your friends on the playground

Text Features in Infographics

Infographics are unique visual tools that present information in a format that's easy to grasp. They can cover various subjects, like wildlife habitats, the process of composting, or even the development of a popular video game!

In infographics, you'll typically encounter:

- **Headings:** These clarify the main concept or theme of the infographic.
- **Illustrations or Icons:** These visuals support the text by representing its meaning.
- **Annotations:** These labels identify specific sections or elements within the images.
- **Concise Bullet Points:** These offer factual information in an easily digestible way.

Examine the infographic and answer the questions.

1) Give the information about the infographic.

2) Which 4 lifecycles are shown in the infographic?

LIFE CYCLE OF BIRDS

- Comprises of 5 stages
- Adult, Egg, Embryo, Hatching and Chick



LIFE CYCLE OF FROG

- Comprises of 4 stages
- Adult, Egg, Embryo, Tadpole



LIFE CYCLE REFERS TO THE SERIES OF CHANGES THAT OCCURS IN AN ORGANISM FROM BIRTH TILL DEATH.

LIFE CYCLE OF BUTTERFLY

- Comprises of 4 stages
- Egg, Larva, Pupa, Adult

LIFE CYCLE OF COCKROACH

- Comprises of 3 stages
- Adult, Egg, Nymph



3) What are the stages of a bird's life cycle?

4) What are the stages of a frog's life cycle?

5) What are the stages of a butterfly's life cycle?

6) Check off if there are the components below in the infographic.

Headings		Annotations	
Illustrations		Bullet Points	

Reading Maps – Text Features

Reading a Map Made Easy

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

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



Reading Maps – Text Features

Questions

Answer the questions below.

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

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

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

4) What do red dots on a map usually represent?

5) What does a bigger red dot represent?

Examine

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

Graphic Text - What's a Timeline?

Analyze

Look closely at the timeline and answer the questions

1) What is the title of the timeline?

2) What features are on this timeline?



HISTORY OF COMPUTERS



2010s

2020s

3) How have computers changed over the years? Specify what you see on the timeline.

4) Make a connection to the timeline. What does this remind you of in your life?

Block 10: Biographies

Focus

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

What Are Biographies?

Understanding Biographies

A **biography** is a type of book that tells the story of someone's life. Think of it as a time machine, explaining the person's achievements, emotions, and significance. These life stories can focus on a wide range of people, from scientists to activists, and even those who accomplished amazing feats.



What's Inside a Biography?

A well-made biography contains several features that improve your understanding of someone's life. Here's a breakdown of these features:

- **Preface:** Where the author explains why they chose to write the biography.
- **Introduction:** First pages that offer a snapshot of the individual, possibly explaining why their story is interesting.
- **Chapters:** Segments that split up the story, often focusing on different periods or important events in the person's life.
- **Visuals:** Whether it's photos or illustrations, these images show the person's appearance or actions.
- **Timeline:** This chart places important dates and events in chronological order, helping with understanding.
- **Glossary:** A section that defines challenging words used throughout the book.

Why the Text Features Matter

These text features serve as tools that improve the reading experience. For example, if a word is highlighted or is in bold, it's likely important to the story and its definition can usually be found in the glossary. A preface helps us understand the perspective of the story as we learn more about the author.

Prereading

Before reading, answer the questions below.

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

Summary

Summarize the reading – follow the instructions below

Main Idea

Supporting
Detail # 1Supporting
Detail # 2Supporting
Detail # 3

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

Biography – Terry Fox

Terry Fox: A Canadian Hero

Preface

When I set out to write this biography, it was with the hope of sharing Terry Fox's incredible story with a new generation. Every Canadian knows the name Terry Fox, but not everyone knows the full depth of his courage and dedication. Through his life, we can learn the power of determination, the importance of hope, and the impact just one person can have.

Early Life

Terry Fox was born on July 28, 1958, in Winnipeg, Manitoba, Canada. He loved sports like basketball and soccer from the time he was a little kid. But when he was 18, doctors told him he had cancer. He decided to have his right leg removed. This huge challenge didn't stop Terry. It gave him a new goal.

Remarkable Marathon of Hope

In 1980, Terry started his famous **Marathon of Hope**. He wanted to run all the way across Canada with a prosthetic leg, hoping to get people talking about cancer and giving money for research. He ran every day for almost a marathon's distance, and Canadians everywhere cheered him on. Because of his hard work, lots of people started donating to help find a cure for cancer.

Legacy and Philanthropy

Terry didn't get to finish his Marathon of Hope because he got sick, but he had already done something awesome. He showed everyone in Canada that you can be brave and never give up. Every year, people remember Terry by doing the **Terry Fox Run**, and they've raised over \$800 million for **cancer research**. Terry's story is still inspiring people today to do great things.

Timeline

- 1958: Born in Winnipeg, Manitoba
- 1976: Found out he had cancer
- 1980: Started the Marathon of Hope
- 1981: Terry passed away, but his story lives on
- 1988: Terry was added to Canada's Sports Hall of Fame

Glossary

Marathon of Hope: Terry's big run across the country to help fight cancer.

Prosthetic Leg: A man-made leg that replaces one that's missing.

Philanthropy: Helping others, especially by giving money to good causes.

Legacy: What someone is remembered for after they're gone.

Cancer Research: Scientists working hard to find out more about cancer and how to beat it.



Terry Fox

Prereading

Before reading, answer the questions below.

Prediction: After reading the title and headings, make 2 predictions about Terry Fox.

During Reading

Stop and write questions about what you are reading.

1	
2	
3	

Questions

Answer the questions below.

1) What is a glossary? Why are they helpful when reading a report or a biography?

2) What is a preface? What did it tell you in this report?

3) How does the picture of Terry Fox help you understand him better?

Biography – Thomas Young

Thomas Young: The Discoverer of Energy

Early Life

Thomas Young was born on June 13, 1773, in Milverton, England. Fascinated by the natural world, he began studying physics and medicine at an early age. Always eager to learn, he even taught himself several languages to read scientific texts.

Remarkable Discoveries

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

Later Years and Legacy

Young's contributions to science, often found in footnotes, continue to influence modern physics. Concepts he introduced, such as energy, are crucial in today's discussions about sustainable energy and climate change. Although he passed away in 1829, his insights remain relevant and continue to inspire current scientists.

Timeline

- 1773: Born in Milverton, England
- Early life: Self-taught in multiple languages for study
- Explored the concept of energy conservation
- 1829: Passed away, leaving an enduring legacy



Glossary – Fill in the Glossary Below

Before Reading

Before reading, answer the questions below.

Background knowledge – read the title, headings, and look at the picture. What do you know about these topics already?

During Reading – Now what you were picturing while you were reading. Explain the picture.

After Reading

Answer the questions

1) Describe the diagram in the biography. Did it help you understand the biography?

2) After learning about Thomas Young, pretend you were the author of this biography. Write a preface that would go at the beginning. It should explain why you choose Thomas Young to write about. Why did you find him interesting and worth researching?

Biography – Louis Riel: The Métis Political Leader

Louis Riel: The Métis Political Leader

Preface

Our past is filled with incredible individuals who made big changes and faced tough challenges. Louis Riel is one such person from Canadian history who stood up for his community's rights and beliefs. By learning about his story, we can better understand Canada's rich history and the people who shaped it.

Louis Riel's Early Life

Born on September 21, 1844, in the Red River Settlement, now part of Manitoba, Canada, Louis Riel was a member of the **Métis** community, people with both Indigenous and European roots. Growing up, he learned a lot and felt a deep connection to his people.

