

Preview - Information



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Google Slides Lessons Preview







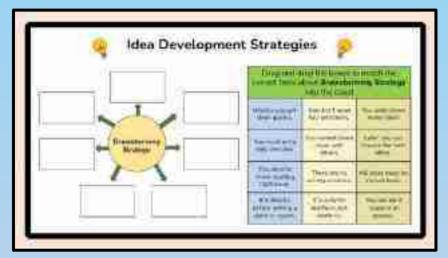
BC Language Curriculum Composition (Writing) - Grade 4

3-Part Lesson Format

Part 1 - Minds On!

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



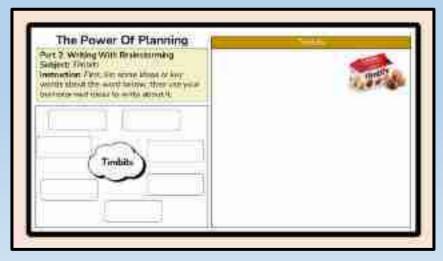


Part 2 - Action!

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

Part 3 - Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



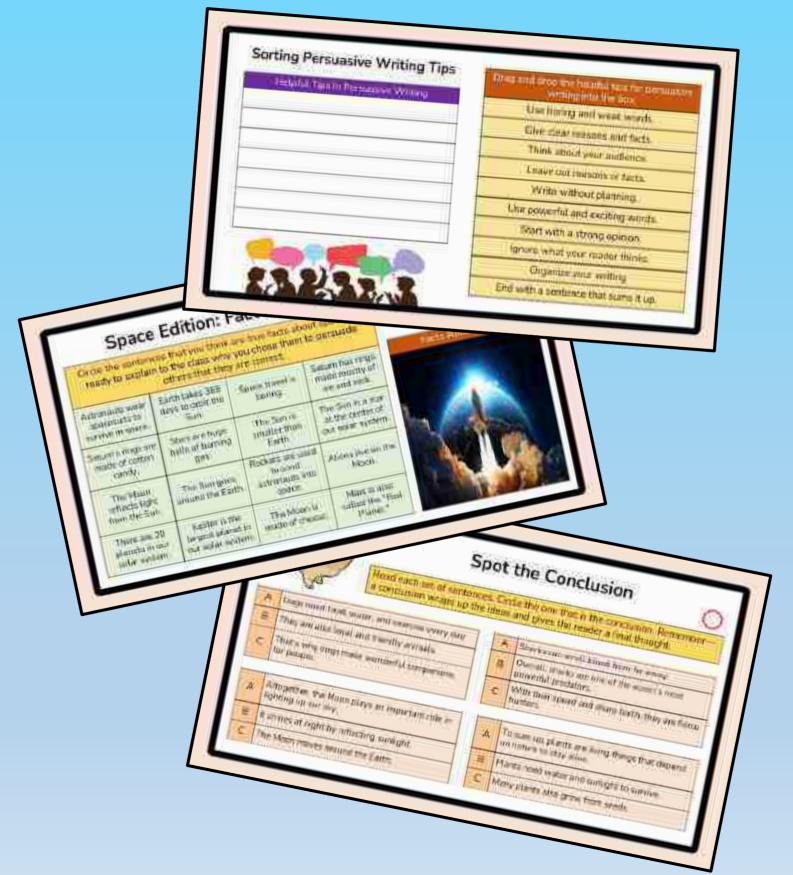


BC Language Curriculum Composition (Writing) - Grade 4





BC Language Curriculum Composition (Writing) - Grade 4







Workbook Preview





Grade 4 – Language Writing



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

W4.1	Preview of 150 p this product tha	5 - 186		
W4.2	366 pages	total.		
W4.3	setting, plot, conflict, and purpose	91 - 104, 108 - 109		
W4.4	Literary devices: sensory detail (e.g., imagery) and figurative language (e.g., metaphor, simile)	18 - 21, 79 - 88, 183 - 184, 202 - 203, 244 - 245, 249 - 253		
W4.5	Writing processes: may include revising, editing, considering audience	12 - 17, 22 - 25, 43 - 44, 48 - 49, 51 - 52 61 - 62, 64 - 65, 73 - 74, 76 - 77, 122 - 124, 126 - 130, 150 - 154, 159 - 166, 175 178, 187 - 190, 192, 201, 204 - 207, 209, 214 - 216, 229 - 231, 233, 246, 254 - 256 272 - 275, 277, 280 - 293		
W4.6	Metacognitive strategies: talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer	25 - 26, 52 - 53, 65 - 67, 77 - 78, 130 - 132, 154 - 155, 169 - 170, 176, 192 - 194, 209 - 210, 233 - 234, 246 - 248, 256 - 257 277 - 278		
W4.7	Paragraph structure: use of a topic sentence and supporting details	33 - 47		

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Correction Connection W4.1

Understanding Text Forms

What Are Text Forms?

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

The Purp per Forms

Each pecial purpose. Here's a list of some common text forms and what the re use

fds.

- Narratives: Narratives: Narratives: Narratives
- Reports: To share No.
- Letters: To send a messan
- Poems: To express feelings in a crej
- Persuasive Writing: To convince some fe of so
- Comic Strips: To tell a story using pictures
- Biographies: To tell the life story of someone.
- Instructions: To explain how to do something step by 9

Who Are We Writing For?

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

Matching Forms with Audiences

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

Understanding Text Forms

Which Form?

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

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

Questions

Answ e c

1) What do the terms below mean?

Audience

Purpose

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

What is your favourite text form? Explain why.

Name:		

Identifying Purpose of a Text

10

Texts are written for different reasons. Some texts give us information and teach us things. Other books are for fun; they tell us stories that entertain us.

To Educate: "All About Robots" teaches us how robots work.

To Entertain: "The Secret of the Haunted House" is a spooky story for fun.

1 (arden Party"	Educate	Entertair
2	How- on Steps"	Educate	Entertair
3	Biography: 057	Educate	Entertair
4	Play: "The Adventur Lo	Educate	Entertair
5	Poster: "Recycling Do's and D	Educate	Entertain
6	Book: "The Great Canadian Wildernes) ie	Entertair
7	Comic: "Superheroes of Maple Street"	Educ	Entertair
8	Manual: "Smartphone User Guide"	VEdy V	Y
9	Play: "Mystery at the Mountaintop"	Educate	tertair
10	Biography: "The Star Hockey Player"	Educate	Entertair
11	Pamphlet: "Visit the Rockies!"	Educate	Entertair
12	Magazine: "Fun Times Reader"	Educate	Entertair
13	Instructions: "Assembling Your Treehouse"	Educate	Entertair
14	Play: "The Enchanted Forest"	Educate	Entertair
15	Poster: "Join the Science Club!"	Educate	Entertair

Curriculum Connection W4-1

Think

Think of books you have read lately. Write down the titles of these books in the correct category.

Books That Educate	Books That Entertain
5/0)	
200	

Think

Texts can be used

e s

as. Circle the best reason below.

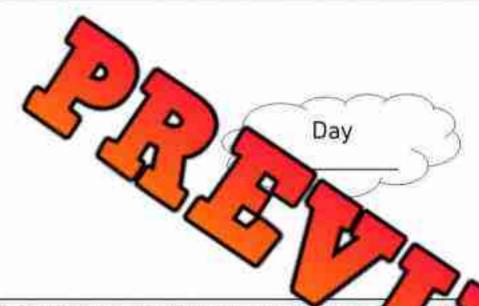
1	"Vote for a Greener Tomorrow	ade	Entertain
2	"World War II: A Historical Account"	Instruct	
3	"10 Steps to Planting a Garden"	V truct	Persuade
4	"The Guide to Stars and Planets"	Vorg	
5	"My Journey Across the Sahara"	Describe	cument
6	"Reflections on Turning 30"	Reflect	Inform
7	"Chocolate Cake Recipe"	Instruct	Persuade
8	"Daily Meditation and Mindfulness"	Reflect	Educate
9	"Discover the Rainforest"	Describe	Persuade
10	"City Council Meeting Minutes"	Document	Entertain
11	"The Art of French Cuisine"	Inform	Instruct
12	"Sonnet of the Sea"	Express	Instruct

Idea Development Strategies

Practice

Practice the different strategies below.

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



2) Graphic Organizer: Fill in the graphic organizer

bout ourite food.

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

Idea Development Strategies

Practice

Practice the different strategies below.

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

1

2

3

4

5

6

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

1

2

3

4

5

6

7

8

Activity: Power of Planning

Objective

What are we learning more about?

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

Instructio

How do we complete the activity?

Part 1. viting

Subject: My

nn

ma

Instructions:

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



Part 2: Writing With Brainstorming

Subject: My Favourite Season

Instructions:

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

Activity: Power of Planning

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



Part 2

Brainstorm for 2 minutes and then write for 6 minutes

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



ame:	20	Curriculum Connection WA.6

Personal Voice - Word Choice

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

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

Word Choi ords you would choose to use when describing the settings below

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

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

Words I Use Now	Words I Want To Start Using		

21

Correction Sannection W4.6

Personal Voice - Word Choice

OT I			2		ш.,
W	25	α.	ы	103	ce

Replace the crossed out boring words with more interesting word choices

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

Think

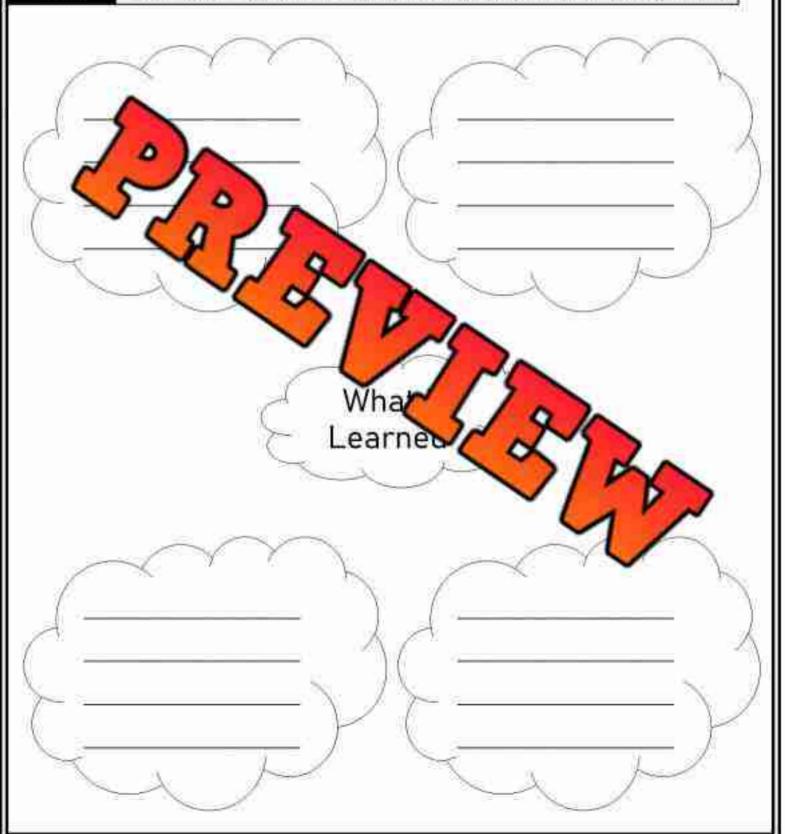
Write synonyms for the words below

Good		
Big		
Нарру		
Fast		
Funny		

Reflection - What Did I Learn?

Think

Write four things you learned from completing this writing assignment.



Varying Sentence Lengths

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

Examples:

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



Pract. short and long sentences about the topics below.

Topic	My Anim	A .	
Short Sentence	76	M	
Long Sentence			
Topic	On the Playground		
Short			

ropic	On the Mayground	
Short Sentence		
Long Sentence	-	

Topic When I Grow Up	
Short Sentence	
Long Sentence	

29

Curriculum Connection | W4.2

Varying Sentence Lengths

Write

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

Dinosaurs were incredible creatures: us Brachiosaurus, were as tall as buildings, while others were Some, L saurus Rex has huge teeth. It was a feared dinosaur. ers, eating other dinosaurs. They all Many dinosaurs ate plants, b became extinct, meaning they don't ex-Outer space is a mysterious place. It's filled with stars, our own. There are eight planets in our solar system, including Earth. Some plane Jupiter, are gigantic, while others, like Mercury, are much smaller, _____ The Earth has one moon.

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

Name:		
TVOILIE:		

31

Cornculum Connection W4-1

Fluent Writing

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

Fluent Writing:

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

Non-Flue

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

Thin,

xample fluent or not fluent?

- The cat curlet ot by the window. 2) Garden has buttern Stars twinkled above, cre 4) The sun peeked through the clouds, p Breeze is blowing. Trees and leaves Children play. They are at the park. It is sunny
 - n the sky.
- Not Fluent Eluent Not Fluent

Not Fluent

Not Fluent

Not Fluent

Not Fluent

Not Fluent

Fluent

Not Fluent

Fluent

Fluent

Fluent

Fluent

Fluent

Old clock making ticking sound. Time passes.

The bookshelf was a rainbow, each holding a difference.

- The river flowed gently, mirroring the sky in its clear, calm water;
- 10) Stars are out. Sky looks nice.

uent

٠.			٠	
м.	м.	u	1	-
.,	м		п	•
	•	м		

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

Fluent		
Not Fluent		
P		

Fluent	
Not Fluent	

Fluent Writing

32

Revise

Name:

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



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

33

Correction Connection W4.7

Exploring the Structure of Paragraphs

What Makes a Paragraph?

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

Starting work Sentences

Every page points with something called a "topic sentence." This sentence tells the read property of the sentence and the sentence should do:

- Introduce the lea of a paph.
- Be interesting to have ward and reading.
- Connect to the paragraph

ing.

Why Are Topic Sentences Important?

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

Hooking the Reader with a Special Topic Sentence

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

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

Exploring the Structure of Paragraphs

Topic Sentence

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

Topic Sentence

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

Topis

avours like chocolate, vanilla, and strawberry. You ice cream con can add topping and syrup to make it even tastier. Many people enjoy ice c a hot day.

Topic Sentence

Dolphins are known for their intellige ur. They often perform tricks and interact with humans. These amazing of nmunicate with each other using clicks and whistles.

Hooks

Rewrite the topic sentences below but hook the reader.

ing so they

Boring Version	Rain is water that falls from the clouds.

Your Version

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

Your Version

Boring Version	Apples are fruits that grow on trees and are often red.	
Your Version		
1/25/11 1/17/2020/11		

Exploring the Structure of Paragraphs

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

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

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

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

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

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

Example of your specific or specific or

Hooks

the the see below using the different strategies.

Original Version	Soccer	SP B
Asking a Question		
Using an Exclamation		25/20
Making a Bold Statement		372
Adding an Interesting Fact		47

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

36

Correction Connection WA 2, Wh. 7

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

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

Crafting Perfect Paragraphs

Building Strong Paragraphs

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

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

Supporti & What Are They?

Suppose strainformation that explains the main idea. They make our writing your friend about your favourite game. You wouldn't just say this game would explain why you

love it, what makes how d play it tool

Let's Explore Examples:

Main Idea: "I love pizza."

Supporting Details: It's cheesy, has delicious to

Main Idea: "Winters are fun."

Supporting Details: You can build snowmen, have snowball fights

Making It Stick: Coherence

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

Tips for Making Perfect Paragraphs:

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

Crafting Perfect Paragraphs

Supporting Details

Write 3 supporting details about the topic sentences below.

Topic Sentence Eating a healthy breakfast helps me start the day with lots o You should start the day with fruits and whole grains.	
3 Your brain needs brain food to think at school.	

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

Topic Sentence	Recycling helps to protect the ro	19/
Supporting Detail # 1		3/20
Supporting Detail # 2		4
Supporting Detail # 3		

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

40

Cornculum Connection WA.7

Supporting Details

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

Brainstorm why summer is the best season

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

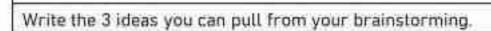
3 Big Idea (1) Better weather (warm weather and no snow), (2) Sports (basketball and soccer), (5) time to play with friends (no school, days are longer)

Brai

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

1) What is you se?





1)

2)

3)

Transition Words - Supporting Details

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

Think

go _____nsition word for the supporting details.

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

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

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ime:	43	W4.5, W4.7

Ending With a Bang: Conclusion Sentences

What is a Conclusion Sentence?

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

Why are hentences Important?

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

How to Write a Good Conco

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

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

Examples of Conclusion Sentences

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

© Super Simple Shirets:

Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

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

Think Circl Clasion sentence you think is best.

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

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.

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

In the summer collect seashells. It the waves.

fam

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

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

all trees. ne to

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

Success Criteria - Analyzing Paragraphs

Analyze

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

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

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

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

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

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

- 1) What is your
- 2) Brainstorm

that

mind when you think of this topic.



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

Write

Plan your paragraph by brainstorming about your topic below.

5) Write the 3 supporting details you will include in your paragraph. 1 2 agraph below. Include transitions words 6) Write your between your so

Edit

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

Criteria	×
Has a clear topic sentence	7
Includes at least three supporting ideas	
Maintains a focus on the main idea	
Uses troop words appropriately	
Uses ord choices so it isn't boring	
Ha ett-tra usion sentence	
Grammar, pu ion are correct	
The paragraph and	

Edit your first draft by looking at the ess ade with your class. If you need extra help, you can use a set well.

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

Assignment - Paragraph Writing

Write

Write your paragraph below.



Rubric - Paragraph Writing

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

Teacher Comments	
------------------	--

Mark

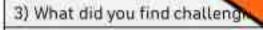
Student Reflection – How did you do on this assignment? What could you do better?

Reflection Journal

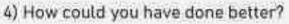
1) Colour the emoji that best describes how you feel about your writing. Are you happy with your finished text?



2) What wite part of your assignment?



Ke v



5) Did you learn any new words or phrases while writing? Can you share them?

Correction Connection W4.1

Formal Versus Informal Letters

Formal Letters: A Professional Way to Write

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

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

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

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

ee yo

Email Letter Writing: Modern Communication

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

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

Key Parts of an Email

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



Formal Versus Informal Letters

True or False

Is the statement true or false?

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

Thin which type of letter is given in the example.

Dear Principal Jon

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

Sincerely, James

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

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

See sec

- mal Email
- b) Inform

Subject: Inquiry About Science Project

Dear Mrs. Smith,

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

Yours truly, Brian

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

Subject: My Soccer Game

Hi Auntie,

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

Love. Kennedy

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

Correction Connection W4.1

Analyzing Informal Emails

Analyze

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

Subject: Weekend Plans

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

Your friend

Jessica

Author's Voice

Subject: Lost My Favourite Toy

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

Thanks,

Dylan

Author's Voice y lith car, and I can't find it please let me

Subject: Math Test Tomorrow

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

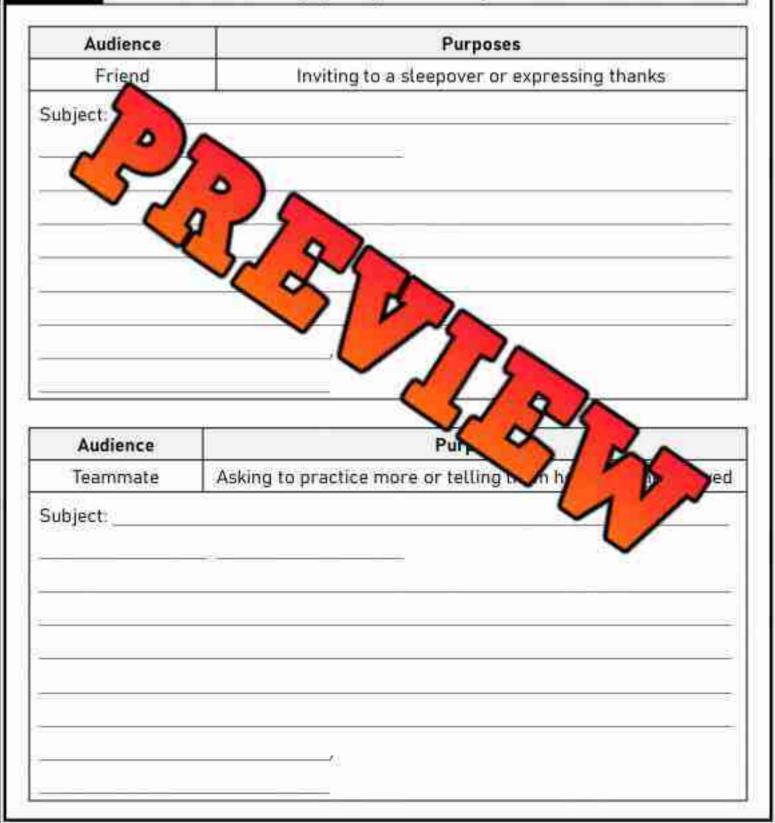
Thanks so much, Ethan

Author's Voice

Informal Email Writing

Write

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



Informal Email Writing - Interjections

Yayl	Ughl	Wowl	Grrri	Eek!
Oh!	Ouch!	Yippeel	Not	Yikes!
Hooray!	Sobl	Wahoo!	Arghl	Gulp!

Think

Add the appropriate interjections and describe the voice used.

Subject: Noise

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

wake again! ! Can you please keep him

Talk to you soon, Jenna.

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

Subject: Lost My Favourite Toy

Hi Mom, _____ I lost my favourite (

looked everywhere for it, even in the lost and found

Can we look for it together tomorrow?

Love,

Tom.

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

Subject: Won the Art Contest!

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

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

celebrate!

See you soon,

Lilly.

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

ly miss it.

Correction Connection W4.1

Success Criteria - Informal Emails

Analyze

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

Subject: My Week	kend Adventure
Hi Sarah,	\
Whoal	ekend at the adventure park! First, you wouldn't believe the
rotter ers;	cited and terrified at the same time. Next, I tried the giant
swing, and it	Al Alex et a new friend named Jake who's also into thrill
rides. Wheel You	ave ave
How was your we soon, maybe a m	
Catch you later,	
Emily	(3/9)
1)	
2)	
3)	
4)	
5)	
6)	
7)	
7.00.11	

Correction Connection W4.5

Assignment - Informal Email

Write

Plan your informal email by brainstorming about your topic below.

Audience	Purposes
Friends	Sharing news, inviting to a party
Family Memers	Giving thanks, holiday greetings
Classmat	Asking for homework help, playdate
Spor	Discussing practice, game updates
Pen P	Introducing oneself, cultural exchange
Favourite Cel 1	Letter, asking questions

1) Who will be the au

ur mi email?

2) What will be the purpose

nen ink of this purpose. What

Brainstorm anything that comes things could you write about to this

- 4) Write the subject line below.
- 5) Write the greeting you will use.
- 6) Write the closing you will use.

Write

Plan your email by filling in the graphic organizer.

- 7) What voice will you use in your email? Are you angry, happy, excited?
- 8) What adjectives/words will you use to communicate your voice? For example, if you're mad you might use interjections like: Argh! Ugh! Grr! Seriously! You might also use **Exclamation marks.

Write your listed above.

of vil below. Include interjections like the ones

Edit

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

Criteria	☑	[X]
Greeting		W.
Clear Topic Sentence		
Engaging Body – Good word choice		
Use of sections		
Appro and Tone		
Appropriat 9		
Flow - Does it 1 Sen		

Edit your first draft by looking at the less less ade with your class. If you need extra help, you can use a between well.

Criteria	
Greeting	
Clear Topic Sentence	
Engaging Body – Good word choice	
Use of interjections	
Appropriate Voice and Tone	
Clear Conclusion Sentence	
Appropriate Closing	
Flow – Does it Make Sense?	

Assignment - Informal Email Writing

Write

Write your informal email below.



Rubric - Informal Email

Category	4 Points	3 Points	2 Points	1 Point
Greeting	Friendly and appropriate greeting	Greeting is mostly friendly	Greeting is vague or impersonal	Greeting is inappropriate or missing
Topic Sentence	Clear and engaging topic centence	Topic sentence is clear	Topic sentence is vague	Topic sentence is missing or confusing
Engaging Body/W Choi	ds are lively ting; ing	Good word choice; body is mostly engaging	Some engaging words; body tacks interest	Words and body are dull or confusing
Use of Interjections	(g)	Uses some copriate tions	Uses few or inappropriate interjections	No interjections are used
Voice	Voice ma purpose (e.g. happy, excited)	Sis 3	Voice is inconsistent or clear	Voice is missing or inappropriate
Closing	Closing is warm and wraps up the letter	Clos appropriate	prop	Closing is missing or inappropriate

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

Writing Goals

A writing goal is like a promise to help you get better at writing. It shows what you can work on to improve!



Ideas

- Edit work for spelling mistakes.
- Practice neater handwriting.
- Try using different types of punctuation.

a) Use di	of punctuation.	Yes	No
b) Write	od its meaning.	Yes	No
c) E Swork,	r better adjectives/adverbs	Yes	No
d) Edit Writin	sy og mistakes.	Yes	No
e) Practice write	eat h	Yes	No

2	What other writing	O vid y	, vo?
		Ų	

	Write the 3 writing goals and how you will a
	4/
_	
-	

Achieving Our Goals

Goals - Checking In

Did you achieve your goals?

1) Did you achieve your goals? Write the goal and how you think you did.



3) What can you improve on for your next goals. How can you make sure you reach them?

Correction Spanection W4.1

Analyzing Formal Letters

Analyze

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



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

Dear Mayor Thompson,

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

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

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

attention. Please act on this matter promptly.

Yours faithfully,

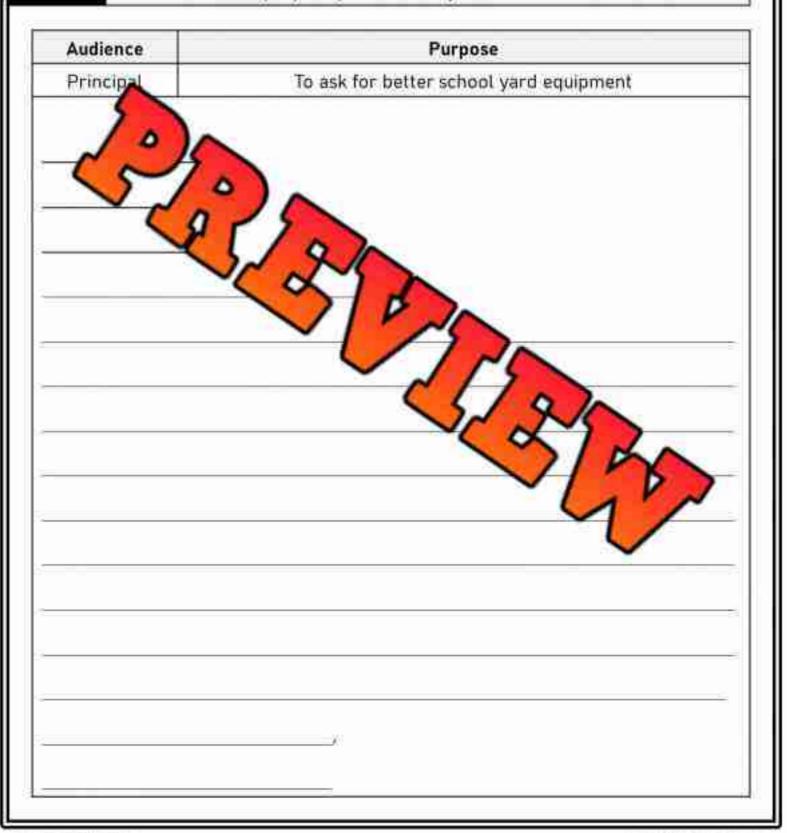
Steven Johnson

Author's Voice

Formal Letter Writing

Write

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



Writing Similes

A simile is a way of describing something by comparing it to something else, using the words "like" or "as." It helps us make a picture in our minds about how something looks, sounds, feels, or acts.

Here are some examples of similes:

- The cat_is as quiet as a mouse.
- Her sg was as bright as the sun on a summer day.

Direct

the similes in each sentence. The first one is done for you.

- 1) The of the is so the was like an ox.
- 2) Last night was Que as a last night was Que
- 3) The bath was as hot as the same as far as
- 4) The leaves were beautiful. They were
- Her blue eyes were like the ocean, so deep an
- 6) Mandy's car was as fast as a cheetah, maybe a little too ras
- Her smile was as bright as the sun.
- 8) The cake was soft and fluffy, like a cloud.
- The stars twinkled in the sky like tiny diamonds.
- The rain fell gently on the roof, like a soft whisper.

Figurative Language - Simile

Write

Add a simile to the sentences below.





1	The frog jumped like	3 5
2	He as shiny	
3	Sands d d	
4	The puppys as s	-
5	The flowers in the gar liet	s
6	The basketball bounced like	<u>:</u>

Write

Finish the similes below.

Curroulum Connection WA.6

Figurative Language - Personification

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

Here are some examples of personification:

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



Writ

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

Non-Human Thin	an ay	Sentence
Sun	Smi	
Wind	Whispering, Howling	S A
Trees	Dancing, Swaying	
Clock	Running, Racing	
Саг	Grumbling, Groaning	

Curriculum Connection

Figurative Language - Idiom

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

Here are some examples of idioms:

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

Write of the idioms above to fill in the blanks below.

Jake was nervous when he finished, he realized it

He had studied hard and knew all the a confident and happy.

At the new school, Emma wanted to make friend

by sharing her cookies. Soon, she was laughing and talking with a g

With the science fair next week, Mia knew it was time to

She spent her afternoons at the library.

researching and taking notes. Her hard work paid off, and she felt ready for the fair.

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

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

Figurative Language - Analogy

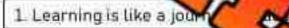
An **analogy** is a way of comparing two things to show how they are similar. It helps to explain an idea by comparing it to something else that is easier to understand. Analogies are used in writing to make descriptions clearer and more interesting.

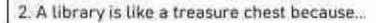
Here are some examples of analogies:

- "Her smile was like sunshine on a cloudy day." This compares a smile to sunshine, suggesting it's cheerful and bright.
- "Read pook is like taking a journey." This compares reading to traveling, suggested the suggested of the sugge
- "A graph of the state of the st

Write

rence cs below to write an analogy.







The earth is like a giant spaceship because...

Writing Metaphors

A Metaphor is a way of describing something by saying it's something else, even though it really isn't. It's like using your imagination to make a picture with words.

For example:

If we say, "The classroom was a zoo," it means the classroom was very noisy and wild, but it wasn't really a zoo with animals. Metaphors help make descriptions more fun.

Dire

each sentence, write **S** for simile and **M** for metaphor

- 1) The boke ffy pillows in the sky.
- 2) My life is an 🚫 💙
- 3) Time is a thief stealing comer
- 4) Her laugh is as loud as a hyena
- 5) He is a bright star in our class.
- The classroom was as noisy as a beehive.
- Fear is a monster that grows when you're scared.
- 8) Her eyes shone like stars in the sky.
- Life is a rollercoaster with lots of highs and lows.
- 10) The basketball player was as tall as a giant tree.

Correction Sonnection WA.6

Figurative Language - Metaphor

Write

Finish the metaphors below



1)	The library is a	of knowledge.	
2)	Her	that lights up the room.	
3)	work nes be a	to solve.	
4)	The park in a say	with its many colours.	
5)	The old tree in our yard	watching over us.	
6)	The world is a	veryone plays a part.	

Write

Create your own sentence and con

n a m r for it.

1

2

3

Cornculum Connection W4.3

Narrative Writing - Themes

In a story, the **theme** is the big idea or lesson that the story is trying to share with us. It's like the heart of the story.

For example, in the story of "The Tortoise and the Hare," the theme is that being slow and steady can be better than being fast and careless. The tortoise wins the race by being steady and not giving up.

strok on a branch.
20
ifferent children in a new mood pogether to create a sommunity garden, learn o work per appreciate each other's ifferences.
girl finds a magic paintbrush and learns that using it for reasons as negative consequences, but using it to help others bring appiness.
uring a school camping trip, two students who usually don't get along
earn to cooperate and help each other when they get lost during a hike.

Narrative Writing - Identify Conflicts

93

Conflict in stories is like the main problem that the characters have to solve. It could be a character trying to find a lost treasure, solve a mystery, or even dealing with a misunderstanding with a friend.

For example: In the hidden cave Alex and Jamie need to figure out the secret to find a treasure. They face challenges like solving riddles and escaping traps. The conflict from this story is that Alex and Jamie need to figure a secret of a hidden cave to find the treasure.



Summary	1) Waple Ridge, Alex's beloved skateboard goes missing St. of an and discovers it in the neighbour's yard, repaired as a surprise times, a loss can lead to a happy surprise.
Conflict	
Summary	At Pine Hill School, someone is talk together and sets up a friendly trap to cauck the beautiful trap to cauc
Conflict	
Summary	3) In the town library, Sarah finds a book that transports her to a magical land. She faces the challenge of a riddle-speaking dragon. By solving the riddle, she finds her way home, learning the power of wit and courage.
Conflict	

Narrative Writing - Setting

Describe

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



Analyze

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

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

See	×
Feet	
Hear	
Taste	
Smell	

Narrative Writing - Characters

Analyze

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

Sally, with her big glasses and neat brown hair tied in a ponytail, always seen in her lab concern curiosity is endles as never without.

Often the new tinkering the order them into some extraordinary.

Name

Look

Personality

Trait

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

Look

Personality

Special Trait or Talent



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

Look

Personality

Special Trait or Talent

Narrative Writing - Plot

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

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

Remember, your plot doesn be you can start with a simple idea and build on it. Be creative, and most portion titing your story!

Practice

Read the short story plant

. The organizer.

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

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

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

Characte	5/2
Beginning	
Middle	
End	

Describing Narrative Elements

Describing narrative elements means talking about the different parts of a story. This includes the theme (the main idea), the conflict (the problem), the plot (what happens), the setting (where and when it happens), and the characters (who is in the story). Understanding these elements helps us understand the story better.



Think the following story summaries and describe their elements.

Summary

the dense forest nearby. As night falls, Whiskers the challenge forest nearby. As night falls, Whiskers the challenge finding her way home. Along her journey, she hario the challenge for als who offer clues and encouragement. The plot the challenge for all the scape a pesky owl, using her quick thinking the control of the challenge for the stars and me to the control of the challenge for the challenge for

t Kitten," a curious kitten named Whiskers finds herself on a

Theme

Conflict

Plot

Character(s)

Setting

© SuperSimple Sheets

Plot

Setting

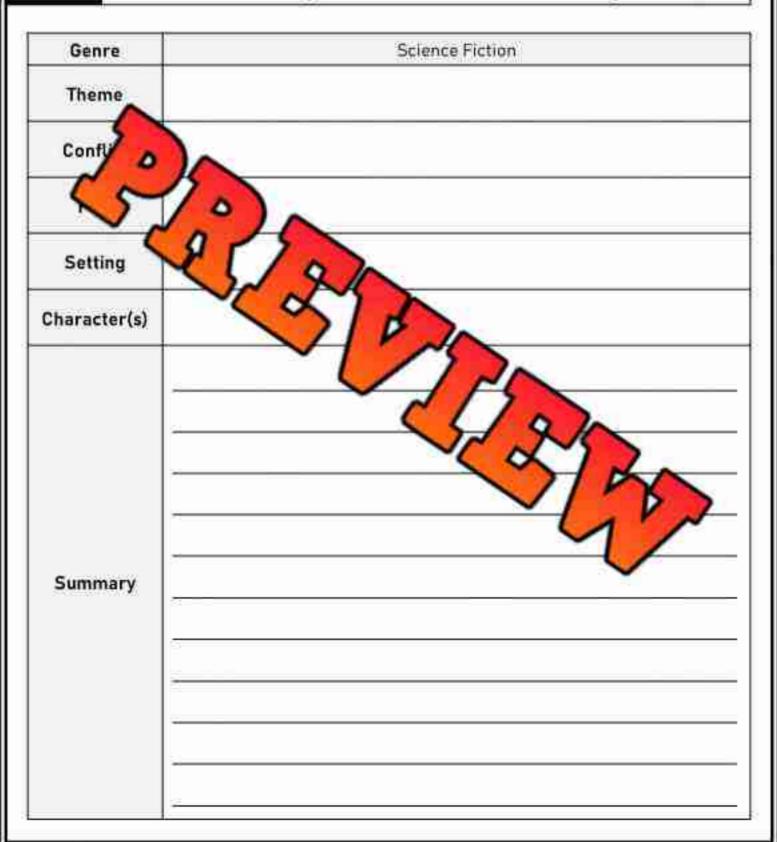
Character(s)

Writing Summaries - Different Genres

Write

Name:

Use the different story elements to write summaries for the genre below.



Using Quotations in Narratives

What are Quotations?

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



Rules for

quotation in you they are saying

les you need to know when using

esembles help the reader know who is speaking and what

- Start with Capital Length
 cat meowed."
- quo s with a capital letter. Example: "The
- Use Comma Before the Quote: If you say who comma. Example: Mom said, "Time for dinner."

ions

eakin the quote, use a

- Punctuation Inside the Quote: Put punctuation like period quote the quotation marks. Example: "Is it time for bed?" asked Max.
- Quotations for Speaking: Only use quotations for spoken words, not thoughts.
- New Speaker, New Line: Start a new line or paragraph when a different character begins speaking. This helps the reader keep track of who is speaking.
- 6) Use Speaker Tags Wisely. Speaker tags (e.g., "he said") can be placed at the beginning, middle, or end of a quote, but should be used appropriately to make clear who is speaking.

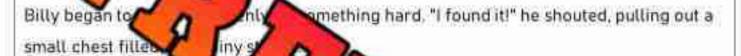
Analyzing a Short Story - Quotations

Treasure Map

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

Lucy's eyes videned. "Really? Let's go find it!" she exclaimed.

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



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

Billy agreed, smiling. "And the best treasure is the full treasure was their friendship to be full treasure was their friendship to full treasure was the fu

Questions

Answer the questions below.

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

Writing Speaker Tags

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

Fill in	the Use a differe	nt speaker tag for the quotations below.
1)	Sporter Sec.	Mom.
2)	Sally Sally	nk I see a rabbit."
3)	"Can you help	ake
4)	"I wish it would stop rail	Tim.
5)	"You're it!"	nily as gg friend.
6)	Lucy,"I'll !	oe the Se 9
7)	"Watch out for that puddle!"	3/20
8)	"This is the best ice cream ever," Pe	eter
9)	"Do you think it will snow tomorrov	v?*Sav.
10)	"I don't want to go to bed."	Lity.
11)	"We won the game!"	the whole team.
12)	"Please pass the salt,"	Grandpa
13)	Tom	'I have finished my painting."
14)	"I can't find my shoes," Brian	

Character Personality and Dialogue

Think

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

Personality: Brave

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

Personany: Curi

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

Personality: Kind

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

Personality: Funny

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

Personality: Adventurous

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

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Correction Connection W4.2

Writing Using Quotations

Practice

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

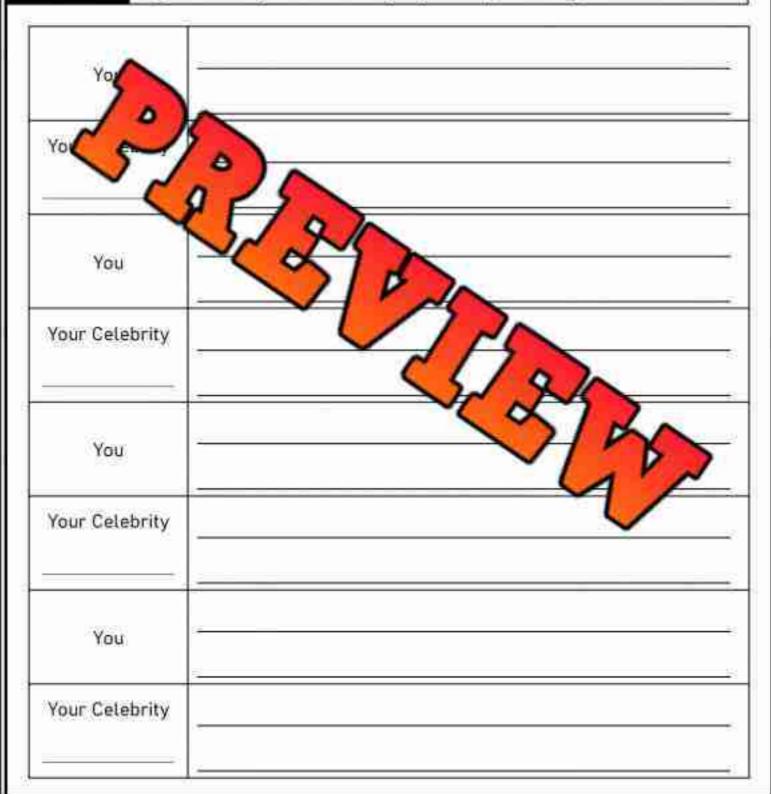


Correction Connection W4.2

Writing Using Quotations

Practice

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



MAGNOSTICO			
Name:			
1 100011110-			

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Cornculum Connection W4.1

Success Criteria – Narrative

Analyze

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

The Hidden Garden

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

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

"I'm Lily," she is onish on this place?"

"This is the Garden of My putter bained. "Make a wish but choose wisely."

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

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

Lily thanked the butterfly, feeling a warm glow hear the said, leaving the enchanted place.

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

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

Cornection V4.5

Assignment - Narrative Writing

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Write

Plan your narrative by brainstorming about your topic below.

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

Plan

ove and plan it out in more detail.

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

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

Plan

Fill in the organizer below.

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

1



3

4

5

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

blem?

6) What is a good title for your story?

Assignment - Narrative Writing

Rough Draft

Write the rough draft of your narrative below.



Activity: Story Swap Revision Party

Objective

What are we learning more about?

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

Mater

is needed to complete the activity?

- ☐ Drafts of
- Pencils an
- Highlighters
- Revision checklist



e or o success criteria



n a "Revision

them even

Instructions

How do we control the a

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

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Correction Connection W4.5

Activity: Story Swap Revision Party

Feedback

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

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

3)

Rubric - Story Writing

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

Comments		
	Mark	

Name:

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Correction Connection W4.1

Activity: Being Persuasive

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

- Time or clay

Instructions

ctivity?

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

Activity: Being Persuasive

Prompts

Debate the prompts below.

- 1) Argue for or against school uniforms
- Debate if students should have homework on weekends.
- Argue for or against the use of technology in the classroom.
- Argue or against extending recess time.
- 5) Deba ther pets should be allowed in school.



Feed'

aphic organizer below to give feedback to your partner.

What did you all all about persuading others?

2) What strategies did you use to make your argumy on

3) What did you learn from listening to your classmates' arguments

4) Do you think it will be easier to write your opinion or speak your opinion? Explain.

Persuasive Writing - Opinions

Opinion

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

	Topic	Opinion - Yes or No?
1)	Should homework be given every night?	
Rea	ison 1	
Rea	ison a la	
Rea		
2)	Are video ga	
Rea	ison 1	
Rea	ison 2	
Rea	ison 3	1/2
3)	Should school be year-round?	(3)
Rea	son 1	V LAP
Rea	ison 2	
Rea	ison 3	
4)	Should junk food be allowed in school?	
Rea	ison 1	

Reason 2

Reason 3

Cornculum Connection W4.1

Understanding Bias in Persuasive Writing

Understanding Bias in Persuasive Writing

Bias means leaning towards one side in an argument without considering all sides fairly. In persuasive writing, it's essential to know what bias is and how to spot it.

Different Pas of View

Everyone own opinion, and it's normal to have different points of view on the same ome people might think that school uniforms are a great idea, while a may ome at all. Both sides have valid reasons, and it's essential to understand an overeless ectives.

Analyzing Different Persp

- Identify the Author's Opinion: What side is the:
- Find the Reasons: Why does the writer feel support their opinion.
- Look for Bias: Is the writer only telling one side of the safety presenting the other side?
- Think About Your Own Opinion: After reading all sides, what do you think?

What is Confirmation Bias?

Confirmation bias is when people pay attention to information that agrees with their own beliefs and ignore information that doesn't. It's like only listening to friends who like the same games as you and not hearing others who might like different games.

examples that





© Super Simple Sheets com

Understanding Bias in Persuasive Writing

Analyze

Read the opinions below and answer the questions.

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

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

3) Why is this a biased opin

the

ective - people who do not agree.

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

the that only ide, ide, the text of the te

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

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

Version 1: Activity - Finding Bias in Writing

Tough Job

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

Dear Principal,

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

Sincerely, Hanna Stevenson

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



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

Activity - Finding Bias in Writing

Tough Job

Write your response letter back to Hanna.



Include:

- A greeting
- Topic sentence
- Body with main points



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

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

Planning

Fill in the graphic organizer below.

- 1) Brainst e creative and helpful products you'd like to invent. Here are some
- de ds sharpening
- bot the homework
- A self-male



3) What is the name of your product?

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

Planning

Fill in the graphic organizer below.

5) Who would want to use this product? This will be your audience.

6) What three reasons someone should buy it?

7) How will you describe your product, so it sounds appealing you strategies: celebrity endorsement, free prize, say they are limited (sale – buy one get one free, describe the must-have feature, etc.

ffer a

Planning

Fill in the graphic organizer below.

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

Title Slid

- Ewo
- ston Tayune
- Image or invention

Introduction to the Invention:

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

Why the Invention Is Needed:

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

Benefits and Features

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



Planning

Fill in the graphic organizer below.

Endorsement or

Testimonial (if available):

- Quote or video from some or no has tried to ct.
- Cele

ap ote.

Special Deal or Promotion:

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

Cost and Purchasing Information

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

Call to Action:

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



Rubric - Invention Assignment

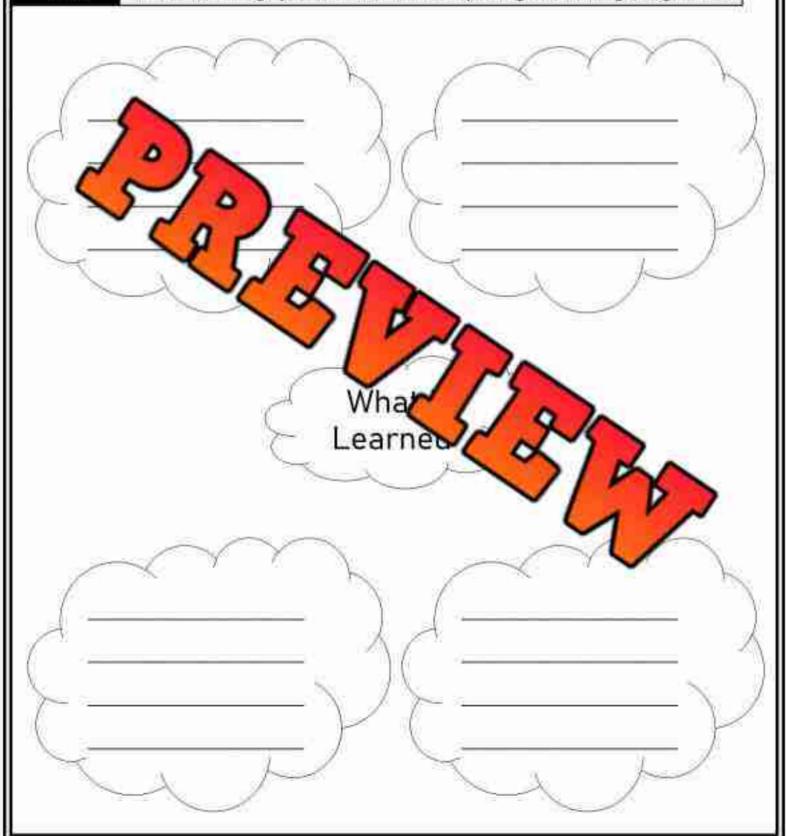
Category	4 Points	3 Points	2 Points	1 Point
Title and Introduction	Catchy title, clear intro, appealing image	Good title, intro, image, but more engaging	Title & intro there, not very exciting	Missing title, intro, or image
Explanation of Invention	Explains what it is & why needed with pictures	Good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

Comments	
	Mark

Reflection - What Did I Learn?

Think

Write four things you learned from completing this writing assignment.



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Cornculum Connection W4-1

Informational Reports: Non-Fiction

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

-	-1		100
	-	н	м

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

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

Think

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

Fiction	Non-Fiction

Activity: Idea Factory

Objective

What are we learning more about?

Students will learn how to generate ideas for an informational report by participating in an assembly-line process, where they will collaborate and build on each other's ideas.

Materials What is needed to complete the activity? Timers (opulations | War | Sectivity?

- 1) Divide into Groups: Divid
- Topic Selection: Provide each group topic elow.
- Assembly Line Process: Instruct each student fite to proper fact related to the topic on a separate page, then pass the property of their group to add another idea or fact.

proups of 3-4.

- Rotation and Collaboration: Continue the process new minutes) or until they have a substantial amount of information.
- Presentation: Have each group present their ideas and explain collaborated

Topics Print out the topics below.

The Summer Season	Recycling	The Earth	Winter in Canada
Trees	Community Helpers	Types of Weather	Water
Canada Geese	Bicycles	Pets	Outer Space
Canadian Maple Trees	Taking a Train Ride	School Subjects	Making Cookies
Holldays	Earth's Oceans	Canadian Wildlife	Basic Kitchen Safety

Activity: Idea Factory

Think

Write your ideas/facts below about your topic.

1) What is your topic?



Writing a Report - Lions

Objective

What are we learning more about?

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

Instructions

How do we complete the activity?

- Real below.
- 2) 1 of 3 main headings: diet, where they live, and body ct (d) for diet, (w) for where they live, and (b) for body.
- 3) On the notion for the report. Then you'll need 3 headings for the book you'll you'll clusion. You don't need to use all the facts for your report, so you'll seed to use all the facts for your report, so you'll seed to use all the facts for your report, so you'll seed to use all the facts for your report.

Facts

Organia / faq

Lions live in grasslands and plains.

Male lions have big manes.

Lions hunt in groups called prides.

Lions have strong leg muscles to run fast.

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

Lions are mostly found in Africa.

Female lions usually do the hunting.

Lions live in the Gir Forest in India.

Lions can eat up to 40 pounds at once!

Lions have sharp claws for hunting.

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

Lions live in groups called prides.

Lions have big teeth to eat meat.

Lions also scavenge food sometimes.

Lions eat meat, like zebras and antelopes.



Writing a Report - Lions

Planning

Fill in the components of the report below.

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

Writing a Report - Lions



How To Research Effectively

Finding Information: How to Start

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

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

Libraries, ernet, and search engines have lots of information. At the library, you can find propagatines. On the internet, websites and search engines like Google help

you en examples:

Good Sea

"What do elephants eat

"How does a rainbow form

"Canada's tallest mountain"

Bad Searches

want what elephants eat for dinner."

il n ws happen, please."

me of tall mountain in Canada?"

The Importance of Trustworthy Sources

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

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

Wha

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

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

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

How To Research Effectively

Think

Is the search good or bad?

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

Questions

Answer the que

elow

1) Why is it important to use trustworthy source

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

- 3) Is the description of the website below trustworthy? Yes or no?
- Government website providing official statistics and data.
 Yes No.
- Blog post with personal opinions but no sources.
 Yes No.
- University research with peer-reviewed articles and studies.
 Yes No
- Health organization website offering medical advice from doctors.
 Yes No
 A shop that is trying to sell you something.
 Yes No

Research Activity - Questioning

Think

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

_	Questions	Answers
10		
5	(°)	
	25/200	
	3/10	
		1

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

How To Research: Online Treasure Hunt

Objective

What are we learning more about?

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

Material

What is needed to complete the activity?

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

internet access

(is elow)



inline treasure hunt

the source of the

etermine the

Instructions

How do we

rete

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

How To Research: Online Treasure Hunt

Research

Find answers to the questions below.

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

Report Writing – Introductions

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

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

Analyze

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

Do you know why be the proof of the second t

Start with fun fact or described about.

Tell the main idea?

it will be about trees.

I'm writing about trees. Trees are big and fall. In por Viearn about trees, and

hort and interesting!

Start with fun fact or question? Give bout.

Tell the main idea? Keep it showers

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

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

Tell the main idea? Keep it short and interesting!

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

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

Tell the main idea? Keep it short and interesting!

Report Writing - Conclusions

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

- Summarize the Main Points: Go over the key things you talked about.
- Include a Call to Action: Suggest something the reader might do next, like trying an
 experiment, reading another book, or asking a question.
- Conne the Introduction: Try to link back to something you mentioned at the beginn that beginn the partial of the control of the
- teresting: You might ask a question, share a fun fact, or say
 so ng that is reader think more about the topic:

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

In this report, we learned a state of the st

Summarize the main points

Call to action

Connect to the introduction

Ath so a interesting

We talked about animals in different places. Animal every ere are many kinds. I like animals, and some people have pets. This is the control of the control

Summarize the main points

Connect to the introduction

End with somethi

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

Summarize the main points	Call to action	
Connect to the introduction	End with something interesting	

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

Summarize the main points	Call to action	
Connect to the introduction	End with something interesting	Ì

Activity - Finding Diagrams/Pictures/Charts

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

- Lides





Instructions

we activity?

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

Activity - Finding Diagrams/Pictures/Charts

Prompts

Find visuals that go with these topics below.

Question	Source
Explore the life cycle of a butterfly and its different	
Write a literat activities people do in se	
Research the and ses of Japan.	
Analyze how sunflowers where to thrive.	
Tell about the achievements of Alexander Graham Bell.	1/2
Investigate how recycling helps the environment.	372
Describe how the water cycle works and why it's important.	
Explain the importance of eating fruits and vegetables.	
Discuss the different types of clouds and their meanings.	
Describe how bees make honey.	

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Cornculum Connection W4.5

Assignment - Writing a Report

Write

Plan your report by filling in the graphic organizer below.

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

1) But topics that you will choose from. You can use some of the ideas a lif you

- 2) What topic did you choose?
- Write as many main ideas as you can think of a headings. <u>Example</u>: if your topic was lions, you might

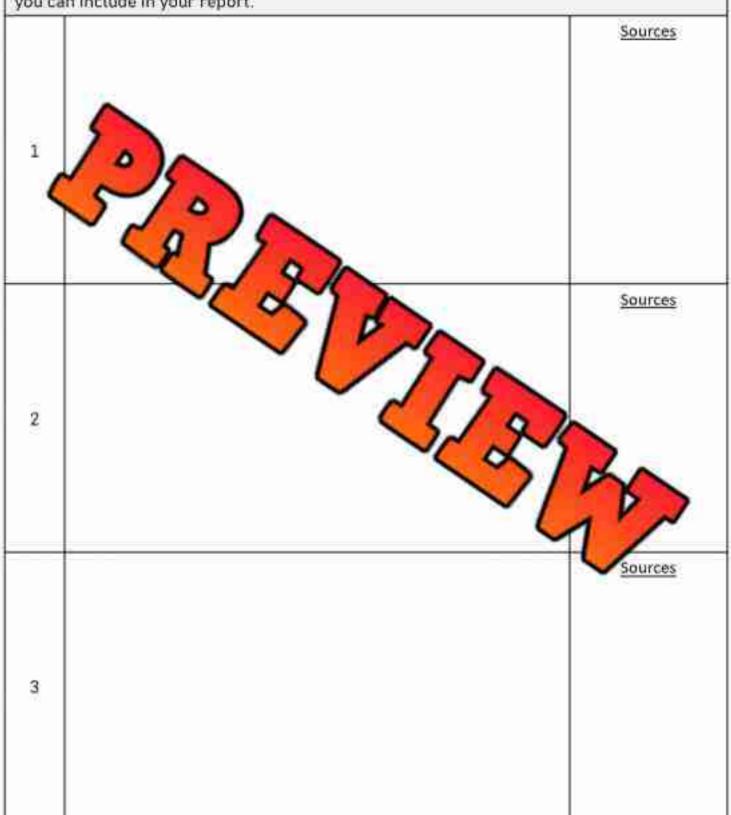
be your heir habitat

4) Choose three main headings and write them below.

Research

Find information for your report.

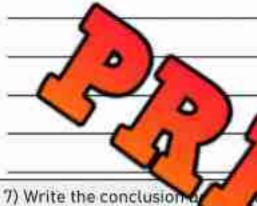
5) Now you will need to find facts for your report. For each heading, write 3-5 facts that you can include in your report.



Planning

Finish the planning process.

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



Write the conclusion a reader.



port by restating what you taught the



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

Assignment - Report Writing

Rough Draft

Write the rough draft of your report below.



Edit

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

Criteria	Ø	×
Strong Introduction		7
At Least Three Headings in Body		
Use of Lists		
Picture		
Strop		
In Spaces		
Cites Trust Ces		
Logical Flow - epo 6 preet Order		

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

Criteria

Strong Introduction

At Least Three Headings in Body

Use of Lists

Pictures or Diagrams

Strong Conclusion

Includes Facts/Statistics

Cites Trustworthy Sources

Logical Flow - The Report Is In The Correct Order

Rubric - Report Assignment

Category	4 Points	3 Points	2 Points	1 Point
Introduction/ Conclusion	Clear, engaging, and concise	Clear but lacks interest	Unclear or incomplete	Missing or irrelevant
Cites Trustwork Sources	Properly cites accurate, reliable cources	Mostly accurate sources	Some unreliable sources	Uses unreliable sources
3 Head	more vari	Three headings, some clarity	Less than three headings	No clear headings
Pictures/ Diagrams	well-le	ant but	Few and not fully relevant	Missing or irrelevant
Facts/Statistics	Accurate, well chosen facts and stats	ete,	Some	Incorrect or irrelevant
Use of Lists	Effective use of lists or bullet points	Some effectuse of lists	ation	use of lists
Teacher Comme	nts			, P
				Mark

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Curriculum Connection W4.1

What is Poetry?

Getting to Know Poetry

Poetry is a special kind of writing that uses words to create images, feelings, and sounds. Poets use rhythm and rhyme to make their poems fun to read.

Different Poetry

- Rhyp
 Abese poems use words that sound the same at the end of lines.
- Here and 17 syllables in total.
- Free erse: A most doesn't follow a specific pattern or rhyme.
- Limerick: A stive with a specific rhythm and rhyme scheme.
- Sonnet: A 14-line
 Feelings of love, that follows a particular rhyme scheme.
- Narrative Poetry: These poets tell to the have a plot, characters, and setting.

