



Preview – Information



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Google Slides Lessons Preview





Saskatchewan Language Curriculum

Reading Comprehension – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

What are Text Forms and Reading Comprehension Strategies?

We are learning to understand different text forms and reading comprehension strategies so we can explain an author's purpose, identify fiction and non-fiction genres, and use strategies like questioning, predicting, and visualizing to make meaning from what we read.



Match The Text To Its Purpose!

Read each message on the left. Then, draw a line to match it to the correct purpose on the right.

Text Types	Purpose of the Text
A newspaper article	a) To explain how to make something step by step.
A fairy tale	b) To make you laugh or enjoy a short story through pictures.
A recipe book	c) To share true facts and information about real events.
An advertisement	d) To persuade you to buy or try something.
A science report	e) To entertain the reader with make-believe stories.
A comic strip	f) To teach or explain facts about the world.

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Read the story carefully and think about what is happening and what might happen next.

Olivia and Marcus had been exploring the edge of the forest near their school when they spotted something unusual. Hidden between tall oak trees was a small treehouse, its wooden ladder swaying gently in the breeze. The door was slightly open, and a faded sign above it read, "Keep Out!" Marcus wanted to climb up right away, but Olivia hesitated. "What if someone still uses it?" she whispered. The sound of distant birds filled the air as they peeked inside from the ground. There were dusty books, an old lantern, and a box covered in cobwebs. "Do you think we should go in?" Marcus asked. Olivia glanced at the sign again and bit her lip, unsure what to do next.

Consolidation – The Mysterious Treehouse

Questions

- 1) **Making Connections** – Have you ever discovered something mysterious or unexpected? How did it make you feel?
- 2) **Questioning** – What question do you have to understand the story?
- 3) **Visualizing** – Draw what you see in your mind from the story.
- 4) **Prediction** – Do you think they will go inside or walk away? Why?
- 5) **Inference** – What might the faded "Keep Out" sign suggest about the treehouse's history?



Consolidation



Saskatchewan Language Curriculum

Reading Comprehension – Grade 4

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.

People **Sky Spirit**

	Who Said It?	Answer
1	"The world is too dark—we cannot see!"	
2	"I will place a glowing ember in the sky."	
3	"Then I will give you gentle light for the night."	
4	"It is too bright! We cannot rest."	
5	"Now we can live in balance."	

Cohesive Ties

Dear Ethan,

Yesterday, our history club visited Heritage Village for a special workshop. We explored old houses and learned about how people lived 200 years ago. I wanted to take lots of photos, but my camera battery died halfway through the tour! We watched a blacksmith at work, and he showed us how tools were made by hand. The guide shared fascinating stories, and many of them came from his own family's history. It started to rain suddenly, so we moved into the barn to finish the activities. I've collected so many cool facts to share with you!

From,
Clara

however **meanwhile** **besides** **since** **finally**

Opinion Letter

After reading the opinion letter, then decide whether you agree or disagree with each opinion in the table below.

Characteristic	
1) Schools should have a Mindful Morning.	
2) Calm students learn better.	
3) Students always feel relaxed before school.	
4) Quiet reflection can help students focus.	
5) A Mindful Morning would make the school more peaceful.	
6) Kids never rush to school feeling worried.	
7) Starting the day calmly is helpful.	
8) Ten minutes of mindfulness is not useful.	



Saskatchewan Language Curriculum

Reading Comprehension – Grade 4

Point of View

Read each sentence carefully and decide which point of view is being used. Check the correct box: First Person, Second Person, or Third Person. ✓

A

Miles sprinted to the top of the hill and waved at his friends below.

First Person ☐ Second Person ☐ Third Person ☐

B

Layla and Victor planted flowers while the birds chirped above them.

First Person ☐ Second Person ☐ Third Person ☐

C

You step onto the stage and take a deep breath before starting your speech.

First Person ☐ Second Person ☐ Third Person ☐

D

I watched the sunset turn the sky orange and pink.

First Person ☐ Second Person ☐ Third Person ☐

Cause and Effect

1) Marcus forgot to save his project on the computer.	<input type="checkbox"/> His project was re-printed.	<input type="checkbox"/> He had to start over.
2) Zoe planted sunflower seeds in spring.	<input type="checkbox"/> The sunflowers grew tall and bright.	<input type="checkbox"/> The ground stayed empty.
3) A tree branch fell during a windy night.	<input type="checkbox"/> Nothing was on the road.	<input type="checkbox"/> The road was blocked.
4) Caleb left the freezer door open.	<input type="checkbox"/> The ice cream melted.	<input type="checkbox"/> Everything stayed frozen.

5) Jordan spilled juice on his homework sheet.	<input type="checkbox"/> The kite flew perfectly.	<input type="checkbox"/> He couldn't pull it down.
6) Noah's kite got caught in the tree.	<input type="checkbox"/> He was full of energy all morning.	<input type="checkbox"/> He felt sleepy in class.
7) Jordan stayed up late reading.	<input type="checkbox"/> She missed every basket.	<input type="checkbox"/> She became the best shooter on her team.
8) Evelyn practiced basketball after school every day.		

Story Part Matching Table

Read each parts of stories on the left. Then, draw a line to match it to the correct name on the right.

Part from the Story	Name
"Tall, windy trail leading upward"	a) Underground River
"A narrow pathway hidden behind a bush"	b) Pedestal
"A dark space glowing with blue crystals"	c) Mountain
"A rushing body of water under the ground"	d) Bridge
"A wooden walkway crossing the water"	e) Pathway
"A stone stand holding a golden box"	f) Treasure Box
"A small golden box they discovered"	g) Cave



Workbook Preview



Grade 4 – Language

Saskatchewan ELA Curriculum



Comprehend and Respond (CR). Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

	Outcomes	Pages
CR4.1	Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address: identity (e.g.	5-166,
CR4.2	maps, multimedia DVD, websites, television programs, advertisements, posters), explaining the creator's technique and the impact on viewers.	68-74, 84-87, 94-99, 135-141, 144-152, 167-169, 235-268
CR4.3	Listen, summarize, paraphrase, and evaluate what was heard and draw conclusions.	74, 81-82, 100-123, 137-141, 159-166, 182-198, 221-223, 252-268
CR4.4	Read for various purposes and demonstrate comprehension of grade-appropriate fiction (including stories and novels), scripts, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations and Métis and countries (including Canada).	18-31, 47-66, 75-101, 124-136, 140-158, 167-219, 235-268

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

Compose and Create (CC). Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

	Outcomes	Pages
CC4.1	Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., Expressing Myself), community (e.g., Celebrating and Honouring Others), social responsibility (e.g., Within My Circle) through personal experiences and inquiry.	N/A
CC4.2	Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings.	N/A
CC4.3	Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes.	N/A
CC4.4	Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.	N/A

Assess and Reflect (AR). Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers, and set goals for future improvement.

	Outcomes	Pages
AR4.1	Reflect on and assess own viewing, listening, reading, speaking, writing, and other representing experiences, the selected strategies employed (e.g., using class-generated criteria), and explore possible ways to improve.	157-158
AR4.2	Set and pursue personal goals to improve viewing, listening, reading, speaking, writing, and other representing tasks more effectively.	32-42

Block 1: Text Forms and 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.

Understanding Texts – Purpose of Texts

What are Texts?

Texts are anything written, like stories, articles, or even signs. They are a way to share ideas, tell stories, or give information. Let's find out why people write texts.

Sharing Information

One big reason for writing is to share information. This can be facts, instructions on how to do something, or news about what's going on. Here are some examples:

- A science book tells you about plants and animals.
- A cookbook gives you steps to make a yummy dish.
- A newspaper article tells you about a recent event.



Telling Stories

Many texts are written to tell stories. These can be fun or make you believe. Storytelling is a fun way to entertain and share adventures. Here are some examples of storytelling texts:

- Fairy tales, like "Cinderella."
- True stories, like a biography of a famous person.
- Comic books with exciting adventures.

Persuading People

Sometimes, writers want to persuade or convince you about something. They use words to make you think or feel a certain way. For example:

- An advertisement might persuade you to buy a new toy.
- A letter to the editor gives opinions about community issues.

Texts are powerful! They can teach us, entertain us, and even change our minds about things. That's why writing and reading are such important skills to learn.

True or False

Is the statement true or false?

1) Texts can only be found in books.	True	False
2) A cookbook is an example of a text that shares information.	True	False
3) Newspapers help us learn about what's happening in the world.	True	False
4) Texts are only for entertainment, not for learning.	True	False
5) Letters to the editor in newspapers share opinions.	True	False

Answer

Answer the following questions.

1) Name the type of text that shares information and describe what it might include.

2) What are the three main reasons why we read?

Write

Write a short news article to inform people about an event in your school.

Understanding Reading Comprehension

Understanding Reading Comprehension

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



The Importance of Reading Comprehension

- **Building Knowledge:** As you learn about different topics and ideas.
- **Improving Communication Skills:** Enhances how you understand and use language.
- **Enhancing Creativity and Problem Solving:** By connecting with various stories and information.

Strategies to Enhance Reading Comprehension

A) Before You Read: Prereading

- **Activate Prior Knowledge:** Think about what you know about the topic before you read.
- **Identify the Purpose of Reading:** Decide why you are reading the text.

B) While You Are Reading

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

C) After You've Finished Reading

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

True or False

Is the statement true or false?

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

Questions Write about reading comprehension and why is it important?

Matching

Match the strategies to their description by writing the letter from the description beside the strategy.

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

Making Connections

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

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



Making Connections Make connections to the short passages below.

1) Emily found a mysterious map in her grandmother's attic. It was torn at the corners but promised to lead to hidden treasure.

Text-to-Self

Text-to-Text

Text-to-World

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

Text-to-Self

Text-to-Text

Text-to-World

Comprehension Practice – Making Connections

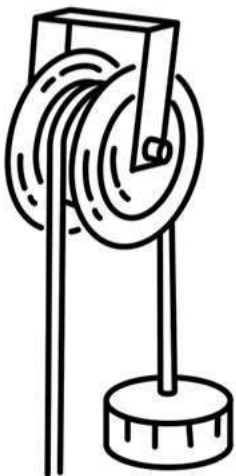
"Max's Winter Wonders: Simple Machines at Work"

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

One winter, his neighbour, Mrs. Thompson, found shoveling her driveway very hard. Max had an idea and decided to help her using simple machines.

First, he used a long board and placed it on a fulcrum (a rock). He pushed snow on one end and pushed down on the other end, lifting the snow off the driveway. Mrs. Thompson was amazed!

Next, Max used a wheel and axle. He attached a large wheel to a smaller rod and made a rolling snow cleaner. With a gentle push, he rolled snow away and cleared the snow even faster.



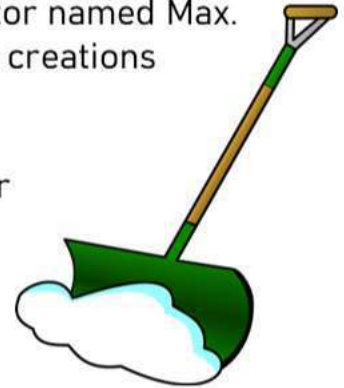
Then, he used an inclined plane. He helped Mrs. Thompson move her heavy groceries from her car to her house. Max made a simple ramp, and she could slide the boxes up easily without lifting them.

Finally, Max used a pulley to hang bird feeders in Thompson's garden. The birds chirped joyfully as they enjoyed their winter feast.

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

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

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



Comprehension Practice – Making Connections

Pre-Reading

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

While Reading

As you read, stop and make connections to your life

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

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

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

After Reading

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

Main Idea	
Supporting Detail	
Supporting Detail	
Supporting Detail	

What is an Inference?

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



Example

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

Infer _____ the inferences below by answering the questions

1) Emily wore her rain boots and carried an umbrella. She was humming a cheerful tune as she stepped out the door.

How is Emily feeling about the rain?

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

What time of day is it?

3) The teacher turned on the projector and opened a slideshow about the solar system. The students listened attentively.

Is the teacher a good teacher?

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

What kind of work ethic does the farmer have?

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

What season is it likely to be?

Comprehension Practice – Predicting

Takoda's Day: Life Before Canada Became A Country

Once upon a time in the lush forests of what is now known as Canada, lived a young Indigenous boy named Takoda. Takoda's life was filled with the rich traditions and values of his people.

Every morning, Takoda would rise with the sun and give thanks to the Creator. His gratitude, responsibility, and reverence were deeply rooted in his community, guiding every action. Together with his family, they would ensure that they took only what they needed from the earth, leaving no waste.

Takoda's father was skilled in crafting bows and arrows from the natural materials around them. His mother was a talented artist, creating beautiful woven baskets that held their daily essentials.

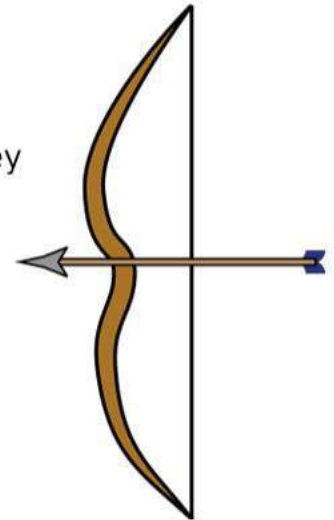
In the afternoons, Takoda and his friends would run through the fields, playing games that were more than just child's play. One of their favourite games was a cross-country race, symbolizing unity and conflict resolution. They also engaged in a game called "Hoop-oo", where they sharpened their running and aiming skills.

But it wasn't all play for Takoda. He would also listen attentively to the stories of his elders, learning about the values of respect, reciprocity, and interrelatedness. The stories they told were filled with lessons and morals that guided his life.

As the sun would set, the community would gather around the fire. Elders would share tales from their ancestors, and songs would fill the air, echoing their rich culture and history. Takoda would often lose himself in these stories, envisioning the adventures of his forefathers.