Major Achievements

Louis stood tall for his people, leading two major uprisings: the Red River Rebellion of 1869-70 and the North-West Rebellion of 1885. He aimed to guard the rights and traditions of the Métis and other Indigenous folks from a growing Canadian rule. Most famously, he even led a **provisional government** to talk to Canadian leaders.

Life After the Rebellions and Legacy

Though Riel did so much, some didn't agree with his actions, and he was sadly tried and executed for **treason** in 1885. But his bravery didn't end there. Today, especially in Manitoba, many remember and respect him for standing up for Métis and Indigenous **rights**.

Timeline

1844: Born in the Red River Settlement

1869-70: Led a big uprising called the Red River Rebellion

1885: Led another fight, the North-West Rebellion, but faced a tragic end

Legacy: He's remembered as a hero for the Métis and Indigenous communities

Glossary

- **Métis:** Folks of mixed Indigenous and European family lines.
- **Rebellion:** Standing up against those in charge.
- **Provisional Government:** A short-term leadership group.
- **Rights:** The things everyone should be free to do.
- **Treason:** Going against one's own country.
- **Legacy:** What we remember someone for.



Louis Riel

Understanding

Is the statement true or false?

1. Louis Riel was born in Ontario.	True	False
2. Riel led one major rebellion.	True	False
3. The Metis have both Indigenous and European ancestry.	True	False
4. Riel was elected head of a permanent government.	True	False
5. Riel was born in 1844.	True	False
6. Riel was elected in 1886.	True	False
7. He led the North-West Rebellion in 1885.	True	False
8. Riel tried to protect Indigenous rights.	True	False
9. The Red River Settlement was in Quebec.	True	False
10. Riel's legacy continues to honour Manitoba.	True	False

Critical Thinking

Answer the questions below.

1) **Inference:** How is Louis Riel's legacy viewed in Manitoba?

2) **Inference:** How do you think an alliance would have helped Louis Riel's mission?

3) **Personality trait:** Use one word to describe Louis Riel. Then explain why you chose that word. Examples – brave, creative, loyal, curious, confident, ambitious, calm, etc.

Biography Research Assignment

Objective

What are we learning more about?

Choose a person from the list provided and read an online biography about them. You will summarize their life focusing on their early life, achievements, and later life. Then, create a timeline of major events in their life.

Instructions

How do we complete the activity?



- 1) Picked Person: Choose a person from the list your teacher gave you.
- 2) Research Time: Use the tablet to read a biography about the person you chose.
- 3) Jot Down Notes: As you read, jot down notes about their early life, achievements, and later years.
- 4) Write a Summary: After reading, write a brief summary about the person's early life, achievements, and later life. Use your notes to help you.
- 5) Create a Timeline: On a piece of paper, draw a timeline and mark significant events in the person's life using coloured pencils or markers.

Options

Individuals you could choose to research.

Nelson Mandela
Marie Curie
Martin Luther King Jr.
Leonardo Da Vinci
J.K. Rowling
Steve Jobs
Alexander Mackenzie
Thomas Edison

Mother Teresa
Bill Gates
Charles Darwin
Alexander Flemming
Newton
Galileo Galilei
Terry Fox
Michael Jackson

William Shakespeare
Muhammad Ali
Amelia Earhart
Pablo Picasso
Anne Frank
Muhammad Ali Jinnah
Mother Teresa
Roger Federer

Name: _____

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Curriculum Connection
CCL 1, TSS 1, TSS 4

Research

Write jot notes as you read more about the person.

Early Life

Achievements

Later Life

PREVIEW

Summary

Write a summary of your individual's life story.

PREVIEW

Timeline

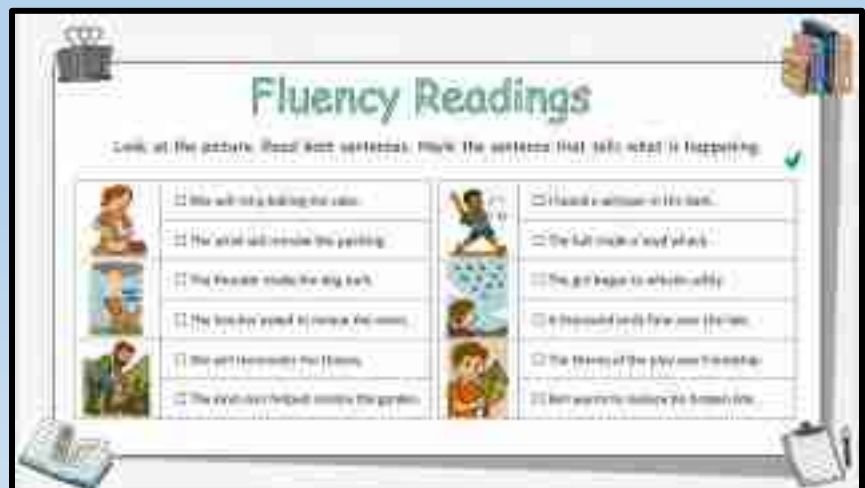
Write a timeline of the important events in

Timeline – Use a Graphic or List



Google Slides Lessons Preview







Alberta Language Curriculum

Conventions and Vocabulary – Grade 5

Correct Sentence Fragments

Read each sentence fragment in the left. Then draw a line to the complete sentence on the right that best completes the idea or makes the most sense.

Sentence Fragments	Complete Sentences
If only he tried. <input type="checkbox"/>	<input type="checkbox"/> The lightning lit up the entire sky.
Right on time. <input type="checkbox"/>	<input type="checkbox"/> He tripped and fell to the ground.
Out of nowhere. <input type="checkbox"/>	<input type="checkbox"/> The bus arrived just as the light rang.
In a flash. <input type="checkbox"/>	<input type="checkbox"/> She didn't start too early or act too soon.
With all her strength. <input type="checkbox"/>	<input type="checkbox"/> He could have won the race.
So close to the finish line. <input type="checkbox"/>	<input type="checkbox"/> They stopped and looked down at the ocean below.
At the edge of the cliff. <input type="checkbox"/>	<input type="checkbox"/> She pushed the heavy door open.
Before the sun rose. <input type="checkbox"/>	<input type="checkbox"/> The farmer was already working in the field.
For the very first time. <input type="checkbox"/>	<input type="checkbox"/> She performed on stage in front of an audience.

Suffix - ing

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

Across

- 1) going to make an
- 2) going to something high
- 3) coming with eggs (fried)
- 4) moving up (you fly)
- 5) coming together (a group of)

Down

- 1) making a person and a part to begin
- 2) making something to work
- 3) making something become a

Week 7 - Vocabulary

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

whistle	cheer	swing
glance	alarm	lift
stare	seller	bracket
allotted	percentage	collage
break	understand	pinch
grace	gracious	pride
brave		prize



Alberta Language Curriculum

Conventions and Vocabulary – Grade 5

Analogy: Understanding and Creating

	→		⋮		→	
	→		⋮		→	
	→		⋮		→	
	→		⋮		→	
	→		⋮		→	



Read all the sentences on the right.
Drag each declarative sentence to the box.

1. The dog is barking.

2. The chair is made of wood.

3. The girl is reading a book.


4. The flowers are colorful.

5. The boy is playing soccer.

6. The boy is drinking water.

Suffix -ment

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



Across

11 the act of making something better

12 the ending of pleasure

13 a feeling of great joy

14 the act of putting things in order

15 the act of making

Down

16 the act of making something better

17 the ending of pleasure

18 a feeling of great joy

19 the act of putting things in order

20 the act of making



Workbook Preview



Grade 5 – Language Vocabulary



Organizing Idea	Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.
Guiding Question	How does vocabulary support communication?
Learning Outcome	Students analyze how knowledge of vocabulary supports meaning and use of language.

