



Preview – Information



Thank you for your interest in this product. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Slides Lessons.
- ✓ A selection of worksheets included in the workbook.

When you make a purchase, you will receive a folder that contains the .pdf workbook file and a link to where you can make a copy of the Google Slides Lessons unit to your Google Drive.

Thank you for shopping with us. Please let us know if you have any questions at:

rob@supersimplesheets.com



Google Slides Lessons Preview





Manitoba Language Curriculum Reading Comprehension– Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

What are Text Forms and Reading Comprehension Strategies?

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



Match The Text To Its Purpose!

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

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

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

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

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

Consolidation – The Mysterious Treehouse

Questions

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



Consolidation



Manitoba Language Curriculum

Reading Comprehension– Grade 4



Who Said It? – Creation Story Voices



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

People

Sky Spirit

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

Implicit or Explicit?

Read each statement carefully. Decide if the writer's message is explicit or implicit. Drag "Explicit" or "Implicit" to show your answer.

Explicit

Implicit

Characteristic	Answer
1) Science experiments are fun! Mixing things feels like magic.	
2) I guess I'll eat the spinach if there's nothing else.	
3) If only homework didn't take up my whole weekend...	
4) I think soccer is the most exciting sport to watch.	
5) I love reading mystery books because they keep me guessing.	
6) Well, math isn't too bad... if you like staring at numbers all day.	
7) I'd totally go camping... if I didn't mind bugs crawling everywhere.	



Put the S

Mia ran fast, splashing through the waves to grab it before it sank.

Together, they pulled it back to shore, laughing and out of breath.

On a windy Saturday morning, Ben and his sister Mia flew their new kite at the beach.

The salty waves crashed, and the kite tugged high in the bright blue sky.

They dried the kite in the sun and watched it dance again, higher than before.

Suddenly, the string slipped from Ben's hand and the kite soared toward the water.

sentences in order: Beginning, Middle, or End of the story.

Middle

End





Manitoba Language Curriculum

Reading Comprehension– Grade 4

Q Point of View

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

A

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

First Person ☐ Second Person ☐ Third Person ☐

B

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

First Person ☐ Second Person ☐ Third Person ☐

C


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

First Person ☐ Second Person ☐ Third Person ☐

D

I watched the sunset turn the sky orange and pink.

First Person ☐ Second Person ☐ Third Person ☐



Read each parts of stories on the left. Then, draw a line to match the part with the right word from the word bank.

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

1) act like titles that tell what the big sections are about.

2) make information easy to see and compare.

3) A groups related facts together using smaller headings.

4) are small symbols that give us quick meaning or ideas.

Glossary

Table of content

Icons

Headings

Charts



Workbook Preview



Grade 4 – Language

Manitoba ELA Curriculum



Language as Sense Making: How do learners understand what they hear, read, and view?
How do learners communicate to others when they write, represent, and speak?

	Grade Band Descriptors	Pages
1.1	Learners are demonstrating an understanding that texts are complex.	44-50, 100-101, 123-124, 148-157, 234-235
1.2	Learners are using and talking about a variety of strategies and processes to understand and create texts.	10-31, 38-250
1.3	Learners are reflecting on and using what they know	14-15, 44-50, 91-92, 121-124,
1.4	Le	
1.5	Le	

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

Language as System: How do learners use what they know about how language works to read, write, represent, listen, speak, and view?

	Grade Band Descriptors	Pages
2.1	Learners are using classroom resources and what they know about spelling, grammar, capitalization, and punctuation to understand and compose texts.	N/A
2.2	Learners are recognizing, comparing, and using the codes and conventions of print, oral, visual, and multimodal texts.	10-17, 52-63, 81-98, 123-124, 140-147, 156-157, 159-160, 182-185, 217-218, 234-235
2.3	Learners are choosing and using multiple styles of communication for clarity and effect.	N/A
2.4	Learners' automaticity with printed text is becoming secure and consistent.	N/A

Language as Exploration and Design: How do learners use texts to inform themselves about topics? How do learners use language to create new ideas, solve problems, and extend their knowledge, and to communicate those ideas?

	Grade Band Descriptors	Pages
3.1	Learners are designing for specific purposes and for different audiences	123-124
3.2	Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking.	161-164, 242-243, 248-250
3.3	Learners are contributing to communities to share knowledge, explore ideas, and deepen thinking.	N/A
3.4	Learners are blending experiences to represent ideas in different ways.	N/A

Language as Power and Agency:

How does what learners hear, read, and view influence what they think?

How do learners decide what and whose stories to tell?

How do learners use language to influence others when they write, represent, and speak?

	Grade Band Descriptors	Pages
4.1	Learners are recognizing the need for validity and reliability.	N/A
4.2	Learners are beginning to analyze differences in opinion.	78-79, 126-132, 203-210
4.3	Learners are expressing and supporting opinions and judgments.	N/A
4.4	Learners are recognizing that point of view has an impact on understanding.	71-72, 78-79, 126-130, 205-210
4.5	Learners are exploring the decision making of text creators.	71-72, 78-79, 126-130, 133-138
4.6	Learners are exploring how ideas like justice, equity, and fairness are complex.	137-138, 161-162
4.7	Learners are recognizing families' and peers' unique identities and similar and different ways of seeing the world.	52-67, 78-79, 83-90

Block 1: Text Forms and Reading Comprehension Strategies - Basics

Focus

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

Understanding Texts – Purpose of Texts

What are Texts?

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

Sharing Information

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

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



Telling Stories

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

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

Persuading People

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

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

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

True or False

Is the statement true or false?

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

Answer

Answer the following questions.

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

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

Write

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

Understanding Reading Comprehension

Understanding Reading Comprehension

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



The Importance of Reading Comprehension

- **Building Knowledge:** As you learn about different topics and ideas.
- **Improving Communication Skills:** Enhances how you understand and use language.
- **Enhancing Critical Thinking:** Develops by connecting with various stories and information.

Strategies to Enhance Reading Comprehension

A) Before You Read: Prereading

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

B) While You Are Reading

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

C) After You've Finished Reading

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

True or False

Is the statement true or false?

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

Questions Write about reading comprehension and why is it important?

Matching

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

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

Making Connections

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

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



Making Connections Make connections to the short passages below.

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

Text-to-Self

Text-to-Text

Text-to-World

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

Text-to-Self

Text-to-Text

Text-to-World

Comprehension Practice – Making Connections

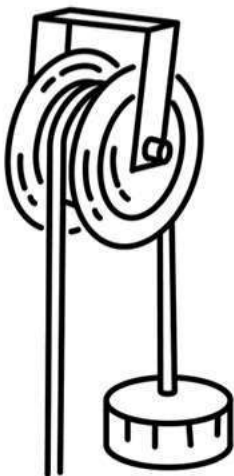
"Max's Winter Wonders: Simple Machines at Work"

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

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

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

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



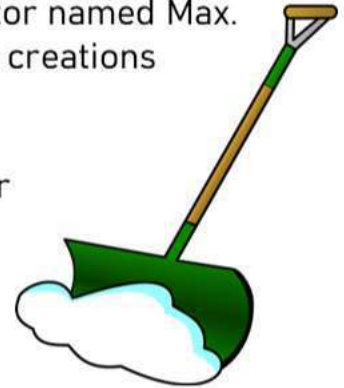
Then, he used an inclined plane. He helped Mrs. Thompson move her heavy groceries from her car to her house. He made a simple ramp, and she could slide the boxes up easily without lifting them.