Among the artifacts and sports, the values and the community gatherings, Takoda's life was a beautiful tapestry of traditions and teachings. It was a time before the world changed, a time when the connection to the land was sacred, and the community was one.

And so, through the eyes of a young boy named Takoda, we catch a glimpse of a world filled with wisdom, simplicity, and a profound understanding of life's delicate balance. A world that continues to inspire and teach us to this day.



Comprehension Practice – Predicting

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

While Reading

Make predictions as you read. For example, in paragraph 3, it starts by saying "My father was a skilled hunter." You could stop after that sentence and predict what they used to hunt with.

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

After Reading

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

Was hunting easier or harder for Indigenous people?

Did kids have fun before Europeans came to what is now Canada?

Comprehension Practice – Visualizing

July 23, 1632

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

Dear Sister Marie,

I hope this finds you well. I am writing to you from a new land I have set foot upon, full of wonders and beauty.

Upon arriving, the landscape was breathtaking. Vast forests with towering trees, sparkling rivers, and open fields are everywhere. The air is so fresh, and the land seems perfect for farming.

Our King has sent us here with hopes of finding new resources such as furs and metals, and to establish trade with the local people. The people here are so skilled in ways we have never seen before. They've taught us how to hunt and live off the generous land.

Our aim in coming to this uncharted territory is not only to find wealth but also to learn and explore. The beauty of the land and the kindness of its people make me feel like we have discovered something truly special.

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

With all my love,

Your brother, Jacques the Explorer

Comprehension Practice – Visualizing

Pre-Reading

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

While Reading

Draw 2 different pictures of what you are visualizing while reading

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Reflecting

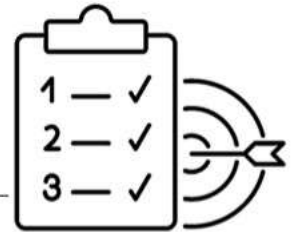
How does drawing what you were picturing while you were reading help you understand the story? Does it force you to pay attention? Explain.

Name: _____

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Curriculum Connection
AR4.2

MY GOAL PLANNER



My goal is to: _____

Ways I can work toward my goal:

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



Why this goal is important to me: _____

New things I will try:

I am going to work harder at:

I will read:

Name: _____

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Curriculum Connection
AR4.2

READING LOG

Instructions

Record the books you've read in the chart below.

S. No.	Book Title	Author	Time Read
1)			
2)			
3)			
4)			
5)			
6)			
7)			
8)			
9)			
10)			

Total books read in school year: _____

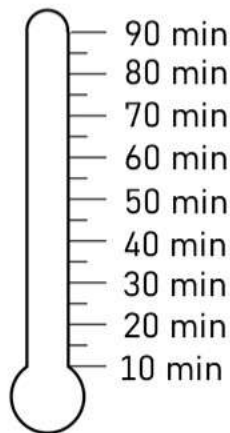
READING STAMINA CHART

Reading stamina means you can read for a long time without getting tired or losing focus. Just like when you play your favourite game or sport, the more you practice, the better you get. When you build your reading stamina, you can explore more stories, learn new things, and enjoy reading even more.

Instructions State your reading stamina goal and the number of days in which you want to reach your goal. Then track your progress for the week by filling in the meter up to the number of minutes you read each day.

My goal is to read _____ minutes without losing focus.

I want to reach my goal in _____ days.



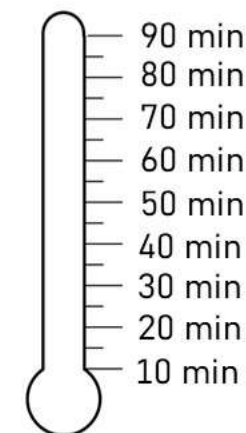
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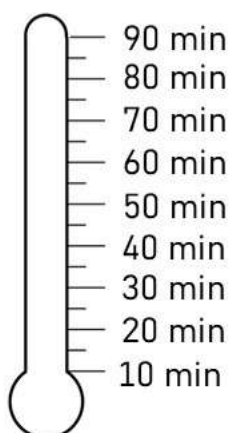
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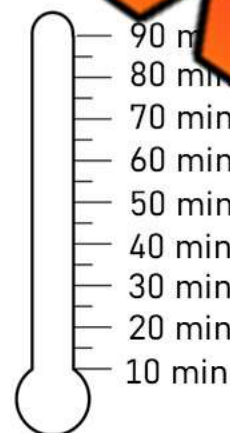
Date: _____



Date: _____



Date: _____



Date: _____

Did you reach your goal?

Yes

No

Almost

Activity: Writing Goal-Setting

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

Reflection

Answer these questions.

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

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

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

Instructions

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

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

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

Action Plan

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

Action Items	Expected Completion Date	Actual Completion Date

Action Plan

Write down the obstacles you may face while working towards your goal. Are there any potential solutions for these problems?

Potential Obstacles	Potential Solutions

Monthly Check-in

Write down the given instructions to complete your regular monthly goal progress check.

- 1) Check-In Date: Fill in the date of the week when you will review your progress.
- 2) Goal Review: Write the specific goal you are working on.
- 3) Progress Notes: Jot down any progress you have made towards your goal.
- 4) Adjustments Needed: Indicate if any adjustments are needed to better achieve your goal.

Week	Check-In Date	Goal Review	Progress Notes	Adjustments Needed
1				
2				
3				
4				
5				

INDEPENDENT READING ACTIVITIES

Day 1

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

Name of Book _____

Before Reading: What will this book be about?

During Reading: Write 2 questions you have while you read.

1)

2)

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

How did using the strategies _____ help _____ understand the text?

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. Explain.

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.

Name: _____

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Curriculum Connection
CR4.2, CR4.4

Day 9

Fill in the organizer below

Name of Book	
Author	
Fiction/Non-Fiction	
Making Connections – what are you reminded of when you read this book?	
Text-to-Self	
Text-to-Text	
Text-to-World	
How did making connections help you understand the text?	

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	Describe the author's style and link it to the story	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 – Haida First Nation: The Raven

Oral Stories

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

The elders in a community have the job of sharing important stories of their history. This way the stories are not forgotten. The same stories are being told for thousands of years so that we can learn about the history of a community.

Storytelling – The Creation of Haida Gwaii

The story about how the Islands of Haida Gwaii were formed begins with a Raven.

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



The Mother of the Haida was unhappy living in the clamshell and asked the Raven to find her a place to live. The Raven searched the ocean and eventually found a large rock, which he pulled up from the bottom of the ocean and placed on the surface.

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



Before Reading

Read the title and headings and then predict what the text will be about.

Comprehension Check

Is the statement true or false?

1) The Raven is part of the Haida Gwaii creation story.	True	False
2) Stories help us learn about our history.	True	False
3) The Raven is not a part of Haida culture.	True	False
4) The Raven made the islands of Haida Gwaii for himself.	True	False
5) The Raven married a beautiful woman from a clamshell.	True	False

Question

How do many Indigenous communities remember their history?

Making Connections

What does this text remind you of in your life? Explain.

How does making a connection help you understand the text?

Traditional Literature – Inuit Story

Kalla and the Lost Seal Pup

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

Kalla's friend Akiak wanted to take the pup home, but Kalla stopped her. "Wait," she said, "we must ask the elder for advice."

They rushed to find Elder Ukiuk, a wise woman who knew many ways of life. Kalla explained the situation.



Elder Ukiuk nodded, understanding the children's dilemma. She told them a story about the importance of patience and respect for nature. "Long ago," she began, "our ancestors taught us to only take what we need from the land and sea. If we disrupt the balance, it can bring hardship to our people."

Kalla and Akiak listened closely, absorbing the wisdom of the elder. Elder Ukiuk continued, "The seal pup's mother might be nearby, searching for it. We must give it a chance to find her baby."

The children returned to the pup, leaving it where they found it. They watched from a distance, and Kalla's heart swelled with worry. But one morning, as the sun peeked over the horizon, they saw a joyful sight – the seal pup was playing with its mother in the water.

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

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

Name: _____

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Curriculum Connection
CR4.1, CR4.4

Before Reading

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

Question

Answer the question below.

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

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

Comprehension Check

Is the statement true or false?

1) The Inuit value patience, wisdom, and respect.	True	False
2) The Inuit believe in taking more than they need.	True	False
3) The Inuit value money more than the environment.	True	False
4) Kalla learned the importance of patience that day.	True	False
5) Kalla and Akiak respected their elders and trusted their wisdom.	True	False

Traditional Literature – First Nation Story

Visualizing

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

The Sacred Drum

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

"A long time ago, our ancestors made the Sacred Drum from the skin of a deer and wood from the forest. It was not just any drum; it carried the heartbeat of our nation."

One day, Crow, a sneaky bird, thought he could become powerful by stealing the Sacred Drum. He snatched it while everyone was away. Crow didn't know was that the drum was magical only in the hands of our people.

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

Little Sparrow, a young girl no older than you, decided to find Crow and bring back the Sacred Drum. She remembered the lessons of her grandmother about the plants of the forest and the tracks of the animals.

After days of searching, she finally found him. He was trying to drum, but the sound came out wrong. "You don't understand the power of the Sacred Drum," Little Sparrow said. "It's not just an artifact; it's part of our community."

Feeling ashamed, Crow brought the Sacred Drum back. When it was played in the village, its sound was louder and more beautiful than ever.

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

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?

Email Writing – New Vocabulary

Subject: Get Ready for a Fun and Earth-Friendly Adventure!

Hey Cool Kids,

Guess what? We're about to become planet-saving heroes! 🌍 We're diving into ecology, learning how nature, animals, and us humans all hang out together.

In the next few weeks, let's team up and make our community garden super-awesome! This is our chance to synthesize everything we've learned about Mother Earth.

First off, you are inquiry-based detectives. Yup, we're going to come up with hypotheses on what plants we want and how to love them right!

Hold on to your hats because a real-live biologist will join us. They'll spill the beans on how to garden like a pro.

At the end, it's show time! Tell time to wrap up with a presentation and share our amazing discoveries with everyone.

Got questions or need more information? Just ask!

Catch you later,
Mr. Strickland

P.S. Can't wait to see you all turn into little sustainable superheroes! 🦸🦹

Vocabulary

Read the email and write any words you don't know to your list. Then look up their meaning.

Word	Meaning – Use Context Clues or Look Up

Letter Writing – Sentence Structure

- 1) Greeting Line: Start with "Dear [Name],"
- 2) Opening: Say why you're writing - Ex: "I hope you're well."
- 3) Body: Use short, clear sentences - Ex: "I loved the zoo trip."
- 4) Connective Words: Use "and," "so," "because." - Ex: "I liked the monkeys because..."
- 5) Ask: Make your question clear - Ex: "Can we go again?"
- 6) Closing: Sum up or say thanks - Ex: "Thanks for the trip!"
- 7) Sign: Sign off with "Sincerely," and your name.



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

Dear Mayor Johnson,

I hope you are doing well. I'm Hunter Hu. I'm a grade 4 student. I'm writing to ask for more parks in our city.

Having more parks is essential because it offers a nice retreat for families. Then, there's the benefit of beautifying our city with green spaces. Besides, parks don't just have to be playgrounds; they could also feature garden beds, art trails.

Therefore, could you please consider creating more parks? Green spaces would make residents like me very happy.

Thank you for your time. I'm sure you want the best for our community.

Sincerely,
Hunter

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 Hunter close the letter?

Letter Writing – Bias in Advertising

Dear Awesome Students,

Hey there! I'm Sparkle Star, the world's most amazing singer, dancer, and movie star! Guess what? I've got something UNBELIEVABLE for you! It's the Sparkle Star Super Duper Toy, and trust me, this toy is the best thing you will ever own.

This toy isn't just cool, it's life-changing! It can make you the most popular kid in school! Oh, you're interested in science? With this toy, you'll basically become a genius overnight. It's 1,000,000 times better than any other toy in the universe. Everyone who is anyone will have one, so don't want to be the only one without it.

Don't miss out! Rush to the store now! Owning the Sparkle Star Super Duper Toy is the first step to being as cool and successful as me, Sparkle Star!

See you on the other side of life!

Your soon-to-be-celebrity friend
Sparkle Star ✨

Questions

Answer the questions.

1) Did Sparkle Star explicitly state their perspective? Explain.

2) Is Sparkle Star biased in their letter? Do they have a biased opinion about the toy?

3) Why do you think Sparkle Star wrote this letter?

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

Letter Writing – Inferences

Thebes, Upper Egypt

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

Dear Aunt Nefertari,

I hope this finds you in good health. Life by the Nile River has been busy as always. The annual flooding of the Nile just ended, and it has once again left fertile black soil for planting. I'll be out in the fields with the workers, sowing barley and flax seeds. We've been using the shadoof to irrigate the land.

Mother continues to bake bread in our clay ovens. She uses emmer wheat, and sometimes adds figs and dates to make it sweeter. I'll be taking the bread to the market in our reed baskets. People still use the barter system, trading goods like bread for other items like cloth or pottery.

Did you know Pharaoh Ramesses II has commissioned a new temple? It's amazing! The artisans are carving massive limestone blocks, transported from the quarries. The temple will be decorated with hieroglyphs and dedicated to the god Amun.

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

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

Sincerely,

Akhen

Letter Writing – Inferences

Local Inferences

Make inferences from the sentences below.

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

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

"They say being a scribe is an honourable job. It doesn't require physical labour under the sun."

Global Inferences

Make three inferences from the entire letter.

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

Letter Writing – Opinions

Dear Editor,

I hope this letter finds you well. My name is Rowan, and I am writing to share my thoughts on an important topic that affects all of us: justice, equity, and fairness.



Justice means everyone gets treated the way they should, following rules that are fair to everyone. Equity means making sure each person gets what they need to be successful, even if it is different from what others might need. Fairness is about making sure everyone has the same chances and opportunities.