	Skills and Procedures	Pages
	<p>Preview of 86 pages from this product that contains 407 pages total.</p> <p>Included are weeks 1 – 8, and 28 – 30.</p> <p>There are 30 weeks total.</p>	
V5.3	<p>Apply tier 3 words within subject content.</p> <p>Discuss how context can influence the meaning of words and phrases.</p> <p>Examine word meanings in similes, metaphors, and analogies.</p> <p>Analyze the meanings of words or phrases expressed figuratively.</p> <p>Integrate figurative language into personal writing and oral communications.</p>	<p>50, 57, 61, 64, 68, 71 – 72, 74 – 76, 79, 82 – 84, 87, 91, 94, 98, 101, 105, 108 – 109, 114, 116, 118, 121, 124, 125 – 128, 131, 136, 139 – 140, 145, 147, 149, 151, 154, 160, 162, 165 – 166, 168, 170 – 171, 174 – 175, 178, 181, 183, 185, 190, 192, 198, 200, 206, 208, 212, 215, 222, 227, 229 – 230, 235</p>

Grade 5 – Language Conventions



Organizing Idea	<u>Conventions</u> : Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.
Guiding Question	How might an informed use of conventions support effective communication?
Learning Outcome	Students apply and experiment with conventions to enhance precision and artistry of communication.

	Skills and Procedures	Pages
C5.1	<p>Apply capitalization to support effective written communication.</p> <p>Apply punctuation to support effective written communication.</p> <p>Experiment with capitalization and punctuation to achieve a desired effect.</p>	<p>45, 96 – 97, 103 – 104, 111 – 112, 157, 164, 173, 180, 196, 203 – 204, 210 – 211, 217 – 218, 224 – 225, 232 – 233</p>
C5.2	<p>Apply appropriate tense throughout communications.</p> <p>Identify subject-verb agreement in communications.</p> <p>Determine nouns or pronouns that are the subject in a variety of sentences.</p> <p>Determine nouns or pronouns that are the object in a variety of sentences.</p> <p>Use noun-pronoun agreement in communications.</p> <p>Vary the position of adverbs in sentences.</p> <p>Integrate conjunctions to connect phrases in sentences.</p> <p>Distinguish between different types of pronouns used in a sentence.</p>	<p>14 – 15, 22 – 23, 29 – 30, 35 – 37, 44 – 45, 52 – 54, 59 – 60, 66 – 67, 89 – 90, 96 – 97, 103 – 104, 142 – 143, 157 – 158, 173, 187, 195</p>
C5.3	<p>Investigate spelling patterns within and across words.</p> <p>Apply knowledge of spelling patterns to spell unfamiliar words.</p> <p>Apply knowledge of prefixes and suffixes to spell words.</p>	<p>13, 21, 28, 35, 43, 51, 54, 58, 65, 73, 81, 88, 95, 102, 110, 132, 133 – 135, 141, 148, 156, 163, 172, 179, 186, 194, 202, 209, 216, 223, 231</p>

READING PROGRAM - OVERVIEW

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

READING PROGRAM - OVERVIEW

Weeks	Lessons	
16	Homophones	Decoding strategy – Syllable splitting
17	Homonyms and Antonyms	Decoding strategy – Chunking
18	Noun-pronoun agreement	Possessive pronouns, subject pronouns, and object pronouns
19	Examine Words New To The English Language	Examine words with meanings that have changed over time
20	Proper Adjectives and Capitalization	Using Correlative Conjunctions
21	Commas for Introductory Phrases	Synonyms: Identifying and Creating and Thesaurus Work
22	Commas with Interjections	Vocabulary: Context Clues: What do you think the underlined (challenging word) means?
23	Commas with Direct Address	Vocabulary: Context Clues: What do you think the underlined (challenging word) means?
24	What are Appositives?	Commas with Appositives
25	What are Participles?	Commas to set off Participial Phrases
26	Commas used in Parenthetical Expressions – Used to separate expressions	Contractions
27	Capitalization used to show importance of certain words	Contractions
28	Capitals for Historical Periods or Events	Abbreviations
29	Using Parentheses	Activity - Reading by Adjusting Expression
30	Use Quotation Marks	Writing Dialogue

NAME: _____

LANGUAGE



Week 1 - Vocabulary List

Obtain	Object	Obvious	Oblige	Objection
Obscure	Oblivious	Obstacle	Cheerful	Champion
Charity	Chance	Choke	Chocolate	Trial
Treasure	Transition	Tragedy	Triumph	Trivial

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

Answer	Word	Description
	Obtain	A) A very sad or terrible event.
	Object	B) A sweet treat made from cocoa.
	Obvious	C) Something valuable or special.
	Oblige	D) Write someone very good.
	Objection	E) A difficulty or problem.
	Obscure	F) A quality of being unknown.
	Oblivious	G) Happy and cheerful.
	Obstacle	H) Not important or noticeable.
	Cheerful	I) Not clear or hard to see.
	Champion	J) To do a favour or help.
	Charity	K) Easy to see or understand.
	Chance	L) Having difficulty breathing.
	Choke	M) Something that blocks the way.
	Chocolate	N) Disagreeing or saying no.
	Trial	O) Change from one state to another.
	Treasure	P) To get or receive something.
	Transition	Q) Not aware of what's happening.
	Tragedy	R) A thing you can see or touch.
	Triumph	S) Helping others by giving.
	Trivial	T) A great victory or success.

PREFIX OB-

The prefix "Ob-" means "against," "in the way," or "towards." Here are some examples:

- **Obstacle:** "Ob-" means in the way, and "stacle" is like "stand." So, "obstacle" is something that stands in your way.
- **Object:** When you "ob-" or go against, and "ject" like throw, "object" can mean to say no or disagree with something.
- **Obtain:** This means to go towards something and get it.

Opposites

Write the opposite of the words below, make sure that your answer starts with the prefix "-ob"

	Disallow, Hinder, Prevent
	Forfeit, Surrender
	Alert, Mindful
	Appear, Obvious
	Modern, Opposite



Completion

Complete the sentences with the correct "ob-" word.

A) Obstacle	B) Object	C) Observe	D) Obligate
F) Obstruct	G) Oblivious	H) Objection	I) Obsolete

	1) The path was blocked by a large _____.
	2) He was _____ to the loud noise.
	3) She made an _____ during the meeting.
	4) That old computer is now _____.
	5) The instructions were quite _____.
	6) You must _____ permission first.
	7) Cats often _____ their surroundings.
	8) She felt _____ to help her friend.
	9) The tree can _____ the view.
	10) He couldn't find the _____ he dropped.

IDENTIFY SENTENCE FRAGMENTS

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

Examples:

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



Complete or Fragment?

Is the sentence complete or is it a fragment?

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

Find the Fragment

Underline the fragments in the passage.

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

CORRECT SENTENCE FRAGMENTS

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

Examples:

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



Identify the sentence fragment correct or not?

1) While surprised,	6) Never again,	
2) Like a diamond,	7) Before the final act,	
3) Singing loudly,	8) Because I said so,	
4) At long last,	9) Inbelievable!	
5) On the edge,	10) With eyes,	

Mix and Match

Match the fragments to its sentence.

ANSWER	FRAGMENTS	SENTENCES
	While eating her sandwich,	A) she felt like a champion.
	Jumping over the fence,	B) we can play soccer.
	Riding his bike down the hill,	C) she talked with her friends.
	If we go to the park,	D) the sky turns orange.
	During the thunderstorm,	E) everyone got quiet.
	The dog wagging its tail,	F) Emily faced her fears.
	As the sun sets,	G) seemed incredibly happy.
	Though she felt scared,	H) we stayed indoors to keep dry.
	Before the game started,	I) Tim felt exhilarated.
	When the teacher walked in,	J) we practiced our cheers.