How Poetry Makes Us Feel

Poetry can make us feel happy, sad, excited, or calm. A stars" or "roaring waves" to paint pictures in our minds.

Some Famous Poems and Poets

- "Twinkle, Twinkle, Little Star" by Jane Taylor
- "Sonnet 18" by William Shakespeare
- "The Raven" by Edgar Allan Poe

Poetry is not only found in books but also in songs, movies, and plays. Next time you read a poem or hear a song, think about how it makes you feel and the pictures it paints in your mind.

S Constitution of the second o

What is Poetry?

True or False

Is the statement true or false?

1) Haiku has 17 syllables.	True	False
2) Limericks are sad poems.	True	False
3) Poetry can be found in songs.	True	False
4) "The Ray by William Shakespeare.	True	False
5) All po	True	False

Questi

r the questions below.

- 1) What is a haike
- 2) Name two feelings that poetry can m

3) How does a poet create images in the reader's mind?



Write

Write words that can make the reader feel the emotions below.

Нарру	
Sad	
Scared	
Excited	

What is a Haiku?

What is a Haiku?

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

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



21101

Snow on

Children laug

Winter's chile

Night Sounds

Frog leaps in the pond (5)

Splash breaks the quiet night's peace (7)

Nature's song is sung (5)

These little poems are fun to read and special about the world around us!

work way to share something

Write

Finish the Haiku poems below

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

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

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

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

Write

Finish the poem below using

AABB Poems

The cat sat on a soft mat (A)

It purred and wore a funny hat (A)

The dog wagged its tail with glee (B)

I see a rainbow high a

With colours bold, it greets

It arcs across the sky just right (A)

AABB Poems

A smiling face and a warm hug (A)

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

I love to read and write at school (8)

ABAB Poem

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

With friends around and games to share (B)

A brand new chance to learn today (B)

Writing Rhyming Poems

Plan and Write

Plan and write your poems below.

 Brainstorm a list of topics that interest you. These will help you come up with ideas for your poems. Examples: friends, hobbies, sports teams, seasons, weather, etc.



2) Which topic was rite y sem about?

3) Which rhyming pattern will you se?

4) Write a 4-line poem below with rhyming wor

fold a hove.

5) Illustrate your poem by drawing a picture.

202

Correction Sonnection WA 6

Children's Book

Illustrate

Illustrate the children's book by drawing pictures that go with the poems.



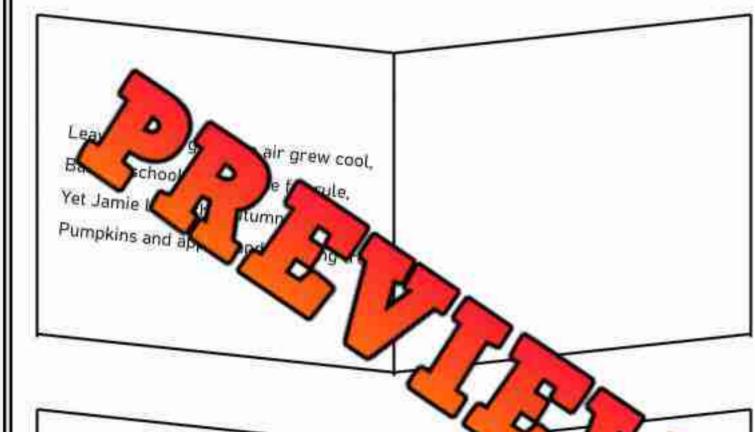
Summer arrived with a golden smile, Beaches and picnics, fun in style, Jamie played in the sun's warm ray, Every day was a perfect playday. 203

Curriculum Connection WA.6

Children's Book

Illustrate

Illustrate the children's book by drawing pictures that go with the poems.



Winter came with snow so white,
Days were short, long was the night,
Jamie built snowmen, skated on ice,
Hot cocoa and fires, oh, so nice!

Assignment – Writing a Children's Book

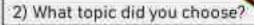
Plan

Name:

Write a plan for your children's book.

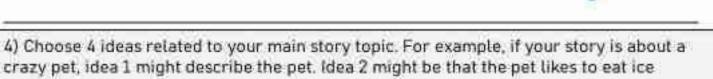
Ideas	\$
Journey Through Space	Crazy Pet
Having Superpowers	Life at School
Lost Toys	Life as an Ant

1) B y topics from which you will choose. You can use some of the ideas a lif you



3) What will happen in your story? Write some



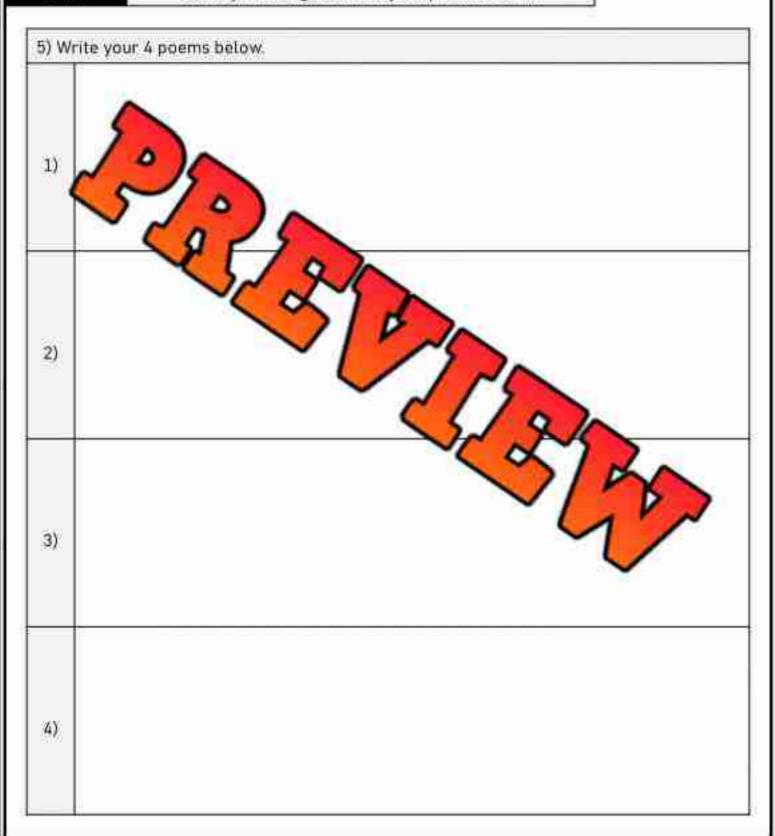


cream.

Assignment - Writing a Children's Book

Write

Write your rough draft of your poems below.



Name:

What is a Limerick Poem?

What is a Limerick Poem?

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



The Patter Limerick

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

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

Examples of Limerick

Funny Raccoon

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

His poems were all top-notch and dreck.

Running Bear

deep chilly winter,

bear ng a sprinter.

di wy

ace a w

And warmth whis

Write

Finish the Limerick poems below

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

What is a Limerick Poem?

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

Write

Line 4

Line 3

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

Line 5 All together, the toy

So tha

Line 2 Our school's where all kid

Line 2 No matter what others may

Line 4 Inclusion's our ______,

Line 5 Together, we laugh, learn, and _____

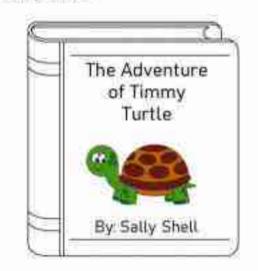
Each voice it is _____

Analyzing a Book Review

Title and Author: "The Adventure of Timmy Turtle" by Sally Shell

Introduction: Ever wanted to go on an adventure with a brave turtle? Dive into "The Adventure of Timmy Turned you'll be swimming through exciting" on a sin no time!

Summary: Ti sa little turtle who sets out to exploit work pond. His



adventure takes him to the switch and the sakes wonderful friends. Timmy learns about courage, friend and any surprises, but get read a three switch a three switch as the sakes wonderful friends. Timmy switch a three switch a three switch as the switch a three switch as the switch

Your Thoughts: This book captured my heart because it is not brave but also really fun! The colourful pictures make the story live kind nature makes you want to be his friend. My favourite part was friendly frog who helped him when he was lost. The only thing I wis that the book was longer, as I wanted more of Timmy's adventures!

Rating: I give "The Adventure of Timmy Turtle"

4 out of 5 stars. It's perfect for anyone who loves exciting stories about courageous animals. If you're up for an adventure with a turtle who's full of surprises, this book is for you!



Analyzing a Book Review

Describe

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

1) Does it have a catchy introduction that grabs attention? Write it below. 2) Inc book Yes Nα Yes 3) Int No lling surprises? 4) Does it give Yes No: 5) Did they shar the book? Give an example. 6) Does it talk about what was liked an 7) Does it use interesting words that are fun to read? Give 8) Does it end with a rating? Write it down. 9) Does it make it clear who might enjoy the book? Explain. 10) What voice comes through in the review? Is the author fun, boring, frustrated, excited?

SATISFACTION

Examining Bias In Reviews

Understanding Bias in Reviews

Bias in reviews means when someone's personal feelings or opinions affect how they talk about something. It's like if your favourite colour is blue, you might say that a blue hockey

stick is better than the red one beside it, even though the colour harmpact on its performance.

When

Bias ca found aces like book reviews, movie

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

Why It's Important to Recognize Bias

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

Tips to Spot Bias:

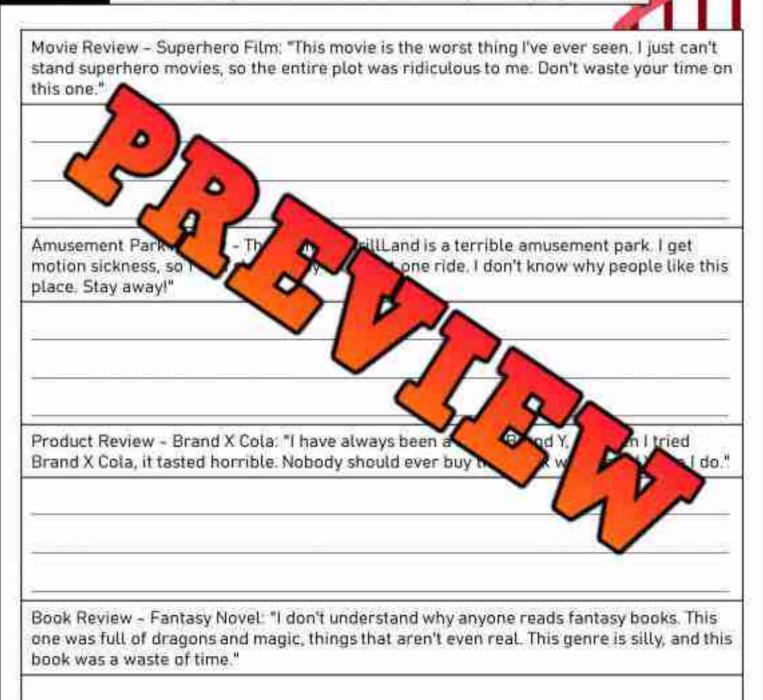
- Look for words that show strong feelings, like "I love this because..."
- See if the reviewer is only talking about things they like or dislike.
- Think about what the reviewer is saying and ask yourself if it makes sense or if it seems like just their opinion.

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

Examining Bias In Reviews

Examine

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



Name:		
Name:		
1 1 No. of the last of the las		

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Correction Connection W4.1

Practicing Reviews - Tommy's Time Travel Hat

Reviews

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

	Short Story - Tommy's Time Travel Hat
Tommy bo a around the Quee him so ling no room, bursting	n old hat adorned with feathers at a yard sale. When he wore it and spun he traveled back in time! He played with dinosaurs, had tea with net his parents when they were his age. Each adventure taught tory, and every time he took off the hat, he was back in his
1) What are your	The state of the s
2) What was you	favourite part? Least favourite part
Favourite	
Least Favourite	
3) What rating do	you give this story? Explain your rating and who would like this story.

Assignment - Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

- 1) What book will you be reviewing?
- 2) Who is to author of the book?
- 3) Su hout giving away any surprises.

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

Did You Like/Distike Explain why.

> **Favourite** Part

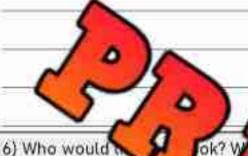
Least Favourite

Assignment - Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

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



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

Write

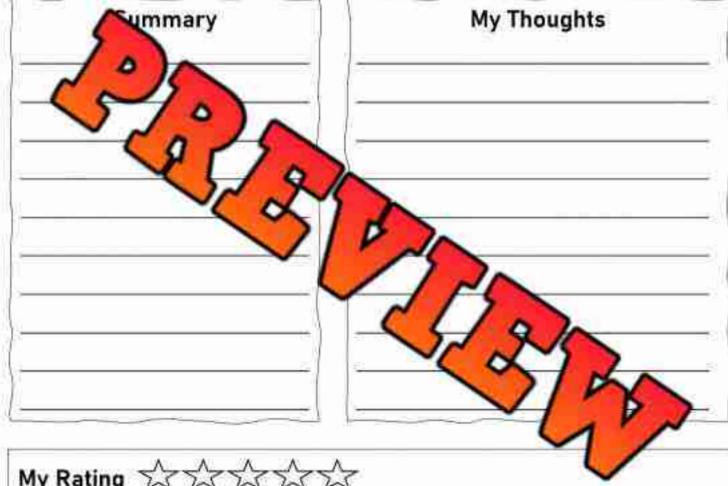
Write your introduction below

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

MY BOOK REVIEW

Title:

Author:



My Rating ☆☆☆☆☆

Edit

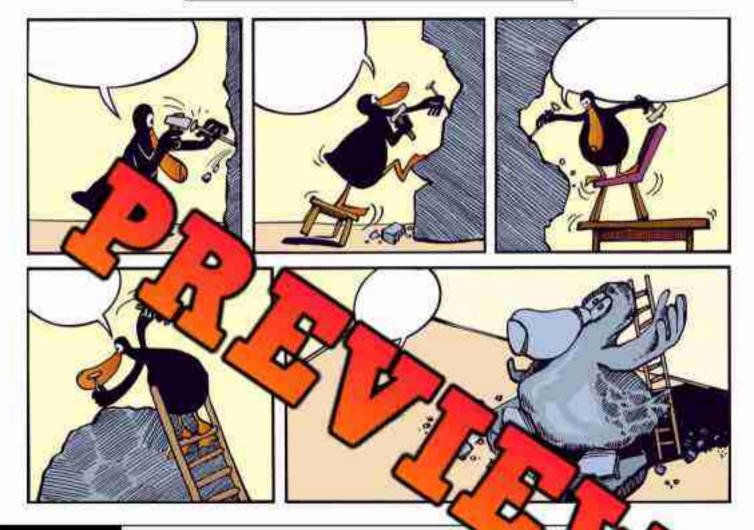
Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	×
Tells the book's title and author's name	7
Has an exciting start that grabs the reader's interest	
Shares a brief summary without giving away the ending	
Gives diased recommendation	
McCrear d enjoy the book	
Author's v	
Is interesting at 5 cm	

Edit your first draft by looking at the less label ade with your class. If you need extra help, you can use a set well.

Criteria	1 V J
Tells the book's title and author's name	
Has an exciting start that grabs the reader's interest	_
Shares a brief summary without giving away the ending	
Gives an unbiased recommendation	
Includes a rating	
Makes it clear who would enjoy the book	
Author's voice comes through it the writing	
Is interesting and informative	

Writing A Comic Strip



Examine

Look at the comic closely to plan the dia

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

2)

3)

4)

5)

6)

Onomatopoeia in Comic Strips

Colour

Colour the onomatopoeia below



Writing Comic Strips

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Instructions

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

Panel 1:

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

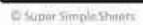
Panel 2:

- Char
 Char
 Char
 Item to the big oak tree...*

Panel 3:

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





Biography – Thomas Edison

Introduction: Meet the Inventor

Thomas Edison, born on February 11, 1847, was an incredible inventor who brought light to our world. He was not only an inventor but also a scientist and businessman. He once said, "I have not failed. I've just found 10,09" ways that won't work."



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



Achievements: Lighting Up the

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

Later Life and Legacy. Remembering a Legend

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

Timeline: Important Dates

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



Biography - Thomas Edison

Questions

Answer the questions below

2) Write 3 from the biography.

1) Who was the biography about?



4) What achievements did Edison have?

Timeline

Fill in the timeline below using the timeline from the biography

Write it below.

Researching Skills - Plagiarism

Practice

Paraphrase, summarize, and quote the passages below

Samuel de Champlain, known as the "Father of New France," founded Quebec City in 1608. He was a talented mapmaker who explored and mapped places like the Great Lakes. He built strong friendships with Indigenous peoples and learned from them.



Jacques Cartier was a French explorer who sailed up to the convence on the 1530s.
He explored parts of Quebec and the Maritime Provinces, and the Indigenous word. Cartier's voyages gave Europe information of C

Paraphrasing Summarizing Quoting

Curriculum Connection W4.2

Researching Activity - Note Taking

Instruction

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

Introduction: Meet Thanadelthur

Canada Perent groups of people talk

to each other.

Early Life: Growing Up w

Thanadelthur was born into the explored by the cople managed to escape. Living with both the Dene and the taught her many things.

Achievements: Making Friends and Building Peace

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

Later Life and Legacy: Remembering a Hero

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

Researching Activity - Note Taking

Note Taking

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



Pictures

Draw things that will help in your research and note taking



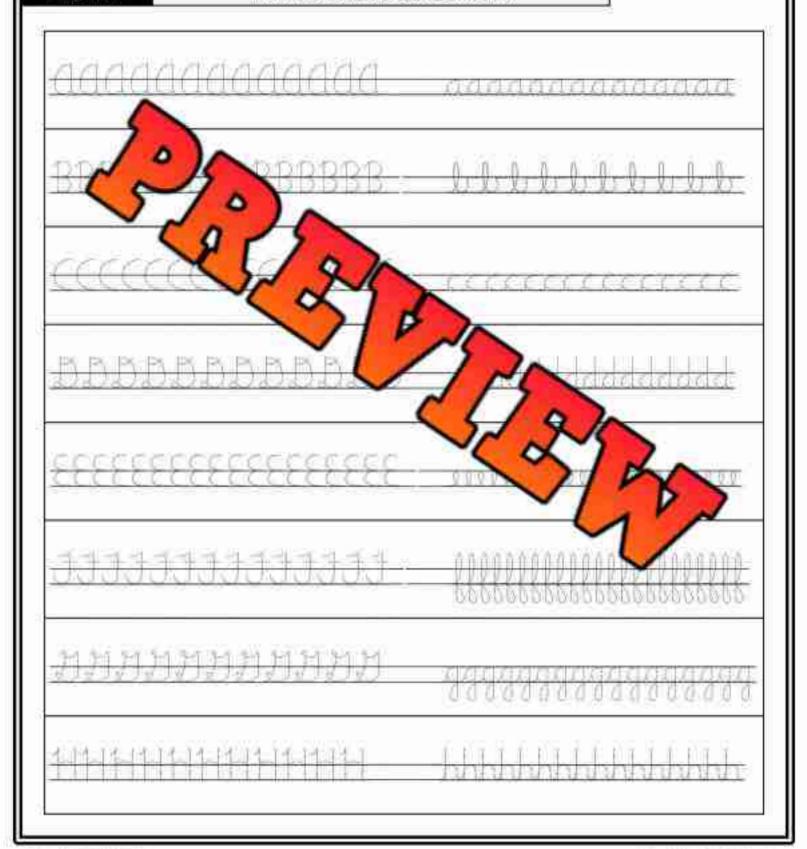
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Correction Connection WA.4

Cursive Writing Activities

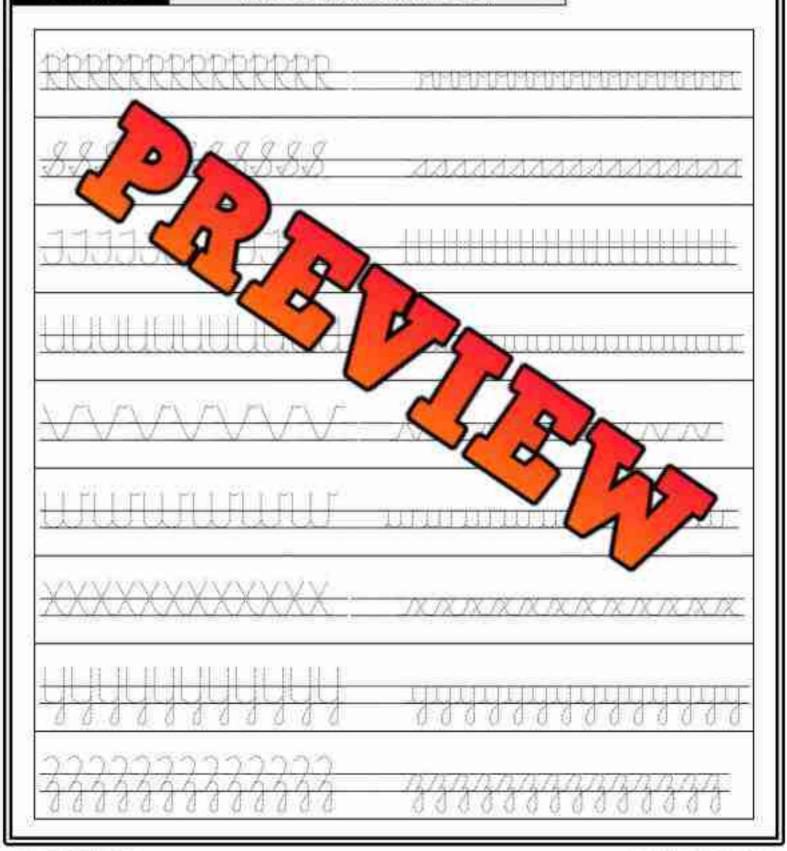
Practice

Trace the cursive letters below.



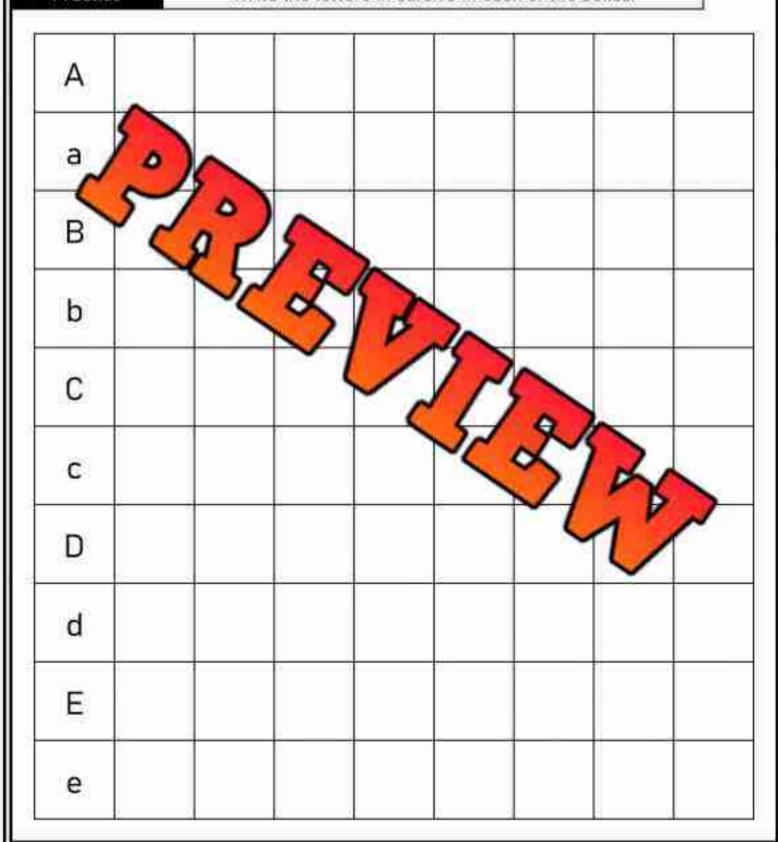
Practice

Trace the cursive letters below



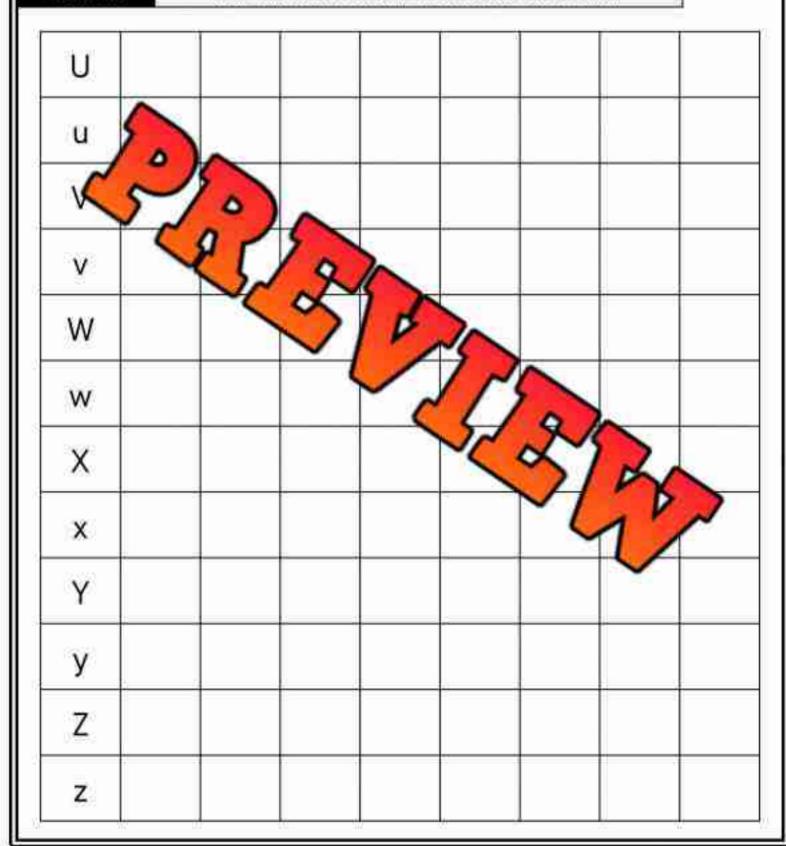
Practice

Write the letters in cursive in each of the boxes.



Practice

Write the letters in cursive in each of the boxes.



Practice

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



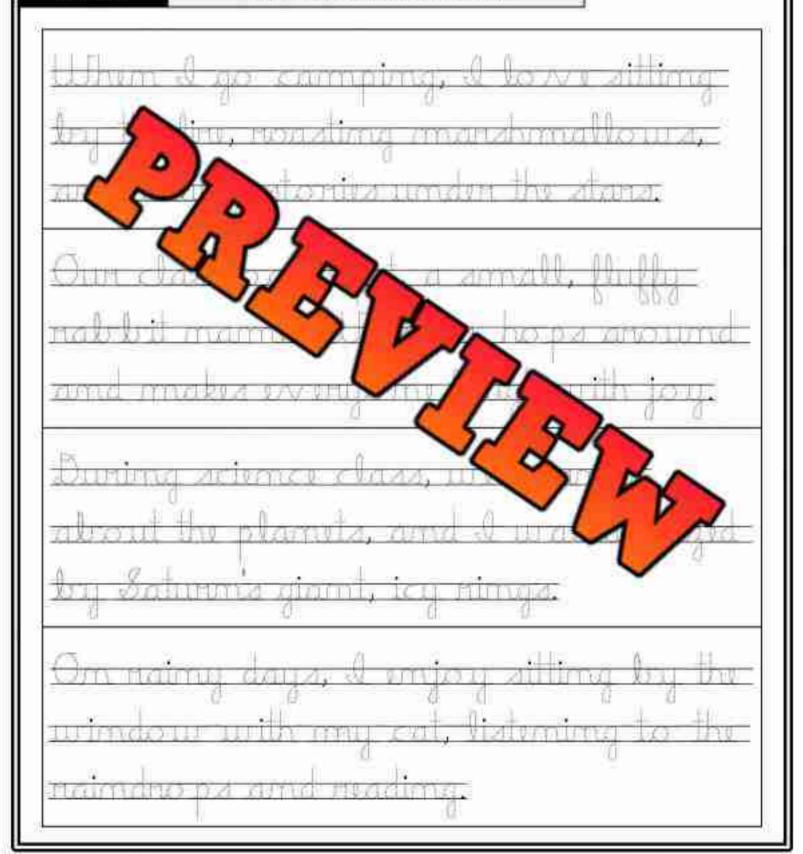
Jiah aurim in water.

Correction Sonnection WA-6

Cursive Writing Activities

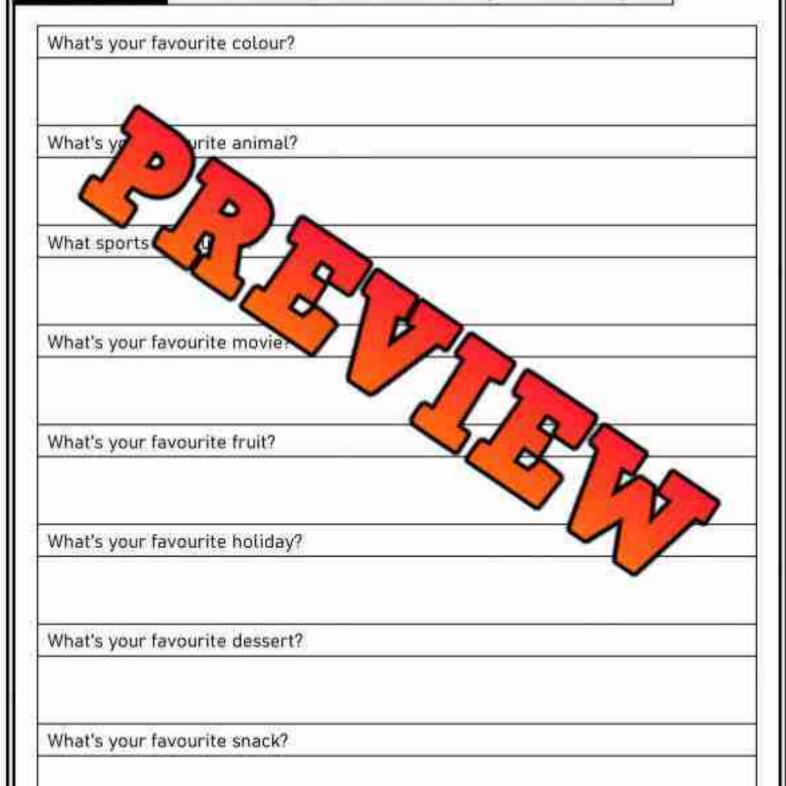
Practice

Trace the cursive stories below.



Questions

Answer the questions below using cursive writing.







Google Slides Lessons Preview





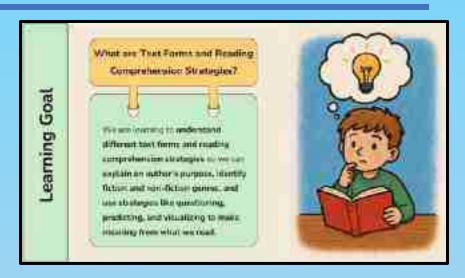


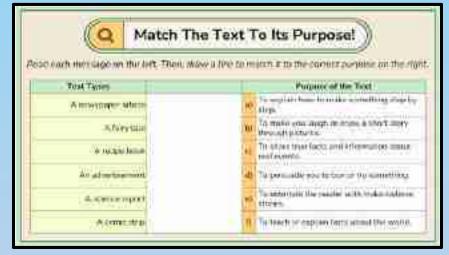
BC Language Curriculum Reading Comprehension - Grade 4

3-Part Lesson Format

Part 1 - Minds On!

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



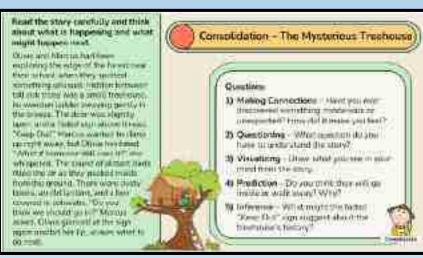


Part 2 - Action!

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

Part 3 - Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



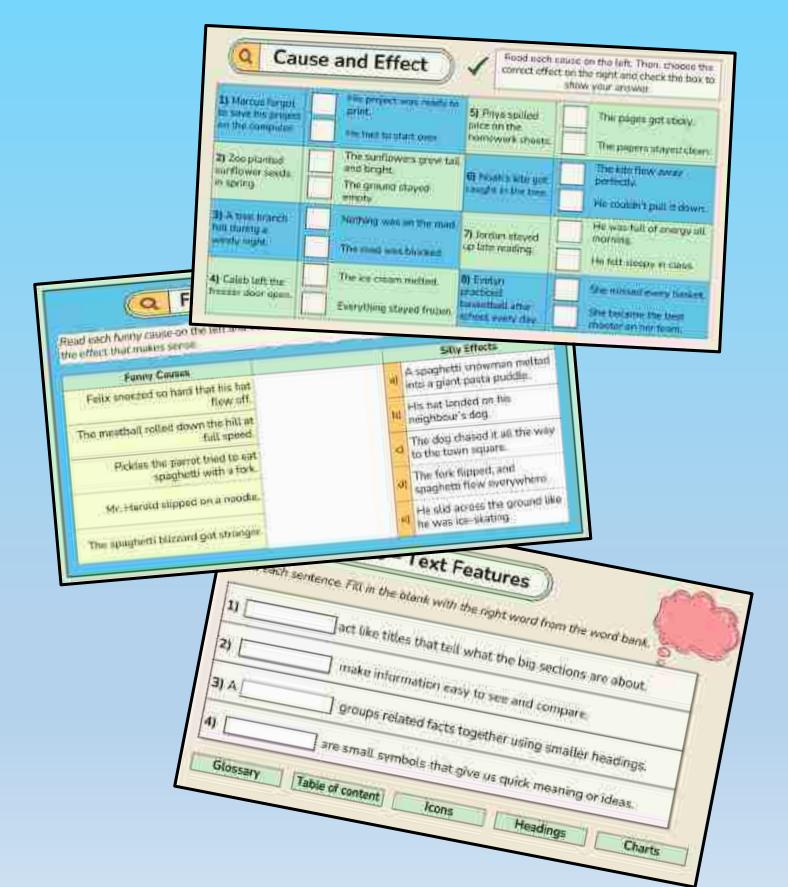


BC Language Curriculum Reading Comprehension – Grade 4





BC Language Curriculum Reading Comprehension – Grade 4







Workbook Preview





Grade 4 – Language Comprehension, Story, Text Forms



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

CST4.1	Preview of 140 pages from this product that contain 360 pages total.	8-100
CST4.2	Text features: how text and visuals are displayed	10-13, 16-17, 78-95, 137-147, 153-154, 156- 160, 210-243
CST4.3	Literary elements: theme, character, setting, plot, conflict, and purpose	51-60, 78-95, 113-122
CST4.4	Literary devices; sensory detail (e.g., imagery) and figurative language (e.g., metaphor, simile)	101-112, 175- 195, 204-206

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CST4.5	Evidence	118-122
CST4.6	Reading strategies: using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences	18-31, 43-60, 64-100, 113- 223, 225-243
CST4.7	Metacognitive strategies: talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer	18-19, 32-42

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Block 1: Text Forms and Reading prehension Struck-Basics

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

Cornculate Connection CSTA.1, CSTA.2

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 In tion

One big reverting is to share information. This can be facts ctions on how to do something, or news about what the same some examples:



- A cookbook give sterned with a c
- A newspaper article to out a post event

Telling Stories

Many texts are written to tell stories. These can fun way to entertain and share adventures. Here

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

free Storytelling is a

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.		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.		False
5) Letters to the editor in newspapers share opinions.	True	False

Answer

Answer the following questions.

1) Na etype shares information and describe what it might include.

2) What are the three main reas why

Write Write a short news article to inform people about an e

Name:

Genres: Fiction and Non-Fiction

Understanding Genres

A genre is a type of book or writing.

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



Fiction ginary o ve Stories

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

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

Non-Fiction: Real and Informative Writing

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

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

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Correction Connection (CST4.1)

Comprehension Check

Is the statement true or false?

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

Matchi

Draw a line from the genre to the book title

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

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

you like

RF

Cornculum Connection CSTA.5, CSTA.7

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 the seas of learning, and here's why.



The L Comprehension

- Builts of Know
 S was learn about different topics and ideas.
- Improving ation tances how you understand and use language.
- Enhancing Creat Space by connecting with various stories and information.

Strategies to Enhance Reading Compre

A) Before You Read: Prereading

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

the t

B) White You Are Reading

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

C) After You've Finished Reading

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

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Name:

True or False

Is the statement true or false?

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

Ques'

ading comprehension and why is it important?

Matching

Match the strategies to their the description beside the strat

ion the letter from

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

Making Connections

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

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

Making Co lection

we connections to the short passages below.

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

Text-to-Self

Text-to-Text

Text-to-World

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

Text-to-Self

Text-to-Text

Text-to-World

Cornculum Connection CSTL4

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 simplemachines.

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

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

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



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

Finally, Max used a pulley to hang bird feebers
Thompson's garden. The birds chirped joyfully
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

Name:

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

While To Salf V

u read, stop and make connections to your life

Text-To-Self: Self: Store store and you of in your life?

Text-To-World: What does the sto rem appening around the world?

Text-To-Text: What does the story remind you of about

et ext yo

ead?

After Reading

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

Main Idea

Supporting
Detail

Supporting
Detail

Supporting
Detail

Correction Connection

Comprehension Practice - Questioning

Understanding Wetland Habitats

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



Types

- Many Thes wet with many grasses, reeds, and water-loving plants.
- Swamps: The symbol of the symbo
- Bogs. Bogs are by w and the water can be very acidic.

Animals of the Wetland

In wetlands, you'll find animals like:

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

Wetlands



Plants and Life in the Mud

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

Conclusion

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

Comprehension Practice - Questioning

Pre-Reading

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

While Reading

s wad, stop and write down questions you have.

1)

2)

3)

4)

After Reading

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

Currentum Connection

What is an Inference?

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

Example

- New In the New York Agroup of penguins huddled together to keep their eggs warm.
- Infere The penguins live in the cold. (2) Eggs need to be warm to survive.

Infe

bences below by answering the questions

1) Emily wore he no boo ne jed an umbrella. She was humming a cheerful tune as she stepped he

How is Emily feeling about

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

What time of day is it?

 The teacher turned on the projector and opened a slideship oou 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?

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 peop.

Every mo to be possible with the sun and give thanks to the Creater being give thanks to the libility, and reverence were deeply rooted in his company guide being a second to be provided in the company would express that they needed from the earth, leaving no was to be provided in the sun and give thanks to the creater with his family, they would express that they needed from the earth, leaving no was to be provided in the sun and give thanks to the creater with the sun and give thanks to the creater with his family, they would express that they needed from the earth, leaving no was to be provided in the creater with his family.

Takoda's father was and arrows from the nature at least an attended artist, creating by the held their daily essentials.

In the afternoons, Takoda and his friend all run agin fields, playing games that were more than just child's process that were more than just child's process that were more than just child's process that were they unity and conflict resolution. They also engaged to process the where they sharpened their running and aiming skills.

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

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.

Activity: Reading Goal-Setting

Objective

What are we learning more about?

To enhance reading comprehension skills by applying targeted strategies, students will set personal reading goals and monitor their progress.



Instruction

How do we complete the activity?

- Ware For trategies: Gather the students and discuss these realing structure prior knowledge, Purpose of reading, Making predictions, Summarizing, Making inferences.

 each property of connections, Summarizing, Making each property of property of connections, Summarizing, Making examples.

 **Trategies: Gather the students and discuss these reading in the strategies of reading. Making predictions are connected to the strategies by giving examples.
- Personal Reflection: Ha and a property beach reading strategy listed.

 Ask students to reflect on which gies then use and which ones they need to practice more.
- Set Individual Goals: Have students choosing top of worksheet.
- 4) Goal-setting Planner: Provide students with a goal ting they can set their goal for the strategy they chose. Then, they can work towards their goal and why that goal is them. For example, if the goal is to make predictions, one action hight be, "I will try to guess what might happen next before I turn the page."
- 5) Weekly Reflection: At the end of each week, students should reflect on their progress and discuss it with a partner or the class. They can share if they met their goal, how their chosen strategy helped with their comprehension, and what they will focus on next.
- Goal Adjustment: Allow students to adjust their goals as needed, encouraging them to challenge themselves with different strategies as they grow.

Reflection

Reflect on these reading comprehension strategies. Do you often use any of these strategies? Which strategies do you need to focus on more. Write yes/no as your answer for each.

Strategy	Do you often use this strategy?	Do you need to focus on this strategy
Activate Previous Knowledge		
Purpose		
Makir 2 h		
Questioning		
Making Connection	2	
Summarizing	2/0	
Making Inferences		
Questions Answ	ver these ques	2
71		×72
1) Which reading strategy do you	u want to focus on the	
2) Why have you chosen this stra mprove this strategy?	ategy? Why do you think it	t is important for you to
-3		

Instructions

Follow the given instructions to fill your weekly reflection table.

- 1) Week Ending: Write the last day of the week you are reflecting on.
- Reading Goal: Write your specific reading goal for the week.
- 3) Strategy Practiced: Identify the strategy you focused on this week.
- 4) Actions Taken: List the actions you took to practice the strategy.
- 5) Books Texts Read: Note down the titles of the books or texts you read.
- 6) Obse Reflect on what you noticed about your reading. Did the strategy he ficult or easy?
- 7) leet M mply state yes or no.
- 8) Next Steeping bservations, outline your plan for next week.
 Will you come with a property or will you choose a new strategy to focus on?

Week Ending			
Reading goal	V	15	
Strategy Practiced		5/20	
Did I meet my goal?			7
Actions Taken	Books/Texts Read	Observations 🧶	teps
			V
		=	=======================================
			====
		<u> </u>	
	-		3
=		<u> </u>	
-			

READING LOG

My goal for		is	minutes.
	(month)	(num	iber)

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

SUN	2	NES.	WED	THURS	FRI	SAT	l read minutes this
SUN	MON	S.	2	JR5	FRI	SAT	week.
SUN	MON	TUES	WED	TH		N N	minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	ead_ minutes this
SUN	MON	TUES	WED	THURS	FRI	SAT	l read

Total minutes read for the month:

INDEPENDENT READING ACTIVITIES

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

Independent Reading BINGO

BINGO

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

В	1	N	G	0
Summa the book	Make a prediction about what happen	Name the main character and describe them in one sentence	Draw a new book cover that you think fits the story	Rate the book between 1-5 and explain your rating
What's your favourite part? Describe it in 3 sentences	e dow you we to ask author	escribe e and	Compare this book to another one you've read: What's similar? What's	Tell a friend about the book in 4 sentences
Write down an important lesson you learned from the story	Choose a favourite character and explain why in 3 sentences	Free		List 3 new facts or ideas ou learned from this
Create a new ending: Write 3 sentences on how you'd end the story differently	What made you laugh or smile in the story?	Write down 3 new vocabulary words you learned and their meanings	Write a diary entry pretending you are a character from the book	tain the in problem in the story and how it was solved
Would you recommend this book to a friend? Why or why not?	Draw your favourite scene from the book and label it	Write about a moment in the story that surprised you and explain why	If you were in the story, what would you have done differently?	Share a favourite quote and tell why it stood out to you

Block 2: Cultural Text Forms

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. The stories are not forgotten. The same stories are being told for thousand that we can tearn about the history of a community.

Storytelling the od of Haida Gwaii
The story about Isla Gwaii

were formed begins with the en.

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

smitten and decided to marry the woman, who became k



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

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

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

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

Vame:	54	Coroculums CSTA 1, CST	annection 1.2, C514.6
efore Reading Rea	d the title and headings and then predict what	the text will be	about.
Comprehe	Is the statement true or false	e?	
1) Th	aida Gwail creation story.	True	False
2) Stories help	ou vory,	True	False
3) The Raven is n	porta Haida culture.	True	False
4) The Raven made t	he is aida G bimself.	True	False
5) The Raven married	d a beauting ner Paramshell.	True	False
Question H	ow do many Indigenous com	ber their histo	ry?
Making Connection	What does this text remind you of in	You xp	lain.
How does making a	connection help you understand the text?		
1000 CM (1000 CM (100			

Name:

Traditional Literature – Inuit Story

Kalla and the Lost Seal Pup

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

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

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



Elder Ukiuq nodded, under the She told them a story about the importance of patience and respect for the ago," she began, "our ancestors taught us to only take which heed for the and sea. If we disrupt the balance, it can bring hardship to our people.

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

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

Kalla and Akiak respected their elders and trusted their wisdom.

False

True

Traditional Literature - First Nation Story

59

The Tale of Raven and Fox: The Origins of Lacrosse

Gather around, young ones! Have you ever wondered how our traditional game of "Lacrosse" came to be? Well, let me tell you the tale of how Raven and Fox introduce to this amazing game.

were always arguing about who we fast their pst skilled. To settle their debate, furtless and wooden set their mets and wooden set their was a set the was a set to be well as the well as the



Here's how you play. Each to as a second a goalie. The aim is to use your second a goalie. The aim is to use your second and pass the ball to score goals. But remember, you can't touck to ball with the deltast.

The attackers stay near the other team's net to the field, helping both the attackers and the goalie net and stop the other team from scoring. ie's journation protect the



To start, players stand at the centre of the d. The referee drops the ball, and a player from each team tries to grab it first. This is called a "face-off."

Raven and Fox played fiercely, chasing the ball and making amazing passes. In the end, they both played so well that they decided they were equally skilled and fast. And so, they taught the game to our people.

So, kids, the next time you play Lacrosse, remember the tale of Raven and Fox, and how this wonderful sport teaches us teamwork, respect, and skill.

Block 3: Reading Letters

<u>Focus</u>

- 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?

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Carriculum Connection CSTA.1, CSTA.6

Letters - Voice in Letter Writing

456 Oak Rd. Vancouver, BC V2C 3D4

Dear Mrs. Smith,

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

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

I look forward to hea

Sincerely, Timmy Johnson

101 Birch Ln. Calgary, AB T2R 3S1

Hey Mrs. Smith,

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

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

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

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

Can't wait to hear back from you!

Cheers, Timmy Johnson

P.S. Do you like my dinosaur?

Cornection Connection CSTAIL CSYA 6

Letters - Voice in Letter Writing

True or False

Is the statement true or false?

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

Questi

the questions below.

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

Different voices could be: funny,

Best Friend

Prime Minister

Mayor

Parent

Brother/Sister

Teacher

Principal

3) Why do we write letters?

6.00		
Name:		
13014102		

Letter Writing - Implicit and Explicit Perspectives

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

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

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

Instructions

from being implicit or explicit in their perspective?

1) Cats are the best per eyel mai	ntenance, Implicit	Explicit
2) Winter is the worst season old outdoor activities.	to enjoy any Implicit	Explicit
3) Fast food may be convenient, but at ost to	/ Implicit	Explicit
4) Well, I suppose going to the dentist is better toothache.	lmplicit	Explicit
5) I can't stand the taste of broccoli. It tastes like ca	MC (See))t	Explicit
 Homework can be useful, if you enjoy spending y doing more schoolwork. 	our eve	licit

Explain

The perspectives below are implicit. Can you figure out I

1) You could choose to walk to school, provided you don't mind being a little late.

2) Well, math is an important subject if you like crunching numbers all day.

Going camping is an adventure, especially if you like bugs and dirt.

ney feel?

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 1,000,0 per ses better than any other toy in the universe. Everyone who is anyone will have one wint want to be the only one without it.

Don't CST step di Rush to the store nowl Owning the Sparkle Star Super Duper Toy is step s cool and successful as me, Sparkle Star!

See you on the

Your soon-to-be Sparkle Star 😂

Questions

Answ e qu

2) Is Sparkle Star biased in their letter? Do they have a bia

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.

	175-2
Name:	71
INGHIE:	11

Cornculum Connection CSTA.1, CSTA.6

Letter Writing - Inferences

Dear Students,

Hello! My name is Captain Skyler, and I am living my dream as an astronaut. I've had the amazing opportunity to explore space, see Earth from above, and even float in zero gravity! Today, I want to share with you the key ingredient to my journey: working hard in school.

Right now, you're in grade 4, and it might feel like what you're doing in the classroom isn't that import a Trust me, the hard work you put in now will pay off big time later. Whether you want to astronaut like me, a doctor, or an artist, it all starts with giving your best in school

Imag vous and the building a spaceship. Each math problem you solve and every you re art to your ship. The more you add, the better your spaceship will be, and the problem of the problem of the problem.

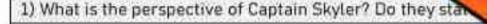
Yes, the journey as has You will face challenges, and there will be times you'll feel like giving but the stronaut ever made it to space without overcoming obstacles. You may keep log, and your future will be as bright as the stars.

Wishing you all the best on your wicat

Captain Skyler

Questions

Answer the questions



ritl 🧪

- Make a local inference what conclusion can you make from this sentence:
 "But remember, no astronaut ever made it to space without overcoming obstacles."
- 3) <u>Personal Wonderings</u> What do you think the author wants you to learn or think about from this text?

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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

Name:

Structure of Narrative Texts

What is a Narrative Text?

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



The Pory

Most make the look at it:

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

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

Special Story Elements

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

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

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

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True or False

Is the statement true or false?

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

Questi

Answer the questions below.

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

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

Summarize

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

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 friend."



This was vesse city giving and receiving in a way that benefits everyone. So, they decide the rebb streng, teaching their friends how to make stronger homes.

However, before they stated or sing by the sky and spoke, "Great Spirit, guide us as we work in harm on in

Gentle Doe bowed to the earth, showing erence pect for all living things, "May our actions honour the sacredness of our h



During the gathering, the web stronger nests and build more the purroy or ring Eagle shared feathers to strengthen to who were showed how to use twigs and leave nect

Once the work was done, they shared a feast of sand fresh water. Everyone was grateful and vowed phold 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.

Name:

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 avest knight of Glitter Glen, Sir Rufus, had set out to Hidden Star. He journeyed through the Whisper ting various creatures like Mr. Hoof the Bella, the dancing bear.



But State about his fate.

Now, two curic Ellie ax, decided to solve the mystery. Along with their pet raccoon, Ras emb adventure through the Whispering Woods. They met many character the butterfly who loved to gossip, the Mumbling Moles who always an expert in riddles.

One night, as they camped under the state of found and, rusty sword. Touching it, she was suddenly whisked into a flashly she say the gung and brave, fighting a shadowy figure. He defeated the figure but was trapp to wystal by a mysterious spell.

Ellie awoke from the flashback, realizing that the swo
free him, they journeyed deeper into the woods. They me
Lolly, the laughing river, who gave them clues.

As they neared the heart of the forest, they encountered Giggles, they grasshopper who offered to lead them through a maze of tall grass. Finally 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.

Name:

Traditional Literature - The Tortoise and the Hare

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

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

Nearby, there were three friends: a squirrel named Sam, a spontage named Sally, and a butterfly named Benny Samuel Ways busy collecting acorns, Sally chirped day, and Benny fluttered about look

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

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

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

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

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

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

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

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

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

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Comprehension

Answer the questions below.

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

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

3) What was the sub the story?

About the Story

Answer the following

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

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

Name:		
71 - PERSONAL PROPERTY.		

Traditional Literature - The Boy Who Cried Wolf

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

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

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

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

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

That night, Alex remember thing is grandpa told him a story about a boy r. I lex now he thought maybe it was important.

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

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

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

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

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

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

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



Narrator's Point of View

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

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

Example: "I found a treasure!"

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

Example u find a treasure!"

Third-P

reasure!"

Instructions

ets and decide which point of view is being used

1) I ran as fast as I could	First	Second	Third
2) You feel the wind in your	First	Second	Third
3) He jumps over the log.	1	Second	Third
4) We had so much fun at the fair.	J Fst 5	Second	Third
5) You spot a rainbow in the sky.	Firs	Q /~	Third
She laughs at the funny joke.	~ 0	Se	Third
7) I can't find my favourite toy.	First	71 1	(d
8) You hear a mysterious noise.	First	(1)	Mrd
9) My dog and I went for a walk.	First	Secon	Third

Book Hunt

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

Name of Book	Point of View

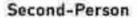
The Story of Marathon – Different Points of View

First-Person

Name:

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

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



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

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

Third-Person

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

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

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Advantages/Disadvantage of Points of View

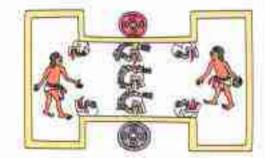
Version 1: First-Person Point of View

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

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

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

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



Seco Point of V

Imagine you're Maya, a kid with the week and you're on Team Jaguar, and you're playing against Team Monk

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

Il toward the goal. I're doing it; ir te s by a ng sel ng

Version 3: Third-Person Point of View

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

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

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

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	1/1//// (C-1/1)
First Person	Second Person	Third Person
300	27	

First Person	Second Pers	Third Person
		5720
		47

Reflect	Which story is your favourite version? Explain why.]

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 py big as an elephant.
- The t as fire.



Think

erline examples of similes, then write them below.

Once upon a time, it all a series a silent night, there lived a young boy named Felix. Felix was a same as a seeking new adventures.

One sunny morning, bright as a folist forest. The trees stood tall like guard rustled like whispers of ancient stories.

a see As he walked, the leaves

Suddenly, he saw a bird with feathers as blue a sweet as honey, leading Felix to a clearing. There, to dle o learing, 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 diventures, inspiring others to find their own paths.

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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.
	570

Matching

Match the sentence in Column A shows a simile.

he mn B that

0 - 0	d
	1
	7.1
5	a.k

Column A	Column B		
	th.		

As loud as a clown

As funny as water

As slow as a tortoise

As blue as thunder

As clear as the sky

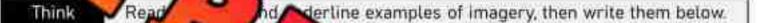
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Cornculum Connection

Imagery

Imagery in stories is when the writer uses words to create pictures in your mind. It's like painting with words so you can see, hear, smell, taste, or touch what's happening in the story without being there. Here are three examples:

- See: The big, yellow school bus rumbled down the street, looking like a cheerful banana on wheels.
- air smelled like fresh cookies from the oven. Smell m, making my tummy rumble. sweet
- neow was as soft as a whisper, like a secret just for me. Hea



touch the sky, lived a girl named Marisol. In the mountains of The sun painted the mon d the air was filled with the scent of blooming flowers. Marisol love othing at the market, smelling of spicy corn

In the daytime, Marisol worked with he nds quickly to / ma make cloth with lots of colours. The market, when full of laughter and chatter, as bright and colourful as parrol

At night, Marisol gazed up at the twinkling stars, feeling t er heart her feet. The cool breeze carried the promise of adventure, and she belonged to the beautiful land of Peru, wrapped in a blanket of history and dreams.

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Cornection Connection

Scavenger Hunt

Find books that have examples of imagery.

Book Name	Example - Describe or quote the example.
"The Enchanted Forest" by Emma Johnson	"The trees whispered secrets to the wind, and the leaves danced like golden coins falling from the sky."
500	
5	
	310

Describe

Describe the objects below 4 as

possible.

Object	Descrip

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 ey hining stars.
- The oo today.
- His ds are a pasure.



Think

lead was a low and find examples of metaphors.

Once upon a time, in a vive ted time, lived a young girl named Clara. Her heart was as big as the an eagle in the sky.

One day, Clara found a tiny, trembling kitten him and the bow of flowers. Its fur was as soft as clouds, and its eyes spark as start melted like snow in spring.

She named the kitten Leo, and they became inseparable to the control of the rain, and Leo taught Clara to purr with happiness. Neth symphony of joy, playing sweet music that echoed through the

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Metaphor

Scavenger Hunt

Find books that have examples of metaphors.

The department store is a wonderland. The crayon is Harold's magic wand.
The cravon is Harold's magic wand.

Match The Column Match the words in Column descriptions in Column B to creat

chorical

Column A	octur
Heart of a lion	Brings happiness and brigh
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

	5.201-201
Name:	107

Correction Connection

Personification & Anthropomorphism

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

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

Example: "The sun smiled down on us."

Anthropo hism: Making animals or objects act like humans.

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

Think and anthropomorphism:

In a quiet fores the street of the street of

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

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

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

Personification				
Personification				
Personification				
Personification				
Anthropomorphism				
Anthropomorphism				

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Name:	109

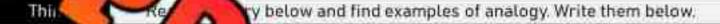
Cornealium Connection

Figurative Language - Analogy

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

For example:

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



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

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

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

Mamar			
Name:			

Correction Connection

Figurative Language - Idiom

111

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

For example:

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



Think Pry below and find examples of idiom. Write them below.

In the heart of a but the city who plate. He was a bundt by the company day, Max decided to the company day. He knew it wouldn't be a piece of cake, but he was up

Max started by breaking a few eggs, but the ded up to be this face when he accidentally dropped one! He didn't cry our spilled the stead, he cleaned up and continued. Mixing the batter, he realized ball is not tea, but he was in too deep to back out now.

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

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

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Sequencing the Plot of a Story - Multiple Plots

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

Read

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

- A) Back | Soliton | Solito
- B) Benny the land and a spal debate. "Should I have berries or land and a spal debate." I can eat both because I'm and a spal debate. "I can
- C) In the depths of the forest end of the Bear.

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

i				55		
5	10	u	e	п	c	ø

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

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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 banks. Effect: The cat runs away.



Instruction

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

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

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 daught was beyond thrilled. She had always dreamed of creating ber little brother Tim's upcoming seventh birth chancel" Emily thought with excitement. She gas and her little link, and an abundance of parchment to begin drafti

At the same time, M. Thou and the whispers of this groundbreaking invention.

"A printing press, you say the drev like our village!" He approached Mr.

Gutenberg and proposed, printing press, you say the drev like our village!" He approached Mr.

Laws? It would help our citizens be more informed and responsible.

Emily was deep in the creative zone, he ginatio more a river, when disaster struck. Her elbow accidentally knocked over the of in the table. The ink spilled across her draft, ruining her hard work this of the wept. "Now I'll have to rewrite everything."



Her father, Mr. Gutenberg, a preparing the prerequest and began preparing the prelaws. This meant Emily had to wait.

After what seemed like an eternity, Emily filmshed 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:

Adventure Story

The Canyon's Secret Glow

Once upon a time, in a vast, colourful canyon, lived two friends: Oliver and Zoe. They were curious about the mysteries of the world and loved exploring new places. One sunny day, they discovered an ancient, hidden cave behind a waterfall.

"Let's see possible!" exclaimed Oliver, his eyes sparkling with excitement. Zoe nodded with anticipation. They cautiously entered the cave, their torce of the cave in mysterious paintings.

Suddenly, the post ange, glowing rock.
Oliver wanted to back thinking it could be a treasure. "No, closely turb anything here. It might be import to argue the consequences.

Despite Zoe's warning, Oliver couldness. He up the rock, and instantly, the cave began to she friends hurried out, the rock still in Oliver's

As they stepped outside, they noticed the sky had took, and were flying away in fear. Zoe looked at Oliver with concern. "We not took at Oliver with concern."

They decided to seek the advice of an old, wise eagle named M listening to their story, Maximus spoke in a deep voice, "You must re its rightful place to restore balance."

With determination, Oliver and Zoe raced back to the cave. They carefully placed the glowing rock back where it belonged. The moment they did, the sky cleared, and the birds returned, singing joyfully.

"We did it!" cheered Zoe, relieved. "Thank you, Zoe, for showing me the right thing to do," Oliver said gratefully.

From that day on, Oliver and Zoe continued their adventures, always respecting the wonders of nature, and their friendship grew even stronger.



Cornculum Connection CSTA1, CSTA1, CSTA1, CSTA1

Humour Story

The Great Spaghetti Blizzard

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Once upon a time, in a world where weather was made of food, lived a boy named Felix and his pet parrot, Pickles. Felix lived in a unique place called Spaghetti Springs, where instead of snow, spaghetti fell from the sky!

One day, ke up to a loud sound. "SQUAWK! It's raining meatballs!" Pickles screech doutside and saw giant meatballs bouncing around like rubb is dinary day," Felix chuckled, grabbing his fork and helmet. "Time

Outside, Felix seighbour Agnes, trying to walk her ten cats, several spaghettil "Oh dear, this sex bliz real noodle twister!" she exclaim ix couldn't help but giggle.

Then, they spotted Mr. Harold, the towns funnieman, who had fashioned a spaghetti lasso a twirling it around. "Yeehaw! I'm the spaghetti the shouted, but then he tripped on a meatball and landed in a pile of noodles. Felix and Pickles burst into

As they continued their walk, they saw something extraordinal snowman! "Someone's creative!" Felix said, admiring the snowman veatball eyes and a carrot nose. Pickles added a touch by placing a feather on as head.

Finally, they reached the town square, where everyone was having a spaghetti snowball fight. Felix and Pickles joined in, throwing spaghetti snowballs and ducking behind noodle forts. Laughter filled the air, and everyone was having a blast.

That night, as Felix and Pickles cuddled up at home, Felix thought about the day. "Today was silly, but it reminded me how much fun it is to be with friends and family, even in a spaghetti blizzard!" And with that, they drifted off to sleep, dreaming of the next wacky weather adventure in Spaghetti Springs.

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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 – 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 educations ups scored higher on tests than those who didn't. So, allowing smartphot lass, when used responsibly, can actually benefit our education.

Sma acting for Class!

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

Think Critically

Name:

Answer the q



Which text is more persuasive? Explain your

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

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

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Cornculum Connection CSTAIL CSTAIA

Inferences - Persuasive Writing Advertisement

Revolutionize Your Landscaping Business with Our Ultra-Durable Wheelbarrows!

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

* Why Choose Our Wheelbarrows?

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

III Stats Don't Lie!

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

Think About the Time and Money You'll Save!

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

A Wise Investment

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

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

Call Now and Take Your Business to the Next Level!

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Name:		
1.43-44.53-44-6		

Inferences - Implicit or Explicit Evidence

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

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

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

0000 B

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

instruction conclusion of the conclusion of the

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

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

1) Explicit Evidence Your how ork day.

Conclusion

2) Explicit Evidence The pizza has four slices

Conclusion

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

Conclusion

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

Conclusion

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

Conclusion

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

Conclusion

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 page is unique and brings something special to our school community.

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

Have ver not ddy bench in the playground? It is there to help kids who are feeling to ely. If

Please rememb feren hat make us special. By including everyone, our garden—our school be ful and amazing place it can be.

Thank you for listening, a ke of the best it can bel

Sincerely,

Principal McGuire

Local Inferences

Write 3 things the principal sittly sirst piece of evidence is provided. Then draws are things.

Evidence It	is important to include everyone	
Conclusion		4

Evidence	
Conclusion	

Evidence	
Conclusion	

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 Rocks

size of the cooling affects the size of the cooling affects the size of the cooling affects the size of the cools quickly, while

granite has lar ue to cooling.

The Layered World o

Sedimentary rocks come to my my terials

like sand, shells, and even old place ma

and sandstone.

Transformation into Metamorphic Rocks

pressed together over time to form roll

Metamorphic rocks used to be either igneous or sedimental ks

of heat and pressure. If you've ever seen marble, you've seen a me

s of sedimentary

SUSE

The Journey of Rocks

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

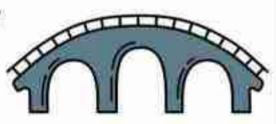
- Weathering: Breaks down igneous rocks into smaller pieces
- Forming Sedimentary Rocks: These small pieces can later gather and form sedimentary rocks
- Becoming Metamorphic: With heat and pressure, any rock can change into a metamorphic rock

Compare and Contrast Report - Arch or Beam Bridge

Comparing Engineering Marvels: Arch Bridge vs Beam Bridge

Introduction

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



Esser Makes Them Stand?

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

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

Advantages and Limitations: What Works Where

Arch bridges and beam bridges have their own set disadvantages:

- Longevity: Arch bridges often last longer and require less to
- Load Capacity: Beam bridges can usually handle less weight in 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.



ame:	142		Correction CST4.1, CS	Connection *1.7, 0514.6
True or False	Is the statement true or false?			
1) Arch bridges have	a curved structure that helps distribut	e weight.	True	False
2) The aesthetic app	eal is usually greater in beam bridges.		True	False
3) Speed of construc	ction is a big concern when building an a	arch bridge.	True	False
4) Beam bridges are	generally more expensive and take lon	ger to build.	True	False
5) Arch bri	ire more frequent maintenance than be	am bridges.	True	False
During P	Write 3 questions that come to mi	nd while you re	ead.	
3)				
Compare Fill i	n the table with the advantages	2006	of brid	dges
Criteria	Arch Bridges	Be	, b	
Longevity		~[
Load				
Construction				
Look				

Summarizing and Synthesizing

What is Summarizing?

Summarizing is like taking a big story and telling it in a short way. Imagine you read a long book, and someone asks you what it's about. You tell them the main points in a few sentences. That's summarizing! You keep the important parts and leave out the small details.

Key Point ummarizing:

- Make
- · Ow leas
- Questing

What is Synt

Synthesizing is the being live. You take information from different places and put it to be being mething new. For example, if you read about dinosaurs in three body being all that information to explain why dinosaurs were so big.

Key Points of Synthesizing:

- Use information from different sources.
- Combine ideas to understand something
- Think about how all the pieces fit together

How are They Different?

While summarizing and synthesizing might sound similar, they you summarize, you are making something long into something of the lideas to keeping the main idea. When you synthesize, you are combining different put to see the picture from far away, and synthesizing is putting different puzzle pieces together to see the whole picture.

Comparing Summarizing and Synthesizing:

- Summarizing: Shortens and keeps main ideas.
- Synthesizing: Combines and creates new understanding.

Understanding summarizing and synthesizing helps us in learning and sharing knowledge in a clear way. So, next time you read or learn something, think about if you are summarizing or synthesizing the information!

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Activity - Synthesizing Practice

Instructions

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

School Uniforms: Teachers' Perspective

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



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

School Uniforms: Students ti

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

However, some students acknowledge the reducing pressure to wear trendy or expensive closers. In. The also an appreciation for the simplicity of uniforms, making general devices and less stressful. Nonetheless, the desire for more freed in in sentiment among students.

School Uniforms: Parents' Perspective

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

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

Activity - Summarizing Reports

Objective

What are we learning more about?

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



How do we complete the activity?

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

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Cornealium Connection

Activity - Summarizing Reports

Instructions

Cut out the sections of the report below

1)

The Climate Zones: Earth's Weather Patterns

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

Hot a st: The one

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

Warm Summers, Cold Winters. Te Te

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

3)

Cold and Icy: The Polar Zone

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

4)

Hot and Dry. The Desert Zone

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

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

Inferencing Practice

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Inference

Read the short reports written by Indigenous people in Canada. Then make an inference based on what you read.

Ice Fishing: Not Just a Pastime

HI, I'm Nunal Up north, ice fishing isn't just a hobby, it's a way to survive. The winters are really long, and fish become an important food for us. We even catch enough to share with our community.

Together | Importance of Teamwork

We alve teams. This is super important because it keeps everyone safe.

Team that male cient fishermen!

The Mighty Totem Poles: What

Hello there, I'm Tala! Totem poles e m remember our ancestors and understar part of a story. wooden statues. They help us enving on a totem pole tells a

Our Community Through Art

In the Haida Nation, art isn't just something to look beliefs alive. We learn from a young age how to carve a community and ancestors. onn vith both our

Sailing Through History: Canoe Crafting

Hey kids, it's Kayal Canoes are more than just boats to us; they're pieces of art that carry history. We use them for fishing, travel, and even ceremonies.

Learning From the Past: Canoe Crafting

Canoes have been around for a long time in our culture. Our elders teach us how to make them. They also tell us stories about the journeys our ancestors took in canoes.

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

What is Procedural Writing?

What is Procedural Writing?

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



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

Example: Making a Peanut But

Materials:

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

Steps

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

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

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Prereading

Before reading, answer the questions below.

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

Connect. is

een instructions before? When do you get instruction of the property of the pr

Order

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

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

Name:

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.



Correction Connection CSTA.1, CSTA.6

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

Graphics in Procedural Writing - Handwashing

Label

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



Wash palms

Correction Connection CSTAIL CSTA 6

Following Instructions - Drawing a Tipi

Draw

Follow the procedural text below to draw a tipi.

Title	Drawing a Tipi
Mater	- A blank sheet of paper - A pencil Eraser Qured pencils (optional)
ntroduction	ne-shaped tents made of animal skins upon wooden by digenous peoples of the Plains as homes and ng pl
Step 1	Standard a low "U" shape at the bottom of your paper. The pur tipi.
Step 2	Draw three straight tine U. the top of the U shape and meeting at a point at the U. the wooden poles that hold up the tipi.
Step 3	Draw a slightly curved line control of the U. This street that skin would wrap around the poles.
Step 4	On one side of the U shape, draw a small flap entrance of the tipi.
Step 5	Tipis often have beautiful designs. Draw some simple shapes like circles, triangles, or lines on the body of your tipi.
Step 6	Go over your drawing with a darker pencil to make the outlines more visible.
Step 7	Use coloured pencils or markers to colour in your tipi. Be imaginative with your colours!
Finish	Draw some grass at the base of the tipi and maybe a sun or clouds in the sky to show where the tipi is set up.

Cornculum Connection CSTA.1, CSYA.6

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 a fun game where one person, the "seeker," closes ounts to a certain number while every else his the seeker finishes counting, they open the state sing for everyone. If you're found, you to The seeker finishes.

Step	Instructions
Step 1	Everyone decides who will be the who looks for others.
Step 2	The seeker closes their eyes and counts to a be standing in one spot.
Step 3	While the seeker is counting, everyone else finds a place whide.
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.

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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

Literary Devices Used in Poetry

What Is Poetry?

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



Shakespeare

Literary Device

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

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

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

Types of Poetic Structures

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

Reflect

estions below.

- 1) Why do poets sometimes use ver
- 2) Which literary device(s) is used in the lines from
- 1. The sun smiled down on us.
- Just like a key opens a lock, knowledge opens the mind.
- 3. A penny for your thoughts.
- 4. As busy as a bee.
- 5. A team works like a puzzle; every piece is important.
- 6. As busy as a bee, I buzz around.
- 7. Bite off more than you can chew.
- 8. The clock raced against time.
- My dog is so lazy, he makes a sloth look fast.
- 10. Learning is like building a house; it takes one brick at a time.

Types of Poems

Exploring Types of Poems

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

Haiku: The Nature Poem

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

5/2

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



Acrostic: The Hidd

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

Sunh res are Under clouds, the ray No more rain, ye!

Limerick: The Funny Poem

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

Cinquain: The Five-Line Poem

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

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



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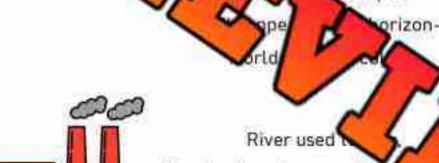
Haiku Poetry - First Nation Reflection

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 change lot.

like Hard poems called haikus that help us think about what it was

whisper,



Steel and smoke now cloud 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?

Name:			80	Computum Connection CST4 1, CST4 A, CST4.6
Inferences		mplicit. Read the pa	need to make inference rts of the poems and e	
1) "Worlds	start to collid	₽ *		
2) "Ancest	es, Dr	owned out by foreign	n muskets*	
3) "River u	sed to swe	et as 2	loud its voice*	
4) "Lands (ost, what's the	cost?	77	
			3	120
Visualizing	Read each	of the poems from Haiku 2	the reading and draw Haiku 3	Fing.
25.590	2017-201 	11.0500.0004.05:		1134/534-3
25				

Acrostic Poems – Canada's Regions

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Acrostic Poems - Canada's Regions

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

Acrostic Poems

Western Cordillera

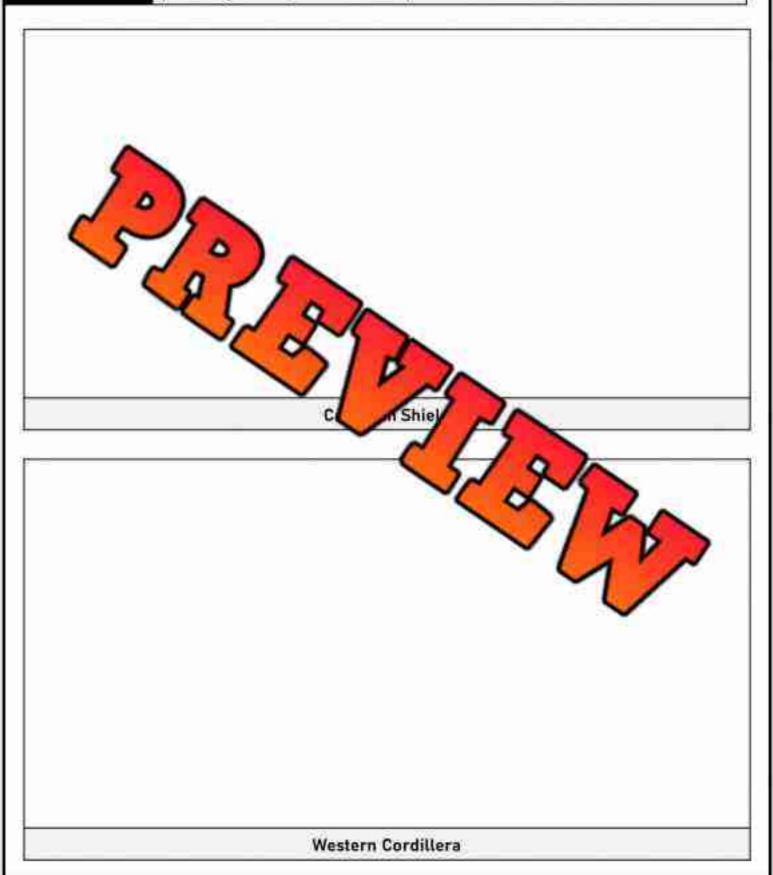
- W Where the mountains touch the sky
- E Eagles soar and freely fly
 - reams and rivers, never dry
 - I s reach up high
- E ess h my, oh myl
 - ocky ooats pass by
- N I uity ca he eye
- C Canyons deep
- O Open spaces far and
- R Ranges of mountains side by side
- D Downhill skiing, a slippery ride
-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

Canadian Shie

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

Visualizing

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



Cinquain Poems - Critical Thinking

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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 agite as a fish." A paphor says something is something else, like calling snow "Earth's winter blanket."

Drum

Drum

Round, loud

Tapping, booming, echor

The heartbeat of community

Rhythm

Northern Lights

Lights

Bright, dance

Glowing, waving, twinkling

night rainbow

Au

Seal Hunt

Seal

Quick, smooth

Swimming, diving, hiding

Fast as a dart

Prey

gigt

Sillin

Bold, war

Glowing, lighting

A never-ending campfi

Daylight

Whale

Whale

Massive, deep

Diving, surfacing, singing

Ocean's gentle giant

Mammal

Kayak

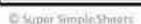
Kayak

Long, sleek

Gliding, paddling, floating

As agile as a fish

Vessel



Visualizing

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

Seal Hunt	Midnight Sun	

Rhyming Poems - Critical Thinking

Rhyming Poetry - Simple Machines

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

The Lever

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

Pulley

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

Literal ads without a plea, sks a gentle breeze.

Wheel and Axle

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

The wane

An incline ne

Helps us carry a

We walk right up, no n

Easier work, that's what we gain.



Gears

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

Wedge

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

Visualizing

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

Wedge	Pulley
,,,	

Concrete Poems - Critical Thinking

Concrete Poetry

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

Rainbow

Raindrop

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

making my sneakers go "squish" when ever I take a sten.

war ch the 190

Computum Connection 6514 1, CS14 4, CG14 6

Critical Thinking

Answer the questions below.

1) What colours were mentioned in the "Rainbow" poem? How did they make you feel?

2) How did hapes of the poems help you understand them better?

3) Personal Pren Which you like the best? Explain your opinion.

Write

Write the poem below about

ing a lightning bolt

In the heart of a cloud, so high and so bright, A spark of light flares, suddenly white.

It dances through skies, a jagged flash spun, A burst from the heavens, a shot from a gun.

In the blink of an eye, it's come and gone, Leaving awe in its wake, from dusk till dawn.

Block 8: Book Reviews

<u>Focus</u>

- 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

Carneylam Connection CSTA1, CSTA 6

Implicit and Explicit Perspectives - Book Reviews

In a book review, explicit perspective is when the reviewer clearly states their opinion.

Implicit perspective is more subtle, letting you guess what the reviewer thinks.

Explicit Examples:

Name:

- "I loved the book."
- "The characters were boring."

Implicit E

- "The property of the property of
- "The to unfold." (Might mean it's slow)

Perspectives

proceedings implicit or explicit in the sentences below?

1) I think this book son	Implicit	Explicit
2) The ending was really and I	Implicit	Explicit
3) The characters felt like my	Implicit	Explicit
4) The book was too long, and I got bor	Implicit	Explicit
5) This story is a roller coaster from start to finish	Implicit	Explicit
6) You won't be able to put it down.	9 m	Explicit
7) The story is filled with magical moments.	W Imp	Explicit
8) It's a real page-turner.		Vicit

Perspectives

The author implicitly described their perspective. Want

mink it is?

1) Overflowing with twists and secrets.

2) Filled with more questions than answers.

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Carpoulan Connection CST4.1, CST4.6

Finding Bias in Reviews

What is Bias in Reviews?

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

Bias

Read the reviews below and answer the questions.



Review: "The Adventures of SuperCat"

Wow! "The Adv per sis the best movie ever made in the history of movies! If you don't watch the mist amazing thing in the world. It has a superhero cat, so obvious! Astern to Cats are the best animals ever, and finally, there's a movie that gets it in the most amazing thing in the world. It has a superhero cat, so obvious! Astern to Cats are the best animals ever, and finally, there's a movie that gets it in the most are fect because they're all cats or cat-lovers. The villain, DogMan, could not again the Cat because dogs are just not as cool as cats. Honestly, I don't ever now why the cats in them anymore. You have to see this most at life to the presence!

- 1) Why is this review a biased review? What is the audi
- 2) Should you believe everything the author writes about the movie? Why why not?

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

Name:		
C45411116+:::		
1. N Section in the section		

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Corpculum Connection CSTA1, CSTA6

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

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

- A) I less that was poring the big explosions! But there were people talking a lot and that was poring the part of any moving the big explosions! But there were people talking a lot and that was poring the part of any moving the big explosions! But there were people talking a lot and that was poring the big explosions! But there were people talking a lot and that was poring the big explosions! But there were people talking a lot and that was poring the big explosions! But there were people talking a lot and that was poring the big explosions! But there were people talking a lot and that was poring the big explosions! But there were people talking a lot and that was poring the big explosions are the best part of any moving the big explosions are the best part of any moving the big explosions are the best part of any moving the big explosions are the best part of any moving the big explosions are the best part of any moving the big explosions are the best part of any moving the big explosions are the best part of any moving the big explosions are the best part of any moving the big explosions are the best part of the big explosions are the best part of the big explosions are the best part of the big explosions are the big ex
- B) I really enjoyed the new mag fam conts in the movie. The bond between the characters was touching and the set of the characters was touching and the characters was to characters with the characters will be characters with
- C) Yo, this movie was kinda cool but also kinda the action, were hype, but why did they have to throw in all that cheesy familiary the settly. If you're into action, you'll dig half of it.
- D) The cinematography in this film was absolutely stunning. As an a packed sequences, I was delighted by the intense fight scenes. The story, er, was rather cliché. As someone who appreciates complex narratives, this was a retdown 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?

Understanding Hyperbole in Review Writing

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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 bo What I	gripping, you'll forget to eat or sleep!
Why is it A Hyperbole	375
How Does It Improve Writing?	
2) The charac	cters in this story are so re pract mp off the pages.
What It Means	
Why Is It A Hyperbole	
How Does It Improve Writing?	
3) The plot to	wists come at you like a freight train, totally unstoppable!
What It Means	
Why is it A Hyperbole	
How Does It Improve Writing?	

Block 9: Graphic Texts

<u>Focus</u>

- ✓ 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

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

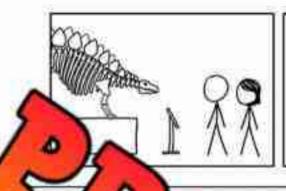
1) Summarize the comic above. What happened?

- Is the joke explained explicitly, or is it implicit? Explain.
- 3) Global Inference: After reading the comic carefully, explain the joke.

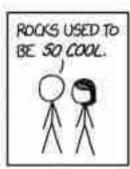
Understanding Graphic Texts

Analyze

Read the comic and answer the questions.







1) What the cor

esombe the joke.

2) What do you think of this

pl



THIS FEATURE SHOULD AUTOMATICALLY APPEAR WHEN YOU REACH AGE 30.

1) Who cado cribe the joke.

2) Make a connection: What does this remind you of?

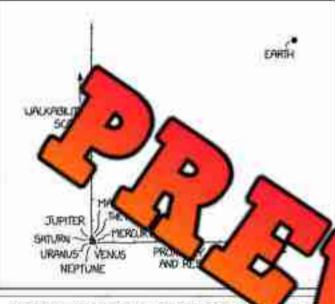
Understanding Graphic Texts

216

Analyze

Name:

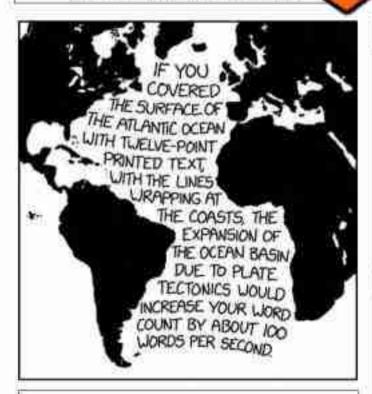
Read the comic and answer the questions.



1) What is the comic about?

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

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



What do you think of this comic? Explain.

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

Text Features in Infographics

119

Canada Food Guide Answer the questions. Examine Have plenty of Eat protein foods vegetables and fruits 1) What is the title of the infographic? Make water 2) Summ pod guide. 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? 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.

Reading Maps - Text Features

Reading a Map Made Easy

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

- Country Names: Look for big, capitalized words like CANADA.
- Provinces and Territories: Smaller, but still capitalized words are provinces, like ONTARIO.
- Cities Towns: Names with only the first letter capitalized are cities or towns, such
 as Otta
- Red I park cities, and a bigger red dot is for the capital of Canada.
- that may be numbered, like "Hwy 1," show the big roads you Witteld NORTHWEST TERRITORIES CANADA SPOTISH Hardson HEWFOUNDLAND COLUMBIA AND LABBADOR Виу **OUEBEC** SASKATCHEWAN MAINITGEA UNITARIO HIDVA ECONIA

Reading Maps - Text Features

Questions

Name:

Answer the questions below.

- 1) What do the big, capitalized words on a map usually represent?
- 2) How case entify provinces or territories on a map?
- 3) What it makes the first letter of a word is capitalized on a map?
- 4) What do red dots on
- 5) What does a bigger red dot represen

Examine

Take a close look at the map and write any in

n y Brom it.

Graphic Text - What's a Timeline?

727

What's a Timeline?

A timeline is like a special ruler that shows when things happened. It helps us understand the order of events, like what came first, second, and so on. Timelines can show us history, like when dinosaurs lived, or even your own life, like when you lost your first tooth!

Features - What's on a Timeline?

- Dates: These tell us when something happened. It could be a year, a month, or day.
- Events bels: These are the important things that happened, like "Moon Landing."
- Lines
 Lines
 Lines
 Connects all the events, showing time passing from left to right.
- Ws point in the direction time is moving.
- Pictures: See ha ictures to help us understand the events better.



Analyze

Look closely at the timeline

swer A

- 1) What features are part of this timeline?
- 2) How has life changed for people? Explain what you've learned from the

Did the timeline help you learn about how our jobs have changed over time? Or would a paragraph have been a better choice? Explain.

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All About Me Poster

Instructions

Me saying cheesel

Complete this poster by filling in the information about you.

My name is

FACTS ABOUT ME

I am ______ years old.

My birthday is on ______.

I am in the grade.

v teacher's name is ______.

MY FAVOURITE THINGS

Subject _____ {















When I grow up, I will become a/an



Questions

Answer the questions below

1) what text rea	tures does the poster have?
2) Is this popinion	re or less interesting than a written description of you? Explain your
3) When are pos poster to displa	
1	
2	
3	
4) Take a look a	t other posters your classmates did. What did you learn from these

Block 10: Biographies

<u>Focus</u>

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

What Are Biographies?

Understanding Biographies

A biography is a special kind of book that tells the story of someone's life. It's like taking a journey through time learn all about what a per how they felt, and



Biographic can be sorts of people: famous inventors, brave heroes, or even ordinary people.

What's Inside a Biograph

Biographies have lots of particle better. Here's what you might find:

- Introduction: A few pages at the beginning type you dea of who the person is.
- Chapters. These break the story into parts. Usually, terms a different time or event in the person's life.
- Photos or Illustrations: Pictures help you see what the person that they did.
- Timeline: A line with dates and events, just like we talked about before.
- Index: A list of important topics and their location (page numbers) in the book.

Why the Text Features Matter

Text features are like clues that help us understand the story better. For example, captions under pictures give us extra information. If you see a bold word, it's probably important, and you can often find its meaning in the glossary at the back. Indexes at the end of the book can help you find specific information quickly.

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Biography - Jane Goodall

Jane Goodall: A Friend to Chimpanzees

P1- Early Life

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

P2- Ama overies in Ethology

Jane Scienti Vidies animal behaviour. She studied chimpanzees and made fin ids with the set of the

P3- Conservation Effort Yea

Jane has won many honour er about protecting nature and animals people how to care for animals and tanet, actively involved in conservation efforts.

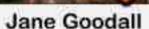
P4- Timeline

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

Index

- IAI: Africa, P1, Animals, P1
- ICI : Chimpanzees, P2, Conservation efforts, P3
- IEI: Ethologist, P2
- IGI: Gombe Stream National Park, P2
- IHI: Honors and awards, P3
- IJI: Jane Goodall Institute, P3
- ILI: London, birthplace, P1
- [T]: Timeline of life, P4, Tool use in chimps, P2
- IUI: United Nations award, 2002, P4

ets d the world teaching in her late 80s, she is



Biography - Archimedes

Archimedes: The Genius of Levers

Early Life

Archimedes was born around 287 BC in Syracuse, a city in Ancient Greece. From a young age, he loved math and science. He was very **curious** and asked lots of questions. He even traveled to Egypt to learn more.

Remarkab scoveries

Archimed many groundbreaking contributions to science and math. One of his most fan veries was the principle of the lever. He famously said, "Give me a lever fulcrum strong enough, and I will move the Earth." This was a big of the lever hereby the mics.

Even though Are lived ago, his work is still importations of the and the He was killed during a siege ideas lived on.

(simple machines)

Give me u land ting enough and a hydron string enough and I will move the Earth.

Timeline

- 287 BC: Born in Syracuse, Ancient Greece
- Early life: Traveled to Egypt for study
- Made discoveries in mechanics, specifically level
- 212 BC: Died during the siege of Syracuse

100

Create a Glossary - explain the words in the body of the

otd.

Autobiography - Justin Trudeau

237

Justin Trudeau: Canada's Prime Minister

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

Before Litician, I was a teacher. I taught French and drama. Teaching belp kids learn and watch them grow. I believe that was for everyone. educ

In 2008, I deck volved in politics. Politics is about leading the come cisio country and make secole live better lives. I wanted to make ked hard and talked to many people Canada a great place about how we can make

the Prime Minister of In 2015, something amazing happen Canada. As Prime Minister, my job is ers and make laws that are good for Canadians. I also travel to meet with other leaders and talk about how we can work too

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

Timeline

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

Glossary

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



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

In his por, my all Allen and I enjoyed creating software. We were like a great teal, always

In 1975, when I Paul Paul I a company called Microsoft. We wanted to make software that the state of the stat

Microsoft grew and became very successive to Windows, a program that changed how people use computers like op possibilities!

I also believe in helping others. So, I started the help people all over the world with their health and

I hope my story inspires you to dream big and work hard for our 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





Google Slides Lessons Preview







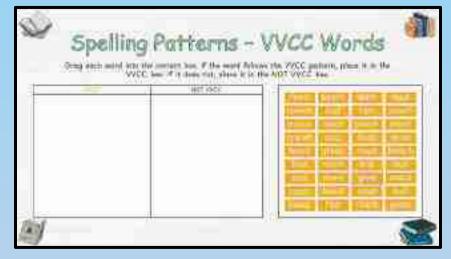
BC Language Curriculum Conventions & Vocabulary – Grade 4

3-Part Lesson Format

Part 1 - Minds On!

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



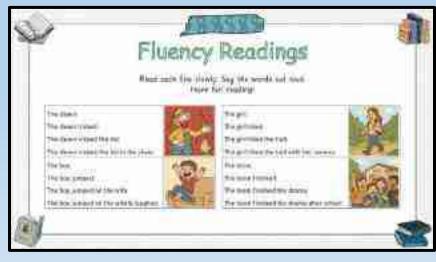


Part 2 - Action!

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

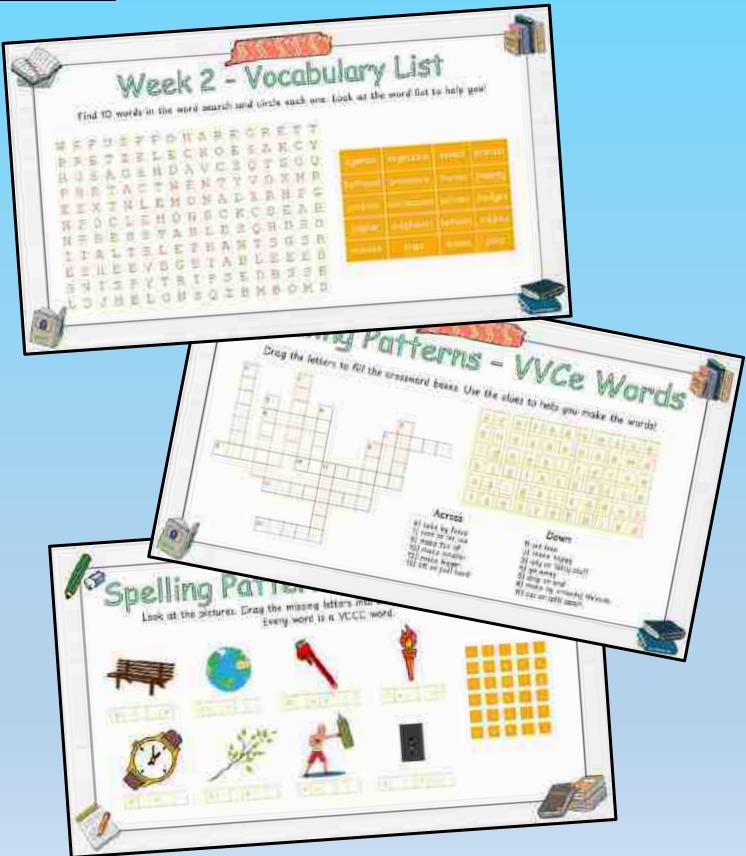
Part 3 - Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



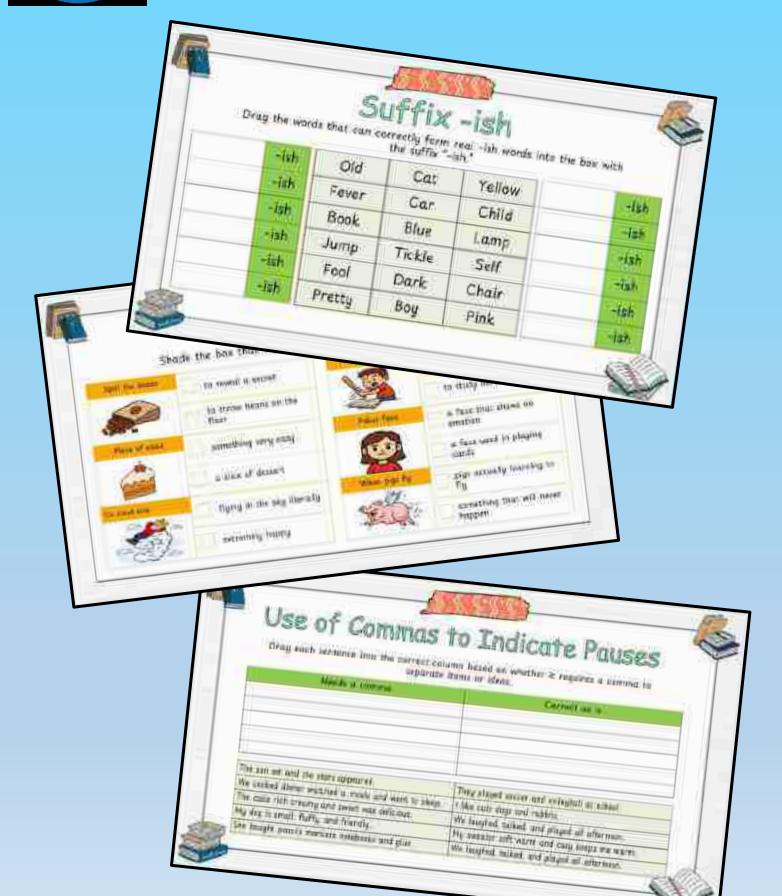


BC Language Curriculum Conventions & Vocabulary – Grade 4





BC Language Curriculum Conventions & Vocabulary – Grade 4







Workbook Preview





Grade 4 - Language

Conventions and Reading Strategies



Big Idea 1	Language and text can be a source of creativity and joy.
Big Idea 2	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
Rig Idea 3	Texts can be understood from different perspectives

Preview of 99 pages from this product that contains 460 pages total.

Included are weeks 1 - 8 and 29 - 30.

There are 30 weeks total.

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phonics and word structure; visualizing; questioning, predicting; previewing text; summarizing; making inferences 151-153, 160-161, 165, 168-169, 177-178, 185-186, 190, 194-195, 202-204, 211-213, 219-220, 227-228, 236-238, 240, 224-245, 250, 252-253, 260-261, 267-268,

CR4.3	Language features, structures, and conventions: word patterns, word families	12-13, 17, 21-23, 27, 31-32, 43, 40-43, 45, 47, 50-52, 55, 59-61, 65, 69-71,76, 79-81, 86, 89-90, 93, 96-98, 102, 106-107, 111, 115-117, 123-125, 127-128, 131-132, 135, 138-139, 142, 146-147, 150, 154-156, 158-159, 162-163, 166-167, 170-171, 175-176, 179-181, 184, 187-189, 196-197, 200-201, 205-207, 210, 214-215, 218, 221-223, 225-226, 229-231, 232, 239, 243, 246-247, 251, 254-256, 258-259, 262-263, 266,
CR4.4	Sentence structure and grammar: parts of speech; past, present, and future tenses; subject-verb agreement	14-15, 24-25, 33- 36, 44,53-54, 62-64, 73, 82, 84, 91-92, 110, 118, 126 133, 140-141, 174, 183,131, 192-193, 199, 232-233, 235, 242, 249,
CR4.5	Conventions: common practices in punctuation, such as use of the comma, quotation marks for dialogue, and the apostrophe	16, 25-26, 35, 46, 64, 82, 99-101, 108-109, 119-120, 134, 141, 149, 198, 208-209, 216, 224, 248, 257, 264,

The **Science of Reading** Program requires explicit instruction of phonological, orthographic, and morphological knowledge so students can decode and encode regular words and irregular words.

In grade 4, the focus in the curriculum is on decoding and understanding affixes (prefixes and suffixes). Students will learn about word origins as well to improve their understanding and spelling of new vocabulary.

Therefore, our reading program will be broken down into 30 word lists that align with the outcomes in the grade 4 language curriculum. Each week, teachers will focus on one affix and two graphemes.

The other words in the word list will align with the vocabulary skills and procedures, which state that tier 2 and 3 words should be used. Tier 2 words are found in written language as well as in oral language in the classroom and are useful across many different content areas. Tier 3 words are specific to subject areas. Both are included to round out the word lists.

Weekly Plan

- Week 1: Introduce the suffix -ed and schwa 'a' (as in about)
- Week 2: Introduce suffix -s and schwa'e' (as in pencil)
- Week 3: Introduce suffix -ing and schwa T (as in pencil)
- Week 4: Introduce suffix -y and schwa 'o' (as in son)
- Week 5: Introduce suffix ish and schwa 'u' (as in circus)
- Week 6: Introduce prefix dis- and 'it' and 'at' sounds
- Week 7: Introduce suffix -er, -est and "ite' sounds
- Week 8: Introduce prefix mis- and 'el', 'al' sounds
- Week 9: Introduce prefix non- and pattern -ure
- Week 10: Introduce suffix -ly, -ily and patter -cher
- Week 11: Introduce prefix pre- and the letter blends: shr, spl, spr, str
- Week 12: Introduce prefix post- and diagraphs, ph and mb

Weekly Plan		
Week 13: Introduce suffix -ful, -less and digraph: wh, ch		
Week 14: Introduce prefix anti- and digraph: sh, th		
Week 15: Introduce prefix multi- and digraph; ng, ck		
Week 16: Introduce suffix -tion, -sion and digraph: ck, ll		
Week 17: Introduce prefix auto- and digraph: dd, bb		
Week 18: Introduce prefix bio- and digraph: rr, cc		
Week 19: Introduce suffix -less, and digraph: gg, mm		
Week 20: Introduce prefix inter- and diphthong ai		
Week 21: Introduce suffix -ant, -int and diphthong ay		
Week 22: Introduce suffix -able, -ible and diphthong ee,		
Week 23: Introduce prefix micro- and diphthong au		
Week 24: Introduce prefix semi- and diphthong ea		
Week 25: Introduce prefix ex-, in- and diphthong ee		
Week 26: Introduce suffix -ous, -ious and diphthong ei		
Week 27: Introduce prefix under-, over- and diphthong oa		
Week 28: Introduce suffix -ence, -ance and diphthong ou		
Week 29: Introduce prefix sub-, super- and diphthong ui		
Week 30: Introduce suffix -yze, -ize and random fun words		

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Weeks	Lesson 1	Lesson 2
Week 1	Comptete Sentences Vs. Fragments	Simple Vs Compound Sentences
Week 2	Parts Of Speech: Nouns, Verbs, And Adjectives	Types Of Sentences
Week 3	Parts Of Speech: Nouns, Verbs, And Adjectives	Independent/Dependent Clauses
Week 4	Coordinating Conjunctions (FANBOYS) And Abbreviations	Morphemes: Prefixes And Suffixes
Week 5	More Parts Of Speech- Adverbs, Prepositions, Etc.	Marphemes: Prefixes And Suffixes
Week 6	Interjections And Conjunctions – Punctuation	More Parts Of Speech And Subject-verb Agreement
Week 7	Cursive Writing And Personification	Relative Pronouns And Analogy
Week 8	Capitalizing Proper Nouns And Proper Adjectives As Well As Idioms	Perfect Verb Tense – Figurative Language Review – Analogy, Personification, And Idiom
Week 9	Punctuating Interjections	Perfect Verb Tense
Week 10	Use Of Commas In Direct Address	Capitalizing Proper Adjectives/Nouns And Capitalizing Abbreviations
Week 11	Use Of Commas In Direct Address And To Indicate Pause In Between Sentences	Punctuating Conjunctions
Week 12	Identifying And Correcting Run-on Sentences	Decoding Strategy - Syllable Splitting
Week 13	Introduction To Complex Sentences	Decoding Strategy – Chunking
Week 14	Introduction To Complex Sentences	Use Of Apostrophes In Possessives
Week 15	Introduction To Compound-complex Sentences	Types Of Sentences: Interrogative

Weeks	Lesson 1	Lesson 2
Week 16	Literal Versus Figurative Meanings Of Words	End-of-sentence Punctuation
Week 17	Similes And Using Dictionaries	Homophones
Week 18	Metaphors And Using A Thesaurus	Homanyms
Week 19	Idioms, Imagery And Verb Tenses	Antonyms
Week 20	Other Figures Of Speech - Alliteration, Ellipsis	Determiners: Articles
Week 21	Synonyms – Exact Versus Near-synonyms And Active Voice	Spelling: Commonly Misspelled Words
Week 22	Use Of Apostrophes In Contractions And Passive Voice	Synonyms: Identifying And Creating
Week 23	Introduction To Commas In A List	Contractions
Week 24	Using Colons To Introduce A List	Figurative Language: Onomatopoeia
Week 25	Interrogative And Imperative Verbs	Spelling: Words With Silent Letters
Week 26	Pronouns As Adjectives As Well As Understanding Subjects And Objects In Sentences	Analogies: Understanding And Creating
Week 27	Fluency Readings – Providing A List Of Sentences That Get More Difficult To Read	Figurative Language: Personification And Possessive Adjectives
Week 28	Introduction To Quotation Marks In Dialogue And Degrees Of Comparison In Adjectives	Vocabulary: Context Clues. What Do You Think The Underlined (Challenging Word) Means?
Week 29	Using Quotation Marks In Dialogue	I Before E And Exceptions
Week 30	Capitalization Of Quotation - Only Complete Sentences	Figurative Language: Oxymorons

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NAME:

Cumiculum Connection CRA.1

WEEK 1 - VOCABULARY LIST

12

Think

Underline the suffix -ed in each word.

laughed	wanted	baked	showed	finished
caramel	camera	alphabet	drama	tricked
jumped	hiked	opened	picked	banana
choco	elevator	animat	astronaut	sofa

Write

sates the past tense of a verb. Write a sentence changing rb.

Present Tense

where nny cartoons.

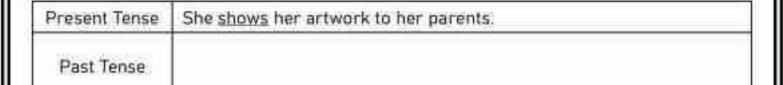
Past Tense

Present Tense | I want a puppy for menday.

Past Tense

Present Tense | We bake cookies every Sunday.

Past Tense



Present Tense He jumps high on the trampoline.

Past Tense

Spelling Patterns - VVCC Words

VVCC words are words that have two vowels next to each other, followed by two consonants. The 'VV' part is a vowel team where two vowels work together to make one sound, like 'ea' in 'leaf'. The 'CC' part is when two consonants come next, like 'f' and 't' in 'left'.

Examples of VVCC words

Each - The ea' makes the vowel sound and the 'ch' are the consonants.

Toast - The makes the vowel sound, and 'st' are the consonants.



Thir

Name:

be words below follow the VVCC spelling pattern?

beach (A pes	
sheep		2
mount	ye	
dream	yes	no
float	yes	no
brain	yes	no
boast	yes	no
peach	yes	no
screech	yes	na

touch	yes	no
yeast	yes	no
	yes	no
feas	yes	no
15	yes	no
V/~	M	no
cruise	1/1	no
reach	4	~
least	Y	no

Think

Write your own VVCC words below

Name:		
32024111112		

Complete Sentences Vs Fragments

A complete sentence is like a full meal - it has all the parts it needs. It has a **subject** (who or what the sentence is about) and a **predicate** (what the subject is doing or how it is). So, a complete sentence tells a whole thought. For example, "The cat sleeps."

A fragment is like a snack, it's missing something. It might be missing the <u>subject</u> or the <u>predicate</u>. So, a fragment doesn't give us a full thought. For example, "Sleeps in the sun." Who sleeps in the sun? We don't know, so it's a fragment!

1) tronau	Complete	Fragmen
2) I wanted	Complete	Fragmen
3) Baked a chool cake	Complete	Fragment
4) On the sofa.	Complete	Fragmen
5) She opened the camera.	Complete	Fragmen
6) Alphabet and numbers.	Complete	Fragment
2) I finished my homework.	- S	
2) I misred my nomework.	Subject	edicate
We were in the elevator.		Predicate
We were in the elevator. 4) The animal tricked the hunter.		
11. WAREST MAY WENT VOLUME U. GOLDOWIED	2500-X-01-02	Predicate
4) The animal tricked the hunter.	Subject	Predicate Predicate
4) The animal tricked the hunter. 5) The sofa is comfortable.	Subject Subject	Predicate

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Marrier				
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		1. PW		

Simple Vs Compound Sentences

A clause is a part of a sentence that contains a subject (who or what the sentence is about) and a predicate (what the subject is doing). In a simple sentence, like "The bird sings," the clause is the whole sentence. The bird is the subject, and sings is the predicate. Simple sentences have just 1 clause.

A compound sentence has two or more clauses. For example, in "The bird sings, and the cat meows," there are two clauses: 'The bird sings' and 'the cat meows'. Each clause has as own subject and predicate. The two clauses are joined together with the coordinate significant.

Simple sentence or compound sentence?

1) She baked	Simple	Compound
2) The astronauty high acavity.	Simple	Compound
3) I laughed at the joke. Picke book.	Simple	Compound
4) He tricked me once, but I til P	Simple	Compound
5) The drama was intense, yet I could watch	Simple	Compound
6) We rode the elevator up, and then sat on the	Simple	Compound

Coordinating Conjunction

Compound sentences are connection but, or, yet, so). Write the FANBO

ANSO , and, nor,

- 1) He picked the banana, but it slipped and fell.
- 2) They wanted the chocolate, yet they knew they should not have it.
- 3) The animal hiked up the hill, and it then rested at the top.
- 4) The elevator was slow, so we decided to take the stairs,
- 5) The astronaut ducked down, for she saw an asteroid coming her way.

Write Write 2 compound sentences. Circle the coordinating conjunction you used

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Edit My Work - Using Capital Letters

16

We use capital letters in these cases:

- 1) Start of a sentence: "Dogs are friendly."
- 2) Proper nouns: Names of specific people, places, or things, like "Sarah" or "New York."
- 3) Titles: Important words in titles of books, movies, etc., like "Harry Potter."
- 4) Proper adjectives: Adjectives from proper nouns, like "French" in "French fries."

Edit

capitalization errors below and the misspelled word list words

Jimmy Ited to haut. He laughed as he jumped on the sofa, imagining it was his space brown, didn't think he could be an astronaut. But Jimmy was determ

one day, he hikd to the arrange book about space. It was filled with dramma and exciting tales of astronomy to put it down, he finished the book in just one day.

Then, he baked bannana choclate muffins for steven into thinking they were 'space muffins'. Jimmy sastronaut eating similar muffins.

4

triked

He opened his laptop and turned on a virtual space elevator tour. Toom seemed to shake as the virtual elavator rose. They even had to wear 3D glasses for it.

His mom gave him a camera to document his 'space adventures'. Jimmy loved the idea. He clicked a photo of his astronaut alfabet - a code language he had created.

In all the excitement, he forgot about his carmel popcorn. It was his favourite.

Before bedtime, he sat on the sofa, enjoying the popcorn and relishing his adventurous day.

17

Cumiculum Connection CRA-1

Word Search

Word Search

Find the word bank words in the puzzle

- showed finished laughed wanted baked alphabet tricked u caramel camera ☐ drama а jumpe hiked opened picked banana choco □ animal u elevator astronaut sofa u

Word Search

Make your own word search using 8 of the

Word Bank

Week 1 - Fluency Readings

Read

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

	Cantonna	# of Mistakes		Time (sec)	
	Sentence	1st Try	2 nd Try	1º Try	2 nd Try
1)	ped high on the moon.				
2)	I wanted bet bet up the hill.				
3)	She laughed as she opened the with chocolate on her finger.	7			
4)	He baked alphabet cookies and showed them at school.	Z	3/	26	
5)	They finished their drama play and picked flowers for the cast.		•	V	~
6)	The monkey tricked the zookeeper and stole a banana near the elevator.				
7)	After building a sofa out of blocks, the clever animal decided it was time for a cozy nap.				

Visualization

Visualize

As you read, pause and visualize the characters, setting, event, and objects. Then underline the words/sentences that help you visualize. Draw what you visualized



As the astronaut laughed, floating above Earth and the sture every star with his camera. He remembered hiking on Earth, and scent of baked cookies filled the air. He had opened his gram other's old recipe book, the alphabet of ingredients leading to delicious treats. He showed his family photos of space, where the drama of the cosmos unfolded. He finished his spacewalk, tricked once by the silence of the void. Back inside, he enjoyed a banana, dreaming of a soft sofa, and chocolate, his heart jumping with joy for home.

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Name:

WEEK 2 - VOCABULARY LIST

Think

Underline the suffix -s in each word.

boxes	trips	melons	pets	elephants
lemons	stables	hedges	compasses	echoes
pennies	twenty	horses	lemonade	befriend
preta	select	regret	agenda	vegetable

Write

tes a word to be plural – more than one. Write a sentence lar underlined words to be their plural form.

Singular phant tic creature.

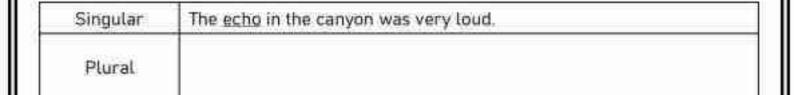
Plural

Singular The family is planning to t

Plural

Singular The horse is eating in the stable.

Plural



Singular I found a penny under the sofa.

Plural

Spelling Patterns - VVCe Words

22

VVCe words have two vowels together (VV) making a specific sound, followed by a consonant (C), and ending with a silent 'e' (e). Unlike other patterns, the silent 'e' here doesn't change the sound of the vowel team.

Examples

- Weave (the 'ea' stays as it is, not affected by the silent 'e')
- Goose the 'oo' sound remains the same)
- House You' makes its own sound)

Thir

be words below follow the VVCe spelling pattern?

weave (D pes	
quite	Sw/	2
goose	ye	
river	yes	no
house	yes	no
mountain	yes	no
slice	yes	no
acre	yes	no
throne	yes	na

course	yes	no
breeze	yes	no
sle	yes	no
cano	yes	no
P 15	yes	no
V/ >		no
globe		no
moose	4	~
giraffe	T	no

Think

Write your own VVCe words below

Making Words Plural - Adding S

Why We Add "s" - Most Common Cases

- To make plural: We add "s" to a noun to show there is more than one, like "cats."
- To show possession: We add "'s" to a noun to show something belongs to it, like in "Tom's book."

How To Add "s"

- Usual add "s" at the end.
- For w ing with s, x, z, ch, sh, add "es".
- If a y to "i" and add "es".
- nd y, just add "s".



Cumiculum Connection

Make Plural

from singular to plural

- 1) cat
 2) dog
 3) box
 8) mor
 4) brush
 9) city
 11) peach
 12) tree
 13) tray
 9) city
 10) chair
 - Fill in the Blanks

Fill in the blanks with the plan

Parts of Speech - Nouns, Verbs, Adjectives

Parts of speech are groups we put words into based on what job they do in a sentence. Here are some of them:

- Nouns: Names of people (teacher), places (park), things (book), or ideas (freedom).
- Verbs: Action words (run, think) or state of being words (is, am).
- Adjectives: Words that describe nouns (happy, blue).

Identify

he underlined word a noun, verb, or adjective

- 1) We led twe or our trip.
- 2) My pets to ges.
- 3) The elephants ex grand lemons.
- 4) After riding, we left the the
- 5) I befriended a girl who has a collection in the same of the sam
- 6) I select a pretzel from the bakery every morn
- 7) We enjoyed the sour lemonade at the fair.
- Our agenda for the day includes a <u>visit</u> to the vegen
- The tall hedges were finally trimmed.
- James feels old because he <u>turned</u> 20 yesterday.

Write

Write 3 sentences with a noun, verb, and adjective. Underline the noun, circle the verb, and put a rectangle around the adjective.

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Four Types Of Sentences

There are four types of sentences:

- Declarative Sentence: Makes a statement or expresses an opinion.
 Example: "I love reading books."
- Interrogative Sentence: Asks a question.
 Example: "Do you like pizza?"
- Exclase Sentence: Shows strong emotion or surprise.
 Example Sentence: Shows strong emotion or surprise.
- In Gives a command or makes a request, ote: "P e the door."



Sentence Type

of sentence is written below?

- 1) The box of melons was very he
- 2) Where did the echo come in
- 3) Wow, this lemonade is so refreshin
- 4) I regret not bringing my compass on the tri
- Please select a box and place it on the counter
- These hedges are beautifully trimmed!

Write

Write 1 example of each of the types of se

Declarative

Interrogative

Exclamatory

Imperative

Edit My Work - Using Capital Letters

26

We use capital letters in these cases:

- 1) Start of a sentence: "Dogs are friendly."
- 2) Proper nouns: Names of specific people, places, or things, like "Sarah" or "New York."
- 3) Titles: Important words in titles of books, movies, etc., like "Harry Potter."
- 4) Proper adjectives: Adjectives from proper nouns, like "French" in "French fries."

Edit

capitalization errors below and the misspelled word list words

my friend, tog on so, one day, we decided to visit a stable with twentey horses, at the state we so the vegetabels, metens, and temons. We even befriended an elephant of the vegetabels with how we taughed when tucy tried to pick up a pretzel with her trunk.

my pet dog, max, loves lemonaid, Which is unny He even likes the sour taste, we sometimes sit near the hedgs, sip to the echos from the hills, it's one of our favourite things to be

pennys and this place is like heaven for me. it's a place full of memories and stories.

one time we got lost, we didn't have a compass, we felt regrete for not bringing one, luckily, we found our way back home. I still remember that adventure, tom and i always select our tripes carefully now, we learned a lot from our journeys and the memories they created, we'll never forget lucy the eliphant and our echo-filled lemonade breaks.

Name:		
Manne:		

W	ord	Se	arci	í			F	ind	the	wor	d b	ank	wor	ds i	n th	e p	uzzl	e		J		
	bo	xes	i		u	trip	s		C	1 n	neto	ns			pe	ts				elep	han	ts
u	le	mon	s		u	stat	les		C	1 h	edg	es		u	co	mpa	sse	s	u	echo	es	
u	pe	nni			U	twe	nty		C	1 h	orse	25		U	ler	non	ade		u	befr	iend	ĺ
u	pr	etz			Р.	sele	ct		Œ	l re	egre	et:		U	ag	enda	3		0	vege	tab	le
R	(Č	1	5		W	Х	L	N	T	Т	P	L	U	W	P	Ε	P	P	R	E
V	E	V	E	J		•)		Z	0	U	G	R	Z	E	Q	E	X	Н	E	E	I
J	S	T	V		д	r	0	7		N	S	S	E	S	C	F	T	В	В	N	D	V
S	E	L	Ε	P	1	5,	~		X	Щ		E	T	F	H	Μ	S	E	T	N	Α	E
N	L	S	N	D	J	В		0	5	1	1		Z	G	0	A	T	F	C	I	Ν	0
0	В	A	M	L	E	M	0	`~	3	/	"		4	N	Ε	S	W	R	Ε	\mathbf{E}	0	2
L	A	J	C	C	C	U	Ι	W	Н			E	1	^	1	P	E	Ι	L	S	Μ	E
Ē	T	F	K	S	W	F	D	K	Y	D	A	~		I	7			E	Ε	W	Ε	ç
V	S	Н	0	R	S	E	S	0	S	A	Н		V	انتر	١,	y	V		S	0	L	E
r	P	N	X	H	E	D	G	E	S	G	F	M	V		4		Y		Z	A	A	V

deesgh	yentwt	
stpir	aphneelst	
sesroh	gaaend	
solemn	esobx	
lecest	seipnen	
eosehc	derifneb	

Curriculum Connection CRA 2

Week 2 - Fluency Readings

28

Read

Today, you are going to measure your reading speed. You will do this by calculating how many words you read per minute.

Passage - Word Count = 128 Words

ge, a boy named Timmy saved twenty pennies to buy a pretzel at ist lemon trees and stables, counting the boxes stacked the he saw a stand selling fresh lemonade. Timmy couldn't resist. buy a cup. With his temonade, he took trips around the fair, looking the horses jump over hedges. He and heard the echoes of children aug rumpet of elephants in the parade. Timmy wished to befriend everyon plans to see the melons grow in the garden and to learn more ry. It was a day full of adventure, and he didn't regret spending his

- Find the word count at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- Divide the total words by the recorded seconds.
- Multiply the result by 60.
- The final number is your reading speed in WPM.

Example:

Words: 1.140

Time taken: 330 seconds (5:30)

Calculation: (1,140 words + 330 seconds) × 60 = 207.2 WPM.

Time To Read

Divide 128/seconds

WPM

Visualization

Visualize

As you read, pause and visualize the characters, setting, event, and objects. Then underline the words/sentences that help you visualize. Draw what you visualized.



In the village, twenty boxes full of lemons the less Horses peered over the hedges, their echoes filling the air a A pretzel vendor befriended all, giving pets tiny treats. New children sipped lemonade, giggling at melons shaped like elephants. Pennies jingled in jars, saved for future trips. Compasses in hand, they'd select adventures, maybe even to vegetable farms. But no one had an agenda today, except to enjoy the simple joy of sun, smiles, and the promise of never having to regret a day spent in happiness.

Curriculum Connection CRA 2

WEEK 3 - VOCABULARY LIST

Think Underline the suffix -ing in each word. Circle the words with a short i sound.

smiling	insect	visit	creating	window
running	pillow	music	dancing	inside
thinking	clapping	jumping	animal	pencil
sign	writing	family	noticing	visiting

Write ht wat use all 20 words. You'll need to use 2 words per sentence



Curriculum Connection CRA.3

Spelling Patterns - VCCe Words

VCCe words contain a vowel (V), followed by two consonants (CC), and end with a silent 'e' (e). In these words, the silent 'e' does not typically alter the vowel sound.

Examples

Name:

- Wedge (the 'e' after 'd' and 'g' is silent and doesn't affect the vowel sound)
- Badge (the 'a' sound stays the same, the silent 'e' is not pronounced)
- Bulge to 'u' sound remains consistent, with the 'e' at the end being sitent)

Think

the words below follow the VCCe spelling pattern?

wedge (0 2	
force		9
slice	1	× 9
brace	yes	no
chase	yes	no
price	yes	no
dance	yes	no
flame	yes	no
grace	yes	no

drive	yes	no
wince	yes	no
	yes	no
MIS	yes	no
DU /	yes	no
5/	2005	no
ridge	3/2	no
smoke	1 1	
lodge	Y	no

Think

Write your own VCCe words below

Adding -ing

Why Add -ing?

We add "-ing" to a word to show an action is happening now, which is called the present tense. (jump → jumping).

Adding "-ing" to Words

General rule: Just add -ing at the end of the word (play → playing)

Words En e. If the word ends in "e", remove the "e" and add -ing (bike → biking).

Words Er Yowel + Consonant: If the word is a one-syllable verb that ends in a vowel + nant, double the consonant before adding -ing (run → running).

Add -ING

nge words to the present tense by adding -ing

write	5/2V	give
smile		trade
dance	run	shine
notice	jump 🗸	
think	visit	5/8/

Fill in the Blanks

Fill in the blanks with the

Parts of Speech - Nouns, Verbs, Adjectives

Parts of speech are groups we put words into based on what job they do in a sentence. Here are some of them:

- Nouns: Names of people (teacher), places (park), things (book), or ideas (freedom).
- Verbs: Action words (run, think) or state of being words (is, am).
- Adjectives: Words that describe nouns (happy, blue).

Identify

Name:

s the underlined word a noun, verb, or adjective

- I) I read on a pile of insect crawled by.
- Gazing outA she d the sunset.
- 3) We went inside to the park.
- 4) The signal changed, gut all set the road.
- 5) I love the music that our family list ing ing rides.
- With a sharp pencil, the boy created speautify ure.
- She was writing a letter, <u>smiling</u> at her thought
- The excited crowd clapped and danced to the beat
- They sprinted and <u>leapt</u> around the park, visiting favourite spot
- 10) Spotting the sunset through the window was our family's highlight

Write

Write 3 sentences with a noun, verb, and adjective. Underline the noun, circle the verb, and put a rectangle around the adjective.

35

Commutain Connection CRA 4, 4, CRA 5

Four Types of Sentences

There are four types of sentences:

- Declarative Sentence: "I love reading books."
- Interrogative Sentence: "Do you like pizza?"
- Exclamatory Sentence: "Wow, that's amazing!"
- Impenies Sentence: "Please close the door."



Senten

Which type of sentence is written below?

- 1) The insect or
- 2) Is that your pa
- 3) This music the banks
- 4) Open the window.
- 5) My family loves visiting the beach
- 6) Do you have an extra pencil?
- 7) Watch out for that running animal!
- 8) Please stop dancing on the sofa.

Write

Write 1 example of each of the types of se

Declarative
Interrogative
Exclamatory
Imperative

Name:		
SMATTHE		

Independent and Dependent Clauses

An **independent clause** is like a complete sentence. It has a subject (who or what the sentence is about) and a verb (an action or a state of being), and it can stand alone as a complete thought. For example, "The dog barked."

A dependent clause also has a subject and a verb, but it doesn't make sense on its own. It needs an independent clause to complete the thought. For example, "because the mailman was at the door." This doesn't tell us the full story until we add an independence: "The dog barked because the mailman was at the door."

Thir suse a dependent or independent clause?

Bet the pillow is soft,

2) W to cic is playing.

4) Is ind

5) Jumping a pudd

6) My family is visiting

Write Write the sentences below us

is dis g

Use the words; insect, smiling
Independent
Dependent

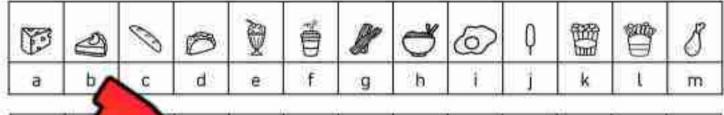
Use the words: family, visiting		
Independent		
Dependent		

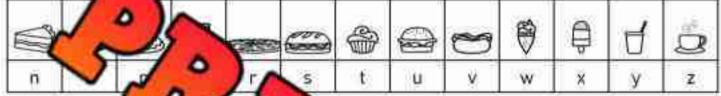
	Use the words: music, thinking	
Independent		
Dependent		

Crack the Code

Directions

Use the code below to reveal each spelling word





Code	Code	Answer
~ Ø=Ø\$Ø€ !		F
	1750	
9-0-0-0-1	5/2	
6000001		The
1=8-6=1	-6-6	1/
9-40\0el	- Teles	
-100001	⇔©≣≣ ⊅♥	
-0/e77	@ \$	
音でとの習せ	> Frace	
8 == ∅\	PO OF	

Name:		
DATE OF THE PARTY		

Week 3 - Fluency Readings

Read

Read each passage 3 times at different speeds. Change how long you pause for commas and stop for periods. Read it slow, medium, and fast. Check once you have completed each reading.

	Sentence	Slow	Medium	Fast
1)	visit see my family. We see animals.	□ Slow	☐ Medium	☐ Fast
2)	Running is fun, and sping notice when people are ct. ping feels good like a soft pillow.	Stow	☐ Medium	☐ Fast
3)	When it's raining outside, I sit by the window. I think about creating my own music. Then, I start dancing inside.			Fast
4)	I found an insect in our house today. My mom was writing and didn't see it. I drew it with my pencil.	□ Slow	☐ Medium	☐ Fast
5)	During music, we were visiting other lands in our minds. The teacher had us pretending to fly. We were animals with wings.	□ Slow	☐ Medium	☐ Fast

40

Chimicalium Gonoeci con

WEEK 4 - VOCABULARY LIST

Think Underline the suffix y- in each word. Circle the words with a short 'o' sound.

solid	sponge	monkey	spooky	crispy
common	october	blossom	fluffy	frosty
wonder	doctor	collar	windy	dusty
rock	grumpy	spotty	healthy	soggy

and the best word that matches each sentence.

a) c) lucky d) chilly
e) salty g) soggy h) sleepy

The kitten was so te he felt and needed a nap.

It's quite ____ outside; take a control of the cont

The grass is _____ due to the rain. _______f _____f clover.

Write 5 sentences that use all the short 'o soun

2)

3)

4) 5)

Name:		
PARTITIE:		

Spelling Patterns - VCCC Words

The VCCC spelling pattern consists of a word that starts with a vowel (V), followed by three consonants (CCC).

Examples

- Trench (the 'e' is the vowel, followed by the consonants 'n', 'c', and 'h')
- Width (the 'l' is the vowel, followed by the consonants 'd', 't', and 'h')
- Match the 'a' is the vowel, followed by the consonants 't', 'c', and 'h')

Think

the words below follow the VCCC spelling pattern?

jungle	(0)	no	crisp	yes	no
depth	yes/	0	prompt	yes	no
thrust	70	no	trength	yes	no
angst	yes	√ ₀/	V A	yes	no
plank	yes	no	bot/ P	yes	no
catch	yes	по	Cete	yes	no
sprint	yes	no	cliff	~ ~	no
script	yes	no	scratch V		
length	yes	no	draft	4	no

Write

Choose 3 words that match the VCCC pattern and use them in a sentence.

Name:		
35/24/17/19:		

Word Origins

Explore

Choose four words from the list and research the origins and meaning of each word. Record your findings and an interesting fact about each.

solid	sponge	monkey	spooky	crispy
common	october	blossom	fluffy	frosty
wond	doctor	collar	windy	dusty
roc A	grumpy	spotty	healthy	soggy

Word	(°)	Year iginated	Language of Origination	Interesting Fact
spooky	frigin		english	The use of "spooky" has become more popular during Halloween.
			17-5	
			50	2/2
				40

Name		
Oct 25 (PM V 48.7)		
3 74 7 1 1 1 1 1 7		

What are Prefixes and Suffixes?

What Are Prefixes and Suffixes

A morpheme is the smallest unit within words. There are 3 main parts of words - prefixes, suffixes, and root words.

Prefixes and Suffixes: Prefixes and suffixes are parts we add to the beginning or end of a word (root word) to change its meaning. For example, 'happy' becomes 'unhappy' when we add the profixes go before the root word, while suffixes go after.

Prefix "up to a root word, it changes the my to a root word, it changes the my to a root word. Unhappy' means 'not happy'.

Morpheme

manufactured in the words below – root, prefix, suffix

unfairty	rebuilding
misplace	historic
unthinkable	uniste
unsuccessf <u>ul</u>	AFUIL S
unstoppable	450/ 9

Write

Prefix "un-" changes a word to mean not the ord changing the meaning of the sentence to not the ord

Not Meaning	Your behaviour towards your friends was unfair.	
Yes Meaning		

Not Meaning	The path was <u>uneven</u> , making it hard to ride our bikes.	
Yes Meaning		

Not Meanin	g After the storm, the park was <u>unclean</u> with litter everywhere.
Yes Meanin	

Coordinating Conjunctions - FANBOYS

FANBOYS is an acronym used to remember the seven coordinating conjunctions in English: For, And, Nor, But, Or, Yet, So. These words are used to connect individual words, phrases, or complete sentences together, making your writing smoother and more coherent. For example, "I love apples, but I don't like oranges."

We use FANBOYS to make compound sentences, when a simple sentence isn't a good option.

Sin S	me neven.	He felt unlucky.
Compound	975	
Simple	The room w	That's unfair!
Compound		
		15
Simple	It was an unfortunate event.	
Compound		~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~
-		
Simple	The rocket launched.	No one was a
	The rocket launched.	No one was a
	The rocket launched. The stone wasn't solid.	No one was a lit wasn't heavy either.
Compound Simple		
Compound		

Abbreviations

Abbreviations are shorter versions of words or phrases to make them guicker to write and read

For example, "St." stands for Street, "Mr." for Mister, and "Dec." for December. They often use the first few letters and sometimes include a period at the end.

Identific	Interestification approach	abbeautation of the up	anda balass
Identify	identify the correct	abbreviation of the wo	FOS DELOW.

Thu. 1. thurse wrsd.

2 m/

3. ounce

4. february

- Min.
- 5. boulevard D Bla Blvd

- ☐ Sq. U Sc 6 square
- D.L. □ tit... 7. liter
- 8. mountain | Mnt. ☐ Mt.
- 9 march ☐ Mar. U Mr.
- □ Ave. avenue ☐ Av.

Fill in the blanks with the cor Write

r each word in parentheses.

- lay) morning. The appointment is scheduled for
- 2. The recipe calls for 5 (table
- 3. Please respond by ______ (September) 188
- 4. The package was sent via _____ (United Parcet Serv
- 5. The total amount comes to 20 ______ (dollars).
- 6. The temperature was 10 degrees ______ (Celsius).
- 7. I moved to ______ (Saint) Louis last year.
- 8. His report card is due in ______ (February).
- 9. He weighed 7 ______ (pounds) at birth.
- 10. The library is closed on ______ (Sundays).

Edit My Work - Using Capital Letters

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Edit

Circle the capitalization errors below and the misspelled word list words

october was always a month of wonder for jake. he loved how the leaves would change and fall, painting the streets with the colours of autumn, one day, he was walking a school when he spotted a monky near the blosoms of an old tree, it was so unexpeced and unnown in his small town.

Seeing the month of the story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky in a rocket that went to space, he thought about the unfortunate mondes he large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an unluky monkey who got an uncold of the large story from school it was about an uncold of the large story from school it was about an uncold of the large story from school it was about an uncold of the large story from school it was about an uncold of the large story from school it was about an uncold of the large story from school it was about an uncold of the large story from school it was about an uncold of the large story from school it was about an uncold of the large story from school it was about an uncold of the large story from school it was about an uncold of the large story from school it was about an uncold of the large story from school it was about an uncold o

after a few minutes of watching, he realized something unpluted to looked uncleen, its fur was matted and dull. Jake felt that was unfiar. I wimal should have to live like that, he decided to tell his parents about it and maybe they could call a doctor, or someone who could help.

As he walked away, his path was filled with comon and solid objects. His mind was still filled with wonder, but his heart was a little bit heavy. He knew he was doing the right thing, but he wished he could do more for the monkey.

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Curriculum Connection CRA.3

Word Search

Word Search

Find the word bank words in the puzzle

- ☐ solid sponge ☐ monkey ☐ spooky crispy october ☐ blossom ☐ frosty ☐ fluffy common ☐ wonder doctor ☐ collar ☐ windy ☐ dusty CI rocke ☐ spotty healthy soggy grumpy
- P HE H SBEF VOPCC JSCBC A O

Word Search

Make your own word search using 8 of the

Word Bank

Week 4 - Fluency Readings

Read

Read each passage using a different voice. Choose from one of the voices in the table and circle when you have read it using that voice.

	Passages	Voi	ces
1)	I we the doctor today and it's a wonder how check-up can make you feel so he	Angry	Нарру
2)	like to i eco they make a solid sound.	Frustrated	Serious
3)	The spooky shadows at night. But my fluffy tex bear feel safe.	Curious	Joyful
4)	My grumpy cat looks at me with her spo She doesn't like the windy days much.	23	Calm
5)	Common sense says not to touch a hot stove. But my curiosity sometimes makes me wonder.	Worr	mined
6)	I built a rocket out of old boxes, it's not sponge-soft. Pretending to fly it makes me feel healthy and strong.	Suspicious	Annoyed
7)	I wore my collar up when it was dusty outside. It helped me not to sneeze and stay clean.	Cheerful	Relieved

WEEK 5 - VOCABULARY LIST

50

Think Underline the suffix -ish in each word. Circle the words with a short 'u' sound.

justice	childish	foolish	selfish	struggle
greenish	bookish	thunder	puncture	juggle
bluish	feverish	underneath	shuttle	subtract
styli	sheepish	ticklish	plunge	humble

Comp'

the appropriate word from the vocabulary list above.

- 1) Space launches are exciting.
- 2) Let's _____ the pool!
- 3) His hat is very ____
- 4) Her eyes are _____
- 5) He looked _____
- 6) He's _____; he loves reading.
- 7) She's home sick, feeling _____
- 8) My sister is very ______
- 9) _____ is fair and unbiased.
- 10) Don't make _____ choices.
- 11) _____ scares my dog.
- 12) Stop being _____; share the toys.

Spelling Patterns - VVCCe Words

VVCCe words contain two vowels together (VV), making a specific sound, followed by two consonants (CC), and ending with a silent 'e' (e). In these words, the silent 'e' sometimes changes the sound of the vowel team, making the first vowel say its name (a long vowel sound) and the second vowel is silent.

Examples

- Bounce the vowel team 'ou' makes a 'ow' sound in this word.
- Cours ou' says the long 'o' sound, followed by 'r 's' as the consonants)
- Fiercal says the long 'e' sound, followed by 'r' 'c', with a silent 'e' at the end.)

Thi.

words below follow the VVCCe spelling pattern?

bounce 🥄	yes)	1	hoarse	yes	n
house	77	2	merge	yes	n
endorse	yes		P Junce	yes	n
force	yes	no	sou	yes	no
curve	yes	no	0110	yes	no
plunge	yes	no	sport 2	1	n
announce	yes	no	remorse	1	
store	yes	no	pounce	4	_M
mouse	yes	no	swerve		n
			100		

Think

Write your own VVCCe words below

Suffix ish-

The suffix "-ish" is added to words to describe something similar to or like something else. Examples: "greenish" (like green). "smallish" (like small), "foolish" (like a fool).



Morpheme Which morpheme is underlined in the words below - root, prefix, suffix

	- 1
unselfish	_
unst	15
imported	0)
preestablish	9 75
overstylish	2
	- CK

unfinished
undistinguished
embellishing
outlandish
unfoolish

Write 6 sentences on the and simple sentences.

with suffix -ish. Use compound

childish	toolish	bookish	A
	-		7~
Simple			
Compound			

selfish

Simple
Compound
Simple
Compound
Compound

CRA 4

Name:

More Parts of Speech

Other than nouns, verbs, and adjectives, English also includes:

- Adverbs: Modify verbs, adjectives, or other adverbs. Example: quickly.
- Pronouns: Replace nouns. Example: he, it.
- Prepositions: Show relationships in time or space. Example: under, before.
- Conjunctions: Connect words, phrases, or clauses. Example: and, but, because, as.
- Interjections: Express strong emotion, Example: Ohl

ined word an adverb, pronoun, preposition, conjunction, or interjection? Think

- 2) I wanted to d raining.
- 3) The cat is under the
- 4) He is my best friend.
- 5) It is a sunny day.
- John happily ate his ice cream.
- You can have cake or ice cream.
- 8) She placed the book on the shelf.
- She likes apples and oranges:
- 10) Oh, I didn't see you there!
- 11) He jumped over the fence.
- 12) She carefully painted the picture.
- 13) We are studying for the test.
- 14) Yikes, that was a close call!
- The picture hangs above the fireplace.

Dependent Clauses - Conjunctions

Understanding Dependent Clauses

Dependent clauses are groups of words in a sentence that have a subject and verb but don't make complete sense on their own. They need another clause (independent) to make a full sentence. Independent clauses can stand on their own.

Example: Because it was raining. (dependent clause).

Correct Septence: I wore my raincoat because it was raining.

Popular dependent clauses: because, since, if, and although.

Write

ne for ay to start a sentence with a conjunction but switch it up.

cle my waste.

1) Because I ne ecyc

I had to take a break

2) While the thunder roare

3) Before the thunder starts.

4) Even though it's a struggle,

If we decide to rebuild.

6) After you refresh the page.

7) Since it's underneath the desk.

8) Although the plunge was scary.

Crack the Code

Directions

Use the code below to reveal each spelling word





Code	Code	Answer
16=40\\ \\		5
/-Meded	17 Pro-	
4B9095	32	
	000	AS.
∖ರೂಕ್ <i>ಾ</i> ೂ⊖ರ	======	1/
ತಿಎಎ¤®⊘ ಎ ರೆ	-Tee/1	
itet-oac	~*************************************	
_dff=@_d	Verrot	
100°0°		Я
*******	J=6att	

Name:		
DJ-24TY/III		
3 WARD 1 HZ		

Week 5 - Fluency Readings

Read

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

	Campana	# of Mistakes		Time (sec)	
	Sentence	1º Try	2 nd Try	1º Try	2 nd Try
1)	The page hopped by my bookish				
2)	My child er low balls.				
3)	We heard thunder from undern bluish blankets.	7			
4)	She felt a bit feverish, but her smile was still stylish.	K	3/	26	
5)	He acted sheepish after his selfish choice to not share.		>		~
6)	The space shuttle took a plunge back to Earth, brave and humble.				
7)	I struggle not to be selfish when I subtract my share of the cookies.				

Questioning

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Instruction

Read the passage and answer the questions that follow.



Just as the school bell rang with a thunderous echo, signaling the end of the day, a sheepish boy named Tim, with his bluish backpack, shuffled out of the gate. It was a feverish Tuesday afternoon, and the air had a greenish tint from secting the sunlight. Tim, known for his bookish nature, had just the leave stice in a story where a stylish but selfish queen learned to be learned. why people couldn't be kind without having to struggle humb e, he pondered this question, kicking stones in a first childish, et Suddenly, a gust of wind caused him to juggle his books, at a nearby bush. Reaching to retrieve it, he felt a ticklish set wshed against the leaves.

- 1) What did Tim carry that wa
- 2) When did Tim leave school?
- 3) Where did Tim's book fall?
- 4) Why did Tim think about kindness and struggle?
- 5) How did Tim react to the gust of wind?

Name:

Cumculum Connection CR4.3

WEEK 6 - VOCABULARY LIST

Think Underline the prefix dis- in each word. Circle the words with an it/at blend

reveal	disagree	disapprove	dishonest	normal
utensil	metal	dislike	detail	disobey
pencil	disconnect	neutral	distract	partial
foss	stencil	disappear	discomfort	disallow

Write or no at use all 20 words. You'll need to use 2 words per sentence



Spelling Patterns - VVCCC Words

VVCCC word pattern consists of two vowels (VV) followed by three consonants (CCC). In this pattern, the two vowels often work together to produce a single sound, and the three consonants follow.



Examples

Name:

- Health: he 'ea' makes a long 'e' sound, followed by the three consonants 'lth'.
- Breadt In this word, 'ea' makes a short 'e' sound, followed by the consonants 'dth'.
- Grow ______, the 'ow' makes a long 'o' sound, followed by the consonants 'rth'.

Thir

words below follow the VVCCC spelling pattern?

health 🤇	A ples		freight	yes	no
launch	Ves/	91	brought	yes	no
pencil	1	\propto_{g}	de le	yes	no
gauze	yes	Vno	1	yes	no
wealth	yes	по	cay /	yes	no
garden	yes	no		ves	no
sheath	yes	no	heigh 🔷		no
fought	yes	no	sought		
window	yes	no	preach	1	FIO

Challenge

In a popular TV gameshow, you get the letters R, S, T, L, N, and E to guess a puzzle. Use these letters and then choose 5 more to make words that follow a VVCCC pattern. You may use the same letter twice in a word.

Words You Can Make Using Your Letters + R, S, T, L, N, E		

Prefix - dis

The prefix "dis-" changes the meaning of a word to the opposite or negative. For example, "like" means to enjoy something, but "dislike" means not to enjoy. Other examples include "agree" to "disagree", "appear" to "disappear", "connect" to "disconnect", showing how "dis-" reverses the meaning.

agree allow dishonest comfort disrespect like

Write

dislike

Write 4 sentences using the dis-words below. Use all four types of sentences.

disapprove

fatility ence: "I love reading books."

Iterrop by e: "Do you like pizza?"

Exclast Sen Wow, that's amazing!"

Imp Sen to close the door."

Declarative	
Interrogative	
Exclamatory	
Imperative	

discomfo

disagree

Cumculum Connection CRA 4

More Parts of Speech

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Other than nouns, verbs, and adjectives, English also includes:

- Adverbs: Modify verbs, adjectives, or other adverbs. Example: quickly.
- Pronouns: Replace nouns. Example: he, it.
- Prepositions: Show relationships in time or space. Example: under, before,
- Conjunctions: Connect words, phrases, or clauses. Example: and, but, because, as.
- Interjections: Express strong emotion. Example: Ohl

Think Is fined word an adverb, pronoun, preposition, conjunction, or interjection?

- 1) She to the hour a pencil.
- 2) Before you have sure everyone is ready.
- 3) Oh, stencil your on you
- 4) They don't want to dis detail coject yet.
- 5) During lunch, she likes to a wi
- 6) She quickly picked up the fossil.
- 7) Although he felt some discomfort, he continue w
- Wow, that's a cool fossil!
- Slowly, he moved the metal statue.
- 10) The dog got into the bin and distracted everyone.

Write

Write sentences by following the instructions b

- 1) Write a sentence with the interjection: wow and the pronoun: it.
- 2) Write a sentence with the adverb: slowly and the preposition: between.
- 3) Write a sentence with the conjunction: however and the interjection: surprise.

Subject-Verb Agreement

Subject-Verb Agreement in Sentences - When we make sentences, the subject (who or what the sentence is about) and the verb (the action or state of being) must agree in numbers.

 Singular Subject with Singular Verb: When the subject of a sentence is a single person, place, thing, or idea, the verb should also be singular.

Example: "The cat sleeps on the mat."

Plural with Plural Verb: If the subject is plural, meaning there's more than one person hing, or idea, then the verb should be plural as well.

alway take a more and "You run every morning."

Think

Name:

Choose to fill in each blank.



- 2) Birds //flie in winter
- 3) He ______
- 4) Apples (table)
- 5) She_____ (walk/walks) to ______ay

Write

Write sentences using each word pair, ensuring correct subject-verb agreement.

- 1) Use "butterflies" and "flutter" to write a correct sentence.
- 2) Use "team" and "win" to write a correct sentence.
- 3) Use "I" and "construct" to write a correct sentence.

Punctuation - Interjections and Conjunctions

Interjections

Interjections show strong emotion. Use a comma after mild interjections and an exclamation mark for strong ones.

Example: "Wow! That's amazing." or "Well, it's time to go."

Conjunctions

Conjunctions joining two independent clauses.

Example but I don't like bananas."

For summa after the clause.

Example: "Al I tire hed my homework."

Punctuation

And a you to stences below

- 1) Oh I really dislike olives but I can e
- 2) Duch the pencil fell on my foot and it hurts
- Well he will disobey the rules if we do not monito
- Yikes did my phone just disappear or am I imagining things
- 5) Oops I seem to have misplaced my metal detector yet I just had it
- 6) Hey watch out don't distract the driver or we might crash
- 7) Oh no I can't believe I was so dishonest and they found out
- 8) Hey be careful with the stencil as it is very fragile
- 9) Whoa the utensil fell out of my hand and into the soup
- 10) Ah I see that you disagree with me yet you won't say why

(M. 4) Committee (1)		
Name:		
2.4600.0000		

		ord Sear	ch_	
Word Search	Find t	he word bank wo	rds in the puzzle	
🗆 reveat	☐ disagree	☐ disapprove	☐ dishonest	□ normal
☐ utensil	☐ metal	☐ distike	☐ detail	☐ disobey
☐ pencil	☐ disconnect	☐ neutral	☐ distract	☐ partial
☐ fossi	☐ stencil	☐ disappear	☐ discomfort	☐ disallow
	S A	GREEF	STEN	CILTJ
e par		PENCI	LSJO	JILFM
T D I S	S E	ISC	ONNE	CTABI
AIUTE	V/~	I S	COMF	DRTLD
ISXSA	ZN	5 1 3 3	DXSBI	HDEII
LODIS	HON		KUQI	MKMSS
FBPRM	INNOR	M	C :	IJISI
GEDIS	TRAC	TBN		IVUOI
QYWKF	SZEB	CDIS	~ ~~ S	EFK
DISAF	PROV	EUENL	NA A	H E
ord Scramble	Read the clue a	nd then unscramb	ole the word	1
wdasoill		ası	reappid	V

wdasoill asreappid yoibdse ieedagsr lncpei liidesk nctindsoec atmle alormn pdrvipsaoe seutnli modirftsoc

Week 6 - Fluency Readings

66

Read

Today, you are going to measure your reading speed. You will do this by calculating how many words you read per minute.

Passage - Word Count = 123 Words

One day 6. our teacher decided to reveal the secret of the metal detector. It it was a utensil for discovering treasures! We used a pencil was tencil to mark the spots. I found a fossil, but Lily might disappear if we didn't handle it with disagreed abo care. Some kids felt di old metal, and some were neutral, holo not caring much for history. Tommy pest and tried to distract us. saying he distiked old bones. The teacher disattempts to disobey and disallow serious work. In the end, ev detail our adventure in our journals, even Tommy.

To calculate your reading words per minute (WPM) speed:

- Find the word count at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- Divide the total words by the recorded seconds.
- Multiply the result by 60.
- The final number is your reading speed in WPM.

Example:

Words: 1.140

Time taken: 330 seconds (5:30)

Calculation: (1,140 words + 330 seconds) × 60 = 207.2 WPM.

Time To Read

Divide 123/seconds

WPM

Questioning

At the school fair, a small, dusty fossil was on display to reveal its secrets. A pencil and a shiny metal spoon were next to it, tools used to dig it up. A teacher used a map to show where the fossil was found. Some kids disagreed on how old it was, but most were just excited to see it. One kid felt a bit of discomfort touching the cold, hard. By the end of the day, all the kids had learned something new, and the foss.

Instruction

question starters below.



1) What

2) When

3) Where

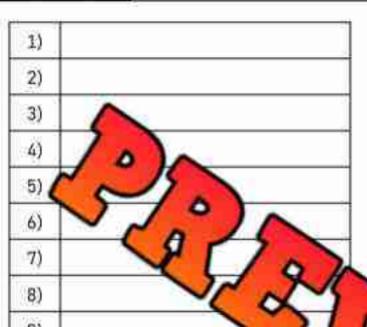
4) Why

5) How

WEEK 6 - VOCABULARY QUIZ

Spelling

When your teacher reads the word, spell it below.



11) 12)

13)

14)

15)

16)

17)

18)

9) 10)

Write

Write sentences using each word pair

verb agreement.

- 1) Use "bird" and "fly" to write a correct sentence.
- 2) Use "kid" and "run" to write a correct sentence.

Punctuation

Add punctuation to the sentences below

- 1) Uh oh we must unplug the machine but I can't find the cord.
- 2) Oh no I forgot my fork and I have lunch next.
- 3) Eek I didn't realize the situation was so severe yet I'm still hopeful.
- Ew I distike broccoti nor do I tike brusset sprouts.

Name:

WEEK 7 - VOCABULARY LIST

reptile	bravest	mobile	quietest	smile
spinner	winner	agile	nicest	textile
profile	quicker	dancer	toughest	biggest
hostile	fragile	writer	crocodile	while

ursive	Write the word using cursive v	3
reptile	Trace	Write
bravest	200	
mobile		3
quietest		25
smile	annile.	Y
spinner	zeimmut.	
winner	alalmanna.	
agile		
nicest	mirat	

Name:

WEEK 7 - VOCABULARY LIST

Cursive

Write the word using cursive writing

Word	Trace	Write
textile	lowfille	
(2)		
quicke		
dancer	3	
toughest		
biggest		2/2
hostile	her dille	4
fragile	Progitz	
writer	areniilien.	
crocodile	ERGERTHE	
while	and the	

Cumiculum Connection CRA-1

Cumiculum Connection CRA.1

Suffix -er and -est

What Does The Suffix -ER And -EST Mean?

The suffix "-er" makes a word <u>comparative</u>, meaning more of something. For example, "fast" becomes "faster". The suffix "-est" is used for superlative, meaning the <u>most</u> of something. For example, "fast" becomes "fastest".

Rules - How Do We Add The Suffix -ER and -EST

- Double (consonant if word ends in consonant-vowel-consonant (big → biggest)
- Word example the "y" to "i" before adding "-er" or "-est" (happy → happier).
- 3) For just add "-er" or "-est". (tall -) taller)
- 4) If a ends if A dd "r" or "st". (large → largest)

Word Meanings

chan dis by adding the suffixes -er and -est

Root Word	-er <	St.	et Word	-er	-est
quick					
brave			1/10		
big			C (n./	a m	
quiet			WC 6		
hat			sharp	7/ 0	X
spicy			happy	4	1
heavy			lucky		

Fill in the Blanks

Use the suffixes -er and -est properly in the sentences below

- 1) My brother is ______ (quick) than me, but John is the _____ (quick).
- 2) This road is _____ (long) than that one, but the highway is the _____ (long).
- 3) My ring is the _____ (tough) here, but a diamond is _____ (tough).
- 4) My cat is _____ (lazy) than your dog, but the sloth is the _____ (lazy).

Name:		
O.1-2-PEY 48.7		
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Personification

Personification is a literary tool where human qualities or emotions are given to non-human things. It helps make descriptions more vivid.

Examples

- The sun smiled down at us, suggesting the sun was happy.
- The wind whispered secrets, which means the wind seemed to be talking quietly.

Identify fry the objects being personified and circle the actions they are doing.

s ion	Non-Human Object	Human-Like Action
1. The winke t sky.	stars	winked
2. The atarm c		
3. The wind sang the the		
4. The chocolate cake was		
5. The car tires screamed on the p t		
6. The leaves danced in the autumn win	120	
7. The flowers are begging for water.	1/3	
8. The ocean hugged the shore.	5/ 9	
9. The sun stretched its golden arms.	A W	12~
10. The book whispers secrets to the reader.		K

Search

Underline the personifications in the passage.

In the cozy town of Whimsyville, the morning sun stretched its golden arms, waking up the sleepy houses. The old clock in the town square yawned and ticked louder, telling everyone it was time to start the day. Nearby, the playful wind danced through the streets, tickling the laughing leaves on the trees. The flowers in Mrs. Bloom's garden chatted happily, gossiping about the buzzing bees. Even the grumpy clouds couldn't stay mad, as they slowly drifted away, making room for the sun's beaming smile. In Whimsyville, every day was a cheerful conversation between the town and nature.

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Name:			

Relative Pronouns

Relative pronouns are special words like 'who,' 'which,' 'that,' 'whom,' and 'whose.' They connect a clause or phrase to a noun or pronoun, providing more information about it.

For example, in the sentence, "The person who called you is my teacher," 'who' is a relative pronoun.

Think oderline the relative pronoun in the sentences below

- 1) The source of the source of
- 2) The spaner to do cpins the longest.
- 3) The profile with creating c
- 4) The reptile whom we have bay was a rare species:
- 5) The textile which is used in the
- 6) The crocodile that I saw at the zoo
- 7) The smile which brightens my day is yours,
- The fragile vase that broke was very expensive.
- 9) The dancer whom you saw on TV is my sister.
- 10) The winner of the race, whom everyone cheered for, was the

rcipant.

Write

Write sentences with a relative pronoun. Underline the relative pronoun.

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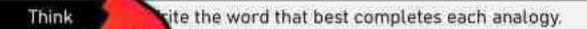
Analogy

An analogy shows how two pairs of things are similar. It's like saying, "This is to that as these are to those."

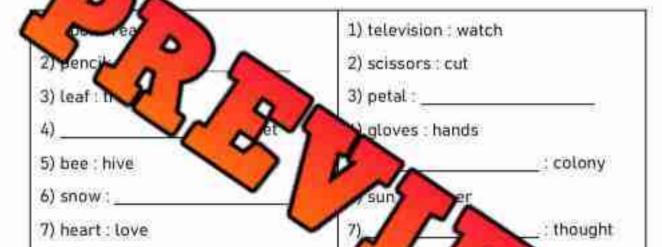
Examples:

- Fish: Water:: Bird: Air (Fish live in water as birds live in air)
- Night: Moon:: Day: Sun (Moon is to night as sun is to day)

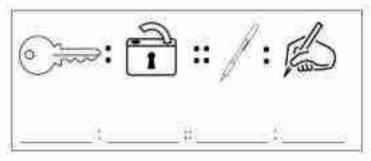




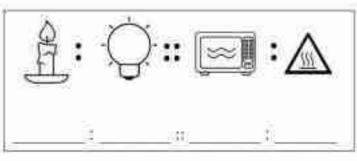
canvas

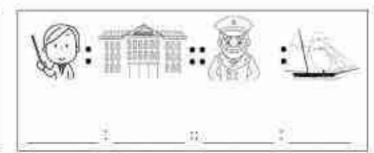


Think Decipher the analogy using the illus









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Writing Analogies

Think How is the analogy similar to the idea presented? The first one is done for you.

ldea	Analogy		
The Human Body	The Human Body is like a Machine because		
erts of the uman body work together to do something.	er to keep us alive, just like a machine has parts		
1°)5	A Tree is like a Community because		
500			
6075			
5/2			
A Library	like a Supermarket because		
	~//>		
77			
A Computer	A Computer is like Aum		
An Ecosystem	An Ecosystem is like a Sports Team because		

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Week 7 - Fluency Readings

Read

Read each passage 3 times at different speeds. Change how long you pause for commas and stop for periods. Read it slow, medium, and fast. Check once you have completed each reading.

	Sentence	Slow	Medium	Fast
1)	The won the fair contest. Her was with the received the prize. Everyon live ed at her skill.	□ Slow	□ Medium	☐ Fast
2)	A reptile moves with coace. Elbiggest crocodiles can se osti water. Yet often, they are simply	Stow	☐ Medium	☐ Fast
3)	The quickest runner became the winner. was nicer and shared his toys, unlike the toughest boys. His kindness made him a real champion.		P/A	Fast
4)	When fragile vases fell, the writer noted it all. We learned to walk carefully, so nothing else would break.	□ Slow	□ Medium	☐ Fast
5)	We created colourful patterns on textile in art class. It was a creative project from awhile ago. Now, our vibrant profile designs decorate the walls.	□ Slow	☐ Medium	☐ Fast

WEEK 8 - VOCABULARY LIST

misuse	usuat	mislead	channel	misjudge
medal	mistake	arrivat	misbehave	misinform
dispersal	travel	signal	crystal	mismatch
universal	misspell	mammal	misplace	misunderstand

Matching Write the letter from the description beside the matching word

	d Description
misma	Guide someone the wrong way
mis	badly
misuse	thing where it doesn't belong
mislead	Pair don't match
misbehave	Giv Ort
misplace	f) Sp Ord wy
signal	g) Use somether wro
crystal	h) Make a wron
misjudge	i) Not understand co
misunderstand	j) Something done wrong
mistake	k) Prize for doing something wel
channel	l) Animal that feeds its babies with mil
medal	m) When you get to where you're going
mammal	n) Sign to give information
arrival	o) Clear, shiny rock
travel	p) Go on a trip
dispersal	q) Spread things out
universal	r) Applies to everyone
usual	s) Happens often
misspell	t) Path for water or communication

A. E.		
Name:		
A. W. COLD S. S. S. S.		

Word Origins

Explore

Choose six words from the list and look for the etymology of the vocabulary words and their meanings.

misuse	usual	mislead	channel	misjudge
medal	mistake	arrival	misbehave	misinform
disper	travel	signal	crystal	mismatch
unive	misspell	mammal	misplace	misunderstand

Voc Sry Etymology	Meaning
medal atin medalia	a coin worth half a denarius
	5/2/2

Curriculum Connection CRA.1

Prefix - mis

What Does The Prefix MIS- Mean?

The prefix 'mis-' is added at the start of some words to indicate something done incorrectly or wrongly.

- Misplace: To put something in the wrong place.
- Misunderstand: To not understand correctly.
- Misbehave: To act in a bad or wrong manner.



Word Mear

Add mis to the word and then explain what it means.

06 9	Meaning
read	ad something wrong
print V	20
use	
handle	
step	66/90
treat	
judge	

Matching

Draw lines to match the word to an example of the word

miscalculate Mike has one blue sock and one red

mismatch Ava got 100 when she added 40 + 70

mislead Carter said it was a short walk even though it was long

misunderstand Ellie dropped her mug and it smashed

mishandle Claire thought Kennedy said to meet at 4, but Kennedy said 5

Name:		
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Capitalizing Proper Nouns and Proper Adjectives

A proper noun is a special name we give to specific things like <u>people</u>, <u>cities</u>, or <u>companies</u>. Proper adjectives are describing words that come from proper nouns, such as a country's name or a person's name. Just like proper nouns, they must always start with a capital.

- Italian pizza 'Italian' is from the country 'Italy.'
- Shakespearian play 'Shakespearian' is from the name 'Shakespeare.'
- Canadi aple syrup 'Canadian' is from the country 'Canada.'
- Victoria 'Victorian' is from the historical period 'Victoria's reign.'
- Chin
 Chinese' is from the country 'China.'

Edit

he letters that should be capitalized

- 1) Every friday, with alian al
- 2) My brother is going of an to ummer.
- 3) The eiffel tower is one of the lost via paris.
- 4) Last year, we adopted a siberian hun om the are shelter.
- 5) The great wall of china is a marvel of ancie neep
- 6) I'm currently reading "pride and prejudice" by jan
- My dream is to study at harvard university and become wye
- We're going to the grand canyon for our family vacation.
- Thanksgiving is my favourite holiday because of the delicious turkey
- 10) For the science project, I chose to study about mars, the red planet.

Write

2

Write 2 sentences, both with a proper noun and a proper adjective

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Idioms

Idioms are phrases where the words together have a different meaning than the individual words.

Examples:

- Piece of cake means something is very easy.
- Break the ice means to start a conversation.
- Hit the books means to start studying.



Matchine Match each idiom with its correct meaning from the list.

AL SOOm	Meaning
	ad a) Very expensive
2. Sp. bear	b) Reveal a secret
3. Cry over	Do something perfectly
4. Cost an arm a	g / / was about what's already done
5. Out of the blue	e) F
6. Under the weather	en u edly
7. Barking up the wrong	g tree g

Write Choose five idioms from the list above and the

1.

2

3.

4

5.

Name:			
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Perfect Verb Tense

Perfect verb tense describes an action that has been completed.

- Past Perfect ("I had studied"): The verb "had" indicates an action completed prior to another past event.
- Present Perfect ("I have studied"): The verb "have" communicates an action that began in the past and may still be ongoing.



 Future ("I will have studied"): The phrase "will have" reveals an action that will be considered a specific future time.

Think

ect verb tense past, present or future?

1) They had misled us a thin park.

2) He will have misbehaved n't les.

3) Yesterday, she had misplaced her favored was a she will have misinformed us if her so ce was a she will have misinformed us if her so ce was a she will have misused the word 'chocotate' in his work a she word 'chocotate' in his work a she was a she w

Write

Write 3 sentences that have the three different types of verb tenses.

Past	
Present	
Future	

Cumculum Connection CRA.1

Figures of Speech Review

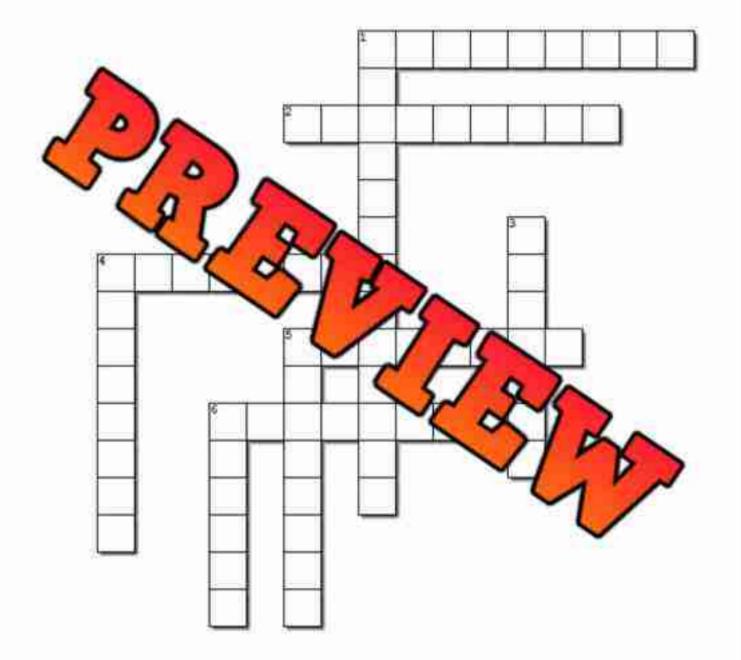
Identify Classify whether each sentence is an idlom, a personification, or an analogy.

Sentence	Answer
The clock raced around its face, eager to meet noon.	1
2) The wind whispered secrets to the trees.	
3) It's rain and dogs outside!	
4) The graw puzzle where continents fit together.	
in the moonLit sky.	
5) A stitch in to 3 Me.	
7) Seeds are like tilessulf a sulf the future of a plant inside.	
3) The sun peeked out like Old.	
9) Every cloud has a silver lining	
10) A flashlight is like the sun because ovide out it's dark.	

Crossword Puzzle

Crossword

Read the clues and find the words in the crossword puzzle



Across

- 1. Acting badly or wrongly
- 2. Giving incorrect or false information.
- 4. To lose something by putting it in the wrong place.
- 5. To write a word with wrong letters.
- Something done wrong or incorrectly.

Down

- 1. To not correctly understand or interpret.
- 3. To guide someone the wrong way.
- 4. Things that don't fit together well.
- 5. To make a wrong or unfair decision or opinion.
- Using something in an incorrect or inappropriate manner

Week 8 - Fluency Readings

87

Read

Name:

Read each passage using a different voice. Choose from one of the voices in the table and circle when you have read it using that voice.

	Passages	Vo	ices
1)	I go I for running, but it was a mismatch be the fastest. Sometimes, even ge, it feels good to win.	Witch	Opera Singer
2)	I once it toy without the usb type are sed someone's because it wasn't the usb type ar	Robot	Alien
3)	On our family travel, we may new to us. I thought it was bear misunderstood; it was actually a coon!	Cowboy	Detective
4)	I like to collect crystals, but I misplaced favourite one yesterday. I hope it turns up sit's not universal, but it's special to me.	25	Zombie
5)	When I tried to signal my friend from across the park, I accidentally misled someone else. They thought I was waving at them, which was a funny mistake.	Old Wise wan	Main
6)	Sometimes I misspell words, which can change their meaning and misinform people reading my stories. It's tricky, but I'm getting better every day.	British Aristocrat	News Anchor
7)	I was supposed to wait for an arrival announcement before leaving, but I misbehaved and ran off too soon. It was a dispersal of patience on my part	Valley Girl	Announcer

Name:

WEEK 29 - VOCABULARY LIST

subzero	subplot	submerge	submarine	subpar
subtotal	superstar	superhero	superhuman	superstore
supersede	supercharge	suit	juice	guitar
bruise	circuit	guideline	cruise	guilty

Cursive	ite the word using cursive writing	
5	Trace	Write
subze	120	=
subplot	V P	
submerge		
submarine		3/2
subpar	San Ar provin	4
subtotal	aubtotat	
superstar	zupinstan	
superhero	2011 Date Date Date Date Date Date Date Date	
superhuman	ZILDIR DILITICIANE	

Cumiculum Connection CRA-1

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WEEK 29 - VOCABULARY LIST

255

Cursive

Write the word using cursive writing

Word	Trace	Write
supertore	Surpensitions	
205	Surpanside	
supercha	25	
suit	25/	
juice		
guitar		212
bruise	Amiar	1
circuit	zinemi:	
guideline	quideline	
cruise	armine.	
guilty	3 0	

-	W
7	***
-	10.0

Prefix Sub- and Super-

Prefix "SUB-"

Name:

Think of "sub-" like "below" or "under." When you see "sub-", it means something is beneath or lower. For example, a "submarine" goes under the water.

Prefix "SUPER-"

"Super-" means "above" or "more than," When you see "super-", it tells you there's something extra or it's better. Like "superstar" means someone who's more than just a regular star v're really special!

Match was definition by writing the number beside the term

Answer Wor		Meaning or Description
	SIL	le that travels underwater in the ocean.
	sub	strong power, often used in comics.
Suj	oercharge	go water or liquid.
Si	ubmerge	axtre dy.
S	uperfast	5. Tempores be overy cold.
SU	ibmarine	6. Having ability and was all for humans.
su	perpower	7. A smaller title be time
Su	perhuman	8. A person who is famous etl barey do.
3	subzero	9. A secondary story inside the mair
su	bheading	10. To boost or power up something to its

Prefix Sort List the words below under the correct prefix column

marine	human	sonic	script	zero
power	merge	title	structure	fast

Super	Sub	

Quotation Marks in Dialogue

Quotation marks in dialogue are used to show the exact words spoken by a character. They frame the spoken words in a sentence.

Examples: Mary said, "I'll be there soon."

"Happy birthday," they shouted.

"Where are you going?" asked Tom.

"Watch out!" they yelled

Think

Add the quotations marks in each dialogue

- 1) John my backpack.
- 2) Can you he
- 3) No, I won't go! ye
- 4) She whispered, It's a secre
- 5) Why are you late? he questioned.

Analyze

Put quotation marks in the sto

Timmy was excited for the school fair. He asked his friend Sar and go to the fair this weekend? Sarah replied, Yes, I can't wait! They have to go together.

At the fair, they met their teacher, Mr. Johnson, who said You two have fun, and don't forget to try the pie-eating contest! Timmy was unsure, but Sarah convinced him, It'll be fun. Trust me.

They entered the contest and had a blast. Afterward, Sarah exclaimed, I told you it would be great! Timmy laughed and agreed, You were right. That was amazing.

As they left, they saw Mr. Johnson again. He winked and said, I knew you two would enjoy it. Have a great day!

I Before E and Exceptions

The "I before E" Rule and Its Exceptions

In English, we often follow the rule "I before E, except after C." This means, in most words, "I comes before 'e' unless it follows 'c', as in "receive." However, there are exceptions like "weird" which don't adhere to this rule.

Fill in the Planks

Complete the following words using either 'ie' or 'ei'.

1) bel	6) frnd	11) ftd
2) rec Se 8	7) pce	12) thr
3) wrd	Ve	13) relf
4) vn	M	14) wght
5) sze	JA PON	15) nghbour

Identifying Errors

Circle the words do no sentences below:

before E" rule in the

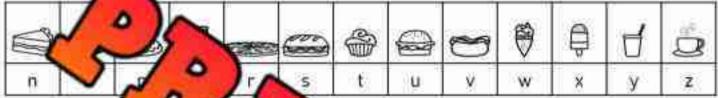
- I cannot believe she deceived me.
 The ceiling of the ancient building is quite high.
 Their neighbor gave them a piece of pie.
 - 4. We will seize the opportunity.
- The weight of the box surprised him.
- She tried to conceive an idea for the project.
- 7. He is a foreign delegate from a distant land.
- 8. The heist was carried out in broad daylight.
- 9. She received a bouquet of flowers on her birthday.
- His height makes him stand out in the crowd.

Crack the Code

Directions

Use the code below to reveal each spelling word





Code	Code	Answer
==sit==	P de la	
= ⊕@∞≅≈•	/-//-	ď
==a8₹ 1 ₹	3/24	
		The same
	1000m	1/
— ○4000000	a <u>~</u> ⊖@ ~ ₹	
	N⊕~N⊕@#	
ಎಂಡರಿಕ್ಕರ (ಕಿಕ್ಕಾರ್	/=05150st	
===\\-de\r=	~ ~ @ ~ ?	
	/ ⊕@\$\$d	

Name:

Week 29 - Fluency Readings

Read

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

	Section (Control of Control of Co	# of M	listakes	Time (sec)	
	Sentence	1 st Try	2 nd Try	1 [⊯] Try	2 nd Try
1)	superhuman strength.				
2)	Tommy we thank at the lunch.				
3)	The submarine went subzero in sea.	25			
4)	Lily played a guitar at the concert and accidentally got a small, painful bruise.	Z'	37	26	
5)	In the movie, we watched a complex subplot unfold involving mystery and unexpected twists.		•		(·
6)	The detailed circuit guidelines help us build electronic devices safely and efficiently at school.				
7)	The new superstore, with its vast variety of products, will supersede the old shopping mall.				

Instructions Circle the correct spelling of the words below

She tried to (concieve/conceive) an idea for the project.
 He is a (foriegn/foreign) delegate from a distant land.
 I cannot (beleive/believe) she (decieved/deceived) me.
 Sophie found a (friendly/freindly) kitten hiding under the porch.
 During the (science/sceince) experiment, the water began to boil and bubble.

Name:

WEEK 30 - VOCABULARY LIST

realize	organize	finalize	apologize	recognize
memorize	minimize	maximize	energize	socialize
capitalize	utilize	swoosh	doodle	squawk
wiggl	pounce	sparkle	fizzle	twinkle

es that use all 20 words. You'll need to use 2 words per sentence Write 1) 2) 3) 4) 5) 6) 7) 8) 9) 10)

Cumculum Connection CRA.3

Suffix -yze- and -ize

The suffixes "-yze" and "-ize" transform words to imply a process or action, such as "analyze" (to examine) or "realize" (to become aware). While both are valid, "-ize" is more common.

EXAMPLE:

- "Analyze" (to examine)
- "Realize" (to become aware)
- "Categone" (to place into groups)

Word Cay

ize" or "-yze" to the following base words. Then draw a line the word to its meaning

Base Word C	Meaning
emphas	arrange in a structured or systematic way
real	criefly, give the main points
recogn	ecific classes or groups
organ	· age or picture
final	to give sp
summar	to ident falre
paral	to make free to make free to make free
steril	to make final; com
categor	to finally figure something
visual	 to make unable to move or feel

 1	

Cumiculum Connection CRA.5

Capitalization of Quotation

When you write a quote that's a full sentence, start it with a capital letter, like: Mary said, "The sun is shining today." But if the quote is just part of your sentence, you don't need a capital, like: She thinks the sky is "so blue" today.

Rewrite

If the quotation is capitalized correctly, write "Correct." If not, circle the letters that need to be capitalized.

"i love chocolate." Sa 1. 2 marked Tom. 3. om a Time to eat." 4 "isn't it Smith. d Mark 5 "What time I heard her say 6. 7. The teacher remarked "Are we there yet?" she guest 8. 9 He declared, "i think I solved it." "look at the stars," whispered Luna. 10

Conversation

Write a conversation you had with someone to the what they said. Include 2 things you both said in the speaker tags.

You Said	
They Said	
You Said	
They Said	

and

Figurative Language: Oxymorons

An oxymoron is a figure of speech where two opposing words are combined to create a unique meaning. Examples include "jumbo shrimp," "deafening silence," and "bitter sweet."

Oxymorons

Match the words to make an oxymoron

Oxymoron	Word 1	Word 2
	1 act	a. silence
10)	2. clearly	b. aggressive
500	3. original	c. sweet
200	4. freezing	d. dead
7 / 0	5. deafening	e, funny
VC &	pretty	f. confused
	1 D DAG	g. ugly
•	(8. p)	h. hot
	2/ Justy	сору
	4ter/	Journally

Oxymoron Hunt

Underline all the oxymort

In Timmy's colourful, dull art class, he made an unexpected discovery and implex drawing technique using bright, dark colours. The room was filled with no lilence as each student worked intently on their craft. Timmy's teacher gave loud whispers of encouragement, helping the students create small, giant masterpieces.

At lunch, Timmy enjoyed a frozen, hot pizza, and shared it with his best enemy, a friend who sometimes disagreed with him but was always there. They laughed at each other's seriously funny jokes, enjoying the fast, slow pace of the school day.

Back in class, Timmy tackled an easy, difficult math problem that was part of a boring, exciting lesson. The school day was a long, short adventure filled with old, new experiences, and Timmy couldn't wait for tomorrow's calm storm of learning and fun.

Word Search

141.		9	œ.	L.		- 64
W	ш		31	26	aк	cn

Find the word bank words in the puzzle

☐ realize	☐ organize	☐ finalize	apologize	☐ recognize
☐ memorize	☐ minimize	☐ maximize	☐ energize	☐ socialize
C capit	☐ utilize	□ swoosh	☐ doodle	☐ squawk
☐ wigg	D pounce	☐ sparkle	☐ fizzle	☐ twinkle

F	1		Z	7	4	5	M	I	N	K	\mathbf{L}_{t}	\mathbf{E}	Y	Μ	R	E	A	L	Ι	\mathbf{Z}	E	М	
A	M	Ž	1		0	-	N	4	×	E	G	P	K	A	E	Ε	M	\mathbf{E}	S	U	D	Q	
V	S	A	F	M		t	9	-	0	7	I	Z	E	X	C	Z	E	Z	U	Ε	0	U	
R	E	C	0	G	N	4	*	0	M	15		K	М	Ι	N	Ι	М	Ι	\mathbf{Z}	E	0	S	
E	N	E	R	G	I	Z	X		7	/	D			M	U	L	0	L	Q	\mathbf{F}	D	Q	
S	0	C	I	A	L	I	Z	E	Н			6	٠,		0	A	R	Ι	\mathbf{F}	J	L	U	
C	A	P	I	T	A	L	Ι	Z	\mathbf{E}	~	1	T			η,		I	T	\mathbf{E}	G	E	A	
M	Ι	G	G	\mathbf{L}	E	Y	S	E	F	S	M	C	1	E	/	0		H	Η	В	Ι	M	
M	S	P	A	R	K	L	E	Q	E	H	X	N	V	~		Z	Y		>	R	K	K	

Word Scramble

Read the clue and then unscramble the word

geerenzi	qaskuw	
oecsilaiz	tziacipale	
eodold	itknelw	
zflize	ucepno	
ssohwo	zuiteit	
ieggwl	learpsk	

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Curriculum Connection CRA 2

Week 30 – Fluency Readings

Read

Today, you are going to measure your reading speed. You will do this by calculating how many words you read per minute.

Passage - Word Count = 116 Words

Billy had y day. First, he needed to organize his room, which was full of tried to minimize the mess, but his cat would pounce on dood kinait hard. In class, Billy had to memorize a poem. He felt energized cite wds that swooshed and twinkled. At recess, uld wiggle and squawk like birds, he loved to socialize ds. ged into Sarah, he quickly making everyone laugh. When he apologized. Later, Billy tried to capitalize ne to finalize his homework. Before bed, he watched the stars e night sky, feeling happy about his day.

To calculate your reading words per minute (WPM) speed:

- Find the word count at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- The final number is your reading speed in WPM.

Example:

Words: 1.140

Time taken: 330 seconds (5:30)

Calculation: (1,140 words + 330 seconds) × 60 = 207.2 WPM.

Time To Read

Divide 116/seconds

WPM

lame:	268
	WEEK 30 - VOCABULARY TEST
Spe	When your teacher reads the word, spell it below.
1)	11)
2)	12)
3)	13)
4)	14)
5)	15)
6)	16)
7)	17)
8)	18)
9) 10)	
Rewr	If the quotation is capitalized correct rite ect." If not, circle the letters that need to be capitalized
1.	Sarah said, "i tove chocolate."
2	Sarah said, "i tove chocotate." My mom asked if it's "Time to eat."
2	My mom asked if it's "Time to eat." "isn't it a lovely day," said Mrs. Smith.
2. 3. Writ	My mom asked if it's "Time to eat." "isn't it a lovely day," said Mrs. Smith.