Imagine a game where one player starts with more advantages than the others. That wouldn't be fair, right? In the same way, our world should work to make sure everyone starts the game of life with the same chances to succeed. This means that sometimes, we have to give extra help to those who need it so everyone can have the same opportunities as everyone else.

I believe that everyone deserves to be treated with kindness and respect, no matter where they come from or what they look like. It's important for us to listen to each other and understand different points of view. When we do this, we can help make the world a better place for everyone.

Thank you for taking the time to read my letter. I hope it makes us think about how we can all help to make sure justice, equity, and fairness are a part of everyone's life.

Sincerely,

Rowan

Opinions

Read each statement below and circle your answer. Then, explain why you agree or disagree with the statement.

1) "Each person should get what they need to be successful." Agree Disagree


2) "Fairness makes sure everyone has the same chances." Agree Disagree

Answer

Do you agree or disagree? Write your ideas and opinions about justice, equity, and fairness. Why or why not? Write a few sentences to share your thoughts.

Imagine

Imagine a world where everything is fair and just. What would it be like? Draw a picture and write a description of your fair world.

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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.
- Major and minor characters
- Subplots and flashbacks
- Figurative language – personification, idiom, analogy
- Sequencing the events of multiple plots in a story, explaining the cause and effect

Structure of Narrative Texts

What is a Narrative Text?

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



The Basic Story

Most narrative texts follow a certain order. Here's a simple way to look at it:

- **Beginning:** This is where the story starts. You get to know the setting (where and when the story happens) and meet the characters (the people or animals in the story).
- **Problem:** Every good story has a problem or challenge that needs to be solved. This problem makes the story interesting.
- **Events:** These are things that happen in the story as characters solve the problem.
- **Solution:** This is how the problem gets solved, often near the end of the story.
- **Ending:** The story wraps up, and we see how the characters have changed.

Special Story Elements

Sometimes, stories have extra parts that make them even more exciting.

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

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

True or False

Is the statement true or false?

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

Questions

Answer the questions below.

1) Why do you think setting is important in a narrative text?

2) How do minor characters add to a story? Do you think of a minor character from a book or movie who made the story more enjoyable?

Summarize

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

What is Indigenous Storywork?

What is Indigenous Storywork?

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

The Principles

Indigenous Storywork has seven main ideas, which are like rules to make the stories meaningful. These are:

- Respect: Being polite and listening.
- Responsibility: Doing what you should do.
- Reciprocity: Sharing and giving back.
- Reverence: Treating something as special.
- Holism: Seeing the whole picture, not just a part of it.
- Interrelatedness: Understanding how everything is connected.
- Synergy: Working together to make something better.



Why Is It Important?

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

How Do We Learn It?

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

What is Indigenous Storywork?

True or False

Is the statement true or false?

1) Indigenous Storywork comes from First Nations people only.	True	False
2) There are seven principles in Indigenous Storywork.	True	False
3) Respect is not a principle of Indigenous Storywork.	True	False
4) Indigenous Storywork is just storytelling.	True	False
5) Synergy is working alone.	True	False

Questions

Answer the questions below.

1) What is Indigenous Storywork?

2) What 7 principles are taught in Indigenous storywork?

Summarize

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

Name: _____

The Adventure of Soaring Eagle and Gentle Doe

In a serene valley surrounded by tall mountains, two friends lived in harmony with nature: Soaring Eagle and Gentle Doe. Soaring Eagle loved to fly high and see the world from above, while Gentle Doe enjoyed exploring the meadows and forests.

One fine day, a terrible storm destroyed many nests and homes. Soaring Eagle said, "We must do something to help our friends."



Gentle Doe replied, "Yes, but we should not just give; we should also receive and rebuild."

This was a lesson in reciprocity, giving and receiving in a way that benefits everyone. So, they decided to hold a rebuilding gathering, teaching their friends how to make stronger homes.

However, before they started, Soaring Eagle flew up to the sky and spoke, "Great Spirit, guide us as we work in harmony with nature."

Gentle Doe bowed to the earth, showing reverence and respect for all living things. "May our actions honour the sacredness of our home."



During the gathering, they taught each other how to weave stronger nests and build more secure burrows. Soaring Eagle shared feathers to strengthen the walls, while Gentle Doe showed how to use twigs and leaves effectively.

Once the work was done, they shared a feast of berries and fresh water. Everyone was grateful and vowed to uphold the teachings of Reciprocity and Reverence in their daily lives.

"We've not just rebuilt our homes, but we've also learned to live better with nature and each other," said Soaring Eagle.

Gentle Doe nodded, "Yes, and may we always remember to give back as much as we take, respecting the beauty and wisdom of the land that sustains us."

So, children, this story reminds us to always give and receive with an open heart, and to show deep respect for the world around us. By living the principles of Reciprocity and Reverence, we make the world a better place for everyone.

Questions

Answer the questions below.

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

2) What was the setting in this story?

3) What was the problem in the story? What was the problem?

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

Storywork Traits

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

Fictional Text – Fantasy Story

The Adventure in Whispering Woods

In the mystical Whispering Woods, where trees talked and animals wore hats, there was a small village named Glitter Glen. The most magical part of Glitter Glen was its legend of the Hidden Star, a treasure said to grant wishes.



Long ago, the bravest knight of Glitter Glen, Sir Rufus, had set out to find the Hidden Star. He journeyed through the Whispering Woods, meeting various creatures like Mr. Hoot, the wise owl, and Bella, the dancing bear. But Sir Rufus was never seen again, and the villagers always wondered about his fate.

Now, two curious children, Ellie and Max, decided to solve the mystery. Along with their pet raccoon, Rascal, they embarked on an adventure through the Whispering Woods. They met many characters along the way: the mischievous mischievous, the butterfly who loved to gossip, the Mumbling Moles who always lost their glow, and Leo the Lizard, who was an expert in riddles.

One night, as they camped under the stars, Ellie found a rusted, rusty sword. Touching it, she was suddenly whisked into a flashback. She saw Sir Rufus, young and brave, fighting a shadowy figure. He defeated the figure but was trapped in a crystal by a mysterious spell.

Ellie awoke from the flashback, realizing that the sword was Sir Rufus's. Determined to free him, they journeyed deeper into the woods. They met the mischievous, the mischievous, and Lolly, the laughing river, who gave them clues.

As they neared the heart of the forest, they encountered Giggles, the giggling grasshopper who offered to lead them through a maze of tall grass. Finally, they reached a clearing where a crystal stood, glowing softly.

Inside the crystal, they saw the silhouette of Sir Rufus. Remembering the words of Leo the Lizard, Ellie raised the sword and chanted, "Bravery shines and darkness fades, free the knight from timeless shades." A beam of light shot from the sword, shattering the crystal.

Sir Rufus emerged, thanking Ellie and Max for their bravery. He led them to the Hidden Star, which granted each of them a wish. Ellie wished for the Whispering Woods to always be safe, Max wished for endless adventures, and Rascal, with a twinkle in his eye, wished for an endless supply of tasty treats. The children returned to Glitter Glen as heroes, with tales of their adventure and the knowledge that the magic of Whispering Woods was safe once again.

Questions

Answer the questions below.

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

2) List all the characters in the story that helped understand the plot of the story.

3) **Personal Wonder** If you were in the story, what would you have done differently? Why?

Reflection

Answer the following questions.

1) How did the flashback help you in understanding the story? Did it make the story more interesting?

2) How did the flashback help Ellie and Max in their journey?

Traditional Literature - The Tortoise and the Hare

In a sunny field next to a big, cool forest, there lived a tortoise named Tilly and a hare named Harry. Tilly was a calm and kind tortoise who liked to take her time and look at the clouds. She always finished what she started, even if it took a while. Harry was a fast and bouncy hare who loved to race the wind and brag about how quick he was to anyone who would listen.

Nearby, there were three friends: a squirrel named Sam, a sparrow named Sally, and a butterfly named Benny. Sam was always busy collecting acorns, Sally chirped and sang all day, and Benny fluttered about looking for pretty flowers.

One bright morning while Harry was showing off how fast he could run, he was plodding along, steady and slow. He couldn't run as fast as the old oak tree and back before you could see him. He laughed.

Tilly just smiled and said, "Any race could be fun."

As Harry went to sleep in a cozy spot, he dreamt about a big race from last spring. He had zoomed and won, but he decided to take a nap mid-race. But in his dream, when he woke up, he didn't see the finish line, slow and steady, while he was still sleeping! He woke up with a jump. "That won't happen," he said to himself. "I'm too fast to lose!"

The day of the race came, and all the animals gathered. Sam had a little side adventure going on. He had made a bet with Sally that he could find 100 acorns before the race ended. He scurried around, his little paws full of acorns, darting back and forth across the field.

"Ready, set, go!" shouted Sally, and the race began. Harry zoomed away like he always did, leaving Tilly far behind. Tilly didn't mind. She moved slowly and steadily, enjoying the warmth of the sun on her shell.

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

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

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

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



Comprehension

Answer the questions below.

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

2) Who were the minor characters in the story? Describe their roles.

3) What was the subplot in the story? How did it add to the story?

About the Story

Answer the following questions.

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

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

Traditional Literature - The Boy Who Cried Wolf

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

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

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

Mrs. Ella ran to help, and Lily dropped her flowers. They ran to help Alex, but when they got there, it was all a joke. Alex laughed, but his friends did not.

He played this trick a few times, and even fewer friends came to help. Mrs. Ella said, "If you tell tall tales, no one will come when you really need help."

That night, Alex remembered nothing. His grandpa told him a story about a boy who lied, and the star dimmed until it was gone. Alex thought maybe it was important.

While this was happening, Lily had a problem. Her favorite flower crown had gone missing. She looked everywhere, in the meadow, by the stream, even in Mrs. Ella's bakery. She was sad because it was special, made from the first flowers of spring.

The next day, a real wolf sneaked out of the trees. Alex saw it and yelled, "Wolf! A real wolf this time!" But the villagers were tired of his tricks. They didn't come.

Alex had to be brave. He clapped and shouted, and the wolf ran away. The sheep were safe, but Alex felt alone.

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

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

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

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



Name: _____

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Curriculum Connection
CR4.3, CR4.4

Questions

Answer the questions below.

1) Who was the major character in the story? Describe his personality.

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2) List the two minor characters in the story. What roles did they play?

3) Describe the _____ in the story. How did it connect to the main story?

4) What lesson did you learn from this fable?

Visualizing

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

The Story of Marathon – Different Points of View

First-Person

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

With my sandal straps fastened, I sprinted down the path from Marathon to Athens. Each step was a mix of agony and urgency, my legs heavy but my mind even heavier. I couldn't let my city down.



Second-Person

Imagine you're in my place. You feel the weight of the city, the need to protect your loved ones back in Athens becomes your driving force. Each stride you take feels like a Herculean effort, but the thought of Athenian children playing under the olive trees no longer spurs you on.

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

Third-Person

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

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

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 Pheidippides personality – ambitious, courageous, confident, curious, trustworthy, confident, empathetic, brave

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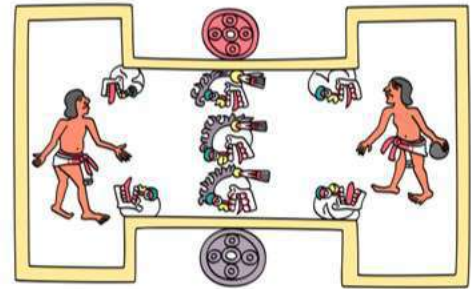
Advantages/Disadvantage of Points of View

Version 1: First-Person Point of View

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

Last weekend, we had the most exciting match ever. I was on Team Jaguar, and we were up against Team Monkey. The ball was super heavy, but I pushed it with my hips as hard as I could. "Maya!" my friends cheered. I felt like a real Ulama champion! We won by just one point, and I couldn't believe it.

So, if you're looking for a game to play, why not try Ulama? Maybe you'll enjoy it just as much as I do!



Version 2: Second-Person Point of View

Imagine you're Maya, a kid who loves playing Ulama more than any other game. It's Saturday, your favourite day of the week, and it's a beautiful day! You're on Team Jaguar, and you're playing against Team Monkey.

The ball feels heavy, but you're ready. Using your hips, you push the ball toward the goal. Your friends are cheering, "Go, Maya!" and it makes you feel like you're doing it; you're really playing Ulama like the champions from long ago. Your team wins by a single point, and you can't help but smile. You're a part of something so old and something so ancient, and it feels amazing.

Version 3: Third-Person Point of View

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

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

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

Advantages/Disadvantage of Points of View

Analyze

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

Advantages of the Point of View

First Person	Second Person	Third Person

Disadvantages of the Point of View

First Person	Second Person	Third Person

Reflect

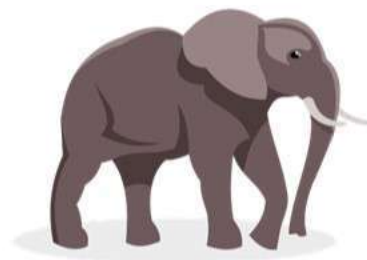
Which story is your favourite version? Explain why.

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Simile

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

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



Think

Read and underline examples of similes, then write them below.

Once upon a time, in a small village, as a silent night, there lived a young boy named Felix. Felix was as curious as a cat, always seeking new adventures.

One sunny morning, bright as a polished mirror, Felix discovered a hidden path in the forest. The trees stood tall like guardians of a secret world. As he walked, the leaves rustled like whispers of ancient stories.

Suddenly, he saw a bird with feathers as blue as the sky, singing a song as sweet as honey, leading Felix to a clearing. There, in the middle of the clearing, was a sparkling pond, clear as a crystal.

Felix realized that beauty and wonder were all around, just like the night sky. He promised to explore as much as the endless ocean and share his adventures, inspiring others to find their own paths.

Scavenger Hunt

Find books that have examples of similes.