WORD SEARCH**Word Search**

Find the word bank words in the puzzle.

<input type="checkbox"/> Obtain	<input type="checkbox"/> Object	<input type="checkbox"/> Obvious	<input type="checkbox"/> Oblige	<input type="checkbox"/> Objection
<input type="checkbox"/> Obscure	<input type="checkbox"/> Oblivious	<input type="checkbox"/> Obstacle	<input type="checkbox"/> Cheerful	<input type="checkbox"/> Champion
<input type="checkbox"/> Charity	<input type="checkbox"/> Chance	<input type="checkbox"/> Choke	<input type="checkbox"/> Chocolate	<input type="checkbox"/> Trial
<input type="checkbox"/> Treas	<input type="checkbox"/> Transition	<input type="checkbox"/> Tragedy	<input type="checkbox"/> Triumph	<input type="checkbox"/> Trivial

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

Word Search

Make your own word search using 8 of the words.

Word Bank

Week 1 – Fluency Readings

Read

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	A child played outside.				
2)	An obscure legend told of a treasure beneath the ancient ruins.				
3)	They overcame every obstacle determination and teamwork.				
4)	His triumph in the competition was obvious to all who watched.				
5)	Oblivious to the warning signs, he missed his chance to escape.				
6)	Her strong objection halted the transition of the controversial plan.				
7)	The tragedy of the fallen hero was viewed as deeply trivial by the cynics.				

Week 1 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Complete or Fragment?

Is the sentence complete or a fragment?

1) Who can tell?	Complete
2) Where to?	Fragment
3) Over the rainbow.	Complete

Completion

Complete the given fragments with suitable endings.




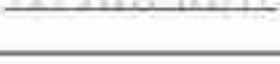





1) Beyond belief	
2) Dreams dashed	
3) If only	
4) No way out	

Week 2 - Vocabulary List

Musician	Librarian	Magician	Politician	Guardian
Civilian	Historian	Physician	Wholesome	Thought
Theme	Thunder	Thousand	Theory	Thesis
Whisper	Whistle	Whack	Whimsical	Whirlwind

Cursive




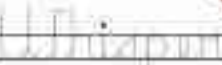



Write the word using cursive writing.

Word	Trace	Write
Musician		
Librarian		
Magician		
Politician		
Guardian		
Civilian		
Historian		
Physician		
Thought		

Week 2 - Vocabulary List

Cursive

Write the word using cursive writing.

Word	Trace	Write
Theme		
Thousand		
Theory		
Thesis		
Whisper		
Whistle		
Whack		
Whimsical		
Whirlwind		
Wholesome		

SUFFIX -IAN

The suffix "-ian" means "someone who is an expert in something" or "someone who comes from a place." For example, a "musician" is someone who plays music, and a "Canadian" is someone from Canada.

- **When the word ends in 'c':** Just add "-ian." Like "magic" becomes "magician."
- **When the word ends in 'y':** Change the 'y' to 'i' and add "-an." For instance, "library" becomes "librarian." In other words, just drop the 'y'.
- **If the word is a country or place:** Adding "-ian" often means someone from that place, like "Italy" becomes "Italian."
- **For jobs or studies:** Adding "-ian" can mean someone who does that job or study, like "electric" becomes "electrician."

Morpheme Add the suffix "-ian" to the given base words applying the rules above.

Music		History	
Guard		Diet	
Comedy		Music	
Asia		Brazil	
Politics		Egypt	

Write Use the words in meaningful sentences.

1) Vegetarian	
2) Comedian	
3) Canadian	
4) Physician	

SIMPLE SENTENCES

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

Examples:

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



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

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

Write

Finish the sentences making them simple sentences.

1) The fish _____

2) My sister _____

3) The wind _____

4) The teacher _____

5) The clock _____

6) The baby _____

7) The sun _____

8) The door _____

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

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

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



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

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

Write












Use the given words in sentences.














Computer	
Whisper	
Fragrant	
Slowly	































CRACK THE CODE

Directions:

Use the code below to reveal each spelling word.

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

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

CODE		CODE	ANSWER
			
			
			
			
			
			
			
			
			
			

Week 2 – 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 = 103 Words

In a small town, there was a musician who played joyful tunes, and a librarian who read interesting stories. A magician nearby amazed everyone with his tricks, while a fortune teller listened to every civilian's thoughts. The town's historian taught about the past, his words echoing like distant thunder. A kind physician looked after everyone, making the town feel wholesome. A guardian watched over the town, his presence reassuring like a soft whisper. Together, these individuals created a harmonious community, each contributing in their own special way. Their lives intertwined, making the town a delightful place to live.

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count – at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

Calculation: $(1,140 \text{ words} \div 330 \text{ seconds}) \times 60 = 207.2 \text{ WPM}$.

Time Taken To Read**Divide 103/seconds****WPM**

Week 2 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Write

Finish the sentences in a simple sentence.

1) The fox
2) The window
3) The man
4) The store

Identify

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

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

Week 3 - Vocabulary List

Think

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

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

Instructions

In _____, _____ and unscramble the words using the vocabulary list above.

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

DINEDE	EAUFTER	GRADEIN	AESORN	CEDERE
_____	_____	_____	_____	_____

SUFFIX -ING

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

Examples:

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



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

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

Write

Use the words below to create a meaningful sentence.

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

DIRECT OBJECTS FOR NOUNS

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

Examples:

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



Identify Identify the direct object in each sentence.

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

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

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

PRONOUNS – INTENSIVE AND REFLEXIVE

Pronouns replace nouns to avoid repetition.

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

Intensive pronouns emphasize another noun or pronoun.

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

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

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



Think Identify if the bold pronoun is Reflexive or Intensive.

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

Rewrite Rewrite the original sentences using the appropriate pronoun.

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

WORD SEARCH**Word Search**

Find the word bank words in the puzzle.

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

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

Word Scramble

Read the clue and then unscramble the word.

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

Week 3 – 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)	Reading about heroes, the speaker in the shelters for refugees. He understood the value and foresaw helping others. Kindness was a key feature of his life.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
2)	Exploring the woods, the new players and whispered stories, waiting at the adventure gave them a reason to be in nature's embrace.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
3)	Writing their play, the class depicted a refugee becoming a great speaker. Through building connections, they were creating a new life.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
4)	In art class, drawing communicated more than words. Creating a mural, each feature added told part of a story, squeezing out laughter.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
5)	Exploring journalism, students wrote of sports and school decrees. It was a way to build understanding and release their thoughts.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast

Week 3 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Identify

Identify the direct object in each sentence.

	Sentence	Direct Object
1	The traveler drove an expensive car very fast.	
2	The boys played a lively game of hide and seek.	
3	He drew a school of fish.	
4	She ate a full course meal during the celebration.	

Rewrite

Rewrite the original sentences using the appropriate pronouns.

	Original Sentence	Rewritten Sentence
1	Lisa was proud of Lisa.	
2	She helped she.	

Week 4 - Vocabulary List

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

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

Write

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

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

SUFFIX -ED

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

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

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

Write

Rewrite the sentences in the past tense form of verb.

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

Write

Write a paragraph about what you did last weekend. Add verbs as you can.

IDENTIFY RUN ON SENTENCES

What are run-on sentences?

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

Example:

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



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

	Sentence	Correct / Run-On
1	My favourite sport is soccer I play every weekend.	
2	I love chocolate with ice cream.	
3	It was raining outside I decided to go for a walk.	
4	She is a talented artist she paints every day.	
5	The garden is full of flowers, and it is full of butterflies.	
6	He didn't want to go to the party he was feeling tired.	