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

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

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

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



Comprehension Practice – Making Connections

Pre-Reading

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

While Reading

As you read, stop and make connections to your life

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

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

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

After Reading

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

Main Idea	
Supporting Detail	
Supporting Detail	
Supporting Detail	

What is an Inference?

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



Example

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

Infer the inferences below by answering the questions

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

How is Emily feeling about the rain?

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

What time of day is it?

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

Is the teacher a good teacher?

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

What kind of work ethic does the farmer have?

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

What season is it likely to be?

Comprehension Practice – Predicting

Takoda's Day: Life Before Canada Became A Country

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

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

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

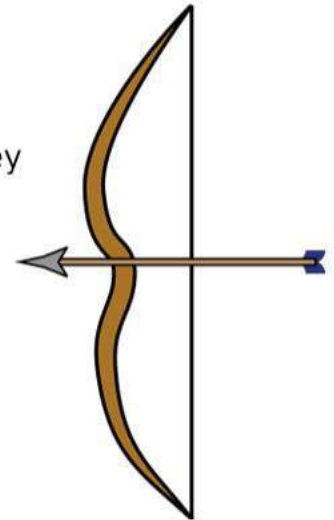
In the afternoons, Takoda and his friends would run through the fields, playing games that were more than just child's play. One of their favourite games was a cross-country race, symbolizing unity and conflict resolution. They also engaged in a game called "Hoop-oo", where they sharpened their running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

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

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

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

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



Comprehension Practice – Predicting

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

While Reading

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

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

After Reading

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

Was hunting easier or harder for Indigenous people?

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

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.



Instructions

How do we complete the activity?

- 1) Show the Reading Strategies: Gather the students and discuss these reading strategies: Activate prior knowledge, Purpose of reading, Making predictions, Drawing connections, Summarizing, Making inferences. Give each student an example of each strategy by giving examples.
- 2) Personal Reflection: Have students write with each reading strategy listed. Ask students to reflect on which strategies they use often and which ones they need to practice more.
- 3) Set Individual Goals: Have students choose one strategy they want to focus on improving. They should write down this goal at the top of their worksheet.
- 4) Goal-setting Planner: Provide students with a goal-setting planner. They can set their goal for the strategy they chose. Then, they write down the ways they can work towards their goal and why that goal is important for them. For example, if the goal is to make predictions, one action might 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.
- 6) 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		
Purposeful Reading		
Making Connections		
Questioning		
Making Connections		
Summarizing		
Making Inferences		

Questions

Answer these questions.

1) Which reading strategy do you want to focus on the most?

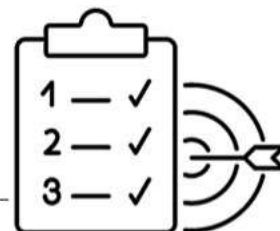
2) Why have you chosen this strategy? Why do you think it is important for you to improve this strategy?

Name: _____

34

Curriculum Connection
1.4

MY GOAL PLANNER



My goal is to: _____

Ways I can work toward my goal:

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



Why this goal is important to me: _____

New things I will try:

I am going to work harder at:

I will read:

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

Week Ending			
Reading goal			
Strategy Practiced			
Did I meet my goal?			
Actions Taken	Books/Texts Read	Observations	Next Steps

Name: _____

36

READING LOG

Instructions

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

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

Total books read in school year: _____

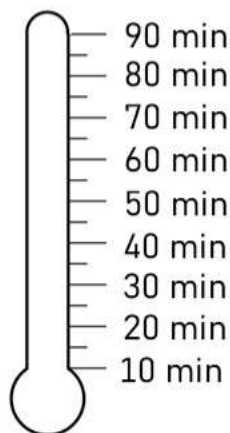
READING STAMINA CHART

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

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

My goal is to read _____ minutes without losing focus.

I want to reach my goal in _____ days.



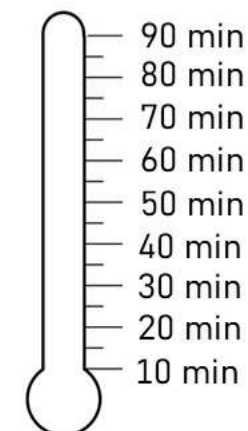
Date: _____



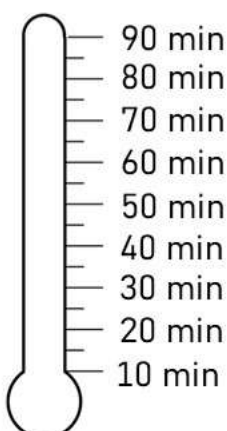
Date: _____



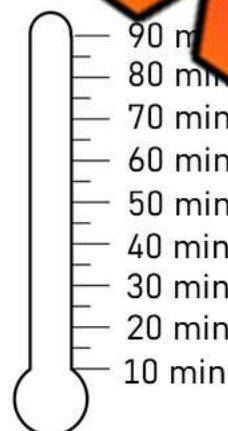
Date: _____



Date: _____



Date: _____



Date: _____

Did you reach your goal?

Yes

No

Almost

INDEPENDENT READING ACTIVITIES

Day 1

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

Name of Book _____

Before Reading: What will this book be about?

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

1)

2)

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

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

Day 2

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

Name of Book _____

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

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

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

Name: _____

48

Curriculum Connection
1.1, 1.2, 1.3, 1.4

Day 9

Fill in the organizer below

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

Day 10

Fill in the organizer below

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

Independent Reading BINGO

BINGO

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

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

Block 2: Cultural Text Forms

Focus

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

Creation Story – Haida First Nation: The Raven

Oral Stories

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

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

Storytelling – The Creation of Haida Gwaii

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

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



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

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



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

Comprehension Check

Is the statement true or false?

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

Question

How do many Indigenous communities remember their history?

Making Connections

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

How does making a connection help you understand the text?

Traditional Literature – Inuit Story

Kalla and the Lost Seal Pup

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

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

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



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

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

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

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

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

Before Reading

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

Question

Answer the question below.

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

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

Comprehension Check

Is the statement true or false?

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

Traditional Literature – First Nation Story

Visualizing

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

The Sacred Drum

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

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

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

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

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

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

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

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

Block 3:

Reading Letters

Focus

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

Email Writing – New Vocabulary

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

Hey Cool Kids,

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

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

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

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

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

Got questions or need more information? Just ask!

Catch you later,
Mr. Strickland

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

Vocabulary

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

Word	Meaning – Use Context Clues or Look Up

Letter Writing – Sentence Structure

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



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

Dear Mayor Johnson,

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

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

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

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

Sincerely,
Hunter

1) Is a formal or informal voice used?

2) What cohesive ties were used?

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

4) How did Hunter close the letter?

Letter Writing – Bias in Advertising

Dear Awesome Students,

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

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

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

See you on the other side of life!

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

Questions

Answers to questions

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

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

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

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

Letter Writing – Inferences

Thebes, Upper Egypt

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

Dear Aunt Nefertari,

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

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

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

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

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

Sincerely,

Akhen

Letter Writing – Inferences

Local Inferences

Make inferences from the sentences below.

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

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

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

Global Inferences

Make three inferences from the entire letter.