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

Matching

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

Column A	Column B
As loud as	a clown
As funny as	water
As slow as	a tortoise
As blue as	thunder
As clear as	the sky



Metaphor

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

- The moon is a glowing cookie in the sky.
- Her eyes were shining stars.
- The world is a zoo today.
- His words are a treasure.



Think

Read the story below and find examples of metaphors.

Once upon a time, in a village nestled in a valley, lived a young girl named Clara. Her heart was as big as the sun, and her imagination soared like an eagle in the sky.

One day, Clara found a tiny, trembling kitten hidden under a rainbow of flowers. Its fur was as soft as clouds, and its eyes sparkled like stars. Clara's heart melted like snow in spring.

She named the kitten Leo, and they became inseparable. They danced a tango in the rain, and Leo taught Clara to purr with happiness. Together, they created a symphony of joy, playing sweet music that echoed through the village.

As the seasons changed, their friendship bloomed like a flower in the sun. Clara and Leo showed the village that love and kindness are golden keys that unlock the treasure chest of happiness. And so, their story became a legend, a whispering wind of warmth and light in every heart.

Metaphor

Scavenger Hunt

Find books that have examples of metaphors.

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

Match The Column

Match the words in Column A with the metaphorical descriptions in Column B to create complete metaphors.

Column A	Column B
Heart of a lion	Brings happiness and brightness
Time is a thief	Very brave
Life is a rollercoaster	Time passes quickly, taking moments away
She is the sunshine	Pleasant to listen to
Her voice is music	Full of ups and downs

Figurative Language - Idiom

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

For example:

1. "Break a leg" doesn't mean to actually break someone's leg. It's a fun way to wish someone good luck.
2. "Cry over spilled milk" is not about crying about actual milk. It means to be sad about something that can't be changed or fixed.



Think _____ Find _____ Try below and find examples of idiom. Write them below.

In the heart of a busy city lived a boy named Max who always had a lot on his plate. He was a bundle of energy, jumping from one activity to another. One sunny day, Max decided to bake a cake for his mother's birthday. He knew it wouldn't be a piece of cake, but he was up to the challenge.

Max started by breaking a few eggs, but he ended up with egg on his face when he accidentally dropped one! He didn't cry over spilled milk, though. Instead, he cleaned up and continued. Mixing the batter, he realized baking was not his forte, but he was in too deep to back out now.

After what felt like ages, the cake was finally in the oven. Max paced the kitchen and hoped for the best. To his surprise, the cake turned out great. His mother smiled at him. "You've really outdone yourself," she beamed.

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

Scavenger Hunt: Idiom

Scavenger Hunt

Find books that have examples of idiom.

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

Choose

Circle the correct meaning of the idiom.

1) Piece of cake
A slice of dessert.
Something very easy to do.
2) Spill the beans.
To drop beans on the floor.
To reveal a secret.
3) Out of the blue
Out in the open air.
Something blue in colour.
4) Hit the books
Literally hitting books.
To begin studying.

5) When pigs fly
Something that will never happen.
When pigs are in a happy mood.
6) A penny for your thoughts
Asking someone about their thoughts.
Buying something for one penny.
7) The ball is in your court
You have the basketball.
It's your decision or turn to act.
8) Hold your horses
To physically hold horses.
To wait a moment or be patient.

Sequencing the Plot of a Story

A) Emily couldn't believe her eyes. There, half-buried in the dirt, was a bone—no ordinary bone, but a dinosaur bone! Her heart raced with excitement as she carefully began to brush away the dirt surrounding it.

B) Emily had always loved dinosaurs. She read books about them, watched documentaries, and even visited museums just to see their massive skeletons. Her room was like a mini-museum filled with dinosaur posters and models.

C) "You're on to something, Emily!" said Mr. Johnson, her science teacher and the club supervisor. "Make sure you document everything." Emily nodded, jotting down her findings in her science teacher's notebook.

D) Armed with her digging kit—a small shovel, brushes, and a journal—Emily had joined the after-school paleontology club. Today was their first field trip, and they had come to a site where a dinosaur fossil had been found before.

E) With the bone finally unearthed, Emily carefully placed it in a protective box. She couldn't wait to get it back to the school for further examination.

F) At school the next day, Emily and Mr. Johnson cleaned and examined the bone. "It's definitely from the Cretaceous period," Mr. Johnson said, looking through a microscope. "Probably from a Triceratops."

G) As Emily got off the school bus, her eyes immediately began scanning the ground. She was full of hope but also nervous. What if she didn't find anything? All her worries evaporated when her eyes met the dirt mound.

H) Emily presented her findings to the paleontology club the following week. Her classmates listened in awe as she described her discovery and its importance. Emily felt proud; she had uncovered a piece of history, and her dream of becoming a paleontologist was one step closer to reality.



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 – Inferencing: Cause and Effect

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

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



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

The <u>storm</u> turned off the lights.	Cause	Effect
You <u>don't water</u> the plants and they die.	Cause	Effect
She reads a book a day and <u>she becomes a better reader.</u>	Cause	Effect
Because he didn't tie his shoelaces, <u>he tripped and fell.</u>	Cause	Effect
It's <u>your birthday</u> , so you get presents and cake.	Cause	Effect
She feels sick, so <u>she goes to bed early.</u>	Cause	Effect
He <u>practices the piano daily</u> , and he becomes good at it.	Cause	Effect
If you feed the dog, <u>the dog wags its tail.</u>	Cause	Effect
The <u>teacher explains the lesson</u> , so the students understand it better.	Cause	Effect

Think

Think of either the cause or effect that matches below.

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

The First Printing Press Adventure

The First Printing Press Adventure

Once upon a time in a quiet, little village, a brilliant man named Mr. Gutenberg showed his newest invention: the first-ever printing press. "With this incredible machine," he declared, "books and ideas can be shared with everyone in the village!"

His daughter Emily was beyond thrilled. She had always dreamed of creating a storybook for her little brother Tim's upcoming seventh birthday. "This is my chance!" Emily thought with excitement. She gathered her quills, ink, and an abundance of parchment to begin drafting.



At the same time, Mr. Thompson heard the whispers of this groundbreaking invention. "A printing press, you say? It could revolutionize our village!" He approached Mr. Gutenberg and proposed, "Could you print our village laws? It would help our citizens be more informed and responsible."

Emily was deep in the creative zone, her imagination flowing like a river, when disaster struck. Her elbow accidentally knocked over the bottle of ink on the table. The ink spilled across her draft, ruining her hard work. "This is terrible," she wept. "Now I'll have to rewrite everything."



Her father, Mr. Gutenberg, agreed to Mr. Thompson's request and began preparing the press for the village laws. This meant Emily had to wait.

After what seemed like an eternity, Emily finished her new, improved draft. Mr. Gutenberg had also completed the printing of the village laws. Together, they fed Emily's pages into the press, and her beautiful storybook was printed just in time for Tim's birthday.

The impact was immediate and astonishing. Villagers found it much easier to understand the laws, now that they were clearly printed and posted in the town square. As for Tim, he was overjoyed with his special storybook, hugging Emily tightly.

And so, the invention of the printing press brought joy, understanding, and a sense of community to everyone in the village.

Name: _____

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Curriculum Connection
CR4.3

Cause/Effect

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

1) Finish the effects of the causes below.

Mr. Gutenberg makes a printing press,

Emily wants to write a story,

Mayor Thompson hears about it,

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

so she has to re-write her story

so Emily has to wait

so they print Tim's book

Think

Write any causes you can think of from the story.

Plots

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

Story – Comparing Identities

Max's Marvelous City Adventure

Once upon a time in a bustling city filled with towering skyscrapers and colourful parks, there lived a curious boy named Max. Max was known for his adventurous spirit and knack for solving puzzles. He had bright, inquisitive eyes and a smile that could light up the darkest alley.

One day, Max decided to embark on a city adventure. He put on his favourite sneakers and his trusty backpack, and set out to explore the unknown corners of his city. As he wandered through the streets, he encountered various challenges.

First, he came across a stray kitten stuck up a tree in the park. Without hesitation, Max climbed the tree and carefully carried the kitten down to safety. His bravery and kindness were evident in his actions, just like his smile.

Next, Max stumbled upon a group of friends arguing over a lost treasure map. Using his problem-solving skills, Max helped them piece together the torn parts of the map, and they happily found their treasure. His cleverness and patience helped restore harmony among his friends.

As the day turned to dusk, Max found himself in front of a grand mural that depicted the city's history. He stood there, mesmerized, soaking in the stories of the past. His love for learning and appreciation for art were evident to anyone who passed by.

Max's city adventure was more than just a day of exploration. It was a journey that showcased his bravery, kindness, cleverness, patience, love for learning, and appreciation for beauty. As he headed home, his heart was full, knowing that his unique traits made his adventure truly marvelous.

And so, Max's story teaches us that we all have special qualities that make us who we are. Now, think about your own adventures and the traits that make you unique. What kind of journey will you embark on?



Name: _____

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Curriculum Connection
CR4.1, CR4.4

Compare

List three similarities and three differences to compare your identity with that of Max.

Similarities

Differences

Identity
Comparison

PREVIEW

Métis Story – Comparing Life Experiences

A Day with Marius: A Métis Adventure

Once upon a time, in a vibrant Métis community nestled by a sparkling river, lived a young boy named Marius. Marius had a spirit as lively as the jigs and fiddle tunes that filled the evening air in his village.

Each morning, Marius greeted the day with the sun, helped his family by drawing water from the river and gathering wild berries in the woods. He wore a sash, brightly coloured to celebrate his Métis heritage, which swayed as he moved.



One day, Marius set out on an adventure with his trusty companion, a small, energetic dog named Remy. Together, they explored vast lands, tracing the paths of their ancestors. Marius was eager to learn a special line, just like his grandparents taught him, to catch rabbits using bare willow branches.

As the sun began to dip below the horizon, painting the sky in shades of orange and pink, Marius and Remy returned home. The aroma of bannocks, freshly baked by his grandmother, filled the air. Marius shared stories of his day, his eyes twinkling with excitement, as his family listened intently, their hearts swelling with pride.

That evening, as Marius lay down to sleep, he felt a deep connection to his ancestors and the land. He knew that his traditions were a bridge to the past and a guide for the future.

Now, think about your own day. How does it compare to Marius's? What adventures do you have, and how do you help your family? Let's share and celebrate the uniqueness of our lives!

Compare

Answer the following questions.

1) Marius starts his day by fetching water and gathering wild berries. What do you do in the morning?

2) Marius's evenings are filled with family stories and the aroma of freshly baked bannock. What does your family do in the evenings?

3) Marius wears a beaded necklace as a special part of his Métis heritage. Do you have something special that represents your culture or family traditions? Write a few sentences about its significance.

Draw

Create a side-by-side drawing of Remy, Marius's dog, on an adventure with your pet or your dream pet on an adventure. If you don't have a pet, draw a pet companion you'd like to have.

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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?
- ✓ Reading Comprehension Strategy: Inferencing

Persuasive Writing Advertisement

🌟 Come Join Our Persuasive Writing Class! 🌟

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



👉 What You Will Learn:

- ✓ Use Persuasive Language: Be like a word lawyer and make your case!
- ✓ Sentence Structure: Learn to build strong sentences that people can't ignore!
- ✓ Power Vocabulary: Use convincing words like "must," "should," and "important!"

🌈 Why Persuasive Writing is Awesome:

- ✓ Share Your Ideas: Make people understand why your thoughts are the best!
- ✓ Become a Word Artist: Paint pictures with your words to win people over!
- ✓ Friendly Debates: It's like having a super fun argument!
- ✓ Boost Confidence: Feel super sure of yourself when you write persuasively!

🎉 Who Should Join?

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



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



Sign up today and let your words do the talking! 💬 🌟

Persuasive Writing Advertisement

True or False

Is the statement true or false?

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

Questions

Answer the questions below.

1) What is persuasive writing?

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

Original Word	Option 1	Option 2	Option 3	Option 4
Good				
Bad				
Happy				
Smart				
Small				

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

Politician	
Company Owner	
Lawyer	
Advertisers	

Persuasive Writing – Multiple Perspectives

Smartphones Should Be Allowed in Class

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

Smartphones Are Too Distracting for Class!

I can't count the times I've seen kids glued to their screens, ignoring the teacher completely. Smartphones are way too distracting and make it hard for anyone to focus. It's not about one person; if one kid starts giggling at a funny video, the whole class is distracted. And what about the temptation to text or play games? Sure, smartphones are cool, but they have no place in the classroom. We're here to learn, not to get lost in social media!

Think Critically

Answer the questions below



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

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

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

Persuasive Writing – Thinking Critically

Hey everyone, I'm Sammy, and I've got something super important to tell you: kids should absolutely be allowed to choose their own bedtime! I mean, come on, bedtime is just so unfair! Why do parents get to stay up late and we don't? It's like they don't even trust us!

Honestly, staying up late is super fun and missing out on it is just the worst thing ever. Parents say it's because of "school" or "health," but let's be real here. They just don't want us to have fun!

And guess what? If I'm up late, I can play more video games, chat with my friends, and even sneak some extra snacks. I mean, that's way better than just going to bed and doing NOTHING!



So, let's make some noise and tell all the grown-ups that kids should pick their own bedtime. Trust me, it would be a million times better!

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) Sammy didn't use any statistics/facts. What facts/stats would have helped his argument?

Inferences - Persuasive Writing Advertisement



Revolutionize Your Landscaping Business with Our Ultra-Durable Wheelbarrows!

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

✂ Why Choose Our Wheelbarrows?

- Massive Capacity: Hold up to 500 pounds! That's like moving 10 large bags of soil in a single trip.
- Safety: Studies show that using wheelbarrows reduces the risk of back injuries by a whopping 15%!
- Time-Saver: Your workday is up to 25% by eliminating constant back-and-forth trips.
- Longevity: Our wheelbarrows are built from high-grade materials that can withstand the test of time!



Stats Don't Lie!