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

Emily loved her little garden it was her escape from the hustle and bustle of city life. Every morning, she would go out to tend to her plants, she felt an indescribable peace in their company. Roses were her favourite they bloomed in various shades of reds, pinks, and whites. One day, she noticed a peculiar plant it wasn't something she remembered planting. Curiously, she let it grow, she wondered about its origin.

Weeks passed, the mysterious plant grew taller, and it bore a unique flower it was a shade of deep blue with a hint of silver. Emily was amazed she had never seen such a flower before. She decided to preserve it, she thought it was a gift from nature. That evening, as she sipped her tea, she looked at the garden, she felt grateful for the little surprises it held.

CORRECT RUN-ON SENTENCES

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

Write: Rewrite the following run-on sentences using conjunctions and/or punctuation.

1) I love apples I eat them daily.

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

3) She sings well she never took lessons.

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

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

6) The baby is sweet they like the outdoors.

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

8) I wanted ice cream the store was closed.

CROSSWORD PUZZLE**Crossword**

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

**Across**

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

Down

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

Week 4 – 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	Voices	
1)	I stood in the marsh and watched dolphins, while some cherish nature even more.	Angry	Happy
2)	I explored the world, listened to tales, and watched the sun vanish into the night.	Frustrated	Joyful
3)	I traveled through stormy seas and explored adventures that spanned the heavens.	Curious	Serious
4)	I created a new alphabet and explained it with such emphasis, my friends felt euphoria.	Surprised	Calm
5)	I listened to the shrewd whispers of the wind and watched the fashion of the forest.	Worried	Determined
6)	I described my travels, creating a cushion of dreams for my listeners to rest upon.	Suspicious	Relieved
7)	I explored philosophies, studied deeply, and cherished the knowledge like a hidden treasure.	Cheerful	Annoyed

Week 4 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Write

Rewrite the sentences in the present tense.

1	The baby crawls across the room to get to his mother.
2	The snake slithers between the rocks and was gone.

Write

Revise the following run-on sentences using conjunctions and/or punctuation.

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

Week 5 - Vocabulary List

Combine	Compare	Community	Commence	Compile
Company	Compassion	Comply	Choice	Rejoice
Poison	Exploit	Hoist	Turmoil	Doubt
Shout	Sprout	Mountain	Encounter	Announce

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

Answer	Description
Combine	A) To unexpectedly meet or face something
Company	B) To shout or scream loudly
Community	C) To bring things together
Commence	D) To start something or disorder
Compile	E) To put together
Company	F) To begin to start
Compassion	G) A large, tall, narrow piece of
Compile	H) To feel very happy
Choice	I) Something harmful or bad
Rejoice	J) To gather things together again
Poison	K) To find similarities or differences
Exploit	L) To be unsure or not believe
Hoist	M) The act of picking between options
Turmoil	N) To use something to your advantage
Doubt	O) A business or group of people
Shout	P) To begin to grow
Sprout	Q) A group of people living together
Mountain	R) Feeling caring and kind towards others
Encounter	S) To make something known publicly
Announce	T) To collect information together

Word Origins

Explore

Choose five words from the list, research their origins and meanings, and record your findings along with an interesting fact about each.

Combine	Compare	Community	Commence	Compile
Company	Compassion	Comply	Choice	Rejoice
Poison	Exploit	Hoist	Turmoil	Doubt
Shy	Sprout	Mountain	Encounter	Announce

Vocabulary	Year Originated	Language of Origination	Interesting Fact

PREFIX COM-

The **prefix "com-"** usually means "together" or "with." It helps to form a new word that talks about joining or doing something with others. Here are examples:

- **Combine:** When you combine things, you put them together. Like combining red and blue to make purple.
- **Community:** A community is a group of people who live together in the same place, like your neighbourhood or school.

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

Combine	Comical	Common	Compete
Commotion	Compassion	Compose	Community

- 1) She _____ before dinner.
- 2) Our team will _____ the tournament.
- 3) The magician's _____ amazed everyone.
- 4) The _____ room was very noisy.
- 5) We _____ our lunch with friends.
- 6) He likes to _____ stories about his life.
- 7) The _____ worked together to build the bridge.
- 8) She showed great _____ when her friend was sad.

Write

Use these five "com-" words to create a short story.
COMMOTION, COMPASS, COMBINE, COMFY, COMMAND

In the forest, a sudden **commotion** startled the birds. _____



INTRO TO CONJUNCTIONS - FANBOYS

Conjunctions are words that connect clauses or words in the same clause in a sentence.

Coordinating conjunctions are single words that connect equal sentence elements like noun with noun or clause with clause.

"FANBOYS" is an acronym for seven common conjunctions: **F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o.

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

Completion

Complete the sentences using "FANBOYS".

1	I tried to go to the gym, _____ I didn't have enough money.
2	She loves math, _____ she does sums easily in her head.
3	The plant had just sprouted, _____ it still needed more time to fully grow.
4	He shouted loudly at the crowd, _____ he lost his voice the next day.
5	The mountain is steep, _____ hikers accept the challenge.
6	He doubted his decision, _____ he went forward with it anyway.
7	The water was poisoned, _____ no one knew what to do.
8	I brought an umbrella, _____ it looked like it was going to rain.
9	Many people faced turmoil in their lives, _____ they found something to rejoice.
10	Some companies value their workers, _____ they pay very well.

Write

Create your own sentence using FANBOYS

FOR	
AND	
NOR	
BUT	
OR	
YET	
SO	

WRITING COMPOUND SENTENCES USING COMMAS

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

Examples:

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



Write Rewrite the sentences using a different coordinating conjunction.

1) She was tired, but she ate an apple.

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

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

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

Write Rewrite the boring simple sentences using an interesting coordinating conjunction.

Simple	The cat slept.	The dog played
Compound		
Simple	I love books.	I lack time.
Compound		
Simple	She practiced often.	She won the contest.
Compound		

WORD SEARCH**Word Search**

Find the word bank words in the puzzle.

<input type="checkbox"/> Combine	<input type="checkbox"/> Compare	<input type="checkbox"/> Community	<input type="checkbox"/> Commence	<input type="checkbox"/> Compile
<input type="checkbox"/> Company	<input type="checkbox"/> Compassion	<input type="checkbox"/> Comply	<input type="checkbox"/> Choice	<input type="checkbox"/> Rejoice
<input type="checkbox"/> Poison	<input type="checkbox"/> Exploit	<input type="checkbox"/> Hoist	<input type="checkbox"/> Turmoil	<input type="checkbox"/> Doubt
<input type="checkbox"/> Shout	<input type="checkbox"/> Sprout	<input type="checkbox"/> Mountain	<input type="checkbox"/> Encounter	<input type="checkbox"/> Announce

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

Word Search

Make your own word search using 8 of the words.

Word Bank

Week 5 – Fluency Readings

Read

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	I want to help our community feel good.				
2)	The company showed its passion in helping others.				
3)	Before the race, they had to do a list of all participants.				
4)	The climbers encountered a steep mountain on their journey.				
5)	In science class, we learned how plants sprout and grow.				
6)	The debate team had to compare and contrast different points of view.				
7)	The story was about how to overcome doubt and rejoice in success.				

Week 5 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Completion

Complete the sentences using "AND", "BUT", or "SO".

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

Write

Rewrite the boring simple sentences using an interesting compound sentence

Simple	I was hungry.	I ate an apple.
Compound		
Simple	I love soccer.	I play every weekend.
Compound		

Week 6 - Vocabulary List

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

Cursive

Write the word using cursive writing.