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

Email Writing – Questioning

Subject: Important Meeting to Discuss Cleaner Parks and Schools

Dear Minister Sarah Williams,

I hope this email finds you well. I'm writing to let you know we have an important meeting coming up to talk about making our parks and schools cleaner and better.

First, I'm super excited that our team is doing a great job at keeping the environment clean. But, there's more work to do. We should all come together and share ideas to improve things even more.

Secondly, I've heard lots of kids want to play in cleaner parks. They also want their schools to be nicer and healthier. This is important for them, but for the future of Canada too! We have to take action.

Lastly, experts like Dr. Emily Green have given us some great suggestions on how we can make things better. These include planting more trees and making sure everyone can recycle easily at school.

Our meeting will be on Monday at 9 a.m. Let's be prepared with ideas and questions. We should listen to everyone and then decide the best steps to take. This is a big deal, and I know we can do it.

If you have any questions or want to talk before the meeting, just let me know. I'm excited to see what we can do together for a better Canada.

Best regards,
Prime Minister Justin Trudeau

Name: _____

77

Curriculum Connection
1.2

Email Writing – Questioning

Before Reading

Preview the text by reading the subject, greeting, and signature.
Write 3 questions you have.

1)	
2)	
3)	

While Reading

As you read, write 3 questions you have.

1)	
2)	
3)	

After Reading

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

1)	
2)	
3)	

Letter Writing – Opinions

Dear Editor,

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



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

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

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

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

Sincerely,

Rowan

Opinions

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

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


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

Answer

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

Imagine

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

	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>

Block 4:

Narratives

Focus

- Indigenous storytelling – norms, sports, values, artifacts, music
- Include cultural text forms – indigenous story telling, songs
- Identify narrators' point of view
- Indigenous Storywork – Indigenous Storywork is built on the seven principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and synergy.
- Major and minor characters
- Subplots and flashbacks
- Figurative language – personification, idiom, analogy
- Sequencing the events of multiple plots in a story, explaining the cause and effect

Structure of Narrative Texts

What is a Narrative Text?

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



The Basic Story

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

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

Special Story Elements

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

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

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

True or False

Is the statement true or false?

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

Questions

Answer the questions below.

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

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

Summarize

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

What is Indigenous Storywork?

What is Indigenous Storywork?

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

The Principles

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

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



Why Is It Important?

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

How Do We Learn It?

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

What is Indigenous Storywork?

True or False

Is the statement true or false?

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

Questions

Answer the questions below.

1) What is Indigenous Storywork?

2) What 7 principles are taught in Indigenous storywork?

Summarize

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

The Tale of Wise Owl and Eager Beaver

The Tale of Wise Owl and Eager Beaver

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

One sunny day, Beaver had a plan. "Let's build the tallest dam in the forest with joy."

Wise Owl, perched on a tree branch, shook his head. "It's good to build, but we must think of other animals in the forest, too."

But Eager Beaver was too eager. He didn't listen and started chopping down trees.

Soon, the animals in the forest noticed. Little Frog couldn't get to his pond, and Mama Deer had no place for her young ones to graze. They all came to Wise Owl for help.



Wise Owl said, "This is a lesson from one of the seven teachings of our ancestors. You must also share responsibility by taking care of our home and all who live in it."

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

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

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



The End

Questions

Answer the questions below.

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

2) Why are stories like this told by elders to the younger kids in Indigenous communities?

3) Cause and Effect Relationships Infer certain cause and effect relationships in the story which have not been explicitly stated.

Storywork Traits

This Indigenous Storywork teaches us about Responsibility, Respect and Interrelatedness. How were these traits brought to light?

Responsibility	<div></div> <div></div> <div></div>
Respect	<div></div> <div></div> <div></div>
Interrelatedness	<div></div> <div></div> <div></div>

Fictional Text – Fantasy Story

The Adventure in Whispering Woods

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



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

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

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

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

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

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

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

Name: _____

92

Curriculum Connection
1.2, 1.3, 2.2

Questions

Answer the questions below.

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

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

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

Reflection

Answer the following questions.

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

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

Traditional Literature - The Tortoise and the Hare

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

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

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



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

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

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

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

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

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

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

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

Comprehension

Answer the questions below.

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

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

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

About the Story

Answer the following questions.

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

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

Traditional Literature - The Boy Who Cried Wolf

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

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

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

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

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

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

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

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

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

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

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

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

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



Questions

Answer the questions below.

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

--	--

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

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

4) What lesson did you learn from this fable?

Visualizing

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

Narrator's Point of View

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

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

➤ Example: "I found a treasure!"

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

➤ Example: "You find a treasure!"

Third-Person: Told by someone not in the story. Uses words like "he," "she," "they."

➤ Example: "He found a treasure!"

Instructions

Read the story prompts 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 hair.	First	Second	Third
3) He jumps over the log.	First	Second	Third
4) We had so much fun at the fair.	First	Second	Third
5) You spot a rainbow in the sky.	First	Second	Third
6) She laughs at the funny joke.	First	Second	Third
7) I can't find my favourite toy.	First	Second	Third
8) You hear a mysterious noise.	First	Second	Third
9) My dog and I went for a walk.	First	Second	Third

Book Hunt

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

Name of Book	Point of View

The Story of Marathon – Different Points of View

First-Person

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

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



Second-Person

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

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

Third-Person

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

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

Questions

Answer the questions below.

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

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

Personality Traits

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

	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>

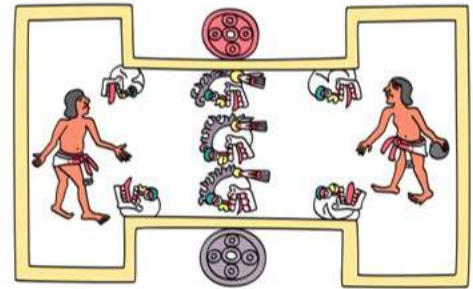
Advantages/Disadvantage of Points of View

Version 1: First-Person Point of View

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

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

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



Version 2: Second-Person Point of View

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

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

Version 3: Third-Person Point of View

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

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

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

Advantages/Disadvantage of Points of View

Analyze

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

Advantages of the Point of View

First Person	Second Person	Third Person

Disadvantages of the Point of View

First Person	Second Person	Third Person

Reflect

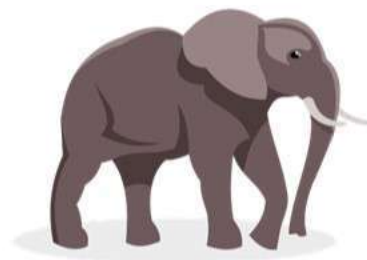
Which story is your favourite version? Explain why.

<hr/> <hr/> <hr/> <hr/>

Simile

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

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



Think

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

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

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

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

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

Scavenger Hunt

Find books that have examples of similes.

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

Matching

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

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



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.
- **Smell:** The air smelled like fresh cookies from the oven, sweet and warm, making my tummy rumble.
- **Hear:** The cat's meow was as soft as a whisper, like a secret just for me.



Think Read the passage and underline examples of imagery, then write them below.

In the mountains of Peru, where the peaks touch the sky, lived a girl named Marisol. The sun painted the morning gold and the air was filled with the scent of blooming flowers. Marisol loved to look at the bright clothing at the market, smelling of spicy corn and sweet breads.



In the daytime, Marisol worked with her hands, moving them quickly to make cloth with lots of colours. The market, where she sold things, was full of laughter and chatter, as bright and colourful as parrots.

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

Metaphor

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

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



Think

Read the story below and find examples of metaphors.

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

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

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

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

Metaphor

Scavenger Hunt

Find books that have examples of metaphors.

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

Match The Column

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

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

Personification & Anthropomorphism

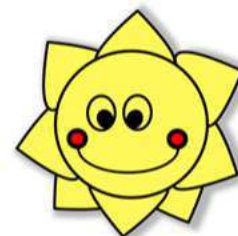
Literary devices are special tools that writers use to make their stories more exciting and fun to read. They help paint pictures in our minds, make us feel emotions, or understand the story better. Here are two:

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

- Example: "The sun smiled down on us."

Anthropomorphism: Making animals or objects act like humans.

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



Think about the story and find examples of personification and anthropomorphism.

In a quiet forest, deep in the heart of nature, Benny the Bear often felt lonely. The towering trees swayed gently, as if they were whispering secrets to each other. Nearby, a babbling stream seemed to sing a soothing lullaby.

One night, the moon shone extra bright, and Benny decided to cheer up everyone in the forest. Oliver the Owl, perched high on a branch, noticed. "Wow, Benny, do you see this? The forest is alive with magic tonight!"

Feeling the soft wind caress his fur like a comforter, and as the stars twinkle as if they were winking at him, Benny had to agree. "You're right, Oliver," he said, feeling less lonely. "Some nights truly are special, almost like the forest is telling us we're not alone."

Personification

Personification

Personification

Personification

Anthropomorphism

Anthropomorphism

Figurative Language - Analogy

An **analogy** is when you explain something by comparing it to something else. 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:

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

This... Read every below and find examples of analogy. Write them below.

Once upon a time, in a lush green forest, there was a little rabbit named Benny. Benny loved to explore, his curiosity leading him to gaze at the stars in the night sky. Every day, he hopped around the forest like a joyful explorer, his ears perked up in excitement. The forest was his playground, filled with wonders and adventures waiting to be discovered.

One sunny morning, Benny stumbled upon a stream. The water was as clear as glass, flowing gently like a peaceful melody. "This is like a mirror," thought Benny, as he gazed into it. He saw fish swimming gracefully, their movements smooth and coordinated like dance ballet. So colorful and vibrant, they were like tiny, living jewels glinting in the sun. Benny watched in awe, fascinated by the lively underwater world.



Just then, a butterfly fluttered by, its wings flapping softly like gentle whispers. Benny followed it with his eyes, admiring its delicate beauty. The butterfly was as colourful as a painter's palette, leaving a trail of magic in the air. In that moment, Benny realized the forest was full of beautiful things, each unique and special in its own way. 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.

Figurative Language - Idiom

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

For example:

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



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

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

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

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

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

Sequencing the Plot of a Story

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

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

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

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

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

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

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

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



Sequence

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

Plot Sequence

--	--

Narrative Writing – Inferencing: Cause and Effect

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

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



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

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

Think

Think of either the cause or effect that matches below.

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

The First Printing Press Adventure

The First Printing Press Adventure

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

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



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

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



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

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

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

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

Cause/Effect

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

1) Finish the effects of the causes below.

Mr. Gutenberg makes a printing press,

Emily wants to write a story,

Mayor Thompson hears about it,

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

so she has to re-write her story

so Emily has to wait

so they print Tim's book

Think

Write any causes you can think of from the story.

Plots

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

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 what's inside!" exclaimed Oliver, his eyes sparkling with excitement. Zoe nodded, smiling with anticipation. They cautiously entered the cave, their torches illuminating walls covered in mysterious paintings.

Suddenly, they found a large, smooth, orange, glowing rock. Oliver wanted to take it back home, thinking it could be a treasure. "No, don't touch it," Zoe warned. "It might be important here. It might be important to our ancestors. We should argue about the consequences."



Despite Zoe's warning, Oliver couldn't resist. He picked up the rock, and instantly, the cave began to shake. The friends hurried out, the rock still in Oliver's hand.

As they stepped outside, they noticed the sky had turned dark, and birds were flying away in fear. Zoe looked at Oliver with concern. "We need to fix this," she said firmly.

They decided to seek the advice of an old, wise eagle named Maximus. After listening to their story, Maximus spoke in a deep voice, "You must return the rock to 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.

Questions

Answer the questions below.

1) What disagreement or conflict do Oliver and Zoe face in the story?

2) How is the conflict resolved? What do Oliver and Zoe do to fix the problem?

3) Write two character traits that Oliver has. Provide evidence from the story.

Imagine

Imagine you are an explorer like Oliver and want to go on an adventure. What would you like to go on? Describe and draw.

	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>
	<hr/>

Block 5:

Persuasive Texts

Focus

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

Persuasive Writing Advertisement

🌟 Come Join Our Persuasive Writing Class! 🌟

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



👉 What You Will Learn:

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

🌈 Why Persuasive Writing is Awesome:

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

🎉 Who Should Join?

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



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



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

Persuasive Writing Advertisement

True or False

Is the statement true or false?

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

Questions

Answer the questions below.

1) What is persuasive writing?

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

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

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

Politician	
Company Owner	
Lawyer	
Advertisers	

Persuasive Writing – Multiple Perspectives

Smartphones Should Be Allowed in Class

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

Smartphones Are Too Distracting for Class!

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

Think Critically

Answer the questions below



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

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

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

Persuasive Writing – Thinking Critically

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

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

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



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

Think Critically

Answer the questions below.

1) We should ask questions when we read persuasively or hear an argument. Answer the questions below.

a) Who is the source of the writing? Are they biased?

b) Are their arguments true? Did they make up any lies?

c) Is this person a trustworthy source of information? Explain.

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

Inferences - Persuasive Writing Advertisement



Revolutionize Your Landscaping Business with Our Ultra-Durable Wheelbarrows!

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

✂ Why Choose Our Wheelbarrows?

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



Stats Don't Lie!

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



Think About the Time and Money You'll Save!

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



A Wise Investment

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

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



Call Now and Take Your Business to the Next Level!



Name: _____

132

Curriculum Connection
1.2, 4.2

Local Inferences

Make inferences based on the sentences below.

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

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

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

"Massive Capacity. Hold up to 500 pounds!"

Global Inferences

Make 4 inferences based on the advertisement.

Reflect

Why is it important to think critically about advertisements?

Inferences - Persuasive Writing Advertisement

Dear Students,

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

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

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

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

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

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

Sincerely,
Principal McGuire



Local Inferences

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

Evidence	It is important to include everyone...
Conclusion	

Evidence	
Conclusion	

Evidence	
Conclusion	

Local Inferences

Write an inference from the implicit evidence in the table below.
Then make a conclusion based on the inference.

Implicit Evidence	"In a garden, different types of flowers bloom side by side, making it more beautiful."
Inference	
Conclusion	

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

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

Global Inferences

Make 3 inferences based on the entire text.

Reflect

Why is it helpful to understand bias in persuasive texts?

Block 6: Informational Reports

Focus

- ✓ Text features like bold, hyperlinks, etc.
- ✓ Diversity, inclusion, and accessibility themes - facts
- ✓ Making inferences after reading
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Summarizing and Synthesizing
- ✓ Problem/Solution Reports

Comprehension – Text Features in Reports

The Rock Cycle: Nature's Recycling System

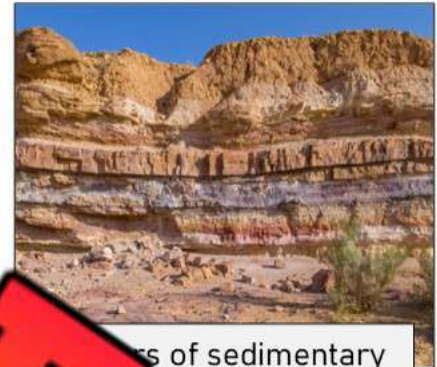
Rocks are all around us, and they go through an amazing journey called the **rock cycle**. This cycle changes rocks from one type into another through processes like **melting**, **cooling**, and **erosion**.

Meet the Igneous Rocks

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

The Layered World of Sedimentary Rocks

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



Transformation into Metamorphic Rocks

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

The Journey of Rocks

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

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

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) What subheadings are used in the report?

3) Why is the caption helpful to the reader?

Making Connections

Make connections to the world, and to other texts.

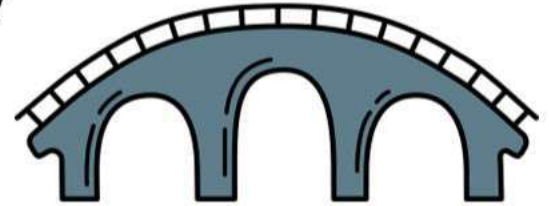
Text-To-Self: What does the report remind you of about your life?Text-To-World: What does the report remind you of that is happening around the world?Text-To-Text: What does the report remind you of about another text you have read?

Compare and Contrast Report – Arch or Beam Bridge

Comparing Engineering Marvels: Arch Bridge vs Beam Bridge

Introduction

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



Essential Components: What Makes Them Stand?

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

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

Advantages and Limitations: What Works Where?

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

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

Making the Choice

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



True or False Is the statement true or false?

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

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

1)	
2)	
3)	

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

Criteria	Arch Bridges	Beam Bridges
Longevity		
Load		
Construction		
Look		

Problem and Solution Report

Understanding Climate Change: Our Role in Making a Difference

What is Climate Change?

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



Solutions From An Environmentalist – Has An Expert Opinion

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

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

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

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

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

Reflection

Answer the questions below.

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

Environmentalism

Child

Teacher

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

Activity – Summarizing Reports

Objective

What are we learning more about?

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



Instruction

How do we complete the activity?

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

Activity – Summarizing Reports

Instructions

Cut out the sections of the report below

1)

The Climate Zones: Earth's Weather Patterns

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

Hot and Wet: The Tropical Zone

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

Warm Summers, Cold Winters: The Temperate Zone

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

3)

Cold and Icy: The Polar Zone

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

4)

Hot and Dry: The Desert Zone

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

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

Activity – Summarizing Reports

Instructions

Write your summary below.

Final Summary

groups final summary below

Our History: A Journey Through the Anishinaabe Nation

Our History: A Journey Through the Anishinaabe Nation

Hello, young learners! My name is Makwa, and I am a member of the Anishinaabe Nation in Canada. Today, I want to share with you the rich history and traditions of my people. I hope you find it as fascinating as I do!

The Beginning: Our Ancestors and Lands

Long before Canada was even a country, the Anishinaabe people lived here. We have always been connected to the land, the water, and the sky. Our ancestors taught us to respect all other Earth and living things.

Traditions like drumming,

storytelling have been passed

generation to generation.



Spiritual Beliefs and Ceremonies

Spirituality is very important to the Anishinaabe people. We have special

ceremonies to celebrate life's big moments. Some of these include the Drum Dance and the Powwow. Elders, who are wise older people, can help guide us in these traditions.

The Impact of Colonization

It's important to also talk about the hard times. When European settlers came, they tried to change our way of life and take our land. That was a tough time for us, but guess what? We stayed strong!

Now, we're doing lots of things to keep our traditions alive and teach young people like you all about them. Here's a list of some ways we keep going:

- Telling stories from our history and learning from our elders
- Fighting for our rights in court
- Teaching our languages and dances in schools

About the Text

Answer the questions below.

1) Who wrote the report? Whose perspective is being explained?

2) What text forms are used in the report?

Inferencing

Now write about the text below.

1) What do you think Makwa means when she said, "We have always been connected to the land, the water, and the sky."

2) What do you think Makwa means when she said, "Traditions and hunting stories have been passed down from generation to generation."

3) What did Makwa mean when she said, "When European settlers came, they tried to change our way of life and take our land. That was a tough time for us, but guess what? We stayed strong!"

Report – Justice

Introduction to Justice

Justice is the principle of fairness and the right treatment of individuals. It's like making sure everyone gets a turn to speak in class or ensuring that everyone follows the rules during a game.



Key Statistics on Global Justice

- **Number of Courts:** There are over 20,000 courts across the world, helping to resolve disputes and enforce laws.
- **Lawyers and Judges:** The world boasts nearly 4 million lawyers and about 1,000 judges working to uphold justice.
- **Annual Case Resolution:** Millions of legal cases, from small disputes to serious crimes, are resolved every year through the justice system.
- **Youth Justice:** A 2021 study found that nearly 40% of children worldwide face challenges in accessing justice, emphasizing the need for improvement.

Challenges in Achieving Justice

Despite its importance, achieving justice can be difficult. Some challenges include:

- **Limited Access:** Not everyone can easily access legal help or understand their rights.
- **Delays in Cases:** Sometimes, courts take a long time to make decisions, causing stress for those involved.
- **Inequality:** In some places, people are not treated equally, which goes against the idea of justice.

How Can We Improve Justice?

To make justice more accessible and fairer, we can:

- Educate everyone about their rights.
- Make legal help more available to people who need it.
- Work to treat everyone equally, no matter their beliefs and origin.

Note-taking means writing down important information to help you remember it later. You listen or read carefully and write down the main points or ideas. Then you can look at your notes later to help you understand or remember what you read.

Note-taking Read the justice report and take notes in the graphic organizer below.

List Key Terms

Questions I Have About The Report

Words I Need To Define

Summary Main Points

Report – Oceans

Introduction

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



The Five Major Oceans

1) Pacific Ocean

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

2) Atlantic Ocean

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

3) Indian Ocean

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

4) Southern Ocean

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

5) Arctic Ocean

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

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

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

Skim And Scan

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

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

Block 6: Procedural Writing

Focus

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

Linear Text - Recipes – Ordering Steps

Examine

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

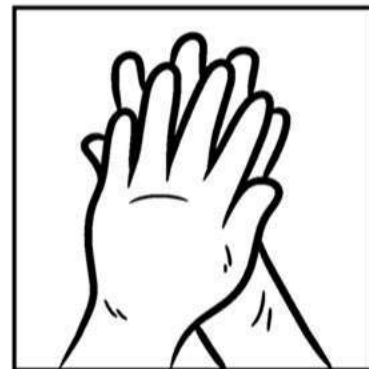


Order	Information
	Stir in vanilla extract and red food coloring.
	Red Velvet Cupcakes Recipe
	Preheat the oven to 350°F (175°C). Place cupcake liners in the
	cupcake pan and bake for 20-25 minutes. You can check if
	the cupcakes are done by inserting a toothpick in a cupcake. If it comes out clean,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

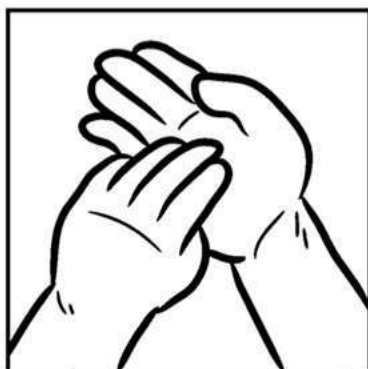
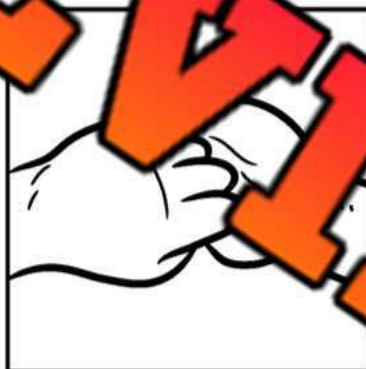
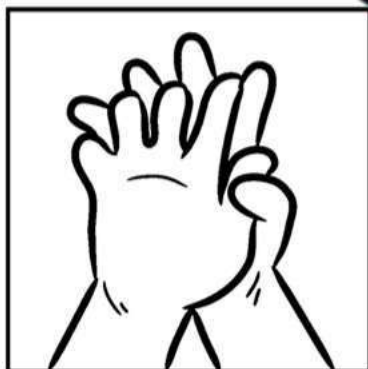
Graphics in Procedural Writing – Handwashing

Label

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



Rub back of hands



Wash palms



Graphics in Procedural Writing – Drawing

Label

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



Label

Describe what to do at each step

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

Following Instructions – Drawing a Tipi

Draw

Follow the procedural text below to draw a tipi.



Title	Drawing a Tipi
Materials	<ul style="list-style-type: none"> - A blank sheet of paper - A pencil - Eraser - Coloured pencils (optional)
Introduction	Tipis are cone-shaped tents made of animal skins upon wooden poles and built by indigenous peoples of the Plains as homes and meeting places.
Step 1	Start by drawing a wide yellow "U" shape at the bottom of your paper. This will be the base of your tipi.
Step 2	Draw three straight lines starting from the top of the U shape and meeting at a point above the U. These lines represent the wooden poles that hold up the tipi.
Step 3	Draw a slightly curved line connecting the top of the "U" shape, following the curve of the U. This shows where the animal skin would wrap around the poles.
Step 4	On one side of the U shape, draw a small flap of skin to represent the 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.

Name: _____

176

Curriculum Connection
1.2

Following Instructions – Drawing a Tipi

Draw

Draw the tipi below.

PREVIEW

Comparing Instructions – Playing Hide and Seek

Compare

Read both instructions. Which is easier to understand?

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

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



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

Name: _____

180

Curriculum Connection
1.2

Before Reading

Make a Connection

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

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

After Reading

Answer the question below

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

Block 7:

Poetry

Focus

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

Types of Poems

Exploring Types of Poems

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

Haiku: The Nature Poem

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

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



Acrostic: The Hidden Message

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

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



Limerick: The Funny Poem

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

Cinquain: The Five-Line Poem

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

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



Paraphrase

Rewrite the rules for each poem in your own words.

Acrostic**Haiku****Limerick****Cinquain****Visualizing**

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

Haiku**Cinquain****Acrostic**

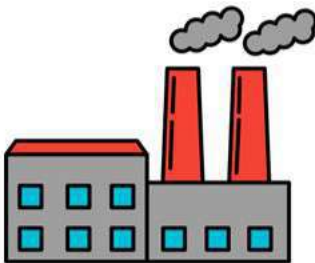
Haiku Poetry – First Nation Reflection

Haiku Poetry – First Nation Reflection

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

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

PREVIEW



Before the whisper,
The river ran to the horizon—
A world of color.

River used to be blue,
Steel and smoke now cloud the view—
Still, the salmon leap.



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



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

Inferences

When reading poetry, you often need to make inferences as a lot of the evidence is implicit. Read the parts of the poems and explain what you think the author means.

1) "Worlds start to collide"

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

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

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

Visualizing

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

Haiku 1	Haiku 2	Haiku 3	Haiku 4

Acrostic Poems – Canada's Regions

Acrostic Poems – Canada's Regions

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

Acrostic Poems



Canadian Shield

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

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

Western Cordillera

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

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

Name: _____

189

Visualizing

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

PREVIEW

Canyon Shield

Western Cordillera

Limerick Poem – Analogy

Limerick Poetry – Different Communities


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

Ancient Egyptian:




In Egypt where deserts are vast,
Lived pharaohs and pyramids past.
Like stars in the night,
They shined so bright.
Their legends and mystic past

Ancient Greek:



In Greece, where the olive trees grow,
Lived thinkers and heroes we know.
Like a play that unfolds,
Their stories are told,
In myths where the gods' powers glow.

Métis



The Métis, with sashes so bright,
Danced like the northern lights' flight.
Their culture, a blend,
Like a river that bends,
Reflects a history so right.

Questions

Answer the questions below

1) What is an analogy?

2) How did the analogies used in the limericks improve the poems?

3) Personal Preference: Which one do you like the best?

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

Quote

Explain

Questioning

Write 3 questions you had about the poem

1)

2)

3)

Cinquain Poems – Critical Thinking

Cinquain Poetry – Life in an Inuit Community

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

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

Drum

Drum

Round, loud

Tapping, booming, echoing

The heartbeat of community

Rhythm



Northern Lights

Lights

Bright, dance

Glowing, waving, twinkling

Like a night rainbow

Aurora

Seal Hunt

Seal

Quick, smooth

Swimming, diving, hiding

Fast as a dart

Prey



Night

Sun

Bold, warm

Glowing, lighting

A never-ending campfire

Daylight



Whale

Whale

Massive, deep

Diving, surfacing, singing

Ocean's gentle giant

Mammal

Kayak

Kayak

Long, sleek

Gliding, paddling, floating

As agile as a fish

Vessel



Critical Thinking

Answer the questions below.

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

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

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

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

Quote

Explain

Visualizing

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

Seal Hunt

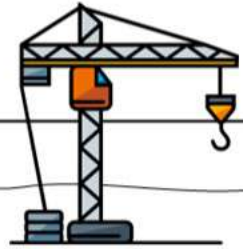
Midnight Sun

--	--

Rhyming Poems – Critical Thinking

Rhyming Poetry – Simple Machines

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



The Lever

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

Pulley

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

Wheel and Axle

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

The Inclined Plane

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

Gears

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

Wedge

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

Critical Thinking

Answer the questions below.

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

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

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

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

Quote

Explain

Visualizing

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

Wedge

Pulley

--	--

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 helps tell the story of the poem and makes it more interesting to look at. So, concrete poems are like a mix of writing and drawing! Let's look at these examples of concrete poems.

Rainbow

Red, sweet, honey, bitter as blood
Orange, fall, still as a stone
Yellow, soft as a smile
Green, rough, smooth as a stone
Blue, my color
Indigo, bright
Purple, weak as a flower

Raindrop

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

Critical Thinking

Answer the questions below.

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

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

3) Personal Preference Which poem do you like the best? Explain your opinion.

Write

Write the poem below about the feeling in the poem of 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

Focus

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

Finding Bias in Reviews

What is Bias in Reviews?

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

Bias

Read the reviews below and answer the questions.



Review: "The Adventures of SuperCat"

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

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

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

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

Book Review: "The Great Cake Mystery" - Rating: 10/10

This book is the most perfect read for anyone who loves cake and solving mysteries, like me! The characters are incredible because they're all bakers and detectives. Honestly, mysteries and cakes are the best combo ever, so this book can do no wrong. If a book doesn't have cake or a mystery, it's not worth reading. You'll be hooked on the first page, just like I was!

1) Why is this a biased review? What is the author's bias? Give examples from the text.

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

Book Review: "The Lonely" - Rating: 1/10

I really don't get why people like books about sad things. Even though the characters are interesting, they just swim around, and that's it. So, when I read this book, I was not moved at all. If you're like me and prefer exciting characters like wizards, skip this snooze fest.

1) Why is this a biased review? What is the author's bias? Give examples from the text.

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

Understanding Hyperbole in Review Writing

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

Review

Read the hyperbole below and answer the questions.



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

What It
Means

Why Is It A
Hyperbole

How Does
It Improve
Writing?

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

What It
Means

Why Is It A
Hyperbole

How Does
It Improve
Writing?

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

What It
Means

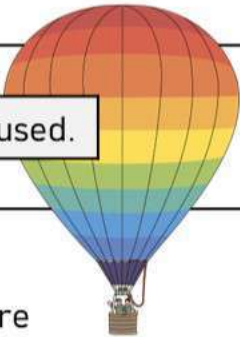
Why Is It A
Hyperbole

How Does
It Improve
Writing?

Literary Devices in Reviews

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

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



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

Soaring High in 'Skybound Adventures'

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

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

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

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

Personification	
Analogy	
Idiom	

Title: "Sailing into Fantasy in 'The Ocean's Secret'"



Diving into "The Ocean's Secret" is like embarking on a thrilling sea adventure! Leo and Luna find a magical compass that leads them to mysterious waters full of mythical creatures. The ocean itself whispers secrets, making each chapter a wave of excitement.

This book shines like a beacon in children's fantasy, brimming with exhilarating escapades. Reading it feels like uncovering a hidden treasure on a sunken island. It's a truly captivating journey!

Awarding it 5/5 stars, this is a must-read for young adventurers who dream of the sea's myst. It's like finding a pot of gold at the end of a rainbow—every page brings a new delight.

Personification	
Analogy	
Idiom	

"Journey Through 'Secrets of the Rainforest'"

Reading "Secrets of the Rainforest" is like stepping into a lush world of vibrant colours and lively lessons! This beautifully illustrated book takes readers on an expedition with Mia and Alex, exploring the wonders of the rainforest and its diverse wildlife.

The book stands tall like a towering tree in the world of children's books. It's rich, radiant, and ripe with fascinating facts! The vivid descriptions make you feel like you're wandering through a lush jungle of knowledge. Truly, it's a breathtaking natural adventure, as eye-opening as watching the dawn break over a new horizon.

Giving this vibrant volume 5/5 stars, it's a page-turner that you'll cling to like a monkey on a branch! And just like the icing on the cake, this book makes learning about the rainforest the best part of your day.

Personification	
Analogy	
Idiom	

Review Writing - Inferences

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

Introduction

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

Summary

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

Thoughts

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

Rating

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



Examine

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

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

Personification

Analog

Idiom

Inferencing

Answer the questions below to show your understanding.

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

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

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

Block 9:

Graphic Texts

Focus

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

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

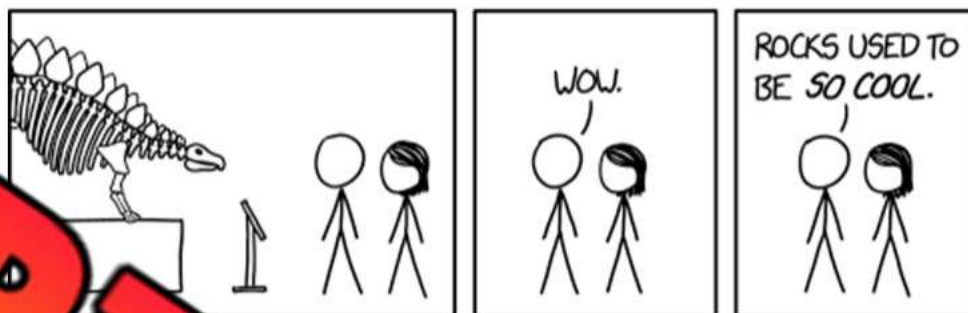
2) Is the joke explained explicitly, or is it implicit? Explain.

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

Understanding Graphic Texts

Analyze

Read the comic and answer the questions.



1) What is the comic about? Describe the joke.

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

RESTAURANTS

FILTERS

HOURS

ANY OPEN NOW OPEN AT...

RATING

ANY ☆3+ ☆3.5+ ☆4+ ☆4.5+

CURRENT NOISE LEVEL

60dB 70dB 80dB 90dB 100dB ANY

PRICE

\$ \$\$ \$\$\$ \$\$\$\$

THIS FEATURE SHOULD AUTOMATICALLY
APPEAR WHEN YOU REACH AGE 30.

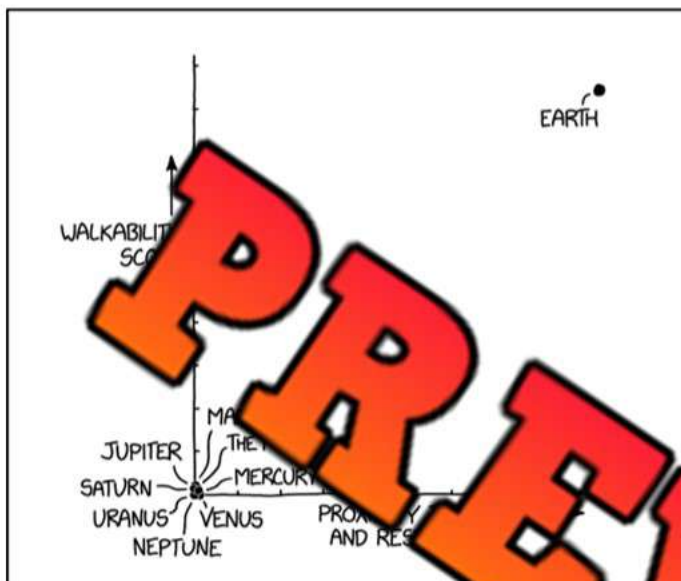
1) What is the comic about? Describe the joke.

2) Make a connection: What does this remind you of?

Understanding Graphic Texts

Analyze

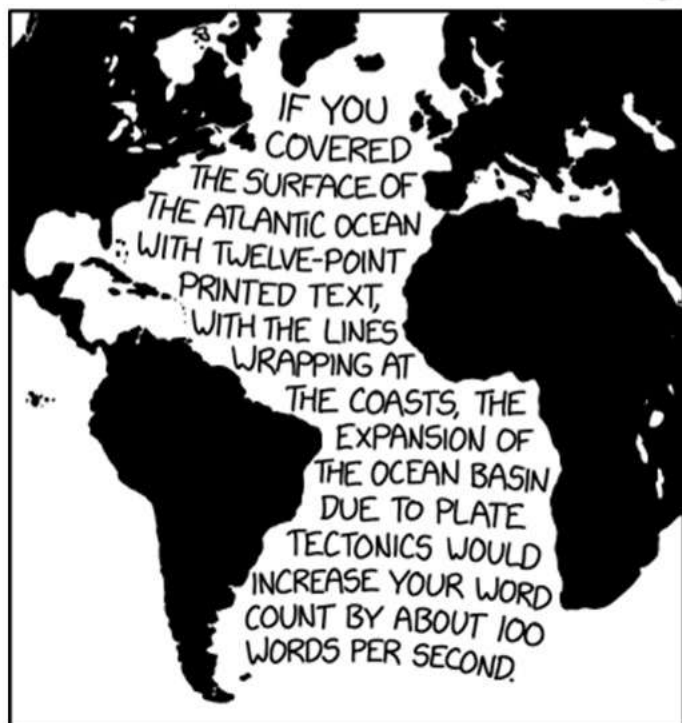
Read the comic and answer the questions.



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

1) What is the comic about?

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



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

What is the comic about?

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

Text Features in Infographics

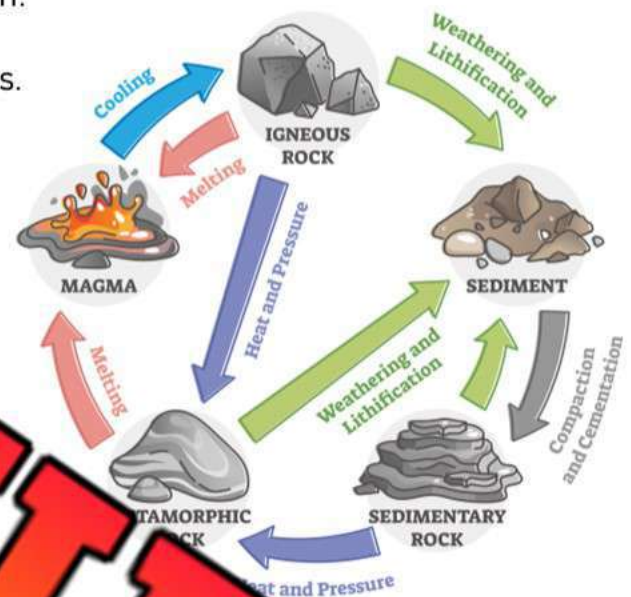
Infographics are special pictures that give you information in an easy-to-understand way. They might talk about how animals live, how to recycle, or even how your favourite game was made!

In infographics, you'll find:

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

Exam. _____ and _____ infographic and answer _____ questions

ROCK CYCLE



1) What is the title of this infographic?

2) What are the 3 types of rock?

3) How does sedimentary rock transform into metamorphic rock?

4) How does metamorphic rock transform into igneous rock?

5) How does igneous rock transform into sedimentary rock?

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

Text Features in Infographics

Examine

Answer the questions.

Canada Food Guide

1) What is the title of the infographic?

2) Summarize the food guide.

Have plenty of
vegetables and fruits

Eat protein foods

Make water
your drink
of choice

Choose
whole grain
foods

3) Does the infographic have more text or pictures?

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

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

Reading Maps – Text Features

Reading a Map Made Easy

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

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



Reading Maps – Text Features

Questions

Answer the questions below.

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

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

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

4) What do red dots on a map indicate?

5) What does a bigger red dot represent?

Examine

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

Graphic Text - What's a Timeline?

Analyze

Look closely at the timeline and answer the questions.

EVOLUTION CARS



1880



1900



1920



1940



1960



1970



1980



1990



2000



2010



2020

1) What is the title of the timeline?

2) What features are shown on this timeline?

3) How have cars changed over the years? Be sure to base your answer on what you see on the timeline.

4) Make a connection to the timeline. What does this remind you of in your life?

Block 10: Biographies

Focus

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

What Are Biographies?

Understanding Biographies

A **biography** is a special kind of book that tells the story of someone's life. It's like taking a journey through time to learn all about what a person was like, how they felt, and what they did.

Biographies can be about all sorts of people: famous inventors, brave heroes, or even ordinary people who did extraordinary things!



What's Inside a Biography

Biographies have lots of parts that help you understand the person's life better. Here's what you might find:

- **Introduction:** A few pages at the beginning that give you an idea of who the person is.
- **Chapters:** These break the story into parts. Usually, each chapter covers a different time or event in the person's life.
- **Photos or Illustrations:** Pictures help you see what the person looked like and what 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.

Name: _____

235

Curriculum Connection
1.1, 1.2, 2.2

Prereading

Before reading, answer the questions below.

Read the title and headings and predict what the report will be about.

Summary

Summarize the reading – follow the instructions below.

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

Summary – Write a summary with the main idea and supporting details in your own words.

Biography – Jane Goodall

Jane Goodall: A Friend to Chimpanzees

P1- Early Life

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

P2- Amazing Discoveries in Ethology

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

P3- Conservation Efforts Over the Years

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

P4- Timeline

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



Jane Goodall

Index

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

Name: _____

237

Curriculum Connection
1.2

Prereading

Before reading, answer the questions below.

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

During Reading

Stop and write questions about what you are reading.

1	
2	
3	

Questions

Answer the questions below.

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

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

3) What big discovery did Jane Goodall make?

Biography – Hiawatha: The Peacemaker's Helper

Hiawatha: The Peacemaker's Helper

Hiawatha's Beginnings

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

Major Achievements

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

Life After the Confederacy

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



Timeline

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

Glossary

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

Understanding

Is the statement true or false?

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

Critical Thinking

Answer the questions below.

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

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

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

Autobiography – Justin Trudeau

Justin Trudeau: Canada's Prime Minister

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

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

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

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

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

Timeline

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

Glossary

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



Justin Trudeau

Reflection

Answer the questions below.

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

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

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

Timeline

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

Date	Event

Biography Research Assignment

Objective

What are we learning more about?

Choose a person from the list provided and read an online biography about them. You will summarize their life focusing on their early life, achievements, and later life. Then, create a timeline of major events in their life.

Instructions

How do we complete the activity?



- 1) Pick a Person: Choose a person from the list your teacher gave you.
- 2) Research Time: Use the computer or tablet to read a biography about the person you chose.
- 3) Jot Down Notes: As you read, jot down notes about their early life, achievements, and later years.
- 4) Write a Summary: After reading, write a brief summary about the person's early life, achievements, and later life. Use your notes to help you.
- 5) Create a Timeline: On a piece of paper, draw a timeline and mark significant events in the person's life using coloured pencils or markers.

Options

Individuals you could choose to research.

Isaac Newton
Albert Einstein
Thomas Young
Alexander Graham Bell
Christian Doppler
Charles Darwin
Alexander Mackenzie
John Palliser

Rachel Carson
Jane Goodall
E. O. Wilson
David Attenborough
Archimedes
Galileo Galilei
Tecumseh
Tom Longboat

Leonardo da Vinci
Hero of Alexandria
Blaise Pascal
James Hutton
Alfred Wegener
Harry Hess
Lucy Maud Montgomery
Buffy Sainte-Marie

Name: _____

249

Curriculum Connection
1.2, 3.2

Research

Write jot notes as you read more about the person.

Early Life

Achievements

Later Life

PREVIEW

Name: _____

250

Curriculum Connection
1.2, 3.2

Summary

Write a summary of your individual's life story

PREVIEW

Timeline

Write a timeline of the important events in

Timeline – Use a Graphic or List