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



Think About the Time and Money You'll Save!

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



A Wise Investment

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

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



Call Now and Take Your Business to the Next Level!



Name: _____

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Curriculum Connection
CR4.2, CR4.3, CR4.4

Local Inferences

Make inferences based on the sentences below.

"Studies show that using wheelbarrows reduces the risk of back injuries by a whopping 25%!"

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

"Longer Life. Our wheelbarrows are built to last, made from high-grade materials that can withstand the toughest conditions."

"Massive Capacity. Hold up to 500 pounds!"

Global Inferences

Make 4 inferences based on the advertisement.

Reflect

Why is it important to think critically about advertisements?

Inferences - Persuasive Writing Advertisement

Dear Students,

I hope you are all doing well and enjoying your time at school. I wanted to talk to you about something very important: being inclusive and celebrating diversity.

Our school is a special place because it is like a big, colourful garden. In a garden, different types of flowers bloom side by side, making it more beautiful. Just like flowers, each one of you is unique and brings something special to our school community.

It is important to include everyone, even if they look or act differently than you. When we all play together, share our ideas, and treat each other kindly, we learn so much more.

Have you ever noticed the wobbly bench in the playground? It is there to help kids who are feeling lonely. If you see someone sitting there, it's a good chance to make a new friend.

Please remember that differences are what make us special. By including everyone, our garden—our school—can be the most wonderful and amazing place it can be.

Thank you for listening, and for helping our school be the best it can be!

Sincerely,
Principal McGuire



Local Inferences

Write 3 things the principal explicitly says in the first piece of evidence is provided. Then draw conclusions from these things.

Evidence	It is important to include everyone...
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	"In a garden, different types of flowers bloom side by side, making it more beautiful."
Inference	
Conclusion	

Implicit Evidence	"If you see someone sitting there, it's a good chance to make a new friend."
Inference	
Conclusion	

Implicit Evidence	"Please remember, differences are what make us special."
Inference	
Conclusion	

Global Inferences

Make 3 inferences based on the entire text.

Reflect

Why is it helpful to understand bias in persuasive texts?

Persuasive Writing Advertisement – Métis Art

🌟 Discover the Magic of Métis Beadwork! 🌟

Hey, students! Get ready to dive into a world of colour and culture with our amazing Métis Beadwork Kits! 🎨🌟

Why You'll Love It! ❤️

- Create Your Own Masterpiece: With these kits, you can design and craft your very own beautiful piece, just like the skilled Métis artisans of Canada!
- Easy & Fun: Comes with step-by-step instructions, making it super easy and fun! Perfect for beginners and experienced artists like you. 📖✏️
- Learn & Grow: Not only will you create something beautiful, but you'll also learn about the rich Métis culture and traditions. All in one! 📚🎨

Cool Facts! 📊

- Did you know? Métis beadwork is known for its vibrant colours and intricate designs, inspired by nature and storytelling. 🌸🐦
- Over 10,000 kids across Canada have already enjoyed learning the art of beadwork with our kits! 🌍👨👩

🌈 What's Inside? 🌈

- Colourful Beads Galore! 🌟
- Easy-to-Use Tools! 🔧
- Fun Templates! 🖼️
- A Cool Booklet about Métis Culture! 📖

Don't Miss Out! 🚀

Join the fun and become a young Métis artist today! Create, learn, and share your art with friends and family. Your masterpiece is just a kit away! 🌟



Evaluation

Answer the questions below.

1) Describe how the colours and pictures in the advertisement make you feel. Do they make you want to learn more about Métis beadwork?

2) What part of the advertisement makes you most interested in the Métis Beadwork Kits? Is it the colours, the pictures, the creative, learn something new, or something else?

3) What icons (like stars, paw prints, or other symbols) do you see in the advertisement? How do they help tell you what the beadwork kit is for?

Evaluation

If you were to make your own advertisement for a Métis Beadwork Kit, what would you definitely include? Think about colours, pictures you would use.

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 and Synthesizing
- ✓ Problem/Solution Reports

Comprehension – Text Features in Reports

The Rock Cycle: Nature's Recycling System

Rocks are all around us, and they go through an amazing journey called the **rock cycle**. This cycle changes rocks from one type into another through processes like **melting**, **cooling**, and **erosion**.

Meet the Igneous Rocks

Igneous rocks form when **magma** cools and hardens. The speed of the cooling affects the size of the crystals in the rock. **Basalt** has small crystals because it cools quickly, while **granite** has large crystals because it cools slowly.

The Layered World of Sedimentary Rocks

Sedimentary rocks come from small particles or materials like sand, shells, and even old plant matter. These materials get pressed together over time to form rocks like limestone and sandstone.



Transformation into Metamorphic Rocks

Metamorphic rocks used to be either igneous or sedimentary rocks but changed because of heat and pressure. If you've ever seen marble, you've seen a metamorphic rock.

The Journey of Rocks

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

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

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 the world, and to other texts.

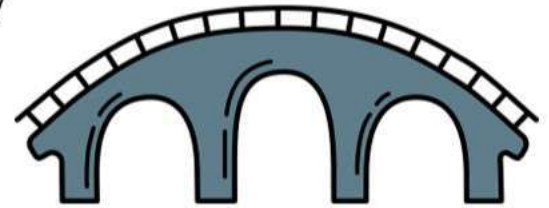
Text-To-Self: What does the report remind you of about your life?Text-To-World: What does the report remind you of that is happening around the world?Text-To-Text: What does the report remind you of about another text you have read?

Compare and Contrast Report – Arch or Beam Bridge

Comparing Engineering Marvels: Arch Bridge vs Beam Bridge

Introduction

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



Essential Components: What Makes Them Stand?

Both arch and beam bridges serve the fundamental purpose of providing a passageway over an obstacle. However, their structural designs are quite different.

- **Arch Bridges:** These bridges rely on a curved structure that distributes weight onto the foundations at each end. They are naturally strong and can bear heavy loads.
- **Beam Bridges:** Simplicity is key for these bridges. They consist of a horizontal beam supported at each end by piers. The weight of the bridge and any additional load is transferred to the supporting piers.

Advantages and Limitations: What Works Where?

Arch bridges and beam bridges have their own sets of advantages and disadvantages:

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

Making the Choice

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



True or False Is the statement true or false?

1) Arch bridges have a curved structure that helps distribute weight.	True	False
2) The aesthetic appeal is usually greater in beam bridges.	True	False
3) Speed of construction is a big concern when building an arch bridge.	True	False
4) Beam bridges are generally more expensive and take longer to build.	True	False
5) Arch bridges require more frequent maintenance than beam bridges.	True	False

During Reading Write 3 questions that come to mind while you read.

1)	
2)	
3)	

Compare Fill in the table with the advantages/ disadvantages of both types of bridges

Criteria	Arch Bridges	Beam Bridges
Longevity		
Load		
Construction		
Look		

Problem and Solution Report

Understanding Climate Change: Our Role in Making a Difference

What is Climate Change?

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



Solutions From An Environmentalist – Has An Expert Opinion

- 1) Plant More Trees: Trees are like Earth's air filters. They take in bad gases and give out oxygen, which we need to breathe. Planting more trees can help clean the air.
- 2) Use Renewable Energy: Renewable energy comes from things that won't run out, like the sun and wind. Using solar panels and wind turbines instead of burning coal or oil can reduce the bad gases.
- 3) Protect Our Oceans: The oceans take in a lot of carbon dioxide, a gas that causes climate change. Keeping oceans clean and healthy helps them do this job better.

Solutions From A Child – Wants To Save The World They Live In A Future

- 1) Walk or Bike More: Instead of using cars, we can walk or bike. It's fun and good for our health, and it also means less gas goes into the air.
- 2) Recycle and Reuse: By recycling things like paper and plastic, we can make so much new stuff. This saves energy and reduces waste.
- 3) Spread the Word: We can tell our friends and family about climate change and how to help. The more people know, the more they can do to help.

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

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

Reflection

Answer the questions below.

1) Write one solution from each perspective that you like the best and explain why.

Environmentalist

Child

Teacher

2) **Inferencing:** Think about what will happen if many people started following the solutions given by the child and the teacher. What changes do you think could happen.3) **Personal Wondering:** If you could add one more solution to help fight climate change, what would it be? Explain why you think it would be helpful.4) **Cause/Effect Relationship:** If we don't take action against climate change, what are some negative effects you think might happen in the future? List two.

Activity – Summarizing Reports

Objective

What are we learning more about?

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



Instruction

How do we complete the activity?

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

Activity – Summarizing Reports

Instructions

Cut out the sections of the report below

1)

The Climate Zones: Earth's Weather Patterns

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

Hot and Wet: The Tropical Zone

In the tropical zone, it's all hot and rainy all year long. This zone is near the equator. The rainforests are a part of this zone, filled with lots of trees, colourful birds, and interesting animals like monkeys and toucans. The heavy rain and warm temperatures make it a perfect home for many creatures.

Warm Summers, Cold Winters: The Temperate Zone

The temperate zone has seasons like summer, autumn, winter, and spring. This is where you'll find forests with trees that lose their leaves in autumn, and animals like deer and squirrels. The changing seasons make it a very interesting place for different kinds of plants and animals.

3)

Cold and Icy: The Polar Zone

In the polar zone, it's very cold almost all the time. You'll find ice and very few trees. The animals here, like polar bears and penguins, have thick fur or feathers to stay warm. It's a challenging place to live, but these animals have adapted to it.

4)

Hot and Dry: The Desert Zone

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

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

Name: _____

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Curriculum Connection
CR4.3

Activity – Summarizing Reports

Instructions

Write your summary below.

Final Summary

groups final summary below

Comprehension – Text Features in Reports

A Shining Example: Maple Leaf Elementary School's Inclusive Journey

Maple Leaf Elementary is a special school that believes in making every student feel welcomed and included. This school is doing some fantastic things to make sure all students get to participate and learn in a supportive environment. Let's learn about how they are making a difference!

Why Maple Leaf Elementary Stands Out

Maple Leaf Elementary School goes above and beyond to make sure all students feel part of the community. One of their biggest goals is to have an **inclusive environment** where everyone feels safe and supported.

Creating Safe Spaces

The school has special quiet rooms where students can go if they feel overwhelmed. These **safe spaces** have soft pillows and calming lights to help students relax.

Different Learning Tools

Maple Leaf offers various **learning tools** like audiobooks, large print books, and adaptive technology. These tools make sure every student can learn the way that suits them best.

Teachers with Special Training

Teachers at Maple Leaf have gone through training on how to be inclusive. They know how to adapt their teaching styles to meet the needs of every student.

Activities That Make a Difference

Maple Leaf is also big on activities! From sports to art, there's something for everyone. A quick list of inclusive activities includes:

- Unified sports teams, where everyone plays together
- Art classes with materials for all abilities
- Musical shows that include sign language

Thanks to Maple Leaf Elementary, students are experiencing what a truly inclusive school looks like, and they are better for it!



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.

Report – Oceans

Introduction

Our Earth is mostly covered by large bodies of saltwater known as oceans. They cover about 71% of the Earth's surface.



The Five Major Oceans

1) Pacific Ocean

The Pacific Ocean is the largest, covering more than 63 million square miles. It has the deepest point, the Mariana Trench, at about 36,000 feet (nearly 11,000 meters) deep.

2) Atlantic Ocean

The Atlantic Ocean is the second largest, covering over about 41 million square miles. It has the world's largest ocean current, the Gulf Stream, which keeps the climate mild in Northern Europe.

3) Indian Ocean

The Indian Ocean ranks third in size, covering around 29 million square miles. It is home to many unique wildlife species and beautiful coral reefs, including the Maldives and Sri Lanka.

4) Southern Ocean

Surrounding Antarctica, the Southern Ocean covers about 7.8 million square miles. It's known for its powerful currents that help distribute heat around the Earth, despite being the coldest ocean.

5) Arctic Ocean

The smallest and shallowest, the Arctic Ocean spans over 5.4 million square miles. Much of it is covered by sea ice that changes in size with the seasons.

The oceans are vast and filled with mysteries, holding most of Earth's water and supporting a rich variety of life. They play a crucial role in our climate, weather, and the air we breathe. Protecting them is essential for our future.

Scanning or **skimming** a text means quickly looking through a written document to find specific information or keywords without reading everything in detail. It's like searching for clues without reading every single word. You glance at the titles, pictures, and some sentences to understand what the text is mostly about.

Skim And Scan

Skim and scan the text of the report by quickly looking through it and then answer the following questions.

Questions		Answers
1)	How many oceans are there?	
2)	What is the name of the deepest point in the ocean?	
3)	Which ocean is the second largest?	
4)	What is the world's largest ocean current?	
5)	Where are coral reefs prominent in the Indian Ocean?	
6)	What ocean surrounds Antarctica?	
7)	How much area does the Arctic Ocean cover?	
8)	What percentage of Earth's water do oceans hold?	
9)	How deep is the Mariana Trench?	
10)	Where does the Gulf Stream affect the climate?	

Sequential Report – The Road to Confederation

Before Confederation

Long ago, what we now know as Canada was home to many Indigenous peoples, each with their own unique cultures and histories. Later, explorers from Europe arrived and started to set up colonies. The main areas were called "Upper Canada" and "Lower Canada," along with other regions like Nova Scotia and New Brunswick.

A Big Idea

In the 1800s, leaders from these colonies thought it would be a good idea to join together. They believed that by uniting, they could make them stronger and help them with trade and defense. So, in 1867, they started a series of important meetings to discuss this idea. The most famous meeting was in Charlottetown, Prince Edward Island.

Why Unite?

Here are some reasons why the colonies wanted to unite to form a new country:

- To be stronger against any threats
- To make trading between colonies easier
- To build a big railway that would connect them all

Making It Official

After many discussions and agreements, the British North America Act was passed by the British Parliament. On July 1, 1867, the act came into effect, and that's how the Dominion of Canada was born! The first provinces were Ontario, Quebec, Nova Scotia, and New Brunswick.

A Growing Family

After 1867, more areas decided to join this new country. This was the start of Canada growing into the big and diverse country we know today. And that's the story of how Canada came to be, from many separate colonies to one united nation!

Fill in the blanks Fill these blanks with the correct word to complete the sentences.

- 1) Long before explorers from Europe arrived, the land was inhabited by _____.
- 2) The famous meeting about joining the colonies together was held in _____.
- 3) The colonies wanted to unite to become _____ and protect themselves.
- 4) On July 1, 1867, the _____ was formed.
- 5) One of the Confederation was to build a _____ to connect the provinces.

Sequence Arrange the events in the correct order by numbering them from 1 to 5.

- | | |
|--|--|
| | The British North America Act came into effect, creating the Dominion of Canada. |
| | Indigenous people were the original inhabitants of the land. |
| | More areas joined Canada, making it bigger. |
| | Leaders from the colonies met in Charlottetown to discuss Confederation. |
| | European explorers arrived and set up colonies. |

About the Text

Answer the questions below.

- 1) What were the names of the two main areas formed by the European colonies before Confederation?

- 2) Where was the most famous meeting about Confederation held?

Comparing Information – Blogpost #1

Discovering Zoos and Aquariums: Heroes of Conservation

What's the Buzz About Conservation?

Hey there, young explorers! Have you ever wondered how zoos and aquariums help our planet? Well, they're not just places to see amazing animals; they're champions of conservation. Conservation means protecting and taking care of our natural world and the wonderful creatures in it.



Zoos: More Than Just a Place to Visit

Zoos are like safe havens for animals, especially those in danger of disappearing from the Earth. By providing a secure home, nutritious food, and medical care, zoos help these animals live longer, healthier lives. But that's not all – zoos also teach us how to protect animals in the wild by showing us the challenges they face.

Aquariums: Guardians of Aquatic Life

Aquariums are magical places where we can discover the mysteries of the underwater world. They play a huge role in saving aquatic animals and their homes, like coral reefs and rivers. Aquariums also help by cleaning the water and making it perfect for fish and other sea creatures to thrive.

Every Visit Helps!

Guess what? Every time you visit a zoo or an aquarium, you're helping animals! The money from tickets goes towards taking care of the animals and supporting conservation projects around the world. So, next time you're at a zoo or aquarium, remember you're a part of something big – protecting our planet's amazing wildlife!



Comparing Information – Blogpost #2

Zoos and Aquariums: Are They Really Fun for Animals?

Hello, young explorers! Today, we're diving into an important topic: the truth behind zoos and aquariums. You might love visiting these places to see animals up close, but have you ever wondered how the animals feel about living there?

A Closer Look at Animal Homes

Animals just like us love their freedom. In the wild, elephants roam across savannas, and fish swim across oceans.

However, in zoos and aquariums, they live in spaces much smaller than their natural homes. Imagine spending your whole life in one room!



The Numbers Tell a Story

Studies show that in captivity, many animals live shorter lives compared to their wild relatives. For example, elephants in the wild can live up to 60 years, but in zoos, their lifespan can be much shorter. This is often because they are not as happy and healthy.

The Big Question

The big question we need to ask is: Is it fair to keep animals in captivity just for our entertainment? Some people argue that zoos and aquariums help us learn about animals. However, with all the technology we have today, there are many ways to learn without keeping animals away from their natural homes.



What Can We Do?

As young protectors of the planet, we can make a difference! Choosing not to visit places that keep animals captive is a start. We can also learn and spread the word about the importance of wildlife conservation.

Compare

Compare the two blog posts by writing the positive and negative impacts of maintaining zoos and aquariums.

Positive Impacts**Negative Impacts**

PREVIEW

Choose

Choose a side that you agree with more. Write your arguments to support your position.

1)

2)

3)

Block 6: Procedural Writing

Focus

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

Linear Text - Recipes – Ordering Steps

Examine

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

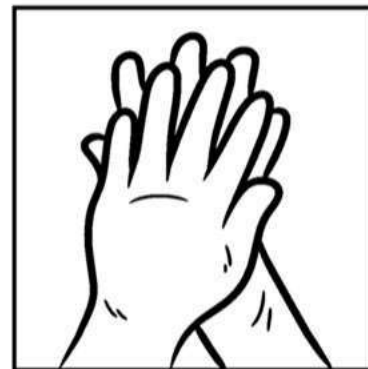


Order	Information
	Stir in vanilla extract and red food coloring.
	Red Velvet Cupcakes Recipe
	Preheat the oven to 350°F (175°C). Place cupcake liners in the
	cupcake pan and bake for 20–25 minutes. You can check if
	the cupcakes are done by inserting a toothpick in a cupcake. If it comes out clean,
	they are ready.
	Ingredients
	<ul style="list-style-type: none"> ➤ 1 1/2 cups of flour ➤ 1 cup of sugar ➤ 1/2 cup of butter (softened) ➤ 2 large eggs ➤ 2 tablespoons cocoa powder ➤ 1 1/4 teaspoons baking powder ➤ 1/4 teaspoon baking soda ➤ 1/2 teaspoon salt ➤ 1/2 cup buttermilk ➤ 1 teaspoon vanilla extract ➤ 1/2 teaspoon red food coloring ➤ 1 cupcake liner ➤ 1 cupcake pan ➤ Mixing bowl ➤ Mixer
	In a bowl, mix together flour, cocoa powder, baking powder, baking soda, and salt.
	Use a spoon to fill the cupcake liners with batter, about 3/4 full.
	Add eggs to the butter mixture, one at a time, mixing well.
	Let the cupcakes cool before eating. You can even add frosting if you like. Enjoy your cupcakes!
	In another bowl, beat the butter and sugar together until fluffy.
	Slowly mix the dry ingredients into the wet ingredients.

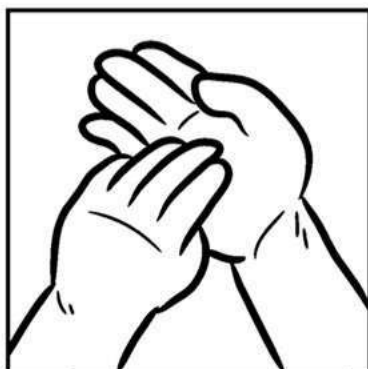
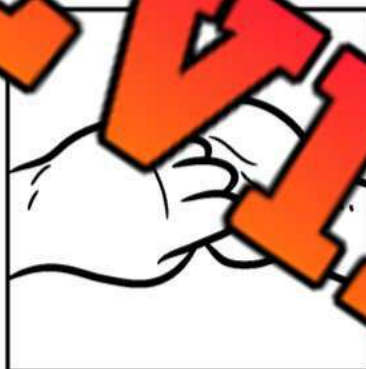
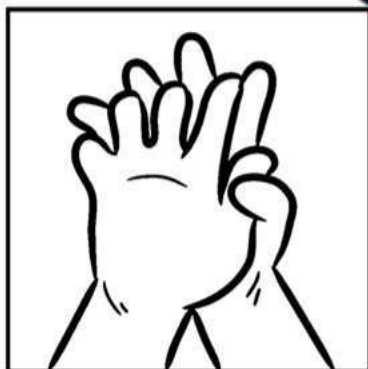
Graphics in Procedural Writing – Handwashing

Label

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



Rub back of hands



Wash palms



Graphics in Procedural Writing – Drawing

Label

The pictures below are numbered, showing the steps to draw a frog. On the back of this page, explain each step.



Label


Describe what to do at each step

Step	Instruction
1	Draw a big circle with two small circles on top of it.
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

Following Read Aloud Instructions

Draw

Carefully listen to the instructions your teacher is giving. Draw the monster and then check if your drawing matches the instructions.

Title	Drawing a Monster	
Materials	<p>Blank sheet of paper</p> <p>Pencil</p> <p>Coloured pencils (optional)</p>	
Step 1	Start by drawing a round circle in the middle of your paper. This will be the monster's head.	
Step 2	Inside the circle, draw two large oval shapes for eyes. Make sure they're a bit apart.	
Step 3	Under the eyes, draw a wiggly line for a mouth. You can add a few square shapes along the line to look like teeth.	
Step 4	Below the head, draw a rectangle for the body. It need not be perfect, as monsters come in all shapes!	
Step 5	On each side of the body, draw two long wiggly lines for arms.	
Step 6	At the end of each arm, add a hand by drawing a circle. Draw out for fingers. Make 8 fingers in each hand for the monster!	
Step 7	Under the body, draw lines for legs. Make the monster have three legs. It will look more like a monster if it has zigzag legs.	
Step 8	At the bottom of each leg, draw a shape that looks like a boot for the feet. Monsters usually have big, stompy feet!	
Step 9	On top of the head, add some squiggly lines for hair. Make them wild and rough to look like a monster.	
Step 10	Now, the fun part! Colour the monster how you like. Make it bright and colourful. Let your imagination run wild!	

Name: _____

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Curriculum Connection
CR4.3, CR4.4

Following Instructions – Drawing a Monster

Draw

Draw the monster below.

PREVIEW

Comparing Instructions – Playing Hide and Seek

Compare

Read both instructions. Which is easier to understand?

Option 1:**How To Play Hide and Seek**

Hide and seek is a fun game where one person, the "seeker," closes their eyes and counts to a certain number while everyone else hides. When the seeker finishes counting, they open their eyes and start looking for everyone. If you're found, you're out. The last person found wins!



Step	Instructions
Step 1	Everyone decides who will be the seeker first. The seeker is the person who looks for others.
Step 2	The seeker closes their eyes and counts to a number, standing in one spot.
Step 3	While the seeker is counting, everyone else finds a place to hide.
Step 4	After counting, the seeker opens their eyes and starts looking for everyone who is hiding.
Step 5	When the seeker finds someone, that person is out of the game.
Step 6	The game ends when everyone is found. The last person to be found is the winner and becomes the seeker in the next game.

Name: _____

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Curriculum Connection
CR4.3, CR4.4

Before Reading

Make a Connection

Background knowledge – Read the title and look at the pictures. What do you know about this already?

Sum Could you explain how to play to someone? Write 6 steps.

After Reading

Answer the question below

Which set of instructions were easier to understand? Explain what made it easier to understand.

Block 7:

Poetry

Focus

- ✓ Literary devices in poetry
- ✓ Reading Comprehension Strategy: Visualizing
- ✓ Making inferences based on implicit evidence in a variety of poems.
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups
- ✓ Concrete poems
- ✓ Free-verse poetry

Types of Poems

Exploring Types of Poems

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

Haiku: The Nature Poem

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

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



Acrostic: The Hidden Message

In an Acrostic poem, the first letter of each line spells a word or message when read from top to bottom. This makes the poem a puzzle. Here's how it looks with the word "Sun":

Sunny days are here
Under clouds, the rays break thro
No more rain, it's time to play!



Limerick: The Funny Poem

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

Cinquain: The Five-Line Poem

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

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



Paraphrase

Rewrite the rules for each poem in your own words.

Acrostic

Haiku

Limerick

Cinquain

Visualizing

Read each poem from the book, and draw what you're picturing

Haiku**Cinquain****Acrostic**

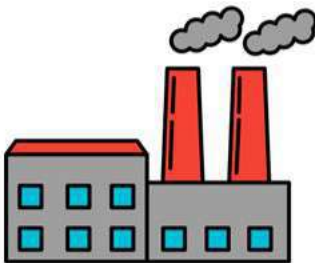
Haiku Poetry – First Nation Reflection

Haiku Poetry – First Nation Reflection

Long ago, the First Nations people lived on the land we now call Canada. They had their own ways of living, speaking, and celebrating. Then, people from Europe came to the land. These new people and the First Nations did not always get along. Things changed a lot.

Here are four short poems called haikus that help us think about what it was like for the First Nations during that time.

PREVIEW



Whisper of a river,
Steel and smoke now cloud the horizon—
Still, the salmon leap.



Ancestors' stories,
Drowned out by foreign muskets—
Echoes in the wind.



Beaver, elk, and pine,
Traded for some shiny beads—
Lands lost, what's the cost?

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) "Worlds start to collide"

2) "Ancestors' bones, Drowned out by foreign muskets"

3) "River used to sing, but now it's silent" cloud its voice"

4) "Lands lost, what's the cost?"

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 – Canada's Regions

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

Acrostic Poems



Canadian Shield

C - Creeks and lakes abound
A - Ancient rocks on the ground
N - Northern lights dance around
A - Animals like moose are found
D - Deep forests spread all around
I - Icy winters are quite renowned
A - All seasons have their own sound
N - Nature's beauty truly unbound

S - Sprawling lands far and wide
H - Hiking trails where adventures reside
I - Indigenous history we cannot hide
E - Every lake like a sapphire, side by side
L - Loons call across waters far and wide
D - Dense forests where secrets abide

Western Cordillera

W - Where the mountains touch the sky
E - Eagles soar and freely fly
S - Streams and rivers, never dry
T - Trees reach up high
E - Excitement oh my, oh my!
R - Rocky mountains goats pass by
N - Nature's beauty catches the eye

C - Canyons deep and wide
O - Open spaces far and wide
R - Ranges of mountains side by side
D - Downhill skiing, a slippery ride
I - Incredible views that can't hide
L - Lakes that shimmer like a bride
L - Landscapes that fill hearts with pride
E - Every sunset a colourful glide
R - Rivers that through valleys slide
A - Adventure waits, so come outside

Name: _____

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Visualizing

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

PREVIEW

Cornish Shield

Western Cordillera

Cinquain Poems – Critical Thinking

Cinquain Poetry – Life in an Inuit Community

A cinquain is a short poem with five lines. Each line has a special job, like describing or showing action. Want to make your cinquain extra special? Use similes and metaphors!

A simile compares something using "like" or "as," such as saying a kayak is "as agile as a fish." A metaphor says something is something else, like calling snow "Earth's winter blanket." Read the Inuit themed cinquains below that use similes and metaphors.

Drum

Drum

Round, loud

Tapping, booming, echoing

The heartbeat of community

Rhythm



Northern Lights

Lights

Bright, dance

Glowing, waving, twinkling

Like a night rainbow

Aurora

Seal Hunt

Seal

Quick, smooth

Swimming, diving, hiding

Fast as a dart

Prey



Night

Sun

Bold, warm

Glowing, lighting

A never-ending campfire

Daylight



Whale

Whale

Massive, deep

Diving, surfacing, singing

Ocean's gentle giant

Mammal

Kayak

Kayak

Long, sleek

Gliding, paddling, floating

As agile as a fish

Vessel



Critical Thinking

Answer the questions below.

1) In "Drum Beat," why do you think the drum is described as the "heartbeat of the community"? What does that metaphor tell you about the drum's importance?

2) What emotion does the "Northern Lights" poem make you feel? Happy, sad, excited, calm, scared, confused, surprised, nervous, creative, etc. Explain.

3) Personal Preferences: Which poem did you like the best?

4) Personal Preferences: What was your favourite part of the poem? Quote it and explain why it was your favourite.

Quote

Explain

Visualizing

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

Seal Hunt

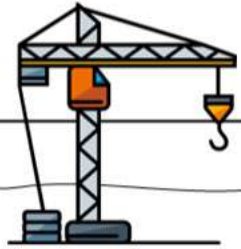
Midnight Sun

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Rhyming Poems – Critical Thinking

Rhyming Poetry – Simple Machines

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



The Lever

A lever sits on a fulcrum,
Balancing objects with all its might.
Left and right, in day and night,
It makes lifting things so light.

Pulley

Up in the sky, so high and free,
A pulley works with great ease.
Lifting loads without a plea,
Moving heavy things a gentle breeze.

Wheel and Axle

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

The Inclined Plane

An inclined plane,
Helps us carry a heavy load.
We walk right up, no need to strain,
Easier work, that's what we gain.

Gears

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

Wedge

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

Critical Thinking

Answer the questions below.

1) In "The Inclined Plane," the phrase "no need to strain" is used. What does this tell you about the purpose of an inclined plane?

2) The "Gear" poem mentions different applications like clocks and bikes. Can you think of another place where gears are used and explain how they make work easier there?

3) Personal Preferences: Which poem did you like the best?

4) Personal Preferences: What was your favourite poem? Quote it and explain why it was your favourite.

Quote

Explain

Visualizing

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

Wedge

Pulley

--	--

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

Implicit and Explicit Perspectives – Book Reviews

Book Review: "The Magic Treehouse: Dinosaurs Before Dark"

Wow, "The Magic Treehouse: Dinosaurs Before Dark" was a real adventure! You'll feel like you're jumping back in time with Jack and Annie, the two brave kids in the story. The book is a roller coaster from the first page to the last. If you like mysteries and dinosaurs, this book is perfect for you. It's packed with close calls that keep you guessing what's going to happen next. There are also laugh-out-loud moments that make it super fun to read. I won't spoil the ending, but let's just say it wraps things up in a surprising way. I really loved this book and think other kids my age will too!

Rating: ★ ★ ★ ★ ★

Perspectives

Answer the questions below.

1) Write 3 explicit perspectives from the book review. These are the perspectives that are stated.

2) Write 4 implicit perspectives that don't say exactly how they feel about the book, but they give hints.

Finding Bias in Reviews

What is Bias in Reviews?

Bias in reviews means the person writing the review has a strong opinion or feeling that affects what they say. For example, if someone loves superhero stories, they might say all superhero books are amazing, even if some are not that good. Or if someone doesn't like talking animals, they might say a book about talking animals is bad, even if other people love it. So, it's good to read different reviews to get a full picture.

Bias

Read the reviews below and answer the questions.



Review: "The Adventures of SuperCat"

Wow! "The Adventures of SuperCat" is the best movie ever made in the history of movies! If you don't watch it, you're missing the most amazing thing in the world. It has a superhero cat, so obviously it's a masterpiece. Cats are the best animals ever, and finally, there's a movie that gets it right. The characters are perfect because they're all cats or cat-lovers. The villain, DogMan, could never beat SuperCat because dogs are just not as cool as cats. Honestly, I don't even know why anyone would make movies without cats in them anymore. You have to see this movie a lifetime once experience!

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 loved the family and the big explosions! But there were people talking a lot and that was boring. I saw more of the robot doing funny stuff! Robots are the best part of any movie.

B) I really enjoyed the heartwarming family moments in the movie. The bond between the characters was touching and inspiring. However, for someone who doesn't like violence, I found the action scenes too intense and scary. A bit of a bag for me.

C) Yo, this movie was kinda cool but also kinda lame. The action scenes were hype, but why did they have to throw in all that cheesy family stuff? It was kinda messy. If you're into action, you'll dig half of it.

D) The cinematography in this film was absolutely stunning. As an action movie, the fast-paced sequences, I was delighted by the intense fight scenes. The story, however, was rather cliché. As someone who appreciates complex narratives, this was a letdown for me. But overall, a thrilling watch for action enthusiasts.

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.

"Absolutely Amazing, You Can't Miss This!" (5/5 Stars)

Wowee, this book is like a roller coaster of fun and adventure! Every chapter feels like opening a surprise gift on your birthday. The characters are super awesome, and they feel like your friends by the end. Seriously, if you don't read this book, you're missing out on something really special! You'll be so excited you won't be able to put it down!

"Eh, It's Alright, No Deal" (3/5 Stars)

So this book is kinda okay. The beginning is pretty neat, like a fun playground. But then it gets kinda boring. The characters are sorta like classmates you see every day but don't really talk to. If you're out of other books, this one could be a good guess.

"Kinda Disappointing to Be Honest" (2/5 Stars)

Okay, you know when you're excited to go to a party, but it turns out to be boring? This book feels just like that. It had a couple cool moments, sure, but mostly I was feeling blah. The characters are like background noise you wanna tune out. You won't miss much if you skip this one.

"Don't even bother, seriously" (1/5 Stars)

You really shouldn't read this book, trust me. It's like being stuck in a super boring room with nothing at all to do. The characters are so foolish I can't even follow the story? What story? lol it makes zero sense. It's so boring I'd rather clean my room or do homework. Don't waste your time or money on this one.



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	<hr/> <hr/> <hr/>
Mood - happy - excited - upset	<hr/> <hr/> <hr/>
Education Level	<hr/> <hr/> <hr/>

2) Describe the person who wrote the second review. Read the review carefully, looking for clues that tell you more about the characteristics below. Write your answers.

Age	<hr/> <hr/> <hr/>
Mood - happy, - excited, - upset, etc.	<hr/> <hr/> <hr/>
Education Level	<hr/> <hr/> <hr/>

Understanding Hyperbole in Review Writing

Hyperbole is used in reviews to make things sound super exciting and interesting. It's like using extra-big words to show that something is really, really good or amazing. For example, saying a book is "the best thing since sliced bread" means it's awesome!

Review

Read the hyperbole below and answer the questions.



1) This book is so gripping, you'll forget to eat or sleep!

What It
Means

Why Is It A
Hyperbole

How Does
It Improve
Writing?

2) The characters in this story are so real, they practically jump off the pages.

What It
Means

Why Is It A
Hyperbole

How Does
It Improve
Writing?

3) The plot twists come at you like a freight train, totally unstoppable!

What It
Means

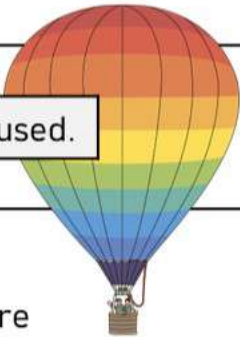
Why Is It A
Hyperbole

How Does
It Improve
Writing?

Literary Devices in Reviews

Literary devices like personification, analogy, and idiom make writing more interesting.

- **Personification** gives human traits to things that aren't human, like "The wind whispered."
- An **analogy** compares two things, like "Life is like a box of chocolates."
- An **idiom** is a phrase with a special meaning, like "Piece of cake" for something easy. These make reviews fun to read!



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

Soaring High in 'Skybound Adventures'

Jumping into "Skybound Adventures" is like opening a door to a world where the sky's the limit! In a recent review, I found Emily and her pet parrot, Skyler, find a mystical hot air balloon. It's not just any balloon, it's a gateway to the clouds!

As Emily and Skyler soar into the sky, they embark on a journey filled with breathtaking views and sky-high escapades. The clouds swirl around them like joyful spirits, guiding their way. Each chapter feels like a burst of fresh air, bringing new adventures that are as bright as the sun in the sunny sky.

This book truly spreads its wings and flies off the shelves, capturing the essence of adventure. The story's charm is as infectious as a giggle in a silent room. It's like finding a pot of gold at the end of a rainbow – an absolute delight!

I give this book a 5/5 star rating. It's a page-turner that keeps you on the edge of your seat, floating in suspense!

Personification	
Analogy	
Idiom	

Review Writing - Inferences

Title: "Exciting Escapades in 'Space Cadet Sally's Stellar Journey'"

Introduction

Greetings, space enthusiasts! Ready to embark on an out-of-this-world adventure? "Space Cadet Sally's Stellar Journey" is a galactic rollercoaster ride of fun! Perfect for those who love stars, planets, and interstellar adventures, this book sings to space lovers.

Summary

This thrilling tale follows brave young space cadet, who discovers a mysterious map leading to uncharted territory. Her journey takes her across the cosmos, meeting extraordinary friends and dodging space pirates. Sally faces cosmic challenges and solves space riddles to uncover an ancient star secret.

Thoughts

This book is like launching into space in a rocket. The characters are as vibrant as comets streaking across the night sky. It takes you on a spiral galaxy, keeping you glued to each page. The author's use of metaphorical descriptions makes every scene sparkle brighter than a supernova. Reading this book is more exhilarating than a meteor shower on a clear night!

Rating

I'm awarding "Space Cadet Sally's Stellar Journey" a dazzling 5/5 stars for its sheer brilliance! It's impossible to put down. A must-read for every young astronaut-in-training who gazes at the stars and wonders about the vast universe.



Examine

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

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

Personification

Analog

Idiom

Inferencing

Answer the questions below to show your understanding.

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

2) Local Inference: What did the author mean when they wrote, "This is launching into space in a rocket filled with surprises!"

3) Local Inference: What did the author mean when they wrote, "The characters are as vibrant as comets streaking across the night sky."

Block 9:

Graphic Texts

Focus

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

Types of Graphic Texts

Understanding Graphic Texts

Graphic texts are a fun way to read because they use both words and pictures to share information or tell a story. You might see them in comic books, maps, or even in science diagrams! These texts help make complicated ideas easier to understand.



Different kinds of graphic texts

There are many different kinds of graphic texts you can find. Here are some common ones:

- Comic Books: These use pictures and speech bubbles to tell a story.
- Infographics: These use pictures and text to explain something, like how a plant grows.
- Maps: These show you places and how to get from one place to another.
- Timelines: These help you understand events in the order they happened.

Key Features in Graphic Texts

Graphic texts have special parts, or 'features,' that make them different from regular books. Here are a few:

- Titles: Found at the top, they let you know what you're about to read or learn.
- Pictures or Images: These are spread throughout the text and match up with what the words are saying.
- Captions: These are small sentences under pictures that tell you more about what's in the image.
- Speech Bubbles: Found in comics, these show you what the characters are saying.
- Labels: These are words placed close to a picture or diagram to identify its parts.



Prereading

Before reading, answer the questions below.

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

Making Connections

After reading, make the connections below.

Text-to-Self

Text-to-Text

Text-to-World

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

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

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

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

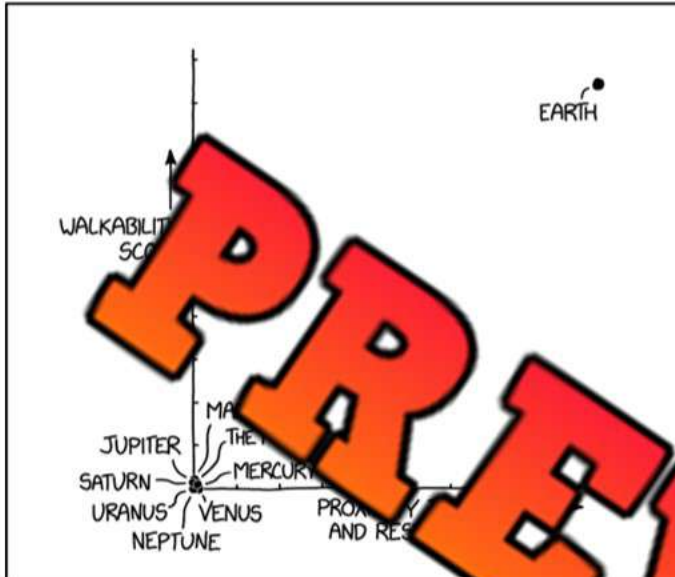
2) Is the joke explained explicitly, or is it implicit? Explain.

3) Global Inference: After reading the comic carefully, explain the joke.