	Trace	Write
Quickly		
Softly		
Rapidly		
Merely		
Bravely		
Honestly		
Eventually		
Specifically		
Brain		

Week 6 - Vocabulary List**Cursive**

Write the word using cursive writing.

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

SUFFIX -LY

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

Examples:

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



Match Match the sentences with its correct -ly words.

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

Write

Write the following words in a meaningful sentence.

Rapidly	
Merely	
Bravely	
Honestly	
Eventually	

CONJUNCTIONS

Some **conjunctions** connect and show relationships between ideas more complex than basic conjunctions like FANBOYS.

Examples:

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

Fill In The Blank Fill in the blanks using conjunctions from the word hint list.

Answer	Word	Sentence
	A) Although	I _____ my sister prefers basketball.
	B) Unless	_____ you _____ sleeping, the snow started to fall.
	C) Since	_____ you join _____ you go to all the practices.
	D) Whereas	_____ it's _____ outside _____ still build a snowman.
	E) Until	_____ it was raining _____ still h _____ the park.
	F) While	Bring an umbrella _____
	G) Even though	You can play video games _____ have to _____ your chores.
	H) As long as	You must wait _____ everyone is ready _____
	I) Provided that	_____ you did well on your test, you can have _____ recess.
	J) In case	You can't go outside _____ you finish your homework.

Write Combine the two sentences using a conjunction from the word hint list above.

The movie was long.	I didn't get bored.

She didn't study.	She needed to pass the test.

WRITING WITH CONJUNCTIONS

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

**Write**

Complete the sentences below.

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













Write












Write a paragraph using at least two different conjunctions from the sentences above.





































































































CRACK THE CODE

Directions:

Use the code below to reveal each spelling word.

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

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

CODE	CODE	ANSWER
    	    	
    	    	
    	    	
    	    	
    	    	
    	    	
    	    	
    	    	
    	    	
    	    	

Week 6 – 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 = 112 Words

A young traveler named Lily traveled quickly and bravely, never allowing the fear of the unknown to hold her down. She always ventured forth, her mind as open as the sky, ready to absorb knowledge like a sponge. Softly, she'd whisper to the creatures she met, promising to relay their stories honestly. On her birthday, specifically, she met an owl whose eyes seemed as vast as the forest itself. The owl shared secrets of the wild, detailing the intricate dance of nature. Lily listened intently, vowing to display this wisdom in her village. Eventually, when she returned, her tales of honest encounters amazed the villagers, who were surprised her village, turning dismay into delight.

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count – at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

Calculation: $(1,140 \text{ words} \div 330 \text{ seconds}) \times 60 = 207.2 \text{ WPM}$.

Time Taken To Read**Divide 112/seconds****WPM**

Week 6 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Fill in the blanks

Write the appropriate words in the space.

1) The dog barked _____ when the mail carrier _____.
2) She opened the fragile box _____ to avoid breaking anything.
3) He spoke _____ so he wouldn't wake the baby.

Write

Complete the sentences below.

Clause with Conjunction	Completed Sentence
1) <i>Although</i> he had enjoyed the day,	
2) <i>Whereas</i> she agreed with her friend,	
3) <i>Provided</i> that you follow the rules,	
4) <i>Inasmuch</i> as he was the oldest,	

Week 7 - Vocabulary List

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

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

Letter Write other words that start with thr and spl.

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

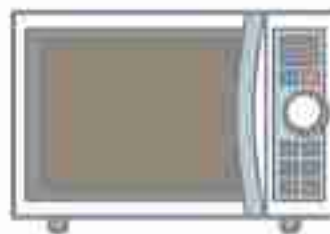
Write Use the following words in a sentence.

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

PREFIX PRE-**Understanding the Prefix "Pre-"**

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

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



Match Match the words below to their meanings.

Precaution	Exist or occur before another.
Precaution	Education before primary school.
School	Decision taken beforehand for safety.
Preschool	Decide before something happens.
Date	Pay or occur before something occurred.
Predate	Take steps to avoid a serious risk.
Determine	Institution for housing and caring for children.
Predetermine	Make an official decision.

Word Meanings

Write the meanings of each word below.

View	
Preview	
Face	
Preface	
Arrange	
Prearrange	

INTRO TO SUBORDINATING CONJUNCTIONS

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

Examples:

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

Completion Write the appropriate subordinating conjunction.

when	because	since
though	until	before



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

Analyze

Circle all the subordinating conjunctions in the selection.

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

BUILD COMPLEX SENTENCES

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

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

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



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

1) Although the sky was clear in the morning,	the storm threatened the coast.
2) _____	the thriller kept her on edge.
3) _____	she was thrifty with her purchases.
4) _____	plants thrive in sunlight.
5) _____	the performance was splendid.
6) Even though the sky was grey,	_____

Write _____ Complete with appropriate clauses to create complex sentences.

- 1) Once _____

- 2) Wherever _____

- 3) While _____

- 4) Though _____

WORD SEARCH**Word Search**

Find the word bank words in the puzzle.

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

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

Word Scramble

Unscramble the word.

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

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 book's preface was a prerequisite to understanding the thrilling story, filled with adventures and treats that made hearts throb at the thought of them.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
2)	Taking place as she stepped over the threshold, her memory of the past predated the present, with flashes of puddles, recalling splinters of friendship and splendid victories.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
3)	He previewed the game, where strategy precluded luck, and determination was predetermined to make players thrive. Outside, the rain splattered, but his focus never wavered.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
4)	Before the race, her anticipation spluttered like an old car's engine. She needed no preface to feel the thrill, her pulse racing at the starting line's threshold.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
5)	She was thrifty, but the dress was a splurge worth every penny. As she crossed the threshold, the room went silent, her splendor undeniable.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast

Week 7 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Completion

Write the appropriate subject and verb.

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

Write

Complete with appropriate clauses to create complex sentences.

1) Though _____	
2) Provided that _____	

Week 8 - Vocabulary List

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

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

Write

Write a sentence that uses all 20 words. You'll need to use 2 words per sentence.

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

SUFFIX -NESS

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

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

Matching

Put the correct number of the word beside their meanings.

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

Think

Add -ness to the given adjective.

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

ADJECTIVE	
Free	
Curious	
Eager	
Lonely	
Sad	
Rude	
Idle	
Busy	

SUBORDINATING CONJUNCTIONS

Subordinating conjunctions make sentences more detailed and layered.

Examples:

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

Matching Match the clauses to create a complex sentence.

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

Debate

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

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

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

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

PRACTICE COMPLEX SENTENCES

Examples:

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

**Write**

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

Simple _____ when they see food.

Complex _____

Simple _____ Her sister is interested in _____.

Complex _____

Simple _____ The festival was full of _____.

Complex _____

Simple _____ The team welcomed a talented rookie.

Complex _____

Write

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

CROSSWORD PUZZLE**Crossword**

Read the clues and find the words in the crossword puzzle

**Across**

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

Down

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

Week 8 – 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	Voices	
1)	I felt happiness as I showed kindness to a lost rook in the wilderness. It was an awesome feeling to help someone out.	Witch	Opera Singer
2)	It was willing to have brought me peace and turned my life into a smooth transition to a new ship.	Robot	Alien
3)	I withdrew from the noise and found in the quiet of my room. There my thoughts ooze out like sawdust from an old workshop.	Cowboy	Detective
4)	I was eager to ride my scooter down the sprawling new road. It felt brawny and free, like an outlaw on the run.		Zombie
5)	Withdrawing from the loud business meeting, I sought the awesome quiet of the park. The sprawling trees and the soft ooze of the creek calmed me.	Old Wise Man	Strain
6)	I felt a bit like an outlaw as I withdrew from the hoopla of the playground. Alone, I could enjoy the awesomeness of a quiet moment.	British Aristocrat	News Anchor
7)	Amidst the business of the city, I found happiness watching the brawny dogs sprawl in the sunshine. Their drool was messy, but it was a part of the awesome day.	Valley Girl	Announcer

Week 8 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Debate

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

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

Write

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

Simple	Lava started to ooze from the volcano.
Complex	
Simple	He rides his scooter to school daily.
Complex	

Week 28 - Vocabulary List

Think Underline the suffix -ance, -ence and circle the words with the letter blend thr, spl.