Understanding Graphic Texts

Analyze

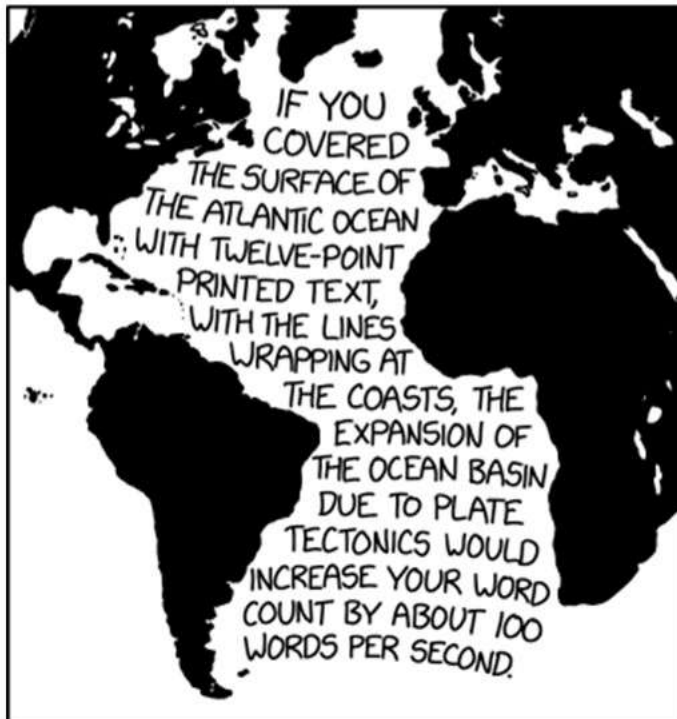
Read the comic and answer the questions.



Caption: After doing a real-estate analysis, get why this place is so popular

1) What is the comic about?

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



Caption: The Atlantic Ocean is expanding about 4 cm each year

What is the comic about?

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

Text Features in Infographics

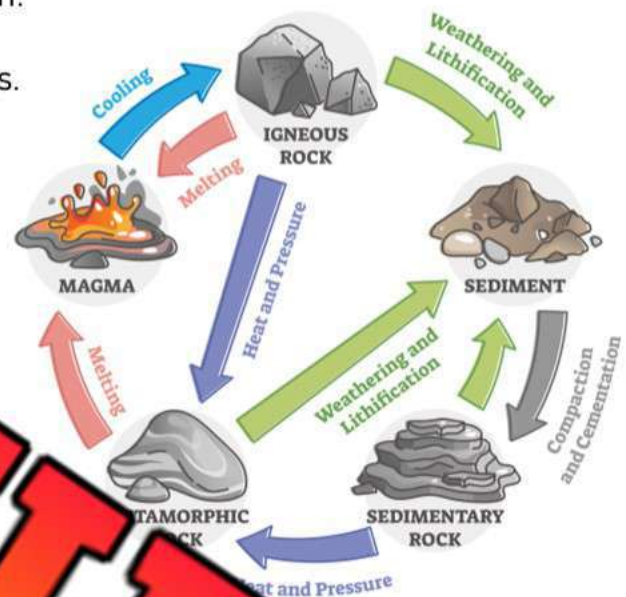
Infographics are special pictures that give you information in an easy-to-understand way. They might talk about how animals live, how to recycle, or even how your favourite game was made!

In infographics, you'll find:

- 1) Titles to tell you the main idea.
- 2) Pictures or icons that show what the words mean.
- 3) Labels to point out parts of the pictures.
- 4) Short sentences or bullet points to give you facts.

Exam. _____ and _____ infographic and answer _____ questions

ROCK CYCLE



1) What is the title of this infographic?

2) What are the 3 types of rock?

3) How does sedimentary rock transform into metamorphic rock?

4) How does metamorphic rock transform into igneous rock?

5) How does igneous rock transform into sedimentary rock?

6) Were you able to learn a lot from this infographic? Was this easier to understand than a paragraph? Explain.

Text Features in Infographics

Examine

Answer the questions.

Canada Food Guide

1) What is the title of the infographic?

2) Summarize the food guide.

Have plenty of
vegetables and fruits

Eat protein foods

Make water
your drink
of choice

Choose
whole grain
foods

3) Does the infographic have more text or pictures?

4) Does the text and arrows help you understand the infographic? Explain.

5) List 4 things you can infer from reading this infographic. Remember, an inference isn't directly stated, so draw conclusions from the information provided.

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

Biography – Jane Goodall

Jane Goodall: A Friend to Chimpanzees

P1- Early Life

Jane Goodall was born on April 3, 1934, in London, England. Ever since she was a little girl, she loved animals. She dreamt of going to Africa to see wild animals in their homes. She worked hard, saved her money, and at the age of 26, her dream came true.

P2- Amazing Discoveries in Ethology

Jane went to Gombe Stream National Park in Tanzania. She became an ethologist, which is a scientist who studies animal behaviour. She studied chimpanzees and made friends with them. She gave them names like David Greybeard and Flo. She found out that chimps use tools to get food, which was groundbreaking in the field of ethology.

P3- Conservation Efforts Over the Years

Jane has won many honours for her work in conservation. Conservation is all about protecting nature and animals. She has travelled the world teaching people how to care for animals and protect the planet. In her late 80s, she is actively involved in conservation efforts.

P4- Timeline

- 1934: Born in London, England
- 1960: Went to Gombe, Tanzania
- 1960s: Discovered chimps using tools
- 1977: Started the Jane Goodall Institute
- 2002: Received a special UN award



Jane Goodall

Index

- A** : Africa, P1, Animals, P1
- C** : Chimpanzees, P2, Conservation efforts, P3
- E** : Ethologist, P2
- G** : Gombe Stream National Park, P2
- H** : Honors and awards, P3
- J** : Jane Goodall Institute, P3
- L** : London, birthplace, P1
- T** : Timeline of life, P4, Tool use in chimps, P2
- U** : United Nations award, 2002, P4

Prereading

Before reading, answer the questions below.

Prediction: After reading the title and headings, make 2 predictions about Jane Goodall.

During Reading

Stop and write questions about what you are reading.

1	
2	
3	

Questions

Answer the questions below.

1) What is an index? Why are they helpful when reading a report or a book?

2) How does the picture of Jane Goodall help you understand her better?

3) What big discovery did Jane Goodall make?

Biography – Hiawatha: The Peacemaker's Helper

Hiawatha: The Peacemaker's Helper

Hiawatha's Beginnings

Hiawatha was an Indigenous leader from the Mohawk First Nation, born around the year 1525. He faced hardship early in life when he lost his family due to fighting between First Nations. This event shaped his goal to bring **harmony** among nations.

Major Achievements

Hiawatha and Sagoyewew, called the Great Peacemaker and together, they worked to create the Haudenosaunee Confederacy. This was a powerful **alliance** of five, later six, nations. Hiawatha used his skills in **oratory** to convince chiefs from other nations to join. They created a **constitution** called the **Great Law of Peace**, which helped nations live together without fighting. This achievement was so important it influenced Canadian leaders much later.

Life After the Confederacy

After successfully forming the Haudenosaunee Confederacy, Hiawatha retired and lived the rest of his life in peace. His **legacy** of unity and peace lives on, and the Haudenosaunee Confederacy lasted for centuries.



Timeline

- Born around 1525 in a Mohawk First Nation
- Lost his family in early life due to fighting between nations
- Met the Great Peacemaker and started to work on unity
- Formed the Haudenosaunee Confederacy with the Great Law of Peace
- Retired and lived a peaceful life

Glossary

- **Harmony:** Living peacefully without conflict.
- **Oratory:** Skill in public speaking.
- **Great Law of Peace:** The constitution of the Haudenosaunee Confederacy.
- **Alliance:** A partnership for mutual benefit.
- **Constitution:** A set of laws and principles.
- **Legacy:** Something left behind by a person for future generations to remember them.

Understanding

Is the statement true or false?

1. Hiawatha was from the Apache First Nation.	True	False
2. Hiawatha was born around 1525.	True	False
3. Hiawatha lost his family due to a natural disaster.	True	False
4. He wanted to bring harmony among nations.	True	False
5. Hiawatha met a man called the Great Warrior.	True	False
6. The Haudenosaunee Confederacy was an alliance of three nations.	True	False
7. Hiawatha was a skilled orator.	True	False
8. The Great Law of Peace was a treaty.	True	False
9. Hiawatha retired from the Haudenosaunee Confederacy.	True	False
10. Hiawatha's legacy is a story of peace and unity.	True	False

Critical Thinking

Answer the questions below.

1) Inference: How do you think Hiawatha's skills as an orator helped him achieve his goal?

2) Inference: How do you think an alliance would help the Haudenosaunee Confederacy?

3) Personality trait: Use one word to describe Hiawatha. Then explain why you chose that word. Examples – brave, creative, loyal, curious, confident, ambitious, calm, etc.

Biography – Charles Darwin: Father of Evolution

Charles Darwin: The Father of Evolution

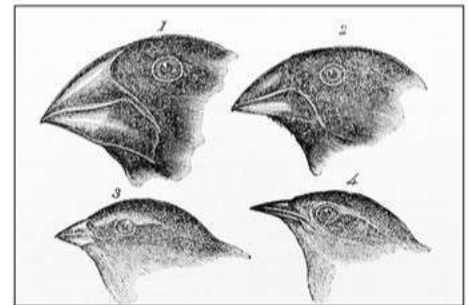
P1- Charles Darwin's Beginnings

Charles Darwin was born in England on February 12, 1809. He came from a family of doctors and naturalists, which means people who study nature. As a young boy, he loved exploring the outdoors, collecting bugs, and observing animals.

P2- Darwin's Experiments

Darwin's most famous experiment was his theory of evolution, which he developed during a long trip on a ship called the HMS Beagle. The ship travelled around the world, and Darwin studied plants and animals, and fossils.

He made an amazing discovery on the Galápagos Islands where he saw finches with different shaped beaks. He thought that the birds had changed over time to better survive in their environment. This is known as "natural selection," and it helped him understand how animals adapt to live better in their surroundings. Darwin's book, "On the Origin of Species," changed the way we think about the world.



The differently shaped beaks meant they could eat the food on their island.

P3- Life After the HMS Beagle and Legacy

After his long journey, Darwin continued to research and write about his findings. His ideas were not quickly accepted, but today they are the foundation of modern biology. Darwin passed away in 1882, but his discoveries continue to help scientists understand life on Earth.

Index

- B**: Biology, P3, Bugs, P1
- E**: Early life, P1, England, birthplace, P1, Evolution, P2
- F**: Finches, P2
- G**: Galápagos Islands, P2
- H**: HMS Beagle, P2,
- N**: Natural selection, P2, Naturalists, P1
- P**: Plants and animals, P1, P2

Name: _____

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Curriculum Connection
CR4.2, CR4.3, CR4.4

**During
Reading**

While you read, stop and jot down 6 notes about his accomplishments and things he did. When you're done, order them from first event to sixth.

Accomplishments – What Darwin Did	Order (1-6)

Timeline

Make a timeline by drawing a graphic and telling the important events in Darwin's life.



Autobiography – Justin Trudeau

Justin Trudeau: Canada's Prime Minister

Hello! My name is Justin Trudeau. I was born on December 25, 1971, in Ottawa, Canada. My dad, Pierre Trudeau, was also the **Prime Minister** of Canada once! As a kid, I loved learning and exploring new things. I always believed in helping others and making a difference in the world.

Before I became a politician, I was a teacher. I taught French and drama. Teaching was fun because I could help kids learn and watch them grow. I believe that **education** is very important for everyone.

In 2008, I decided to become involved in politics. **Politics** is about leading the country and making decisions that can help people live better lives. I wanted to make Canada a great place to live. So I worked hard and talked to many people about how we can make it better.

In 2015, something amazing happened. I was elected as the Prime Minister of Canada. As Prime Minister, my job is to work with other leaders and make laws that are good for Canadians. I also travel to different countries to meet with other leaders and talk about how we can work together.

I hope my story shows you that if you care about something and work hard, you can achieve your dreams. You can be a leader in your **community** and make a difference in the world!

Timeline

- 1971: Born in Ottawa
- 1998: Became a teacher
- 2008: Entered politics
- 2015: Elected Prime Minister

Glossary

- **Community**: A group of people living in the same area or having similar interests.
- **Education**: Learning in school and gaining knowledge and skills.
- **Politics**: The activities involved in leading a country or area.
- **Prime Minister**: The leader of the government in Canada.



Justin Trudeau

Reflection

Answer the questions below.

1) If you were the Prime Minister for a day, what would you do to make your school or community better?

2) Imagine you have the chance to interview Justin Trudeau. Write down two questions you would like to ask him about his life or job.

3) Justin Trudeau became Prime Minister because he wanted to make a difference. What are some qualities you think a good leader should have?

Timeline

Create a timeline of your own life so far. Include important events and achievements, just like in Justin Trudeau's timeline.

Date	Event

Autobiography – Bill Gates

Bill Gates: My Journey

Hello, young readers! My name is Bill Gates, and I want to share my story with you. I was born on October 28, 1955, in Seattle, Washington. As a child, I loved reading and learning, especially about computers.

When I was 13, I found my passion for computers. I spent many hours learning how to **program**. This was the start of my big dream!

In high school, my friend Paul Allen and I enjoyed creating **software**. We were like a great team, always coming up with new ideas.

In 1975, when I was 20, Paul and I started a company called **Microsoft**. We wanted to make software that was easy for everyone to use. This was a big step in my life, and it was always easy to work hard.

Microsoft grew and became very successful. We created **Windows**, a program that changed how people use computers. It was like opening a window to a world of possibilities!

I also believe in helping others. So, I started the Bill & Melinda Gates Foundation to help people all over the world with their health and education.

I hope my story inspires you to dream big and work hard for your dreams. Every big journey starts with a small step!

Timeline

- 1955: Born in Seattle.
- 1968: Found my love for computers.
- 1975: Started Microsoft with Paul Allen.
- 1985: Launched Windows.
- 2000: Started the Bill & Melinda Gates Foundation.

Glossary

- **Microsoft**: The company I co-founded.
- **Program**: Instructions that tell a computer what to do.
- **Software**: The programs used to operate computers.
- **Windows**: A popular software created by Microsoft.



Bill Gates

During Reading

Stop and write questions about what you are reading.

1

2

3

After Reading

Draw a picture of you pictured when you finished reading. Explain the picture.

Reflection

Answer the questions below.

1) Write a short reflection on how Bill Gates' story makes you feel. Do you think it's important to have big dreams? Why or why not?

2) Why would Bill Gates write an autobiography?