Acceptance	Guidance	Independence	Assistance	Tolerance
Evidence	Alliance	Reliance	Presence	Consequence
Thrust	Thriftiness	Throttle	Thriving	Throwback
Splotch	Splendor	Splashy	Splayed	Splatter

Write Write a sentence that uses all 20 words. You'll need to use 2 words per sentence.

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

SUFFIX -ANCE, -ENCE

Both suffixes "-ance" and "-ence" are added to verbs to turn them into nouns. It often means "a state or action."

Examples:

- Perform → Performance (the act of performing)
- Assist → Assistance (the act of assisting)
- Patient → Patience (the quality of being patient)
- Silent → Silence (the state of being quiet)



Search _____ "ance" to the base word to create a new word.

Base Word	With Suffix -ance
Accept	Acceptance
Perform	Performance
Maintain	Maintenance
Resist	Resistance
Signify	Significance

Base Word	With Suffix -ance
Acquaint	Acquaintance
Comply	Compliance
Disturb	Disturbance
Remember	Remembrance

Search _____

Write the base word of the given word with suffix -ence.

Base Word	With Suffix -ence
Absent	Absence
	Existence
	Difference
	Insistence
	Obedience

Base Word	With Suffix -ence
	Preference
	Coherence
	Coincidence
	Precedence

Write _____

Think of one word with suffix -ance and -ence and use them in one sentence.

CAPITALS FOR HISTORICAL PERIODS OR EVENTS

Capitals are used at the start of names for specific historical periods or events to show their importance.

Examples:

- **Renaissance** - a time when art and knowledge flourished.
- **Civil War** - a major war in the U.S. over states' rights.



Edit Circle the capitalization errors below for historical periods or events.

Once Mrs. Hamilton decided to take her students on a journey through history using a historical book. They first landed in the Roman Empire where they saw various structures like the Colosseum.

The next page took them to the Middle Ages. Villages, castles, and markets were bustling with life. However, they learned about the Black Death that plagued Europe, causing great sorrow. Then they moved forward to the Renaissance, a period of art, music, and science. Famous figures like Leonardo da Vinci and scientists like Galileo were making significant discoveries.

Next, they jumped to the American Revolution, witnessing the thirteen colonies fighting for their independence from Britain. Mrs. Hamilton explained the importance of the Declaration of Independence as they watched it being signed.

Their final stop was during the World War II era. The world was engulfed in a fierce battle, and many nations were involved. It was a sobering experience for the students. Returning to the present, they realized the significance of remembering and honouring these historical events in the right way.

Abbreviations

Abbreviations are shorter versions of words or phrases to make them quicker 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. Doctor	<input type="checkbox"/> Dr.	6. Laboratory	<input type="checkbox"/> Lab.	<input type="checkbox"/> Lb.
2. Mistress	<input type="checkbox"/> Mstr.	7. October	<input type="checkbox"/> Oc.	<input type="checkbox"/> Oct.
3. Ounce	<input type="checkbox"/> Oz.	8. Number	<input type="checkbox"/> Num.	<input type="checkbox"/> No.
4. Identification	<input type="checkbox"/> Id.	9. Government	<input type="checkbox"/> Gov.	<input type="checkbox"/> Govt.
5. Boulevard	<input type="checkbox"/> Blvd.	Versus	<input type="checkbox"/> VS.	<input type="checkbox"/> Vrs.

Write

Fill in the blanks with the correct abbreviation for each word in parentheses.

- _____ (Captain) Rogers was leading the team exercise today.
- _____ (Miss) Thompson will attend the next meeting.
- _____ (Attorney) Johnson filed the paperwork.
- Please mail it to 24 George _____ (Street).
- The festival begins on the first of _____ (August).
- The temperature today is 90 degrees _____ (Fahrenheit).
- The package weighs approximately 5 _____ (pounds).
- The workshop is scheduled for this coming _____ (Saturday).
- The recipe requires 2 _____ (tablespoon) of olive oil.
- I have a meeting with the _____ (Department) of Health officials.

Week 28 – 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	Voices	
1)	My subject was a splashy splotch of color, giving my creative acceptance.	Angry	Happy
2)	With guidance, I found fitness and independence.	Frustrated	Joyful
3)	I got assistance to reach high school, a throwback to younger days.	Curious	Serious
4)	My parents' tolerance and alliance with others teach me about respect.	Fearful	Calm
5)	At my science fair entrance, I relied on my project's success.	Worried	Determined
6)	After learning the consequence of neglect, my garden is now thriving.	Suspicious	Relieved
7)	In the race, I had to throttle carefully, learning control and balance.	Cheerful	Annoyed

CROSSWORD PUZZLE**Crossword**

Read the clues and find the words in the crossword puzzle

**Across**

- 4. Spread out or extended widely.
- 6. A place or means of going in.
- 8. State of being in a particular place.
- 10. Magnificent and splendid appearance; grandeur.

Down

- 1. Scatter or splash liquid or particles.
- 2. Advice from someone knowledgeable.
- 3. Dependence on something or someone.
- 5. To control the speed of an engine.
- 7. Attracting attention; flashy, showy.
- 9. An irregular or large spot or stain.

Week 28 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

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

Capitalization Error

Circle the words that need capitalization.

- 1) The renaissance was a time of great art and learning in Europe.
- 2) Many soldiers fought in the civil war between the North and the South.
- 3) The industrial revolution brought many new machines and factories.

Write

Fill in the blanks with the correct abbreviation for each word in parentheses.

- 1) Please turn in the reports by 3 p.m. _____ (Eastern Standard Time).
- 2) The recipe calls for 2 _____ (teaspoons) of sugar.
- 3) Please provide your _____ (Identification) at the desk.
- 4) He was promoted to _____ (Corporal) last month.

Week 29 - Vocabulary List

Exchange	Exceed	Examine	Expel	Express
External	Extract	Exclude	Baulk	Sulking
Polka	Folklore	Grump	Dampen	Attempt
Exempt	Chomp	Triumph	Impulse	Empathy

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

Answer	Description
Exchange	A) Understand another's feelings.
Exceed	B) Go beyond a limit.
Examine	C) Look closely at something.
Expel	D) Force out.
Express	E) Convey thoughts or feelings.
External	F) Swap or change for something else.
Extract	G) Displaying respect or silence.
Exclude	H) Force out.
Baulk	I) Make slightly wet.
Sulking	J) Freed from obligation.
Polka	K) Inspect closely.
Folklore	L) Sudden urge.
Grump	M) Lively dance.
Dampen	N) Bite down hard.
Attempt	O) Convey thoughts or feelings.
Exempt	P) Significant victory.
Chomp	Q) Try to achieve.
Triumph	R) Outside of something.
Impulse	S) Bad-tempered person.
Empathy	T) Hesitate or refuse.

PREFIX EX-

The prefix "**ex-**" often means "out of" or "former."

Examples:

- "Export" combines "ex-" and "port." It means to send goods out of a country.
- "Ex-president" means a former president, someone who previously held the role.

Opposit

Identify the opposite of the given words with prefix "ex-"

Enter	A) Enter
Export	B) Internal
Import	C) Import
Express	D) Decrease
Expel	E) Exclude
External	F) External
Extract	G) Subtract
Exterminate	H) Create
Export	I) Import
Extend	J) Admin



Write

Use the following words to create sentences.

1. Expel	
2. Extract	
3. External	
4. Express	

USING PARENTHESES

Using parentheses involves placing a pair of curved lines in a sentence to include extra information or an explanation. This additional content is separate from the main idea of the sentence but provides more detail or clarification.

- In the sentence 'My brother (who is the youngest in the family) loves to play soccer,' the parentheses are used to provide additional information about the brother.
- The sentence 'We visited the new science museum (which opened last month) on our field trip' uses parentheses to give more details about the science museum.

Insert parentheses to enclose the extra information for each sentence.

- 1) My cat named Mimi loves to play with yarn.
- 2) We went to the store which was very crowded yesterday.
- 3) In math class, we learned that fractions can be quite tricky.
- 4) My favourite book is 'The Hobbit' it's a great story.
- 5) For lunch, I had a sandwich with turkey and cheddar and an apple.

Journal Entry Write a journal entry about your day as a record of using parentheses to include personal thoughts or extra details.

READING BY ADJUSTING EXPRESSION

Reading by adjusting expression means changing your voice to match the mood or feeling of what you're reading.

Examples:

- "He shouted, 'Hooray!'" – Read loudly with excitement.
- "She whispered, 'Be quiet.'" – Read softly and gently.



Identify When reading which lines should be spoken loudly and softly?

	Loud	Soft
1) "All aboard! We're departing!"		
2) "Listen closely to the sound of the night."		
3) "Fire! Everyone get out of the building!"		
4) "Her voice was barely a whisper in the room."		
5) "Goal! Our team won the match!"		
6) "Be gentle, the little bird is frightened."		
7) "Surprise! Happy Birthday to you!"		

Explain How does the punctuation change the meaning of the sentence?

You're coming with us.	
You're coming with us?	
You're coming with us!	

It's raining outside.	
It's raining outside?	
It's raining outside!	

Week 29 – Fluency Readings

Read

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	Volunteers and express joy.				
2)	She felt an ease to the people.				
3)	He tried to exceed in his attempt at a task.				
4)	Sulking, the grump was dampened by folklore tales.				
5)	The grump was exempt from chores, yet his mood didn't improve.				
6)	To extract honey, external equipment is essential, as is empathy for bees.				
7)	If we exclude others, we expel the chance to understand diverse perspectives.				

WORD SEARCH**Word Search**

Find the word bank words in the puzzle.

<input type="checkbox"/> Exchange	<input type="checkbox"/> Exceed	<input type="checkbox"/> Examine	<input type="checkbox"/> Expel	<input type="checkbox"/> Express
<input type="checkbox"/> External	<input type="checkbox"/> Extract	<input type="checkbox"/> Exclude	<input type="checkbox"/> Baulk	<input type="checkbox"/> Sulking
<input type="checkbox"/> Polka	<input type="checkbox"/> Folklore	<input type="checkbox"/> Grump	<input type="checkbox"/> Dampen	<input type="checkbox"/> Attempt
<input type="checkbox"/> Exempt	<input type="checkbox"/> Chomp	<input type="checkbox"/> Triumph	<input type="checkbox"/> Impulse	<input type="checkbox"/> Empathy

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

Word Search

Make your own word search using 8 of the words.

Word Bank

Week 29 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Insert

Insert parentheses to enclose the underlined information in each sentence.

- 1) My teacher who loves science makes learning fun.
- 2) We went to the aquarium it was huge and saw many fish.
- 3) My best friend who moved here last year is really good at soccer.

Identify

Which lines should be spoken loudly and softly?

	Loud	Soft
1) "Get ready! The rocket is launching!"		
2) "Pay attention to the whispers of the wind."		
3) "Look out! The ball is coming this way!"		

Week 30 - Vocabulary List

Adjoin	Adduce	Adore	Advertise	Adhere
Advance	Adrift	Adjourn	Accept	Attempt
Corrupt	Contempt	Encrypt	Exempt	Hazard
Afford	Forward	Steward	Absurd	Standard

Cursive

Write the word using cursive writing

	Trace	Write
Adjoin	<i>Adjoin</i>	
Adduce	<i>Adduce</i>	
Adore	<i>Adore</i>	
Advertise	<i>Advertise</i>	
Adhere	<i>Adhere</i>	
Advance	<i>Advance</i>	
Adrift	<i>Adrift</i>	
Adjourn	<i>Adjourn</i>	
Accept	<i>Accept</i>	

Week 30 - Vocabulary List**Cursive**

Write the word using cursive writing.

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

PREFIX AD-

The prefix "ad-" typically means "to," "toward," or "near." It often indicates direction, motion, or addition.

Examples:

- **Adjoin:** To be next to or joined with.
- **Adjust:** To change slightly, to make fit or suitable.

**Word Scramble**

Unscramble the words from the word bank.

Adrift	Adhere	Admit	Adopt	Adore	Advance
Advertise	Adhere	Adept	Adjust	Adjoin	

IAEDSV	DMIAI	
IADERM	ATED	
PADTO	OMET	
TASUDJ	REARHE	
TAIRDVESE		
RADEO		

Write

Use the following words to create sentences.

Adrift	
Adjourn	
Adjust	
Adhere	

USE QUOTATION MARKS

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

Examples:

- Sarah said, "I love pizza."

Explanation: We use quotation marks to show Sarah's exact words.

- The word "unexpected" means unanticipated.

Explanation: Quotation marks emphasize or highlight a specific word in a sentence.



Insert quotation marks in the direct quote of the speaker.

1) Tommy exclaimed, "I found a meteorite in my backyard!"

2) The teacher said, "The universe is considered infinite."

3) Sarah asked, "Do you have an appetite for some pizza?"

4) He told her, "Your opinion is the opposite of mine."

5) The magician whispered, "This trick will excite the audience."

6) The sign read, "Caution: dynamite in use."

7) She responded, "I can't accept your invitation right now."

Completion

Complete each sentence by providing suitable words.

1) He exclaimed,

2) She whispered,

3) The teacher inquired,

4) We questioned,

5) They muttered,

WRITING DIALOGUE

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

Examples:

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

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

Topic Which sport is best?

Tom:

Ray:

Tom:

Ray:

Tom:

Ray:

Dialogue Rewrite Read the example below. Then rewrite the dialogue as a conversation with speaker tags. Write it below.

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

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 = 119 Words

In the heart of the city, two buildings adjoin, creating an unexpected standard for modern architecture. On one side, a company attempts to advertise its latest products through billboards that seem almost absurd in their intensity. The other building, a bank, processes sensitive data, a task not exempt from hazard. Inside, employees are focused on making design and the stewardship of their innovative boss. Meetings are held where creative ideas floating adrift in their minds. It's a place where progress advances in norms, a sharp contrast to the corrupt practices in some other industries. Here, the pursuit for mediocrity fuels their ambition. They adhere to excellence, giving to the city a glimpse of a better future.

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count – at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)







Calculation: $(1,140 \text{ words} \div 330 \text{ seconds}) \times 60 = 207.2 \text{ WPM}$.














Time Taken To Read**Divide 119/seconds****WPM**

















































































CRACK THE CODE

Directions:

Use the code below to reveal each spelling word.

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

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

CODE	ANSWER	CODE	ANSWER
   		   	
   		   	
   		   	
   		   	
   		   	
   		   	
   		   	
   		   	
   		   	
   		   	

Week 30 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Insert

Place the quotation marks in the correct place to show the speaker.

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

Write

Write a short conversation between two characters with the given topic

Topic: Favourite Music

Tom:

Ray:

Tom:

Ray: