



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





Saskatchewan Language Curriculum Reading Comprehension– Grade 6

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

What are Reading Comprehension Strategies?

We are learning to apply reading comprehension strategies so we can analyze texts, make deeper connections, and explain ideas and inferences to show a stronger understanding of what we read.



Story Sorting Cards

Read each paragraph carefully. Then drag the correct Genre and Subgenre cards into the empty cells beside each paragraph. Each paragraph fits into one Genre and one Subgenre.

Comedy	Poetry	Science Fiction	Haiku	Biography
Non-Fiction	Fiction	Non-fiction	Fiction	Fairy Tale

Paragraph	Genre	Subgenre
1) A brave knight sets out to rescue a village from a fire-breathing dragon. Along the way, he discovers the dragon is protecting something magical and must decide between courage and kindness.		
2) This text tells the story of Terry Fox's journey across Canada to raise money for cancer research. It describes his determination and the challenges he faced during his Marathon of Hope.		
3) A rocket zooms through space, passing planets and stars. The crew of astronauts discovers a new planet covered in ice and glowing crystals.		
4) Raindrops fall on the pond — frogs leap from green lily pads — ripples dance gently.		
5) Two friends argue about who should get the last slice of pizza. Their silly argument turns into laughter as they realize how funny the situation is.		

Part 2 – Action!

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

Part 3 – Consolidation!

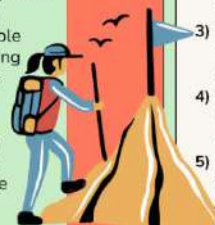
- Exit Cards
- Quizzes
- Reflection
- And More!

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

Sofia tightened the straps of her backpack as she followed the narrow path winding up the mountain. The air grew thinner with each step, and the sharp scent of pine trees mixed with the chill of melting snow. Behind her, the valley spread wide and green, while ahead the rocky peak seemed impossibly far. A sudden rumble echoed across the cliffs, sending loose pebbles tumbling down the slope. Sofia paused, gripping her walking stick. Somewhere above, she heard a faint cry, as if someone else was on the mountain—but she couldn't see anyone.

Consolidation – The Mountain Climb

- 1) **Making Connections** – How does this scene connect to something you know—an adventure story, a hike you've taken, or a challenge you've faced?
- 2) **Questioning** – What important questions would you ask to better understand Sofia's situation?
- 3) **Visualizing** – What images are most vivid in your mind—the valley, the cliffs, or the sound of the cry? Why?
- 4) **Prediction** – What might happen next as Sofia continues her climb? Support your answer with text clues.
- 5) **Inference** – Who or what could have made the faint cry above?





Saskatchewan Language Curriculum

Reading Comprehension– Grade 6

Fix The Letters

Each letter below is missing an important part of its structure or a connective word. Read carefully and decide what is missing. Drag and drop the correct answer into the right spot to fix the letter.

Greeting

Opening

Body

Connective word

Closing

Signature

Dear City Council,

I am writing to suggest building more bike paths in our community. This would make travel safer for kids and families, it would encourage more people to use eco-friendly transportation.

Sincerely,
Jordan

What's Missing?

Dear Principal,

Students have worked hard on their experiments, and we would love to share them with you.

Yours truly,
Sam

What's Missing?

Dear Mrs. Taylor,

I wanted to thank you for your help with my debate project. Your advice on research and speaking skills made a big difference in my confidence.

Best regards,

What's Missing?

I am writing to request more library hours at school. Many students want to borrow books after class, but the library closes too early. Extending the hours would help us read more and finish our research projects.

Sincerely,
Leah

What's Missing?

Read the sentences. Drag and drop stars to rate each sentence: ★★★★★ = Perfect inference (matches the letter best) and ★ = Weak inference (doesn't fit well)

Sentence	★★★★★
1) Ethan's team is about to play in an important game.	★★★★★
2) The coach doesn't care about the players staying healthy.	★★★★★
3) Ethan's family supports him at the game.	★★★★★
4) Ethan feels both nervous and excited before the finals.	★★★★★
5) His little sister doesn't want to be at the gym.	★★★★★
6) The referee signals that the game is about to start.	★★★★★
7) Ethan plans to try his best, win or lose.	★★★★★

Cons

Put an X in the box for the correct answer.

1) What principle was shown when the community worked as one?	2) Why did the elders remind the children about interrelatedness?	3) Why did the community create art for nature before the feast?
<input type="checkbox"/> Synergy	<input type="checkbox"/> To explain how all parts of nature are connected	<input type="checkbox"/> By cutting down trees for decorations
<input type="checkbox"/> Competition	<input type="checkbox"/> To warn them about losing a game	<input type="checkbox"/> By honouring the trees with songs
<input type="checkbox"/> Wealth	<input type="checkbox"/> To show how to build houses faster	<input type="checkbox"/> By creating a totem pole
4) What did the people's songs and dances show about their feelings toward the forest?	5) What responsibility did the people promise to carry out at the end of the feast?	6) Why did Niska compare the community's hearts to "the roots of the cedar trees"?
<input type="checkbox"/> They feared the forest	<input type="checkbox"/> To care for the forest for future generations	<input type="checkbox"/> Both are strong when connected
<input type="checkbox"/> They thought it was ordinary	<input type="checkbox"/> To build more houses	<input type="checkbox"/> Roots are more important than people
<input type="checkbox"/> They celebrated and honoured it	<input type="checkbox"/> To collect extra berries	<input type="checkbox"/> She wanted them to plant more trees



Analogy Match-Up Challenge!

37 Match-Up Challenge!

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

Column A	
Volcano : Lava	

Consolidated

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

An illustration of a man and a woman standing at wooden podiums, appearing to be in a debate or presentation. The man on the left is wearing a green shirt and blue pants, gesturing with his hands. The woman on the right is wearing a grey top and blue skirt, holding a red object and a tablet.

beginning

Middle

End



Workbook Preview



Grade 6 – Language

Saskatchewan ELA Curriculum



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

	Outcomes	Pages	
CR6.1	View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing Up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).	15-16, 21-26, 73-85, 143-145, 176-189, 189, 192-200, 212- 215, 273-287	
CR6.2	Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.	17-20, 44-48, 52-58, 84-85, 277-278	
CR6.3	<div>Preview of 150 pages from this product that contains 406 pages total.</div>		5-166, 17-239
CR6.4			traditional and contemporary texts from First Nations, Métis, and other cultures containing special features (e.g., the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising).
CR6.5	Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.	60-69, 87-94, 123-142, 147-164, 167-175, 184-191, 195-198, 210-211, 241-271	
CR6.6	Read and demonstrate comprehension and interpretation of grade appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.	95-99, 197-198, 217-239	
CR6.7	Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, nonfiction books, reports and articles from magazines and journals, reference materials, and written instructions	13-33, 52-83, 87-99, 123-145, 159-175, 184-191, 201-209, 212-215, 241-287	
CR6.8	Read grade 6 appropriate texts to increase fluency (120-160 wcpm orally; 160-210 silently) and expression.	N/A	

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

	Outcomes	Pages
CC6.1	Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).	N/A
CC6.2	Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.	N/A
CC6.3	Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., complete sentences with appropriate subordination and modification), semantic/lexical/morphological (e.g., figurative words), graphophonic (e.g., spelling strategies), and other cues (e.g., appropriate volume and intonation) to construct and to communicate meaning.	N/A
CC6.4	Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.	N/A
CC6.5	Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others' ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).	N/A
CC6.6	Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.	N/A
CC6.7	Write to describe a place; to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter; to explain and inform in multistep directions and a short report explaining a problem and providing a solution; and, to persuade to support a viewpoint or stand.	N/A
CC6.8	Experiment with a variety of text forms (e.g., a peer interview, presentation at an assembly, poem, letter to parents, short review, poster, tableau, graphic organizer) and techniques (e.g., surprise ending)	N/A
CC6.9	Prepare a teacher guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.	N/A

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

	Outcomes	Pages
AR6.1	Consider which viewing, listening, reading, representing, speaking, and writing strategies work best for each task and situation.	27-33, 199-200
AR6.2	Appraise own viewing, listening, reading, representing, speaking, and writing skills and strategies, and set goals for improvement.	34-43
AR6.3	Appraise own and others' work for clarity.	192-194

Block 1: Reading Comprehension Strategies - Basics

Focus

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

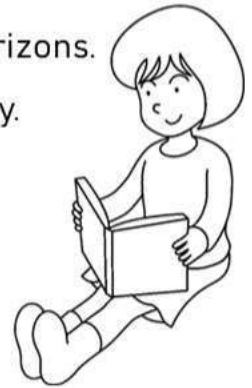
Understanding Reading Comprehension

What is Reading Comprehension?

Reading comprehension isn't just about recognizing words. It's about understanding their meanings and the ideas they share. Think of it like watching a movie in your head when you read, where you truly "get" the story or information.

Why is Reading Comprehension Important?

- **Broaden Your Mind:** It helps you learn new things, expanding your horizons.
- **Boost Your Skills:** You can discuss and share ideas more effectively.
- **School Success:** Many subjects require you to read and understand texts. Good comprehension helps boost your marks!



Strategies for Better Comprehension

Pre-reading:

- **Preview:** Take a quick look at the title, headings, and illustrations. What do you already know about the text?
- **Purpose:** Why are you reading this? For fun, learning, or a specific assignment?

During Reading:

- **Predict:** Guess what will happen next or the main point the author is making.
- **Ask Questions:** If something confuses you, take a moment to ask yourself questions.
- **Visualize:** Imagine scenes or ideas in your mind, like a mini-movie.

After Reading:

- **Summarize:** In a sentence or two, what was the text about?
- **Make Connections:** How does this relate to what you already know or have experienced?
- **Make Inferences:** Use what you learned from the text to make conclusions.

Remember, the more you practice these strategies, the better you'll get at understanding what you read. Happy reading!

True or False

Is the statement true or false?

1) Comprehension is like watching a movie in your head.	True	False
2) Good comprehension doesn't affect your school marks.	True	False
3) Previewing is a strategy used during reading.	True	False
4) Predicting means guessing what the author will discuss next.	True	False
5) Visualizing involves imagining scenes in your mind.	True	False

Question _____ line reading without comprehending. Why is that a waste of time?

Matching

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

Answer	Strategy	Description
	Visualizing	A) Make the text shorter, taking just what you need.
	Making predictions	B) Actively ask questions before, during and after reading to clarify and deepen understanding.
	Questioning	C) Read between the lines to grasp implicit meanings, using context and clues to fill in gaps of information.
	Purpose of reading	D) Identify the main goal for reading so you can focus your reading efforts.
	Making Inferences	E) Relate text to personal experiences, other texts, or the world.
	Summarizing	F) Create mental images or drawings based on the text to enhance comprehension.
	Making Connections	G) Guess what might happen next in a text based on what you've already learned and your prior knowledge.

Comprehension Practice – Making Connections

The Mysterious Case of the Vanishing Energy

Once upon a time in the small town of Voltville, two best friends, Max and Lucy, were puzzled. Their remote-controlled car had suddenly stopped moving, right in the middle of their race! "Why did it stop?" Lucy wondered. Max picked up the car and said, "I think it's time for a check with Grandpa Joe, the wise inventor of Voltville."

They went to Grandpa Joe's quirky workshop, where they found him tinkering with a gadget. "Grandpa, why did our car stop moving?" Max asked. Grandpa Joe chuckled and said, "Well, kiddos, sounds like you've got a battery problem."

"Ah, batteries!" Max exclaimed. "They're little boxes of energy, right?"

"Exactly!" said Grandpa Joe. "Batteries have different types of materials inside it—let's call them the 'plus side' and the 'minus side'. When they interact, they create a flow of energy called 'electric current.'"



Lucy's eyes widened. "Is that how our car runs?"

"Yes," Grandpa Joe replied. "The electric current flows from the battery to the motor, making the wheels turn. But when the materials inside the battery get used up, the current stops flowing out."

"So, what can we do?" Max asked.

Grandpa Joe handed them a pair of fresh batteries. "Just replace the old batteries with these new ones. But remember, used batteries shouldn't be thrown in the trash. They need to be recycled."

Lucy grinned. "Thanks, Grandpa Joe! Now we know the secret behind batteries and how to be responsible with them."

Thrilled with their newfound knowledge, Max and Lucy dashed back home. They replaced the batteries and, vroom! Their remote-controlled car was back in action, zooming faster than ever before.



Comprehension Practice – Making Connections

Pre-Reading

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

While 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	

Comprehension Practice – Questioning

The United States-Mexico-Canada Agreement (USMCA)

Trade agreements are like friendships between countries. Just like you may swap stickers or trading cards with your friends, countries exchange goods and services. In North America, one important trade agreement is the United States-Mexico-Canada Agreement (USMCA). Let's dive into why trade agreements like USMCA are so special.



The Benefits for Our Country

- **Boosting the Economy:** When countries trade, they buy and sell things like cars, fruits, and technology. This helps businesses grow and people get jobs. In Canada, we sell a lot of natural resources like lumber and minerals, to other countries.
- **Better Choices for Consumers:** Have you ever noticed the variety of fruits in grocery stores? Thanks to trade agreements, we enjoy products like avocados from Mexico, oranges from the United States, and many other options.
- **Friendlier Neighbours:** Good trade agreements help make our relations between countries. It's like being good neighbours: if you share toys and treats, you'll probably get along better.

Things to Consider

While trade agreements offer a lot of advantages, they also come with challenges. For example, businesses may move to another country where it's cheaper to produce goods. This could lead to fewer jobs in Canada. Also, more trading means more transportation, which can affect the environment.

Quick Facts About USMCA

- Replaced the older NAFTA agreement in 2020
- Includes Canada, the United States, and Mexico
- Focuses on things like automobiles, agriculture, and digital trade



Comprehension Practice – Questioning

Pre-Reading

Read the title and write what you already know about trading and other agreements like the USMCA.

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

1)	
2)	
3)	

After Reading

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

Comprehension Practice – Predicting

The Feathers of Unity: A Tale of the Prairie-Chicken Dance

In a small Indigenous community, two friends, Takoda and Nokosi, couldn't wait for the annual Prairie-Chicken Dance ceremony. Takoda was known for being a skilled dancer, while Nokosi loved playing the drum. Both understood the ceremony was not just about dancing and music; it was a way to honour their heritage and the prairie-chicken, a bird deeply connected to their culture.

"Are you ready?" Takoda asked Nokosi as they prepared their

"Yes, they're set!" Nokosi replied proudly showing colourful feathers collected from previous ceremonies.

When the community gathered around the ceremonial fire, the elders lit sage and sweetgrass, filling the air with something sweet. Elder Makwa, the bear-spirited leader of the community, raised his hand to signal for the ceremony to begin.



As the dance started, Takoda leapt gracefully, mimicking the prairie chicken's movements. His feet lightly touched the ground, and his movements seemed to capture the essence of the prairie chicken.

Nokosi's drumming was equally powerful. His hands moved in perfect harmony with the rhythm of the dancers like the heartbeat of the community.

The Prairie-Chicken Dance was not just an individual performance; it was about unity. Takoda and Nokosi danced and drummed in perfect synchronization, just as their ancestors had done for generations.

The crowd cheered and clapped; their spirits uplifted by the energy of the ceremony. As they concluded, Elder Makwa praised them, "You have danced and drummed with the spirit of our ancestors, honouring the prairie-chicken and reminding us of our connection to the land."

That night, Takoda and Nokosi felt a deep sense of pride and unity. They knew the Prairie-Chicken Dance was more than a ceremony; it was a living tradition that bound them to their heritage and each other.

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 4, it says, "When the community gathered around the ceremonial fire, the elders lit sage and grass" You could stop there and predict why they do this.

1 st Prediction	<hr/> <hr/> <hr/>	Correct Prediction?
		Yes No
2 nd Prediction	<hr/> <hr/> <hr/>	Correct Prediction?
		Yes No
3 rd Prediction	<hr/> <hr/> <hr/>	Correct Prediction?
		Yes No

After Reading

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

1) How did their way of celebrating honour the Prairie Chicken bird?

2) What would happen to traditions like this one if newer generations stopped doing them?

Comprehension Practice – Monitoring

Instructions

Read the text below and monitor your comprehension by stopping and putting a checkmark on the following symbols at the comprehension checkpoints.



I understand this part
of the text.



I am confused by this
part of the text.



I am surprised by this
part of the text.



I think this is an important
part of the text.



I have learned something new
from this part of the text.



I really enjoyed this
part of the text.

The Mystery Of Bermuda Triangle

Introduction

Nestled in the western part of the North Atlantic Ocean, the Bermuda Triangle is a region roughly bounded by Miami, Bermuda, and Puerto Rico. It has captivated the world's imagination due to the numerous unexplained disappearances of ships and aircraft. This report delves into the intriguing myths and the rational natural explanations for these mysterious occurrences.

✓		?		!		*		+		♥	
---	--	---	--	---	--	---	--	---	--	---	--

Historical Disappearances

Over the years, the Bermuda Triangle has been the site of numerous baffling events. One of the most notable is the disappearance of Flight 19 in 1945, a group of five U.S. Navy bombers on a training flight that vanished without a trace. Similarly, the USS Cyclops, a massive Navy supply vessel, disappeared in 1918 with 309 souls aboard, leaving no wreckage or survivors. These incidents, among others, have fueled speculation and mystery surrounding the Triangle.

✓		?		!		*		+		♥	
---	--	---	--	---	--	---	--	---	--	---	--

Myths and Legends

The mystery of the Bermuda Triangle has given rise to various myths and supernatural explanations. Some theories propose the involvement of paranormal forces or extraterrestrial beings, while others suggest the influence of the mythical lost city of Atlantis, whose advanced technologies are rumored to disrupt navigational instruments.



✓		?		!		*		+		♥	
---	--	---	--	---	--	---	--	---	--	---	--

Natural Explanations

Despite the existence of these myths, scientists offer natural explanations for the phenomena observed in the Bermuda Triangle:

- **Compass Malfunction:** The Bermuda Triangle is one of the two places on Earth where a magnetic compass does not point true north, which can confuse navigators.
- **Methane Hydrates:** Fields of methane gas can erupt from the ocean floor, potentially creating a gas bubble that causes ships to sink.
- **Rough Weather:** Even small, sudden waves, which can reach up to 100 feet, are common in the Triangle and can be dangerous for ships and planes.
- **Human Error:** Navigational mistakes and poor judgment under stress can contribute to accidents in the area.

✓		?		!		*		+		♥	
---	--	---	--	---	--	---	--	---	--	---	--

Investigating the Facts

A critical examination of the Bermuda Triangle's mysteries reveals that many of the disappearances have logical explanations. Research and advancement in technology have clarified much of the previously unexplained phenomena, demonstrating that the Triangle is no more mysterious than any other part of the ocean.

✓		?		!		*		+		♥	
---	--	---	--	---	--	---	--	---	--	---	--

The Role of Pop Culture

Books, movies, and media have played a significant role in showing the mystery of the Bermuda Triangle. These works often prioritize sensationalism over scientific accuracy, leading to a widespread misunderstanding of the natural occurrences in the area.

✓		?		!		*		+		♥	
---	--	---	--	---	--	---	--	---	--	---	--

Conclusion

While the Bermuda Triangle has been the subject of many thrilling stories and myths, most scientists agree that the occurrences within this area can be explained by natural phenomena. Advanced technology and improved navigational equipment have further reduced the mysteries once associated with this region.

Comprehension Practice – Refocusing / Re-engaging

Instructions

Read the text below. If you lose focus or engagement while reading the report. Turn the page and choose one strategy from the list to refocus and re-engage with the text. Reflect on your experience with using the strategies by answering the questions on the response worksheet.

Influential Inventors and Innovations

Introduction

Invention has been a cornerstone of human progress, revolutionizing the way we live, work, and interact with the world around us. This report delves into the remarkable stories of pioneering inventors and their groundbreaking innovations, shedding light on how these contributions profoundly influenced modern society.

The Wheel of Progress

The invention of the wheel stands as one of humanity's most monumental achievements. Initially used for transportation, the wheel's application swiftly expanded to transportation, machinery, and warfare. This innovation laid the foundation for subsequent technological advancements, enabling the development of cars, bikes, and countless machinery that define our modern world.

The Spark of Illumination: Thomas Edison and the Light Bulb

Thomas Edison, an American inventor, significantly impacted the world by inventing the practical electric light bulb in 1879. Before this invention, people relied on candles and gas lamps, which were inefficient and hazardous. Edison's light bulb extended productive hours after sunset, enhanced safety, and spurred the growth of businesses and entertainment industries, lighting up homes and cities.



The Digital Revolution: Alan Turing and the Computer

Alan Turing, a British mathematician, is often hailed as the father of computer science and artificial intelligence. During the 1940s, Turing developed the concept of a universal machine, which could solve complex calculations and tasks. His innovative ideas laid the groundwork for the modern computer, a device that has become integral to almost every aspect of daily life, including education, healthcare, and communication.

Connectivity Across Continents: Tim Berners-Lee and the World Wide Web

In 1989, British engineer Tim Berners-Lee invented the World Wide Web, a global system of interconnected computer networks that transformed information sharing and communication. The Web has democratized access to information, fostered global connections, and revolutionized business, education, and government, making it one of the most influential inventions of the 20th century.

Connecting the World: Alexander Graham Bell and the Telephone

Alexander Graham Bell, a Scottish-born inventor, is best known for inventing the telephone in 1876. Bell's invention revolutionized communication, allowing people to talk to each other over long distances instantly. The telephone paved the way for subsequent innovations in communication technology, including mobile phones and the internet, further connecting the global community and facilitating the exchange of ideas and information.

Conclusion

The stories of these inventors and their innovations underscore the profound impact that creative and analytical thinking can have on society. From the wheel to the telephone, each invention paved the way for further advancements, shaping the fabric of modern life and inspiring generations to continue exploring, innovating, and dreaming big.

Instructions

Choose one of the following strategies, to re-focus and re-engage with the text. Leave space on the next page to implement your strategy if it needs you to. Put a checkmark in front of the strategy you choose.

1)	Making Notes	jot down key facts and summaries in your own words.	
2)	Doodling / Sketching	Draw related images or diagrams to visualize concepts.	
3)	Chunking Information	Break the text into small sections and summarize each chunk.	
4)	Asking Questions	Write down any questions that arise while reading.	
5)	Summarizing Paragraphs	Write a one-sentence summary for each paragraph or section.	
6)	Connecting to Prior Knowledge	Note down anything that relates to what you already know.	
7)	Predicting Outcomes	Guess what might happen next or what a section will be about before you read it.	
8)	Pausing and Reflecting	Take a moment to think about what you've read every few paragraphs.	
9)	Discussing with Peers	Share a point or fact with a classmate and discuss.	
10)	Setting Goals	Set small goals, like reading a certain number of lines before taking a brief break.	

Name: _____

32

Curriculum Connection
AR6.1, CR6.7

Instructions

Use this space to implement your strategy if it requires you to draw or write.

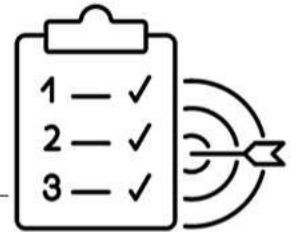
PREVIEW

Name: _____

36

Curriculum Connection
AR6.2

MY GOAL PLANNER



My goal is to: _____

Ways I can work toward my goal:

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



Why this goal is important to me: _____

New things I will try:

I am going to work harder at:

I want to read:

Instructions

Follow the given instructions to fill your weekly reflection table.

- 1) **Week Ending:** Write the last day of the week you're reflecting on.
- 2) **Reading Goal:** Write your specific reading goal for the week.
- 3) **Strategy Practised:** Identify the strategy you focused on this week.
- 4) **Actions Taken:** List the actions you took to practise 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 Practised			
Did I meet my goal?			
Actions Taken	Books/Texts Read	Observations	Next Steps

Name: _____

38

READING LOG

My goal for _____ is _____ minutes.
(month) (number)

Instructions

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

SUN	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.	
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.

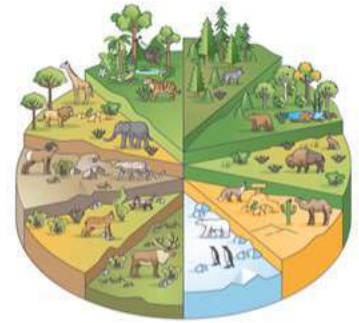
Total minutes read for the month: _____

Activity: Exploring Ecosystems

Objective

What are we learning more about?

To enhance comprehension skills by engaging students in a structured activity that utilizes pre-reading, during-reading, and post-reading strategies to understand and interpret a text.



Instruction

How do we complete the activity?

1) Before Reading:

- **Engage:** Present a list of ecosystems to the class. Allow each student to select one ecosystem they are interested in exploring further.
- **Research and Preparation:** Guide students to find a suitable article or text about their chosen ecosystem using classroom resources or the internet.
- **Brainstorming:** Once an ecosystem is selected, have students brainstorm what they already know about the ecosystem and what they hope to learn from the text.
- **Question Formulation:** Students should create specific questions they want the text to answer about their chosen ecosystem.
- **Previewing the Text:** Encourage students to read their chosen text's title, headings, visuals, and any introductory paragraph to make predictions about the content.
- **Setting a Purpose:** Ask students to set a clear purpose for their reading, focusing on what they aim to learn or understand about the ecosystem.

2) During Reading:

- **Making Connections:** Instruct students to relate the information in the text to their existing knowledge or personal experiences related to the ecosystem.
- **Note-Taking:** Students should take detailed notes on key points and details, using the provided worksheets.
- **Visualization:** Encourage students to visualize the ecosystem as described in the text, paying attention to the use of descriptive language.
- **Adjusting Predictions:** Prompt students to revise their predictions based on the information they gather as they read.
- **Questioning and Inferring:** Students should continuously ask questions to clarify their understanding and make inferences based on the text.

After Reading:

- **Summarization:** Have students summarize the main points of the text, emphasizing the new insights they gained about the ecosystem.
- **Evaluation and Reflection:** Facilitate a class discussion where students evaluate the text's information and reflect on how it added to their understanding of the ecosystem.
- **Review and Extend:** Encourage further research on related topics or unanswered questions that arose during the activity, utilizing classroom or online resources.

BEFORE READING**Instructions**

Choose an ecosystem from the following list. Then fill in the following details before reading the text.

Boreal Forests	Prairies	Subarctic
Rocky Mountains	Coastal Rainforests	Mixedwood Plains
Great Lakes	Wetlands	Northern Taiga
Arctic tundra	Atlantic Maritime	Okanagan Desert

1) Which ecosystem did you choose?

2) What do you already know about the ecosystem?

3) What questions do you have about the text?

4) Write any predictions you made about the text.

5) What is your main purpose of reading this text?

Name: _____

46

Curriculum Connection
CR6.2

DURING READING

Instructions

Fill in the following details while you are reading the text.

1) Relate to the information provided in the text. Think about personal experiences or existing knowledge.

2) Jot down notes on the main ideas and supporting details of the text.

3) Visualize and draw the ecosystem as you read about _____

4) Write questions you have about the text.

AFTER READING**Instructions**

Fill in the following details after you have read the text.

1) Write a summary of the main idea and supporting details of the text.

2) How has your understanding of the chosen ecosystem changed after reading the text? Describe one new piece of information that was particularly interesting to you.

3) Based on the text, what do you think are the biggest threats to your chosen ecosystem, and what are some possible solutions to these threats?

INDEPENDENT READING ACTIVITIES

Independent Reading - Responses

Day 1

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

Name of Book	
<u>Before Reading:</u> What will this book be about?	
<u>During Reading:</u> Write questions you have while you read.	
1)	
2)	
<u>After Reading:</u> Summarize the story. What was it all about?	

Day 2

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

Name of Book	
<u>Before Reading:</u> What genre is this – fiction, non-fiction, funny, adventure, etc. What do you think it is about?	
<u>During Reading:</u> Making Connections – What does this book remind you of in your life?	
<u>After Reading:</u> Make an inference – Something that wasn't stated in the book.	

Independent Reading - Responses

Day 9

Fill in the organizer below.

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

Day 10

Fill in the organizer below.

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

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 explain why you like it	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 – values, rituals, ceremonies, architecture, art, and dance.
- Making connections to these cultural elements
- Visualizing different cultural text forms

Creation Story – First Nation Architecture: Wigwam

In a peaceful forest clearing, young Kitchi and his sister Lelani lived with their family in a special wigwam built by their father, Nahawi. Kitchi always wondered how their home was so sturdy and yet so easy to put up or take down.

One sunny morning, Nahawi decided it was time to teach the kids the art of wigwam-making. "It's not just a house; it's a home that connects Earth and Sky," he said, touching the ground and the top of the wigwam.



They started by choosing trees for the frame. Nahawi showed them how to bend the young trees into arches, securing them with roots they had dug up. "These arches are like the arms of the Earth, holding up the sky," Nahawi explained.

For the walls, they used birch bark. Nahawi showed Kitchi and Lelani how the birch trees willingly offered their bark to keep them warm. They laid the bark over the frame, and the wigwam began to look like a home.



"Remember to leave an opening for the door," Nahawi said, "so our prayers and thanks can reach the spirits." Kitchi carefully made the opening, feeling grateful. Finally, it was time for the door. They used more birch bark and added a small opening that their mother, Minowin, had made. "Now our home is complete," Nahawi smiled.

That evening, as they sat in their newly built wigwam, Kitchi felt grateful. His sister Lelani whispered, "It's like the wigwam is a living story, telling us about our connection to the Earth and Sky."

And so, in the whispering language of nature and architecture, their wigwam spoke to the sky and listened to the Earth, keeping Kitchi, Lelani, and their family safe and grounded in the wisdom of their ancestors.

Before Reading

Read the title. Can you think of other subject areas related to this topic?
Are there any other forms of architecture you know about?

Comprehension

Is the statement true or false?

1) Nahawi is known as the 'father of architecture'.	True	False
2) They used metal rods to hold the walls together.	True	False
3) The wigwam's walls are made of mud.	True	False
4) Nahawi said the wigwam connects the earth and the sky.	True	False
5) There is no opening at the top of the wigwam.	True	False

Question

What materials did they use to build the wigwam?

Making Connections

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

Indigenous Art – Métis Story

The Beadwork Adventure of Chiara and River

Once upon a time in a small Métis community lived two best friends, Chiara and River. They were both fascinated by their community's rich history of art, especially beadwork.

One sunny day, they visited Grandma Lynne, a respected elder in their community, to learn more about Métis beadwork. "This isn't just about making beautiful things, it's about telling stories and keeping our culture alive," Grandma Lynne said. Then she showed them colourful patterns of beadwork.



Chiara and River were so inspired that they decided to create their own beadwork art. They went to the local crafts store and gathered all sorts of colours and shades. Chiara chose colours that reminded her of the sunset, while River chose colours that looked like the forests and rivers around their community.

They both sat under the old oak tree that stood tall in the community square, fully stringing beads onto thread. It was a quiet, peaceful afternoon, and they could hear the leaves rustling in the wind.

After hours of work, Chiara created a beautiful flower pattern, while River made a sash with zigzagging lines. They couldn't wait to show Grandma Lynne their creations. When she saw their work, her eyes twinkled like stars. "You've done an excellent job! This is exactly how our stories and traditions live on," she said.

And so, Chiara and River became a part of the chain of artists and storytellers in their community, learning that art isn't just about making something beautiful. It's also about keeping memories, stories, and an entire culture alive and well. And that was the most beautiful thing of all.

Pre-Reading

What do you know about indigenous artwork? List three other forms of art you know.

Draw _____ a pattern you would like to create with Métis Beadwork.

--

Comprehension Check

Is the statement true or false?

1) They went to a museum to get beads for their art.	True	False
2) Chiara chose colours that reminded her of the sky at sunset.	True	False
3) River made a sash with a circular pattern.	True	False
4) They worked on their beadwork in Chiara's backyard.	True	False
5) The story says that art is only about making something pretty.	True	False

Indigenous Dance – Inuit Story

Visualizing

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

The Dance of the Northern Lights

In a small Inuit community near the Arctic Circle, lived a young boy named Tuktu and his sister Nuka. They were very excited because the annual Snow Moon Festival was just days away. It was the time when families gathered to celebrate the bright moon and the dancing northern lights, which they believed were the spirits of their ancestors dancing in the sky.

Their Grandma Sivua told them the importance of the festival. "You see," she said, holding up her colourful parka, "the patterns on this parka were inspired by the northern lights. We dance at the festival to honour our ancestors."

For days, Tuktu and Nuka practiced their dance moves. Tuktu had a drum made of seal skin, and Nuka had ulu-shaped clappers. They mimicked the walking of a polar bear and swayed their arms like the waves of the ocean.

Finally, the night of the Snow Moon Festival arrived. The community gathered around a bonfire, the children's faces glowing from the flickering flames. Tuktu and Nuka felt a mix of excitement and nerves.

As they began to dance, the northern lights started to appear in the sky, casting green and pink light on the snow-covered ground.

Everyone joined in, and it seemed as if the very air was dancing. Grandma Siqiluk looked up at the sky and smiled, "Look, the spirits are pleased; they have joined our dance!"

As Tuktu drummed and Nuka danced, they both felt a warm connection to their ancestors and their land. When they finished, they looked up and felt as if the swirling colours of the northern lights were giving them a standing ovation.

With hearts full of joy and a sense of deep connection to their heritage, Tuktu and Nuka knew they would keep this tradition alive for many more Snow Moon Festivals to come.

Indigenous Rituals – Haida Story

The Gift of the Potlatch

In a coastal village, lived a young Haida girl named Kaya and her best friend, Talia. They were buzzing with excitement because Kaya's family was hosting a Potlatch, a special ceremony where people come together to share food, stories, and gifts.

Kaya's Grandfather Yalen explained the importance of the Potlatch. "It is a ceremony to honour our ancestors and strengthen our bonds," he said while carving a totem pole. "Through giving, we strengthen our community."



Kaya and Talia spent hours helping their family prepare. They folded cedar bark to make baskets, filled them with salmonberries, and sewed blankets with intricate patterns that told stories of their community. Each blanket was a gift for the guests.

Finally, the day of the Potlatch arrived. The longhouse was filled with the aroma of smoked salmon and the sound of drums. People from near and far entered the room wearing their finest robes, adorned with symbols of their clans.

Grandfather Yalen welcomed everyone and shared a story of their ancestors. Then he started distributing gifts. When it was Kaya's turn, she gave Talia a basket of salmonberries. "Thank you, Kaya," Talia whispered, her eyes shining.

As the ceremony continued, dancers took the floor, imitating the animals in their stories. Kaya and Talia felt a deep sense of pride and connection to their people.

As the sun dipped below the horizon, Kaya felt grateful. She understood that the Potlatch was not just about giving things; it was about giving love, respect, and honour to each other and their ancestors.

So, as the final drumbeats echoed and the last of the gifts were exchanged, Kaya knew that the true gift of the Potlatch was the unity and strength it brought to her community.

Before Reading

Predicting: What will this story be about?

Making Connections

Make a connection to self, text, and world.

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

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

Text-To-Text: What does the story remind you of a book or story you have read?

Comprehension Check

Circle the best answer to the questions.

1) What is Yalen carving?	A totem pole	A canoe
2) What are the cedar bark baskets filled with?	Salmonberries	Apples
3) Who is Kaya's best friend?	Yalen	Talia
4) What First Nation does Kaya belong to?	Haida	Ojibwe
5) Where does the Potlatch take place?	In a longhouse	In a school
6) What is the main food aroma at the Potlatch?	Smoked salmon	Fried chicken

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 Our Super Space Adventure! 🚀

Hello Future Astronauts,

Buckle up because we're going on an extraordinary trip through outer space! 🌌 We're going to learn about celestial bodies, luminaries, and even black holes. Yep, our classroom is transforming into a "Space Station" for the forthcoming weeks!

First stop, we'll become "Planet Custodians." We'll collaborate and learn how to preserve our planet from space detritus by examining things like recycling in space! How fun is that?

But wait, there's more! An authentic astronomer will visit our class to inform us about optical instruments and how to identify various phenomena in the sky. 🔭

At the conclusion of our escape, we'll host a "Space Symposium." You and your comrades will get to exhibit all you've learned with posters, replicas, and even some cosmic activities. 🌠

Got inquiries? Require additional specifications? Let us know.

See you all in class,
Mrs. Carter

Vocabulary

Read the email and write any words that are new to you. Then look up their meaning.

Word	Meaning – Use Context Clues or Look Up Word Meanings

Letter Writing – Implicit and Explicit Perspectives

Bias in Letters: Imagine you love playing soccer. If you write to everyone that soccer is the best sport and all other sports are boring, that's called "bias." It means you're sharing only your opinion and not thinking about other options.

Implicit Perspective: This is a bit sneaky. The writer doesn't come right out and say what they feel, but they give hints. For example, if your friend writes, "Math tests are okay if you like impossible puzzles," they didn't say they dislike math tests, but you can kind of guess they're not too thrilled about them.

Explicit Perspective: This is super easy to understand! The writer tells you exactly what's on their mind. If they write, "I think swimming is so much fun," there's no guessing game. It's clear that they really enjoy swimming.

Instructions Read the sentences below and decide if the perspective is implicit or explicit. How being implicit or explicit in their perspective?

1) Ice cream is the best treat you can eat.	Implicit	Explicit
2) History class is interesting, but I like studying the past.	Implicit	Explicit
3) I absolutely love going to amusement parks.	Implicit	Explicit
4) Camping is the most fun way to spend a weekend.	Implicit	Explicit
5) Vegetables are the healthiest food you can eat.	Implicit	Explicit
6) Reading is all right if you have nothing else to do.	Implicit	Explicit
7) I know all the lyrics to songs from that band.	Implicit	Explicit
8) She always seems to have that author's books on her desk.	Implicit	Explicit

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

1) If you enjoy wasting water, then long showers are fantastic.

2) Eating junk food is wonderful if you don't care about your health.

3) I've visited that amusement park so many times; I can't even count them anymore.

Letter Writing – Bias in Advertising

Dear Awesome Students,

Hey there! I'm Dino Dave, the world's greatest dinosaur explorer and puzzle solver! Guess what I have for you today? It's the Dino Dave Adventure Kit, and trust me, this kit will take you on an adventure you'll never forget!

This isn't just any old kit; it's a magical kit that will turn you into a real-life explorer! Wanna dig up dino bones? This kit has all the tools! Crazy about treasure hunts? It comes with maps and more! It's 10 times more exciting than any video game you've ever played. If you don't get one, you're missing out on some serious fun.

Hurry! The Dino Dave Adventure Kit will make you the most adventurous kid in school, just like me, Dino Dave!

See you on the adventure!

Your future favourite explorer
Dino Dave 🦖



Questions

Answer the questions below

1) Is Dino Dave biased in his opinion that his kit is the best? Explain.

2) Is Dino Dave giving you the full story, or just his own opinion? How?

3) Why do you think Dino Dave wrote this letter?

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

Letter Writing – Inferences

Edmonton, Alberta
September 25, 2023

Dear Cousin Aiden,

I hope this letter finds you in good spirits in Vancouver. School started a few weeks ago, and our new teacher, Ms. Patel, is really focused on helping us understand the bigger picture of history and human experience. One of the most impactful experiences I had recently was visiting a Holocaust Memorial with my class.

The memorial served as a place of remembrance for the millions of people who lost their lives during the Holocaust, a terrible time in history. We listened to a speaker who talked about the importance of never forgetting these events. She encouraged us to think about how happy we are and how people treat others as less than human just because of their religion or ethnicity. The visit was emotionally heavy but it really got me thinking about the value of human life and the importance of standing up for what is right.

Ms. Patel had us reflect on the visit and we had a very moving classroom discussion. Many of my classmates shared their thoughts on how we can make sure that history does not repeat itself. She talked about the importance of education and awareness, while others emphasized the need to stand up against prejudice and hatred in all its forms.

It's not easy to think about these things, but it feels necessary. Understanding the past helps us shape a better future. It's made me appreciate the freedom in our country and the need to respect and honour that.

On a lighter note, our school has started a book club, which I've joined. We're currently reading a fantasy adventure book. Since you're into fantasy novels, maybe you can read it too, and we can discuss it next time we chat?

Mom and Dad are planning a weekend trip to a pumpkin patch. I'm excited about it, especially with Halloween coming up. What are your plans for Halloween this year?

Give my regards to Aunt Lisa and Uncle Steve. I'm really hoping we can catch up in person during the winter holidays.

Wishing you all the best,
Oliver

Name: _____

82

Curriculum Connection
CR6.1, CR6.7

Letter Writing – Inferences

Local Inferences

Make inferences from the sentences below.

"It's not easy to think about these things, but it feels necessary"

"We live in a world where people who talked about the importance of never forgetting these events"

"Understanding our past helps us shape our future"

Global Inferences

Make four inferences from the entire

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.
- Literary devices – Hyperbole and Idioms
- Sequencing the events of multiple plots in a story, explaining the cause and effect
- Flashbacks, antagonists, protagonists, stock characters, story within the story.

What is Indigenous Storywork?

Preface

Welcome to this report on **Indigenous** Storywork, a special way of teaching from Canada's indigenous nations. We'll explore what it is, the Seven Principles, and why it's important.

What is Indigenous Storywork?

Indigenous Storywork is more than just telling stories. In Indigenous **cultures**, stories are passed down from **Elders** to younger people. These stories teach important lessons about life, not just for the individual but for the community. Imagine a grandparent telling a story that has been told for hundreds of years! Each story is like a treasure chest, full of **wisdom**.

The Seven Principles of Storywork

In Indigenous Storywork, there are seven guiding principles:

- **Respect:** Being courteous and understanding of others.
- **Responsibility:** Completing your duties to your community.
- **Reciprocity:** The practice of mutual giving and receiving to the community.
- **Reverence:** Holding deep admiration and respect for something almost sacred.
- **Holism:** Recognizing the interconnectedness of all things.
- **Interrelatedness:** Learning how every part in a system is connected to others.
- **Synergy:** Working together to create something that is more powerful than individual efforts put together.



Why It Matters

This type of storytelling helps us understand the world from the Indigenous perspective. It promotes respect and understanding for cultures that have been here for a long time.

Glossary

- Indigenous: First people to live in a place.
- Elders: Older people with wisdom.
- Wisdom: Deep knowledge.
- Cultures: Way of life for different communities – food, clothing, art, etc.

Name: _____

88

Curriculum Connection
CR6.5, CR6.7

True or False

Is the statement true or false?

1) The Seven Principles are taught in different Indigenous stories.	True	False
2) Indigenous Storywork helps us understand the Indigenous perspective.	True	False
3) "Elders" in the glossary refers to older people with wisdom.	True	False
4) "Wisdom" in the glossary means lack of knowledge.	True	False
5) Indigenous Storywork promotes disrespect for cultures.	True	False

Questions

Answer the questions below.

1) Why is Indigenous Storywork considered significant?

2) Paraphrase the 7 principles by rewriting them in your own words in one sentence each.

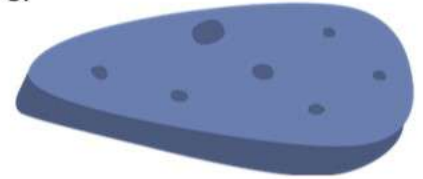
Respect	
Responsibility	
Reciprocity	
Reverence	
Holism	
Interrelatedness	
Synergy	

Indigenous Storywork - Narrative

The Tale of Wise Elder Nokomis and the Three Stones

Long ago, in an Indigenous community, there lived an elder named Nokomis. She was known for her wisdom and the stories she told around the fire.

One day, a group of children gathered to listen. "Today, I will tell you about the Three Stones of Life," she began.



Stone 1: Responsibility

"First," Nokomis held a smooth, blue stone, "this stone represents Responsibility. In our community, it is everyone's duty to look after the land, the water, and each other. Once, a young man named Takoda ignored this. He threw trash into the river because he was lazy and did not have a proper place for it. Soon, the fish became sick, and the whole community suffered. We learned to be responsible only after he had to help clean the river. Our community is now back to health."

Stone 2: Respect

Next, she showed them a green stone. "This is the Stone of Respect. We must honor all living things and our ancestors. A girl named Amarok learned this lesson. She would pluck flowers carelessly and step on plants. But when she realized that she was hurting the spirits of the Earth, she started treating everything with respect, just as her ancestors had taught her."

Stone 3: Interrelatedness

Finally, Nokomis held up a red stone. "This is the Stone of Interrelatedness. It reminds us that we are all connected. Wabanang, a young boy, would always take all the berries and never leave some for the animals. Eventually, the animals moved away and the berry bushes stopped growing. Wabanang understood that what he did affected everyone and everything else."

As Nokomis placed the three stones back into her pouch, she looked at the children. "Remember, each of you holds these stones within you. Be responsible, show respect, and never forget how interconnected we all are."

The children nodded, grateful for the wisdom they had gained. From then on, they remembered the lessons of the three stones and lived in a way that honored their community and the Earth.

And so, the tale of Wise Elder Nokomis and the Three Stones became a cherished lesson for generations to come.

Name: _____

90

Curriculum Connection
CR6.5, CR6.7

Questions

Answer the questions below.

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

2) Why are stories told to the younger kids in Indigenous communities?

Storywork Traits

What Indigenous Storywork traits did you see in this story? How were these three traits shown?

Responsibility	
Respect	
Interrelatedness	

Narrator's Point of View

The narrator's point of view is about who is sharing the tale. There are three main types you'll often see:

- **First-Person:** A person in the story is the one telling it. They'll use words like "I" and "we." Example: "I discovered a hidden cave!"
- **Second-Person:** The story speaks directly to you, making you a character in the plot. It uses words like "you" and "your." Example: "You stumble upon a hidden cave!"
- **Third-Person:** A narrator who isn't part of the story shares it. This style uses words like "he," "she," "it," and "they." Example: "Tommy discovered a hidden cave!"

Each kind of point of view gives a special touch to the story, making it feel different each time you read one!

Instructions

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

1) I tripped over the hidden cave.	First	Second	Third
2) You find a mysterious key.	First	Second	Third
3) He saw a shooting star.	First	Second	Third
4) We laughed at the clown's joke.	First	Second	Third
5) You pull the secret book from the shelf.	First	Second	Third
6) She sings her heart out.	First	Second	Third
7) I solved the final riddle.	First	Second	Third
8) You leap over the puddle.	First	Second	Third
9) They danced until midnight.	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 Solar System – Different Points of View

First-Person:

Hi there! I'm Sunny, the Sun at the centre of the solar system. Let me tell you about my planetary friends. Closest to me is Mercury, who's super fast, going around me in just 88 Earth days! Venus is next, and she's the hottest of the bunch. Earth is special because it has life, like you! Mars is my red buddy, always curious about visitors.

After the asteroid belt, we get to the gas giants—Jupiter, Saturn, Uranus and Neptune. They're big and a little mysterious. Pluto's out there too; he used to be a planet but got a new title as a dwarf planet.



Second-Person:

Imagine you're soaring through space. First, you zip by Mercury, feeling the intense heat from the Sun. Next, you see Venus covered in thick clouds. Now you're at Earth, waving to your friends. You take a quick pit stop on Mars, noticing its red soil.

Whoosh! You fly past the asteroid belt and reach Jupiter, feeling its strong gravity pull. Saturn's rings are like nothing you've ever seen. You move on to Uranus and Neptune, they're so far out! Finally, you wave hello to Pluto, who's a bit lonely.

Third-Person:

In the solar system, the Sun sits majestically at the centre, radiating light and warmth. Mercury speeds around it, completing a full orbit in less than 90 Earth days. Venus, covered in dense clouds, is next in line. Earth, the only planet known to have life, is third from the Sun. Mars, the red planet, appears inviting but is mostly desert.

After the asteroid belt, Jupiter, the largest planet, comes into view. Saturn's stunning rings make it unique. Uranus and Neptune, the ice giants, are next, both mysterious and distant. Pluto, once considered a planet, is now known as a dwarf planet and sits at the edge of the solar system.

Name: _____

97

Curriculum Connection
CR6.6, CR6.7

Questions

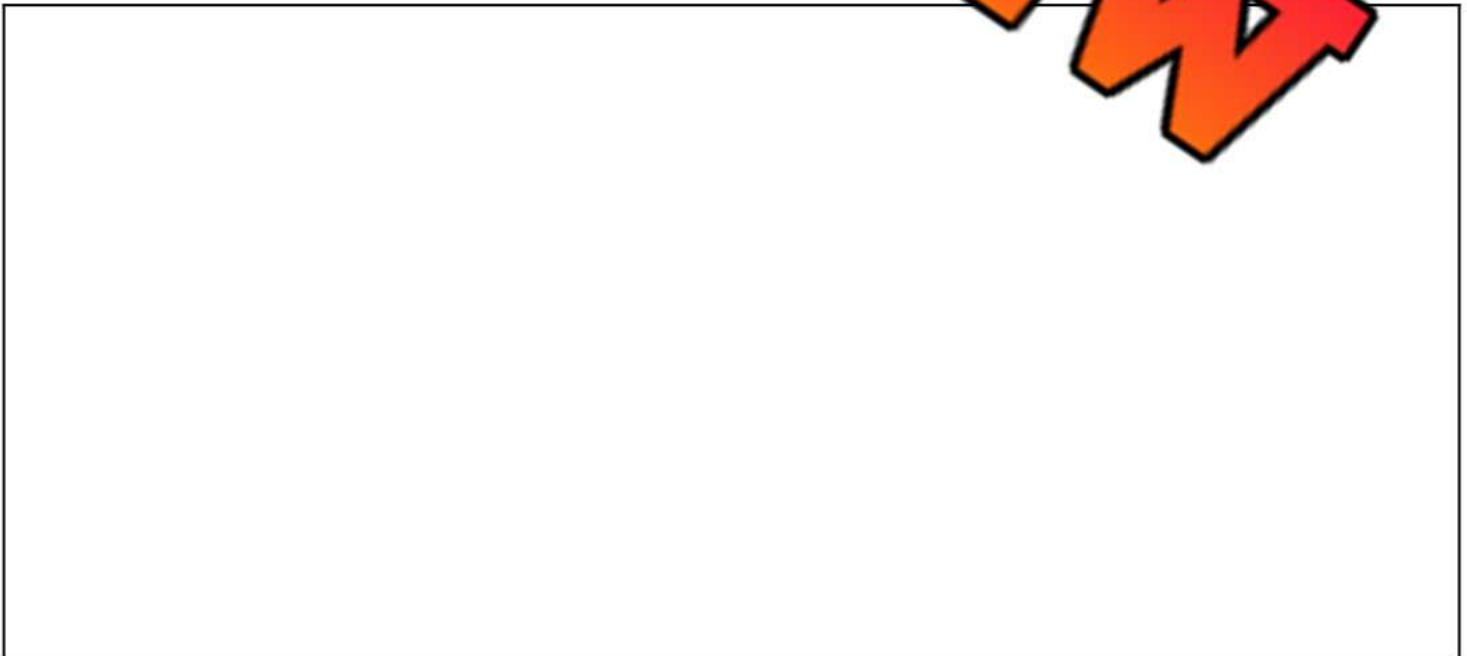
Answer the questions below.

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 planets described in the story.

Visualize

Draw the Solar System with the Sun and planets as you visualized them while reading.



Advantages/Disadvantage of Points of View

Version 1: First-Person Point of View

Hey there, I'm a jar of Canadian Maple Syrup, and I've got pals who are a big deal in exports and imports. Take my friend, Blueberry, for instance. She goes all the way to Japan!

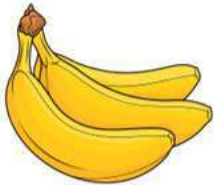
Then, we've got Mr. Salmon, who swims from the Atlantic Ocean to markets in Europe. Guess what? We also welcome imports. Like, Banana!

She comes from faraway places like Ecuador to brighten up our breakfasts.



Version 2: Second-Person Point of View

Imagine you're a farmer who has just harvested bushels of blueberries. You pack them up, and off they go to Japan. You feel good knowing your hard work will be enjoyed halfway across the world.



Then, picture yourself as a shopper in a Canadian supermarket. You see bananas and coffee on the shelf. You realize that these come from different continents!" It's like the world is just grocery shopping!

Version 3: Third-Person Point of View

In Canada, exports and imports are like a two-way street. On one side, Canada sends out its delicious maple syrup, fresh blueberries, and high-quality salmon to countries worldwide. These exports not only earn money but also share a taste of Canadian culture.

On the other side, Canada receives imports like bananas from Ecuador and coffee from Colombia. These imports add variety to Canadian lives, offering flavours and products from around the globe.

So, whether it's maple syrup flying to other countries or bananas coming into Canada, exports and imports make the world an exciting, connected place!

Name: _____

99

Curriculum Connection
CR6.6, CR6.7

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/>

Hyperbole & Idiom

Literary devices are nifty tools that writers use to spice up their stories and make them extra exciting to read. These tricks help us picture what's happening, tap into our feelings, and understand what the story wants to tell us.

▪ **Hyperbole:** This is when you exaggerate something to make a point or add emphasis. It makes things more dramatic and catches your attention. Example: "I'm so hungry, I could eat a horse!"

▪ **Idiom:** These are phrases that don't mean exactly what the words say. They have a meaning that you have to figure out. Example: "It's raining cats and dogs outside." It doesn't mean pets are falling from the sky, it means it's raining really hard.



Think Read Below and find examples of hyperboles and idioms

One sunny day, Timmy the Turtle was slow, he made snails look like race cars! He always felt like the world was going by at the speed of light around him. "I wish I could be as fast as lightning," he sighed.

Then, his friend Benny the Butterfly fluttered by. "You have a long face, Timmy?" "I'm tired of being slower than molasses," Timmy groaned.

"Don't count your chickens before they hatch," Benny teased. "You have something none of us have: patience!" Just then, a gust of wind whistled by, turning the sky so dark it looked like midnight at noon. "Oh no, I forgot my umbrella!" Benny cried. "It's raining cats and dogs!" Benny exclaimed.

"Don't worry, just stand under my shell," Timmy offered. Benny realized Benny was right. Sometimes, slow and steady wins the race, especially when the sky is so dark. Benny learned that every cloud has a silver lining, especially when you're as slow as Timmy.

Hyperbole	
Hyperbole	
Hyperbole	
Idiom	
Idiom	
Idiom	

Name: _____

102

Curriculum Connection
CR6.3

Hyperbole - Visualizing

Visualize

Draw what you are picturing when you read the hyperboles below

Her smile was as bright as a thousand
suns.

His backpack weighed a ton.

She ran as fast as a cheetah on a sugar
rush.

The tree was so tall it touched the sky.

PREVIEW

Idiom - Visualizing

Visualize

Draw the literal meaning of the idioms below. Then explain the figurative meaning – what the idioms really mean.

"The ball is in your court."

Meaning

"Don't cry over spilled milk."

Meaning

"It's raining cats and dogs."

Meaning

"Bite the bullet."

Meaning

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 picture things better. For example:

- The moon is like a big, round ball of cheese.
- Her smile is as bright as the sun.
- The cat roared like a lion.
- The winter was as cold as ice.



Think about the story below and find examples of simile.

Once upon a time, Sally had a garden that was as colourful as a rainbow. She loved her flowers, which smelled as sweet as honey. One day, a butterfly as graceful as a ballerina flew into her garden. Sally's heart was as light as a feather watching it flutter around.

Soon, clouds as fluffy as cotton balls covered the sky. Sally knew rain was coming. "Oh no, my new seeds!" she thought. They needed water, but not too much, or they would drown. Sally ran as fast as a cheetah to her garden and opened an umbrella to cover the seeds.

Raindrops fell as softly as whispers from the sky. The plants drank up the rain. Kids in the rain. After it stopped, the sun came out as bright as a diamond. Sally's garden had made a new friend—the butterfly stayed!

The end of this tale leaves everyone as happy as a clam, especially Sally and her fluttery friend.

Name: _____

105

Curriculum Connection
CR6.3

Simile

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 Mouse and the Cheese"	The mouse's tail is as long as a spaghetti noodle.

Match The Column

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

Column A	Column B
As busy as	a feather
As light as	honey
As brave as	a racecar
As fast as	a bee
As sweet as	a lion

Metaphor

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

- The moon is a glowing cookie in the sky.
- Her eyes were shining stars.
- The classroom is a zoo today.
- His victory was a treasure.



Think

Read the story below and find examples of metaphors.

Once upon a time, there was a boy named Max who lived in a house that was a castle to him. Max loved cheese, which was his favorite food. One day, he heard that Farmer Bob's barn was a cheese paradise. Max decided to go on an adventure.

Max was a tiny race car, zooming through the field. The grass was a green ocean, and Max swam through it. Finally, he reached the barn, which stood like a giant guarding its secrets.

Inside, he saw cheese stacked like mountains. Max thought it was a dream, beating with joy. He quickly filled his tiny bag, thinking it was a magic bag that could hold anything. But then, he heard a meow. Uh-oh! The barn was also home to a silent ninja in the shadows.

Max ran as if his feet were rockets. He dashed back to his house, which now felt like a safe island. Max learned that adventures can be exciting but also risky. From then on, his home was his favourite paradise.

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 correct metaphorical descriptions in Column B to create compound metaphors.

Column A	Column B
Time	a guiding light
The teacher	a white blanket
The storm	a ticking clock
The snow	a ray of sunshine
The baby's smile	a tornado

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 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 sky a brilliant orange, and the air was filled with the scent of blooming flowers. Marisol loved to wander through the bustling market, smelling of spicy corn and sweet fruits.



In the daytime, Marisol worked with her hands 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 earth beneath 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.




Scavenger Hunt

Find books that have examples of imagery.

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

Describe

Describe the objects below using as many details as possible.

Object	Description
	
	
	

Imagery

Instructions

Imagine you were the one that took this picture. Think about where this picture was taken. Describe using your five senses.

- What do you see?
- What do you hear?
- What do you feel?
- What do you smell?
- What do you taste?











Imagery - Sensory Language

Sensory language in imagery involves using words that appeal to our five senses: sight, hearing, smell, taste, and touch, to create vivid pictures in the reader's mind. This type of language helps you experience the story as if you were there. Here are examples for each sense:

- Sight: sparkling, shadowy, vibrant
- Hearing: thundering, whispering, chirping
- Smell: fragrant, musty, fresh
- Taste: tangy, bitter
- Touch: soft, sticky

By using sensory words, writers can make their descriptions more engaging and realistic, allowing readers to fully immerse themselves in the text.

Instructions

Sort the sensory words from the word bank according to the sense that it relates to and place it in the correct section.

Muffled	Bland	Aromatic	Dim
Bitter	Rustling	Bright	Sizzling
Tart	Glistening	Crunchy	Musty
Fuzzy	Salty	Glowing	Fragrant

Sensory Language – My Favourite Place

Instructions

Think of your favourite place. Come up with a picture of it in your head. In the respective boxes, list all the things that you see, smell, touch, hear, and taste at this place.

1) What is this place?

2) Where is this place?

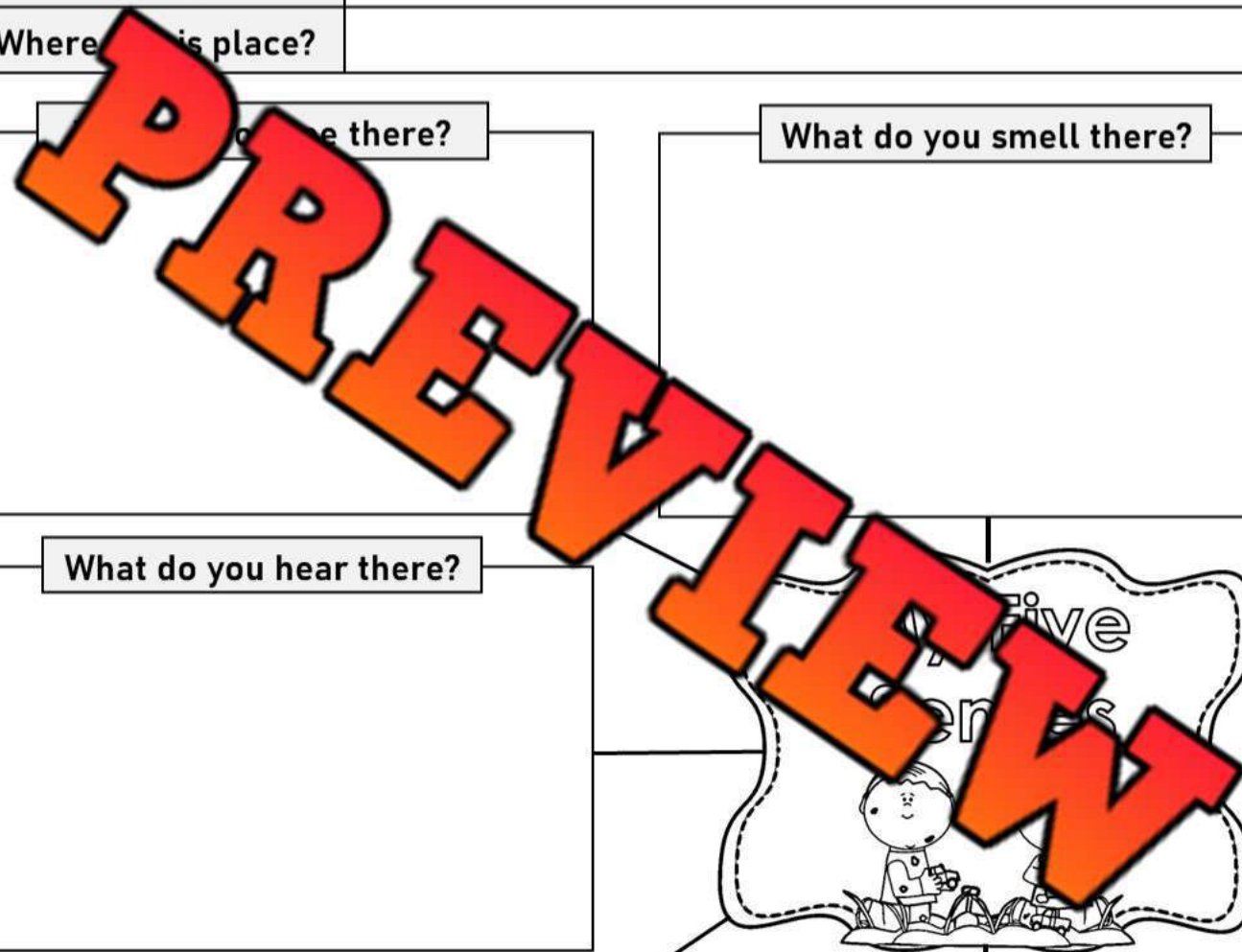
What do you see there?

What do you smell there?

What do you hear there?

What do you touch there?

What do you taste there?



Name: _____

116

Curriculum Connection
CR6.3

Write

Write a short paragraph about your favorite place using all the sensory details you mentioned on the previous page. It can be a story, an experience or anything related to your favorite place. Use imagery to explain the details.

Draw

Draw your favourite place here. Include all the sensory details you see, feel, hear, touch, and taste there.



Sequencing the Plot of a Story

A) Tommy couldn't believe his eyes. There, shining in the night sky, was Orion, a constellation he'd just read about! His heart raced with excitement as he took out his telescope to get a closer look.

B) Tommy was a space enthusiast. He loved reading about galaxies, stars, and constellations. His room was like a mini planetarium, filled with glow-in-the-dark stars and space posters.

C) "Tommy, a fantastic observation!" said Mr. Johnson, his science teacher and advisor of the school's astronomy club. "Don't forget to jot down your findings." Tommy nodded and started writing notes in his special stargazing journal.

D) Armed with his telescope, binoculars, and that trusty journal, Tommy was part of the after-school astronomy club. They were having their first stargazing event in the school's soccer field.

E) Finally, with Orion perfectly centered in the eyepiece, Tommy sketched the constellation into his journal. He couldn't wait to share his findings in class.

F) The next day, Tommy and Mr. Johnson looked over his sketch. "This is amazing; you've even captured Orion's belt accurately," Mr. Johnson said, smiling. "You're becoming quite the young astronomer!"

G) Earlier, when Tommy got off the school bus, he was a little nervous. But the second he saw Orion shining brightly in the sky, he felt all his nerves disappear.

H) A week later, Tommy presented his findings to the astronomy club. He spoke as closely as he described Orion's main stars. He felt super proud; he had not only contributed to the club but also moved one step closer to his dream of becoming an astronomer.



Sequence

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

Plot Sequence	

Narrative Writing - Cause and Effect

In stories, "cause and effect" tells us that something happens because of something else. Think of it like a chain where one action leads to another.

- Cause: It rains. Effect: People use umbrellas.
- Cause: You study hard. Effect: You get good grades.
- Cause: A dog barks. Effect: People turn to look.



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

1) She <u>practices piano every day</u> , and now she can play complex songs.	Cause	Effect
2) The car ran out of gas, <u>causing it to stall on the highway</u> .	Cause	Effect
3) The team worked together <u>so they won the championship</u> .	Cause	Effect
4) He <u>didn't water the plants</u> , so they withered.	Cause	Effect
5) She <u>turned on the heater</u> , making the room cozy.	Cause	Effect
6) He left food out overnight, <u>so ants invaded the kitchen</u> .	Cause	Effect
7) She <u>forgot to set her alarm</u> , causing her to be late for work.	Cause	Effect
8) The <u>movie was interesting</u> , so everyone paid attention.	Cause	Effect
9) The cat knocked over the vase, <u>leading to a mess on the floor</u> .	Cause	Effect

Think: Think of either the cause or effect that matches below.

Cause	Effect
She ate too much candy,	
	helped him get a new job.
She forgot her umbrella,	
	so nobody ate it.

Biodiversity Story – Cause and Effect

A Transformation in Maple Creek: Unity for a Healthier Planet

Once upon a time in the scenic Canadian town of Maple Creek, Fiona the fox, Oliver the owl, and Stanley the salamander were the best of friends. They thrived in their forest, filled with towering trees, pure rivers, and wide-open skies. But things started taking a turn for the worse, and they couldn't just stand by.

Fiona, who used to find abundant berry patches, now struggled to find even a few. This was because humans were cutting down the trees that she and her friends relied on for shade and nutrients.



Oliver had another problem. He usually had an array of insects to feast on, but now they were becoming harder and harder to find. The reason was clear: the garbage dumped in the river by humans polluted the water, affecting not just the fish but also the insects that lived near the water's edge.

Stanley's wetland, once a vital habitat, started to dry up. He found out that farming machines were draining the swamps to turn them into agricultural land, taking away the water he needs to survive.

Just when things seemed dire, they met Raj, an energetic young boy who was passionate about nature and wildlife. He was happy to hear their story and agreed to help them get their message across to the townspeople.

At the next community meeting, Raj spoke fervently. "Our actions have consequences," he said. "By cutting down trees, we're not just building homes for ourselves but taking them away from animals like Fiona and Oliver. Our trash in the river doesn't just disappear; it affects the ecosystem and harms creatures like Stanley."

Stirred by Raj's compelling speech and the animals' sad stories, the people of Maple Creek sprung into action. They established a conservation area, ensuring that Fiona, Oliver, and Stanley had a secure and healthy environment. They initiated a town-wide recycling program to cut down on pollution, which led to cleaner rivers and a return of insects for Oliver to eat. Lastly, they put a stop to draining the wetlands, allowing Stanley's habitat to recover and flourish.

In time, Fiona rejoiced as berry patches sprung up once more, Oliver was thrilled to see insects buzzing around, and Stanley felt at home again as his wetland was restored to its natural state. They had all learned an important lesson: impactful change is possible when a community unites to take good care of the Earth.

Cause/Effect

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

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

Trees cut down

River polluted with garbage

Wetlands drained for farming

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

community motivated to change.

animals regain secure habitat.

cleaner rivers benefit ecosystem.

Think

Write any causes or effects you can think of from the book.

Plots

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

Story – The Great Prairie Race

The Great Prairie Race

In the vast, open prairies of Alberta, young Sarah prepared for the annual Prairie Kite Contest. Sarah, a creative and determined girl, had spent weeks crafting her kite. Her dream was to win against the reigning champion, Derek, known for his flashy, high-tech kites.

Sarah's best friend, Lily, always cheerful and supportive, helped her add special touches. "This kite's going to soar high above any other," Lily exclaimed.

On the day of the contest, the prairie was bustling with excitement. Sarah's kite, painted in vibrant colors and patterns, stood out among the crowd. Derek smirked, confident with his latest creation. "Good luck, you'll need it," he taunted.

As the contest began, a gust of wind sent Sarah's kite into the azure sky. Sarah's kite danced gracefully, catching everyone's eye. Derek, determined to be outdone, used a remote control to perform elaborate tricks. The crowd cheered and watched.

Suddenly, a strong wind swept through, tangling Sarah's kite strings. Sarah's heart sank. Derek, frustrated, tried to control the wind, but it only worsened the tangle.

Remembering an old tale from her grandpa about prairie winds, Sarah patiently navigated her kite, untangling the strings. The crowd cheered as her kite soared free again.

In the end, Sarah's kite reached the highest, and was declared the winner. Derek, impressed by her skill, approached her. "I guess fancy gadgets aren't everything. Well done, Sarah," he admitted graciously.

Sarah smiled, proud not just of winning, but of overcoming the challenge with patience and wisdom. Lily hugged her, saying, "You showed everyone what true skill looks like!"

As they walked home, the sun setting over the prairie, Sarah felt grateful for the experience. It wasn't just about winning; it was about facing challenges with courage and grace.



A **protagonist** is the main character at the center of a story who makes decisions, deals with consequences, and faces obstacles. An **antagonist** is an opponent of, or force acting against the protagonist and often gets in the protagonist's way or creates challenges. A **stock character** is a stereotypical figure recognized from familiar literature and traditions.

Character Analysis

Answer the following questions.

1) Describe Sarah's personality and characteristics. What makes her the protagonist of the story?

2) In what ways does the antagonist create challenges for Sarah? Describe his role as an antagonist.

Evaluation/Reflection

Answer the questions.

1) What do you think is the main message or theme of the story? What is the author's purpose in conveying this message through its characters and events?

2) If you were to add another character to the story, who would it be and what role would they play?

Tragedy Story

Whiskers In The Wind

In the heart of a bustling city, there was an old, cozy apartment where Maya lived with her beloved cat, Whiskers. Maya, a kind-hearted and imaginative girl, shared a special bond with Whiskers, who had been her companion since she was very young. Whiskers, with his sleek black fur and bright green eyes, wasn't just a pet; he was Maya's constant and friend.

Their lives took an unexpected turn one stormy evening. Thunder howled outside, rattling the windows, and sparks fell from the ceiling. In the chaos of the storm, she noticed a window had blown open. The next morning, Whiskers was nowhere to be found.

Maya searched everywhere, calling his name through the rain-soaked streets, but Whiskers had vanished like a shadow in the night. Her parents helped, putting up posters and asking neighbours, but weeks turned into months with no sign of him.

As time passed, Maya's hope began to fade. She missed Whiskers and the comfort of his presence. Her once vibrant art, filled with life and joy, now reflected her deep sense of loss. Her parents watched helplessly as the light in Maya's eyes dimmed.

One day, while walking home, Maya thought she saw Whiskers in the distance. Her heart leaped, but as she drew closer, she realized it was just another black cat, not her Whiskers. The realization hit her hard. Whiskers was more than just a cat; he was a part of her, a part that she might never get back.

Maya never stopped missing Whiskers. She learned to live with the emptiness, but the special place in her heart that belonged to Whiskers remained untouched. It was a constant reminder of her first experience with loss, a tender scar that would stay with her forever.



Character Analysis

Answer the following questions.

1) Describe Maya's relationship with Whiskers. How does this relationship impact the story?

2) Analyze how Maya's character changes from the beginning of the story to the end. What causes these changes?

Evaluation/Reflection

Answer the questions below.

1) What emotions did the story evoke in you? Why?

2) Do you think the ending of the story was effective? Explain your response to the loss? Explain.

Imagine

Imagine you are Maya writing a letter to Whiskers after he went missing. What would you express in the letter?

Narrative Structure

Understanding Narrative Structure

Narrative structure is like a blueprint for a story. It helps to organize the events in a way that makes the story interesting and easy to follow. Identifying the key elements of a story is called **Story Mapping**. Let's break down what narrative structure involves.

Beginning the Journey: Introduction

Every story starts with an introduction. Here, we meet the main characters and learn about the setting, which is where and when the story takes place. The introduction also gives us a hint about the story's main problem or what the adventure might be.

Building the Excitement: Rising Action

As we move on, we read about the rising action. This part is all about building tension by adding challenges. The characters face problems that make us wonder, "What's going to happen next?" This keeps us engaged and wanting to find out more.

The Story's Peak: Climax

The climax is the most thrilling part of the story. It's the point where all we've been waiting for, where the main problem or conflict reaches its peak. The characters must face their biggest challenge, and everything feels tense and exciting.

The Adventure Winds Down: Falling Action

After the climax, we enter the falling action. Things start to calm down as the characters deal with the aftermath of the climax. They work through the remaining challenges and start to find solutions.

Wrapping Up: Resolution

Finally, every story needs a resolution, where all the loose ends are tied up. The characters have learned important lessons, and the main problem is solved, one way or another. This part leaves us feeling satisfied, knowing how everything turned out for the characters we've been rooting for.

By following this structure, stories can take us on incredible journeys, filled with ups and downs, and leave us feeling like we've been part of something special.



Answer

Which part of the narrative structure is described?

- | | |
|---|--|
| 1) The part where everything reaches a thrilling peak where outcomes hang in the balance. | |
| 2) The part where all the story's threads come together, leaving us with a clear ending. | |
| 3) The part where we get to know who's in the story and where it's happening. | |
| 4) The part where tensions rise as challenges appear, making us wonder what will happen next. | |
| 5) The part where tensions start to calm down, and solutions to problems become clear. | |

Identify

Which part of the story you think this sentence is from.

- | | | |
|---|----------------|---------------|
| 1) As the storm grew stronger, Leo's attempt to decipher the book's secrets became more desperate. | Falling Action | Rising Action |
| 2) Marcus gazed at the mysterious, ancient map hidden in the attic of his new house. | Introduction | Climax |
| 3) Leo, now back from his unexpected journey, brought tales of the past that no one else could tell. | Falling Action | Rising Action |
| 4) The kitten's owner was finally found, but they were so moved by Ava's care that they let her keep Sapphire. | Resolution | Climax |
| 5) After the light faded, Ali found himself surrounded by whispered voices of the past, revealing lost family secrets. | Falling Action | Rising Action |
| 6) At the school talent show, Bella leapt out of Emily's backpack, revealing her unique ability to sing. | Climax | Resolution |
| 7) Inside the house, Samantha stumbled upon a hidden room filled with strange gadgets and old photographs. | Falling Action | Rising Action |
| 8) In a bustling city park, Tina discovered a lost puppy with bright blue eyes under a bench. | Introduction | Climax |
| 9) Bill and Jill became the talk of the town, their unexpected performance turning into a heartwarming story of friendship. | Falling Action | Rising Action |
| 10) The moment Courtney read the last word of the spell, a blinding light filled the room, shaking the very ground. | Resolution | Climax |

Story Mapping - Desert of Stars

In the heart of a sprawling desert, where the sun turned sands golden, lived a curious girl named Sarah and her clever friend, Harry. Their home was a cozy glass dome, a haven in the harsh desert. One morning, they discovered a strange, metallic object buried in the sand, glowing with soft symbols. Their curiosity sparked, they unearthed it, revealing a hidden tunnel beneath.

Venturing into the tunnel led them to an underground chamber where they met aliens with shimmering blue skin. The aliens explained that the artifact was a beacon for their spaceship, needing a special crystal to power it, hidden deep in the desert.

Despite their fears, Sarah and Harry felt a surge of bravery. They embarked on a perilous journey across the desert, facing scorching heat and treacherous dunes. Finally, after what felt like an eternity, they located the crystal, glowing brilliantly at the bottom of a deep crevice. Just as they reached for it, a giant desert creature emerged, its eyes fixed on the precious stone.

Sarah and Harry knew they had to act fast. Working together, they devised a plan to distract the creature using their quick thinking and the alien's advanced technology. The plan worked, and they secured the crystal, narrowly escaping the creature's grasp.

With the crystal in hand, they returned to the aliens, who were overjoyed and immediately set to work repairing their spaceship. As the ship hummed to life, preparing to return to the stars, the aliens thanked Sarah and Harry for their courage and kindness.

As the spaceship soared into the sky, Sarah and Harry watched in awe, knowing they had just experienced the adventure of a lifetime. They returned to their dome, their bond stronger than ever, their hearts filled with memories of the incredible journey they had shared.

And so, in the heart of the desert, under the vast, starry sky, Sarah and Harry learned that with bravery, friendship, and a touch of curiosity, even the most ordinary days could turn into extraordinary adventures.



Instructions

Identify the key elements of the story and fill the story map below.

Introduction**Rising Action****Falling Action****Climax****Resolution****PREVIEW**

Characterization

Understanding Characters in Stories

When you read a story, meeting different characters is like meeting new friends or sometimes foes. But how do we get to know them? Let's dive into the world of characters in stories!



What is Characterization?

Characterization is the way writers share what characters in a story are like. Think of it as a recipe that helps us understand who these characters are, from their personality to their actions.

Types of Characterization

- 1) **Direct Characterization:** This is when the author tells us directly what a character is like. For example, "He is brave." It's straightforward, like a friend telling you about someone you know.
- 2) **Indirect Characterization:** This is like detective work. The author shows us things about the character through their actions, what they say, how they interact with others, and what others say about them. For instance, if Alex jumps into a river to save a puppy, we figure out he is brave without being told directly.

How to Analyze Characters

To understand characters better, think about these points:

- **Looks:** What does the character look like? This can tell us a lot about them.
- **Actions:** What does the character do? Their actions can show us their true nature.
- **Words:** What does the character say, and how do they say it? This can reveal their thoughts and feelings.
- **Thoughts:** What is going on in the character's mind? Sometimes, we get a peek into their thoughts.
- **Reactions:** How do others react to the character? This can show us how the character fits into their world.

By looking at these aspects, you can become a character detective, uncovering the hidden depths of characters in any story you read!

Instructions Read the sentences below and circle what characterization type is used.

1) Marcus is always punctual, arriving at school before the first bell every morning.	Direct	Indirect
2) Dr. Avery is a kind-hearted veterinarian who loves animals more than anything.	Direct	Indirect
3) Every weekend, Eliza volunteered at the animal shelter, cuddling the scared kittens.	Direct	Indirect
4) When the other students looked confused, Harriet took the time to explain the instructions again.	Direct	Indirect
5) The librarian, Mr. White, is very knowledgeable about science fiction books.	Direct	Indirect
6) During group projects, Finn always took the lead, organizing tasks and encouraging his teammates.	Direct	Indirect
7) Nora stayed behind to help lead the class in the classroom, arranging the chairs neatly.	Direct	Indirect
8) After the race, Seth shook hands with his competitors, smiling and congratulating them.	Direct	Indirect
9) Charlotte is a talented painter, capturing landscapes with amazing detail.	Direct	Indirect
10) Julian is an adventurous boy, always looking for new mountains to climb.	Direct	Indirect
11) At the sight of litter in the park, Mia stopped to pick it up and dispose of it properly.	Direct	Indirect
12) Kyle found a wallet on the ground and immediately turned it in to the lost and found.	Direct	Indirect
13) Mr. Benson is a strict teacher, known for his no-nonsense attitude.	Direct	Indirect
14) Without a word, Ivan held the door open for everyone after soccer practice.	Direct	Indirect
15) Theo is a curious student, always asking questions in science class.	Direct	Indirect

Characterization – Adrian's Sky-High Garden

In the heart of a bustling city, atop a gleaming skyscraper, lived Adrian, a young rooftop gardener with a green thumb like no other. Adrian's garden was a wonder, filled with vibrant flowers, lush vegetables, and even a small apple tree that defied the urban surroundings. This garden was not only Adrian's passion but also his secret; few knew of this green oasis in the sky.

Adrian had a special bond with plants. He could almost hear them whispering secrets, making his garden thrive where others would see only concrete. His friends, Maya and Luca, were the only ones privy to his magical rooftop. They would often visit, helping Adrian and learning his garden secrets, amazed at how he could grow such beauty on concrete and steel.



One day, a problem arose. The building's owner planned to renovate the rooftop, putting Adrian's garden at risk. Adrian was distraught, not just for the loss of his beloved garden but for the birds and insects that had found refuge there.

With determination, Adrian and his friends devised a plan. They organized a small exhibition on the rooftop, inviting residents to see the garden. Adrian shared his knowledge of plants, explaining how each one contributed to a healthier environment, even in the city. He spoke with such passion that the residents were captivated.

Moved by Adrian's dedication and the garden's beauty, the community petitioned the building owner to preserve the garden. Touched by the collective support, the owner agreed, allowing the garden to remain as a shared space for all to enjoy.

Adrian's garden became more than just a hobby; it was a lesson in perseverance, community, and the importance of green spaces in urban areas. Through his unique gift and the help of his friends, Adrian made a lasting impact, reminding everyone of the beauty and resilience of nature in the unlikely places.

Instructions

Characterize Adrian. In the center draw what you think he looks like and answer the following questions related to his personality.

What does your character do?

What do you think is going on in your character's mind?

What traits do you think your character has?

What do other characters in the story think of your character?

PREVIEW

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

Activity: Persuasive Speech Challenge

Objective

What are we learning more about?

To enhance students' public speaking, persuasion, and critical thinking skills by writing and presenting a short speech on a chosen topic. Students will learn to effectively use emotional appeals, logical reasoning, and establish their credibility to persuade an audience.



Instructions

How do we complete the activity?

Step 1: Understanding Persuasion

Discuss the importance of persuasion, focusing on emotional appeal (pathos), logical appeal (logos), and establishing credibility (ethos).

Step 2: Choosing a Topic

Provide a list of suitable topics and encourage students to choose one that interests them.

Step 3: Crafting the Speech

Students will research their chosen topic, gathering facts, statistics, and examples to support their argument. Encourage them to think of personal experiences or anecdotes that could help make an emotional connection with their audience. Guide students to write their speeches, ensuring they incorporate elements of pathos, logos, and ethos. The speech should have a clear introduction, body, and conclusion.

Step 4: Practise

Give students time to practise their speeches in class. They can practise individually or in small groups, providing each other with constructive feedback. Emphasize the importance of body language, eye contact, and voice modulation in enhancing their message.

Step 5: Presentation

Organize a class event where each student presents their speech. Use a timer to ensure speeches are kept to a predetermined length (e.g., 3-5 minutes). Encourage the audience (the rest of the class) to listen actively and respectfully.

Step 6: Reflect

Conclude the activity with a reflection session. Allow students to fill a worksheet to share their experiences, what they learned about persuasion, and how they felt while giving their speeches. Discuss how these skills can be applied in other areas of their lives.

Name: _____

150

Choose

Choose one of the following topics for your speech.

The Magic of Recycling	Wild Animals and Their Habitats	Climate Change and Our Planet
Adventures in Space Exploration	The Secrets of the Rainforest	How to Be a Young Entrepreneur
Mysteries of the Deep Ocean	The Science Behind Magic Tricks	The Life of a YouTube Star
The Future of Video Games	Dinosaurs: Giants of the Past	The Mystery of the Bermuda Triangle
Superheroes: Good and Evil	The Importance of Team Sports	The Wonders of the Solar System
Robots: Friends or Foes?	Discovering Ancient Civilizations	The History of Comic Books
The Art of Animation	The World of Harry Potter	The Power of Renewable Energy

Write

Write the topic you chose to write your speech.

Which topic did you choose?

Reflection

Answer the following questions.

1) Why did you choose this particular topic for your persuasive speech?

2) Reflect on your experience of delivering the speech. How did you feel before, during, and after the presentation?

3) Ask your peers and classmates to rate the persuasiveness of your speech on a scale from 1 to 10. Record the ratings and calculate the average.

Ratings**Average Rating****Self - Evaluation**

Answer the following questions.

1) Based on the peer ratings and your own reflection, how persuasive do you think your speech was?

2) How can the skills you practised and developed through this activity be applied in other areas of your life or in future projects?

Persuasive Writing – Multiple Perspectives

Calculators Are Helpful in Math Class

I think calculators should definitely be allowed in math class, and here's why. Imagine you're trying to solve a super hard multiplication problem. You feel stuck and frustrated, right? Well, with a calculator, you can quickly get the answer and move on to learning more complex skills. It's like having a math superhero right in your pocket! When you use a calculator, you feel more confident and less stressed. Math class should be about learning and having fun, not struggling with basic calculations. Why make it harder than it has to be?

Calculators Hinder Basic Math Skills!

According to a study, students who often use calculators in class struggle 20% more with basic math problems than students who solve them manually. Another survey found that 70% of teachers worry that calculators prevent kids from mastering the basics of arithmetic. These studies show that calculators might make it easy to skip important math steps. My conclusion is that students should not be using calculators to complete their math work.



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 opinions and emotions? Do you think being emotional is persuasive?

Persuasive Writing – Thinking Critically

Hey, class! It's Kelly, and I've got an idea to share: we should totally have a say in what sports or games we play during gym class! Seriously, why do grown-ups get to make all the decisions? It's like they forget we're the ones actually running around!

First of all, gym class would be so much more fun if we got to pick the games. Our teachers usually worry about "exercise" and "safety," but we can choose games that are both safe and give us a good workout!

Here's another awesome point: if we're picking the games, we'd be way more into gym class. We could try out new sports we've heard of or stick to classics that everyone loves. This could also be a great way for us to learn teamwork and how to play fair.

So let's make our voices heard. Tell our teachers that we want a say in gym class activities. Trust me, gym time will be a whole lot more exciting!



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

c) What perspective is Kelly missing? What might teachers be thinking?

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

Inferences - Persuasive Letter Writing

Dear Students,

I hope everyone is doing wonderfully and soaking up all the fantastic lessons in your classes. Today, I'd like to focus on an essential subject: Being Inclusive!

Our school is a place where everyone should feel welcomed and appreciated. Just like every subject in your curriculum helps you grow, each one of you can help make our school a more inclusive environment. Here are some ways you can contribute:

- ✓ If you see someone sitting alone at lunch, invite them to join your table. This is a direct way to help someone feel welcomed.
- ✓ Use kind and inclusive language. Avoid using phrases or words that might make others feel left out or excluded.
- ✓ Participate in our "Mix It Up" days. We are encouraged to sit with new classmates in the cafeteria. This helps everyone get to know each other better.
- ✓ You may have noticed we choose books and stories that feature diverse perspectives in our reading lists. Take the opportunity to discuss these stories with your classmates, even if your teacher doesn't require it.
- ✓ Our school events like talent shows and art fairs are judged by prizes. The focus is on participation and celebrating everyone's success. When you participate for everyone, you're subtly showing your support for an inclusive environment.
- ✓ Sometimes our teachers assign group projects randomly instead of letting you pick your groups. While this might seem like a small detail, it's actually a way for you to collaborate with classmates you might not usually interact with.

Inclusion is something that we can all work on every day. By being conscious of how we treat each other and making small changes in our actions, we can make a big difference in creating a welcoming school community.

Thanks for taking the time to read this letter. Let's all work together to make our school the best and most inclusive place it can be.

Best wishes,
Principal Thompson

Local Inferences

Write an inference from the evidence below. How do the pieces of evidence lead to inclusion?

Explicit Evidence

"If you see someone sitting alone at lunch, invite them to join your table."

Inference

Explicit Evidence

"Participate in our "Mix-It-Up" days, where you're encouraged to sit with new classmates in the cafeteria."

Inference

Implicit Evidence

School talent shows and art fairs don't have judges or prizes.

Inference

Implicit Evidence

"Sometimes our teachers assign groups randomly instead of letting you pick your groups."

Inference

Global Inferences

Make 3 inferences based on the entire letter

Propaganda – Critical Analysis

Propaganda is a way of sharing ideas or information with the purpose of influencing people's opinions or behaviors. It is often used by governments, organizations, or individuals to persuade large groups of people to think or act in a certain way.

Propaganda can be found in various forms, such as posters, advertisements, social media posts, or news articles. It's important to critically evaluate the information we receive to understand if it's propaganda and what it's trying to achieve.

Instructions: Read the text below and then critically analyze it by answering the questions on the next page.

Fast Food: A Matter of Convenience or a Mouthful of Controversy?

Imagine a world where everyone has a very quick and easy fast food meal. Sounds fun, right? Picture this: burgers, fries, and a drink for breakfast, lunch, and dinner. Now, some people might tell you that fast food isn't good for your health. They might even say it leads to all sorts of health issues. But let's take a moment to think about this.

Fast food is all about convenience and time. For busy people, who has the time to cook every day? Fast food saves time and lets you enjoy more of your day. And the variety! There's something for everyone, from crispy chicken to cheesy pizzas. It's a great way to socialize. Birthday parties or celebrations at fast food restaurants are the go-to spots for fun times with friends.



On the flip side, critics argue that fast food contributes to environmental issues. They point out the excessive packaging, the carbon footprint of fast food delivery, and the impact on animal welfare. It's essential to consider these factors, along with the health of the planet and future.

However, it's also important to recognize the efforts some fast food chains are making towards sustainability, like using recyclable materials and sourcing ingredients responsibly. The debate around fast food isn't just about personal health; it's about our collective responsibility towards the Earth. As informed citizens, it's up to us to dig deeper and understand the full scope of our choices, not just for our well-being but for the planet's health too.

So, before you decide based on what others say, think about the perks of fast food. It's not just about the food; it's about the joy and convenience it brings into our lives. Remember, every story has two sides. It's crucial to weigh both before making a judgment. What's your take on this? Is fast food truly the villain it's made out to be, or is there more to the story?

Critical Analysis

Answer the questions below.

1) What evidence does the author use to support their claims about the benefits of fast food? Is this evidence strong or weak? Explain.

2) Is there any place where the author uses exaggeration to make a point? Describe it.

3) Consider the downsides of fast food mentioned. Do you think the author downplays these issues? Why or why not?

Creative Reflection

Imagine you are debating this topic. Draft three questions to ask someone who strongly agrees with the author to challenge their viewpoint.

1)	
2)	
3)	

Block 6:

Expository Writing

Focus

Reports

- ✓ Text features like bold text, hyperlinks, subheadings, and pull-down menus in digital reports.
- ✓ Diversity, inclusion, and accessibility themes - facts
- ✓ Making inferences after reading
- ✓ Comparing reports with different text patterns and text features
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Summarizing

Procedural Writing

- ✓ Reading how-to-guides
- ✓ Comparing procedural writing

Problem and Solution Report

Preface

This report aims to provide students with an understanding of the critical issue surrounding the Aral Sea, specifically focusing on the overuse of water resources. We will explore the problem and consider two potential solutions to mitigate its impact.

The Vanishing Act: Understanding the Aral Sea Crisis

Once one of the world's largest lakes, the Aral Sea has experienced drastic reductions in both size and volume over the past few decades. This environmental catastrophe is mainly due to the excessive use of the lake's water resources for agricultural practices.

The Cause: Water Use

Irrigation systems used for large-scale agriculture, have drained significant amounts of water from the Aral Sea. As a result, the sea's water level has dropped, leading to ecological disasters and affecting local communities who rely on the sea for livelihood.

Solutions: Pathways to Restoration

Solution 1: Water Conservation in Agriculture

One approach to solving this issue is by implementing more efficient agricultural practices. Using drip irrigation systems instead of traditional methods can significantly reduce water consumption. This switch would allow for more water to naturally flow back into the Aral Sea.



Solution 2: Legal Measures and Policy Changes

Another solution involves establishing strict regulations on water usage. Governments can set limits on the amount of water extracted for agricultural and industrial use. Effective enforcement of these laws would help restore the Aral Sea over time.

Glossary

- Aral Sea: A lake located in Central Asia that has dramatically reduced in size due to overuse of its water resources.
- Irrigation: The artificial application of water to land for agricultural purposes.
- Ecological Disaster: Severe damage to the environment, often caused by human activities.
- Drip Irrigation: A water-efficient method of irrigation that delivers water directly to the roots of plants.

By understanding the Aral Sea crisis and its potential solutions, we can work together to restore this vital natural resource for future generations.

Name: _____

175

Curriculum Connection
CR6.5, CR6.7

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) Were the problem and solutions clearly written in the report? Explain.

3) Which solution do you think is the best? Explain why.

Evaluate

Evaluate the report based on the features used.

1) Was this report easy to understand?

☐ Very Easy

☐ Easy

☐ Neutral

☐ Somewhat difficult

☐ Very difficult

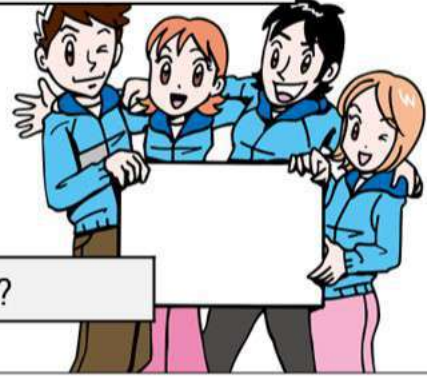
2) How did the text features help you understand the report?

Activity – Summarizing Reports

Objective

What are we learning more about?

To summarize a four-part report, comprehend the major points, and collaborate as a team.



Instruction

How do we complete the activity?

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

Instructions

Cut out the sections of the report below

1)

Space Exploration and Notable Space Missions**The Beginnings of Space Travel**

Space exploration started a new chapter in human history with the launch of Sputnik 1 by the Soviet Union in 1957. This event marked the first time a man-made object successfully orbited Earth, paving the way for future space missions. Four years later, in 1961, astronaut Yuri Gagarin took another giant leap for mankind, becoming the first person to travel into space and complete an orbit around Earth. These early ventures sparked global interest and set the stage for the more sophisticated missions that would follow.

2)

America Takes the Lead

Not to be outdone, the United States threw its hat into the ring with various space initiatives, most notably the Apollo program. In a historic moment that captivated the world, astronauts Neil Armstrong and Aldrin landed on the Moon in 1969, taking "one small step for man, one giant leap for mankind." Following decades, America introduced the innovative Space Shuttle program, which began in the 1980s. This program revolutionized space travel by introducing reusable spacecraft that drastically reduced the cost of sending humans and cargo into space.

3)

International Efforts

Cooperation among nations led to the creation of the International Space Station (ISS), a marvel of modern engineering that orbits Earth and serves as a multi-national research facility. The ISS is a joint project involving multiple countries, including the United States, Russia, Japan, Canada, and several European nations. In addition to manned missions, unmanned Mars Rovers like Spirit, Opportunity, and Curiosity have been exploring the Martian landscape, conducting experiments and sending invaluable data back to Earth to expand our understanding of the Red Planet.

4)

New Frontiers

The landscape of space exploration is continually evolving, now featuring private sector involvement. Companies like SpaceX have been making headlines by launching rockets and even sending astronauts to the ISS. They're also planning ambitious future missions, including potential colonization of Mars. Meanwhile, NASA hasn't slowed down; its Artemis program aims to bring humans back to the Moon by the mid-2020s. This time, the program has set its sights on more diverse representation, planning to include the first woman and the next man on the lunar surface. These developments are not only milestones in themselves but also crucial steps toward deeper exploration of our solar system and potentially beyond.

Summarizing Practice

A **summary** is a short copy of a longer story or article. It shows you the main idea and other key facts. When you make a summary, you pick the most important parts and write them in your own words. Writing a good summary means you have a good understanding of the text.



Summarize

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

1) Inclusion is a principle in many educational environments. Schools that focus on inclusion develop specific policies and practices. These might include different teaching methods tailored to different learning styles. The aim is to provide an equitable education for every student, regardless of their personal circumstances or cultural background. In these schools, every student has an equal chance to succeed.

Main Idea

Supporting
Detail

Supporting
Detail

2) Sometimes, kids might feel anxious about fitting in, especially if they are different. However, in schools that prioritize diversity, these differences are celebrated. A student could be a bilingual speaker, talking in another language with your family at home. A student may have a family structure that's different, like having two moms or two dads. In such diverse environments, everyone is not just tolerated but genuinely appreciated for their unique qualities.

Main Idea

Supporting
Detail

Supporting
Detail

Comprehension – Text Features in Reports

Preface

This report will help you understand how the world being connected changes the way Canada buys and sells things with other countries. This is important because it affects what we can buy and what kind of foods we can eat.



What is Globalization?

Globalization means that countries all over the world are connected by technology, tech, and ways of life. Canada is a country that trades. We send out things like wood and technology and buy things like video games and clothes.

Pros and Cons of Globalization

There are good and bad things about being connected. On the good side, Canada can sell to more places, which means **more markets** for us. We can also get really good at making certain things, like technology.

But there are cons too, like **higher competition** from other countries. Some jobs even move to places where it's less expensive to do. This happens when Canadian companies **outsource** their work to other countries where they can pay their employees less money.

List of Good and Bad Things

- ☒ **Good:** More markets, getting good at certain things, more choices
- ☒ **Bad:** Higher competition, some jobs moving away, risks with new things

How Globalization Affects Us

Being connected to the world changes our daily life. For example, the **goods** like phones and clothes that you see in stores often come from different countries. Also, you might eat fruits that come from countries with warmer climates.

Glossary

- **Globalization:** The big change that makes countries more connected.
- **More Markets:** Other countries you can sell to or buy from.
- **Higher Competition:** More places making the same things, so it's tougher to sell your stuff.
- **Goods:** Things that people buy and use.
- **Outsource:** When jobs go to other countries because it's cheaper to pay their wages.

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) Did the list help you understand the information? Explain.

3) Use the words from the box necessary in a sentence.

Globalization

Outsource

Goods

Summarize

Determine the main idea and supporting details of the report.

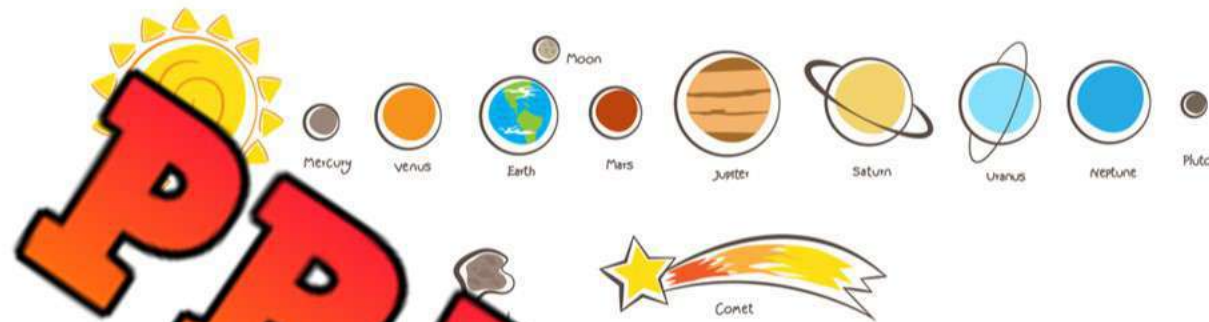
1) What is the main idea of the report?

2) Write 4 supporting details about the main idea.

Report – Our Solar System

Our Cosmic Neighbourhood

The Solar System is an immense and fascinating place. It's located in the Milky Way galaxy and includes the Sun and all the objects that orbit around it. This includes eight planets, their moons, and numerous smaller objects like asteroids and comets.



The Mighty Sun

At the centre of our Solar System is the Sun, a massive star that provides light and heat to all the planets. The Sun is 109 times the diameter of Earth and is made up of hydrogen and helium. The distance from the Sun to Neptune is about 2.2 billion kilometers. Light from the Sun takes about 8 minutes to reach Earth and 4 hours to reach Neptune.

Planets Galore

There are eight planets in the Solar System. In order from closest to the Sun, they are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. Each planet has its unique characteristics. For example, Venus is the hottest planet and Jupiter is the largest. Most planets have moons orbiting them. Earth has one moon, while Jupiter has 79! Some moons, like Saturn's Titan, even have atmospheres of their own.

Amazing Dwarf Planets

Beyond Neptune, there are five recognized dwarf planets, including Pluto and Eris. These are smaller than the main planets and have unique orbits.

Comets: Cosmic Snowballs

Comets are made of ice, dust, and small rocky particles. They usually have long, glowing tails that can be seen when they come close to the Sun.

A Journey to Remember

Spaceships have visited every planet in our Solar System. The journey to Mars takes about eleven months, while reaching Pluto can take up to nine years.

The Fascinating Kuiper Belt

Beyond Neptune is the Kuiper Belt, a region filled with icy objects. It's believed that every comet ever has originated from this area.

Research

Research all the information written in the report and identify 8 incorrect statements. Write the correct fact after researching.

Incorrect Statement		Correct Fact
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		

PREVIEW

Report – Justice, Equity And Fairness

Introduction

In our world, it's important that everyone is treated fairly and has the same chances to succeed. This report will look at justice, equity, and fairness around the globe, using simple numbers and facts to understand how different places are doing.



What Do These Words Mean?

- Justice: Making sure rules are followed and everyone gets what they deserve.
- Equity: Giving everyone what they need to be successful, even if it's not the same for everyone.
- Fairness: Treating everyone in a way that does not favor some over others.

Global Statistics

- School Access: 91% of children worldwide start primary school. This is good news, but it means 9 out of 10 children have this chance.
- Girls vs Boys: In some places, 85 girls go to school for every 100 boys. This shows us that not everyone gets the same chance.
- Clean Water: 2.2 billion people, which is 1 out of 3 people on Earth, don't have safe drinking water. This is a big issue because clean water is a basic need.
- Rich and Poor: The richest 10% of the global population recently take home 52% of the income. This big gap shows a lack of equity in income.

Why Does This Matter?

When people aren't treated fairly, or don't have the same chances, it can lead to bigger problems like poverty, lack of education, and health issues. By looking at these statistics, we can start to make changes for a better world.

Ways to Improve

Here are some steps we can take to make things more fair for everyone:

- Support education for all, especially in places where certain groups are left out.
- Help provide clean water and health services to those who need them.
- Work on reducing the income gap so that the difference between the richest and the poorest is not so big.

Conclusion

Justice, equity, and fairness are important for making sure everyone has a fair chance at a good life. By looking at the facts, we can see there's a lot of work to do, but together, we can make a difference.

Remember, every small step towards fairness can lead to big changes in the world.

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 of Main Points

Report – Waterfalls

What Are Waterfalls?

A waterfall is an area where water flows over a steep drop in a river or stream, creating a stunning visual effect. They can vary greatly in size, from small cascades to gigantic drops.



Notable Waterfalls Around the World

- Niagara Falls
Located on the border of Canada and the United States, Niagara Falls is one of the most well-known waterfalls. It is made up of three different falls: Horseshoe Falls, American Falls, and the Whirlpool. Together, they have the highest flow rate of any waterfall in North America.
- Victoria Falls
Victoria Falls, on the border of Zambia and Zimbabwe, is one of the largest and most famous waterfalls in the world. It is 1,708 meters wide and 108 meters high. The local people call it Mosi-oa-Tunya, which means "The Smoke That Thunders."
- Angel Falls
Angel Falls in Venezuela is the world's highest uninterrupted waterfall. It has a height of 979 meters and a plunge of 807 meters. The falls were named after Jimmy Angel, a pilot from the United States who flew over them in 1933.
- Iguazu Falls
Iguazu Falls, located on the border of Argentina and Brazil, is made of many individual drops. The largest of these is the Devil's Throat, which is 70 meters high. The falls stretch over 2,700 meters, making it one of the most expansive waterfall systems.

Fascinating Facts

- Waterfalls can be temporary or permanent, depending on the water source and the season.
- The sound of water crashing down a waterfall can be heard from miles away.
- Some waterfalls freeze in the winter, creating stunning ice formations.

In conclusion, waterfalls are a mesmerizing natural feature found across the globe. They vary in size, shape, and location, but all offer a unique and awe-inspiring experience.

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)	Where is Niagara Falls located?	
2)	How many falls make up Niagara Falls?	
3)	What country is Angel Falls in?	
4)	What is the local name for Devil's Throat?	
5)	Who was Angel Falls named after?	
6)	Which falls are on the Argentina-Brazil border?	
7)	Can waterfalls freeze?	
8)	Are all waterfalls permanent?	
9)	How high is Angel Falls?	
10)	How many individual drops does Iguazu Falls have?	
11)	What is the height of the Devil's Throat?	
12)	Which waterfall has the highest flow rate in North America?	

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
	Peel the apples, remove the cores, and slice them thinly.
	Apple Pie Recipe
	Dot the top of the apple mixture with small pieces of butter.
	Roll out the bottom crust and place it at the bottom of your pie dish. Gently press it into the corners and trim the excess crust hanging over the edges.
	Materials
	<ul style="list-style-type: none"> ➤ 4 large apples ➤ 1 cup of sugar ➤ 2 teaspoons of cinnamon ➤ 1 tablespoon of flour ➤ 2 pie crusts (one for the bottom and one for the top) ➤ 2 tablespoons of butter ➤ A pinch of salt
	Make a few small slits in the top crust to let steam escape during baking.
	Start by heating your oven to 375°F (190°C).
	Bake for about 45-50 minutes, or until the crust is golden brown and the filling is bubbly.
	In a large bowl, mix the sliced apples with sugar, cinnamon, flour, and a pinch of salt.
	Cover the pie with the second crust. Seal the edges by pinching them together with your fingers or a fork.
	Spoon the apple mixture into the pie crust. Spread it out evenly.

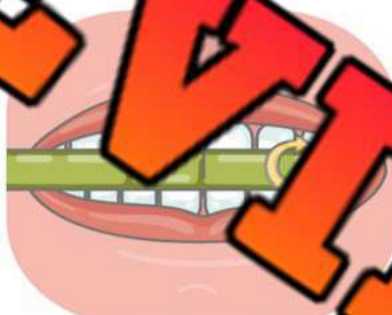
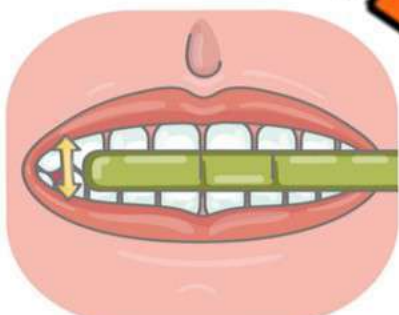
Graphics in Procedural Writing

Label

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



Brush lower teeth

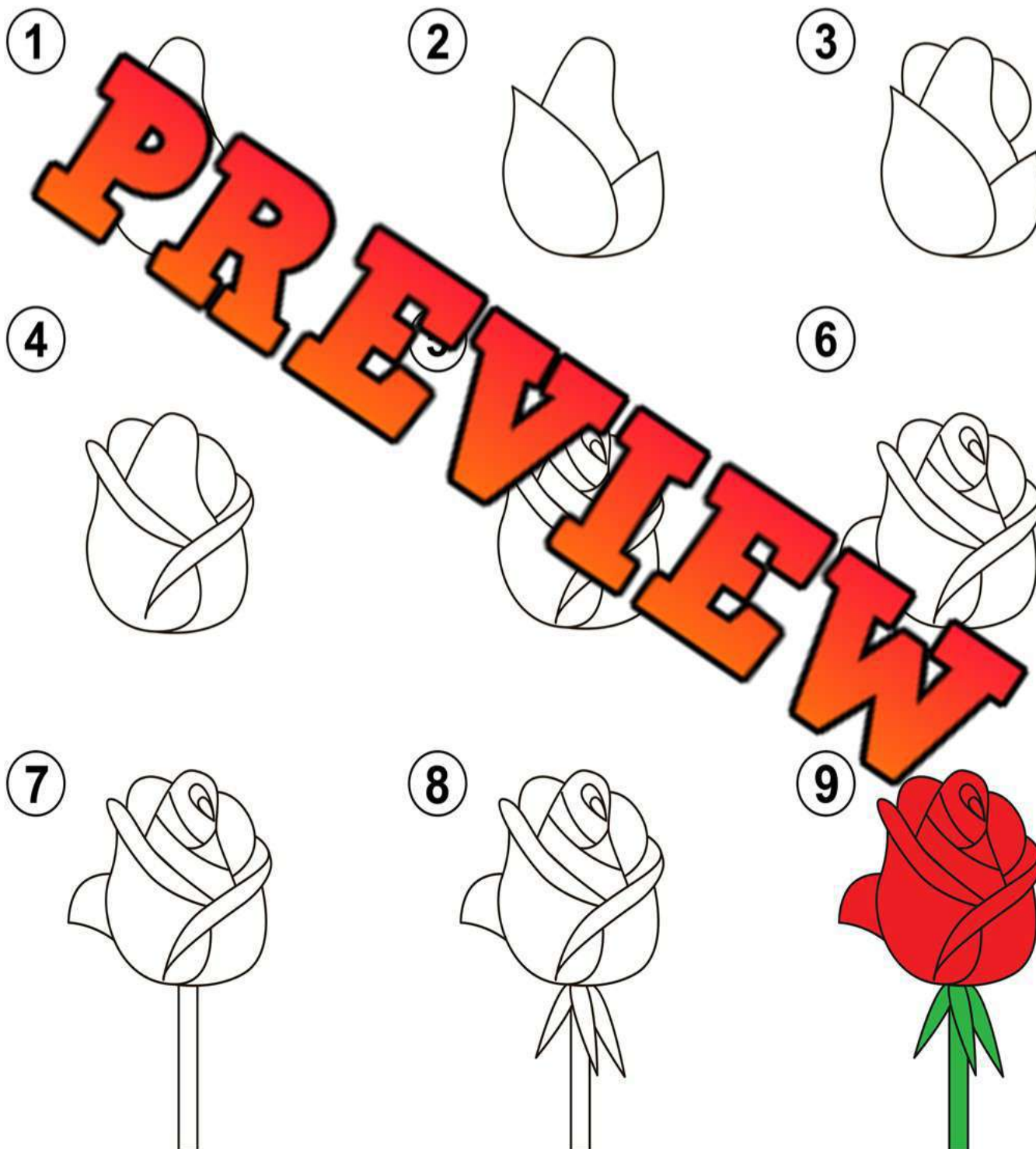


Rinse your toothbrush

Graphics in Procedural Writing – Drawing

Label

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



Label

Describe what to do at each step.

Step	Instruction
1	Draw a small oval. Draw a small rounded shape on top of it to form a bud.
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

Comparing Instructions – Making Hot Chocolate

Compare

Read both instructions. Which is easier to understand?

Step 1	Gather your materials: Sugar, cocoa, milk, marshmallows, mug, spoon.
Step 2	Add sugar to a mug.
Step 3	Add cocoa.
Step 4	Add a little splash of milk.
Step 5	Stir together.
Step 6	Add remaining milk.
Step 7	Pop in microwave.
Step 8	Add marshmallows.
Step 9	Enjoy!

HOW TO MAKE HOT CHOCOLATE

**ADD SUGAR****ADD COCOA****ADD A LITTLE
SPLASH OF MILK****STIR TOGETHER****STIR WITH
REMAINING MILK****POP IN
MICROWAVE****ADD
MARSHMALLOWS****ENJOY!**

Name: _____

213

Curriculum Connection
CR6.2, CR6.7

Before Reading

Prediction

Background knowledge – Read the title and look at the pictures. Predict what the content will be.

During _____ Write 2 questions that come to mind while you read.

After Reading

Answer the questions

1) Which set of instructions were easier to understand? Explain.

2) Make a connection: Have you ever made hot chocolate? Or do you know someone who knows how to make hot chocolate? Explain.

Comparing Instructions – Playing Hopscotch

Compare

Read both instructions. Which is easier to understand?

Option 1:

How To Play Hopscotch

Draw a hopscotch grid with chalk, then toss a stone onto square 1 and hop over square 1 to square 2 and onward. Pick up the stone from square 1. Turn around and hop back over the stone while balancing on one foot, and start. Next round, aim for square 2. If you miss, wait for your next turn. Reach the end of the grid and wait for your next turn. Reach the end of the grid and wait for your next turn.



Step	Instructions
Step 1	With a piece of chalk, draw a hopscotch pattern on the pavement. It should have single and double squares numbered 1 to 10.
Step 2	Grab a small stone or beanbag to use as a marker. It will be thrown onto the squares during the game.
Step 3	Stand behind the starting line and toss your marker onto square 1.
Step 4	Skip over square 1 and hop on one foot onto square 2 and continue hopping to the end of the grid. If you reach a double square, hop with both feet.
Step 5	At the end of the grid, turn around and hop back towards the start. Remember to skip the square with your marker.
Step 6	When you reach the square just before your marker, bend down to pick it up while still standing on one foot.
Step 7	After picking up the marker, hop over square 1 and out of the grid.
Step 8	On your next turn, throw the marker to square 2 and repeat the steps. If you throw the marker on the wrong square or step on a line, you lose your turn. The goal is to complete the pattern for every number up to 10.

Name: _____

215

Curriculum Connection
CR6.2, CR6.7

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: idioms and hyperbole
- ✓ Reading Comprehension Strategy: Visualizing
- ✓ Making inferences based on implicit evidence in a variety of poems.
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups

Literary Devices Used in Poetry

What Is Poetry?

Poetry is a special way to write that uses words to show feelings, tell stories, or make you think deeply. It's different from regular writing because it can have a beat, like music, and might even rhyme.

Literary Devices in Poetry

In poetry, writers use special tools called "literary devices" that make poems more interesting and powerful. These tools can make a poem sound great and help you understand it better. Here are some important ones you'll find in many poems:



Shakespeare

- **Rhyme:** Words that end with the same sound, like "cat" and "hat."
- **Alliteration:** Words that start with the same sound, such as "Peter Piper picked."
- **Metaphor:** Saying one thing is another to make a point, like "I am a beast!"
- **Simile:** Comparing two things using "like" or "as", for example, "busy as a bee."
- **Rhythm:** The pattern of beats in a poem, making it flow when read aloud.
- **Hyperbole:** Exaggerating to make a point, like "I'm so hungry I could eat a horse."
- **Onomatopoeia:** Words that sound like what they mean, such as "buzz" or "clap."
- **Idiom:** A phrase that has a meaning different from the actual words. For example, "It's raining cats and dogs" means "it is raining very hard."

How Poetry Uses These Cool Tools

When you read a poem, you'll notice these literary devices at work. They make the poem more enjoyable and help you understand its message better. For example, rhyme makes the poem sound sweet, and alliteration helps highlight certain words. Metaphors and similes create pictures in your mind, while onomatopoeia makes the poem more lively. By using these tools, poetry can capture your attention and make you see the world in a new way.

Inferences

Answer the questions by making inferences.

1) What do you think is meant by the hyperbole, "He ran faster than the speed of light."?

2) What do you think is meant by the idioms below:

"Don't cry over spilled milk"

"Break the bank"

"The ball is in your court"

Reflect

Answer the questions below.

1) Why do poets sometimes use figurative language in poems?

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

1) The cat sat on a mat, feeling so flat.

2) Sally sells seashells by the seashore.

3) The world is a stage, and we are merely players.

4) Her smile was as bright as the sun.

5) When he figured out the puzzle, he thought he had hit the jackpot.

6) The horse's hooves clattered in a quick, steady beat.

7) He's so lazy, he won't even lift a finger.

8) The bees buzzed, and the creek crept along.

9) The cat sat on a mat, feeling so flat.

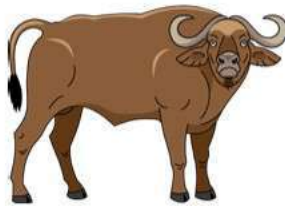
10) I was so embarrassed, I wished the ground would swallow me up.

Haiku Poetry – Métis Observations

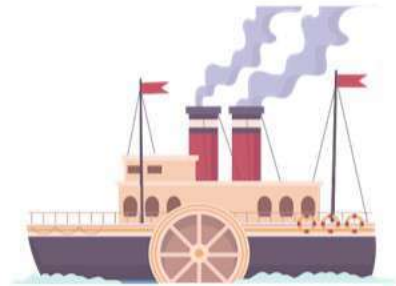
Haiku Poetry – Métis Observations

The Métis people live in what's now known as Canada. Before Canada became a country, they lived off the land as skilled hunters, fishermen, and traders. They are known for their mix of Indigenous and European cultures. When more Europeans came, the Métis had to deal with new changes, some of which led to conflicts.

Here are some haikus that help us think about how life changed for the Métis people when things began to change:



River flowing free—
Crossed by steamboats—
We met in new ways.



Buffalo wild
Rifles echo, herds grow small—
Hunters change aim.

Sky's endless canvas,
Railroads slice the quiet land—
Stars dim, still we rise.



Beads and woven sash,
Traded for coins and paper—
What's the worth of roots?

These haikus give us little glimpses into the Métis experience. Each tiny poem shows the complex feelings and situations that happened when two different worlds met. The Métis, strong and adaptable, keep changing while also keeping their traditions alive. These poems help us think about their strength and the big changes they went through.

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) "Old meets the new ways"

2) "Rifles and birds grow small"

3) "Stars dim, still visible"

4) "Hunters change their aim."

Visualizing

Read each of the poems from the reading and draw what is occurring.

Haiku 1	Haiku 2	Haiku 3	Haiku 4

Acrostic Poems – Canada's Communities

Acrostic Poems – Comparing Urban and Rural Communities in Canada

Canada is a big country with many different places to live. Some people live in busy cities, while others live in quiet countryside areas. Let's explore these two kinds of communities: "Urban" and "Rural," through acrostic poems.

In these poems, each letter in the word starts a new line! The author even used rhymes as a literary device to improve the poems.

Acrostic Poems



Urban

U - Unending lights that shine all night
R - Roads filled with cars, a constant sight
B - Buildings tall, reaching a great height
A - A lot of people, bustling left and right
N - Noisy streets but lots to do tonight

Rural

R - Rolling hills, so far and wide
U - Under the sun, nature's guide
R - Rivers, so gently, a peaceful ride
A - Animals like cows, so close to the side
L - Less noise, a place where you can hide

In urban areas, you'll find lots of shops, schools, and places to play. People in cities often use public transport like buses or subways. There's always something going on, from concerts to sports games.

In rural areas, life is quieter and closer to nature. People might have to travel longer to get to shops or schools. You'll often see farms, and sometimes people have to look after their own animals. The great outdoors is right at your doorstep, ready for adventure.

Both kinds of communities have their own special things. In cities, you might enjoy museums or big parks. In the countryside, you might go fishing or hiking. Where would you like to live? Each place offers its own kind of fun and challenges.

Name: _____

224

Curriculum Connection
CR6.3, CR6.6

Visualizing

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

PREVIEW

Life

Urban Life

Limerick Poem – Alliteration

Limerick Poetry – Honouring Indigenous Art Forms

Today we're going to dive into limericks that focus on Indigenous communities in Canada: the Inuit, First Nation, and Métis peoples. Each of these limericks features a literary technique called alliteration, making the poem more enjoyable and rhythmic. In alliteration, words near each other in the sentence start with the same initial sound, making the poem more engaging and rhythmic.



Inuit Art

Inuit Art:

In an icy Inuit isle,
An art with intricate style.
With her caribou so keen,
And caribou so seen,
Inuit art is everyone's pride.

First Nation

In a First Nation village with a
Takoda toiled on totems wide-ey
With timber and tool,
His talent a jewel,
Takoda's totemic tribute took the tide.



Métis Art:

Morgan, a Métis with might,
Made sashes that were such a sight.
With beads so bold,
And stories untold,
Métis traditions took flight.



Name: _____

226

Curriculum Connection
CR6.3, CR6.6

Questions

Answer the questions below

1) What is an alliteration?

2) List the examples of alliteration you can find.

3) What was your favourite part of the poem? Quote a line and explain why it is your favourite.

Quote

Explain

Questioning

Write 2 questions you had about the poems

1)

2)

Cinquain Poems – Critical Thinking

Cinquain Poetry – Wonders of the Cosmos

Cinquains are neat, five-line poems where each line has a specific job, like describing or showing action. You can make your cinquains even cooler by adding similes and metaphors. Similes compare two things using the words "like" or "as." Metaphors say something is something else. For example, you can say a galaxy is "a swirl of stardust" or call a constellation "the skies connect-the-dots." Let's look at cinquains that tell us about stars, galaxies, and constellations.

Stars

Bright, twinkling

Glowing, shimmering, light

Like diamonds in the sky

Sparkle

Black Hole

Hole

Dark, mysterious

Swallowing, pulling, absorbing

The universe's vacuum cleaner

Vortex



Galaxy

Galaxy

Spiraled, vast

Rotating, colliding, expanding

A cosmic dance floor

Universe



Way

Creamy, streaked

Stretching, arching, vast

The galaxy's shining river

Skyline



Orion

Orion

Hunter, bold

Guarding, aiming, standing

The sky's mighty warrior

Constellation



Big Dipper

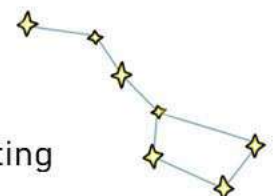
Dipper

Curved, helpful

Guiding, pouring, pointing

The North Star's trusty sidekick

Ursa



Critical Thinking

Answer the questions below.

1) In "Stars" why do you think the stars are described as the "diamonds in the sky"? What does that metaphor tell you about their importance?

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

3) Which poem did you like best?

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

Quote

Explain

Visualizing

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

Galaxy

Milky Way

--	--

Rhyming Poems – Critical Thinking

Rhyming Poetry – Renewable vs. Non-renewable Electricity

Rhyming poems are fun to read because they have words that sound the same at the end of lines. You can use different patterns like ABAB or AABB to make your poem unique. Today, let's learn about different types of electricity through rhyming poems! There are renewable sources, which can be replaced naturally, and non-renewable sources that can run out. Solar energy, wind energy, and hydroelectric energy are renewable. Natural gas, and nuclear energy are non-renewable.

Solar Energy

Sunlight shining, nice and bright,
Turns into power, oh so light.
Solar panels catch the rays,
Renewable energy, worthy of praise.

Wind Energy

Wind turbines spinning in the air,
Capture the breeze, it's only fair.
Renewable and clean, a choice so fine,
Turning gusts into energy, all the time.

Hydroelectric Energy

Water flowing, strong and fast,
Renewable it is, from river's dance,
In dams, it's stored to make power last.
Electricity made, given a chance.

Coal Energy

Coal is dug from deep down low,
Turns to electricity, but there's a woe.
It pollutes the air, and can't renew,
A non-renewable energy source that we may rue.

Natural Gas

Gas from the ground, it's a clue,
Burns to make power, but it's not new.
It can run out, not renewable too,
We must think, is it the best we can do?

Nuclear Energy

Atoms split, energy freed,
It's not renewable, waste lingers on,
Powerful source, but with a heed.
Careful thinking before it's gone.

Critical Thinking

Answer the questions below.

1) In "Solar Energy," the phrase "Solar panels catch the rays" is used. What does this tell you about the production of solar energy?

2) Which poem uses AABB and which use ABAB rhyming patterns?

AABB	ABAB

3) Which poem does the

4) What was your favourite part of the poem? Explain why it was your favourite.

Quote

Explain

Visualizing

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

Coal Energy	Wind Energy

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 – hyperbole, idiom, alliteration, and metaphor

Implicit and Explicit Perspectives – Book Reviews

Book Review: "Dinosaur Island: The Time-Travel Adventure"

"Dinosaur Island: The Time-Travel Adventure" is a book you won't be able to put down! Imagine stepping into a time machine with Sarah and Jack, two brave kids who lead this adventure. You'll travel back to the age of dinosaurs, where danger lurks around every corner. If you like time-twisting tales, then this book is perfect for you.

The story keeps you on the edge of your seat with its thrilling challenges. Sarah and Jack have to solve puzzles to find a special gemstone that can take them back to their own time. But along the way, there are moments when they have to dodge T-Rexes and other dinosaurs. There are also funny moments where their pet dog, Spot, does something silly, adding much of the excitement to the exciting adventure.

The ending has a twist that you won't expect. I don't want to spoil it, but let's say it makes the whole adventure worth it. This book was really exciting and fun. I think all students will love it too!



Rating: ★★★★★

Perspectives

Answer the questions below.

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

2) Write 3 implicit perspectives that don't say exactly how they feel about the book, but they give hints.

Finding Bias in Reviews

What is Bias in Reviews?

Bias is when a reviewer lets their personal likes or dislikes affect how they review a book. For example, if someone really enjoys superhero stories, they might say all superhero books are great, even if some aren't that good. On the flip side, if a person doesn't like historical fiction, they might not give a good review to an excellent historical novel. Sometimes, bias can happen with certain themes, too. Let's say a reviewer doesn't like books with magic; they might rate those books lower, even if lots of kids love them. That's why it's a good idea to read different reviews to get a more complete picture of a book.

Bias can be found in the reviews and answer the questions.

Movie Review: "Skyward Journey" – 1/10

I suppose "Skyward Journey" tries to be a good film, but let's be real, there's no water involved, so how good could it be? The movie is about a bunch of people flying in hot air balloons, trying to fly above the clouds. That's right, above the clouds! Can you even imagine how dry and boring that is?

The main characters are all aviators or sky pilots. Honestly, it's hard to care about their motivations when there's not a single underwater scene. The villain is a rival explorer named Sky King, who wants to claim the new lands. Honestly, who cares? If it's not happening underwater, it's not that interesting.

It's a real miss for anyone who appreciates the beauty of the underwater world. I can't recommend "Skyward Journey" if you're into underwater movies, steer clear of it and go watch "Underwater Adventure: The Lost Treasure" instead. Now that's a real movie!



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?

Activity: Detecting Bias in Online Reviews

Objective

What are we learning more about?

To help students recognize and understand bias in online reviews by analyzing real-world examples.



Instructions

How do we complete the activity?

- 1) **Choose Your Place:**
Select a product on Amazon or a location on TripAdvisor that you're interested in, such as a toy, book, gadget, hotel, or a tourist spot.
- 2) **Reading Reviews:**
Spend some time reading reviews for your chosen product or location. Aim to read a mix of positive and negative reviews. As you read, think about the reviewer's perspective.
- 3) **Detecting Bias:**
While reading, look for any signs of bias in the reviews. Bias might be shown in many ways:
 1. Personal experience affecting the whole review (e.g., "I lost my luggage, so the entire vacation was horrible.")
 2. Over-generalization based on one instance (e.g., "My bag broke within a day. All products from this brand are terrible!")
 3. Clear personal preferences influencing the review (e.g., "I don't like books, so I hated this book.")
 4. External factors affecting the review (e.g., "It rained during our trip, so this amusement park is the worst.")
- 4) **Quoting & Analyzing:**
On your paper, quote snippets from reviews that you believe show bias.
 1. Write the quote on the backside of this paper
 2. Then explain the bias
- 5) **Class Discussion:**
Once everyone has had a chance to analyze several reviews, come together as a class. Each student can share a biased review snippet they found and discuss why they believe it's biased. This will help reinforce the understanding of bias and allow for collaborative learning.

Name: _____

246

Curriculum Connection
CR6.5, CR6.7

Research

Fill in the table below

Quote From Review

Describe The Bias

Quote From Review

Describe The Bias

Quote From Review

Describe The Bias

PREVIEW

Understanding Hyperbole in Review Writing

Hyperbole is when people exaggerate in reviews to make something sound really amazing or really bad. It's like stretching the truth to get a strong reaction. For example, if someone says a book is "the best thing since sliced bread," they're using hyperbole to tell you it's great.



Review

Read the hyperbole below and answer the questions.

1) The graphics in this video game are light years ahead of anything else on the market.

What It
Means

Why Is It A
Hyperbole

How Does
It Improve
Writing?

2) This restaurant serves the most mouth-watering and life-changing burgers ever.

What It
Means

Why Is It A
Hyperbole

3) The lead actor's performance was so dreadful it could bore a zombie to death.

What It
Means

Why Is It A
Hyperbole

Do you like
this
hyperbole?
Explain.

Literary Devices in Reviews

Literary devices are techniques that help make the review more persuasive and engaging.

- **Idioms:** These are sayings that don't mean exactly what they say, like 'break a leg' when you want someone to do well.
- **Metaphors:** These say you're comparing things but don't use 'like' or 'as.' For example, 'She's a ray of sunshine.'
- **Alliteration:** This is when words close to each other start with the same sound, like 'happy hopping bunnies.'
- **Hyperbole:** This means saying something way bigger than it really is, like 'Her singing voice was so loud it could bring a statue to tears.'

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

Title: *The Enchanted Backpack*

Wow, reading "The Enchanted Backpack" was like finding a pot of gold at the end of a rainbow! In this story, a boy and his friend discover a magical backpack in their attic. When they open it, they are pulled into a world full of talking animals and enchanted forests.



This book is the bee's knees in the world of kids' literature. It's fun, exciting, and fabulously put together! The suspense had me hooked from the first page. It's like riding the tallest roller coaster over and over. To sum it up, this book is a home run!

I give this book 5/5 stars. It was so good, I felt like time stood still. A must-read for every young adventurer out there!

Idiom	
Metaphor	
Alliteration	
Hyperbole	

Review Writing - Inferences

Title: "Spine-Chilling Secrets in 'The Haunted Schoolhouse'"

Introduction

Hey, young readers! Do you like stories that make your spine tingle? If so, "The Haunted Schoolhouse" is the book for you. It's so spooky, it feels like walking through a haunted maze on Halloween. If you're a fan of eerie mysteries and ghostly figures, this one's a can't-miss!

Summary

In this creepy tale, kids named Oliver and Jonathan discover an old, haunted schoolhouse in their neighbourhood. Once they step inside, they find themselves in a world of ghosts and ghouls! To escape and get back to their world, they'll have to solve puzzles and dodge ghostly tricks.



Thoughts

Opening this book is like opening a creaky door to a room of mystery and surprises! The characters are so lifelike, you'll think they're lurking right behind you. The story is faster than a bat out of a cave, keeping you hooked from beginning to end. The author uses cool writing tricks like spine-chilling metaphors and eerie allusions to make the story even better. Seriously, this book is as rare as a blue moon on a foggy night!

Rating

I give this book a full 5/5 stars, no doubt about it! It was so thrilling, I forgot all about my homework. If you're into tales that make your heart race, you have to read this one.



Examine

Read the review on the previous page and find examples of the literary devices used.

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

Idiom	
Metaphor	
Alliteration	
Hyperbole	

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) Global Inference: Do you think you would like this book? Explain everything you read in the text.

3) Local Inference: What did the author mean when they wrote, "Seriously, this book is as rare as a blue moon on a foggy night!"

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?

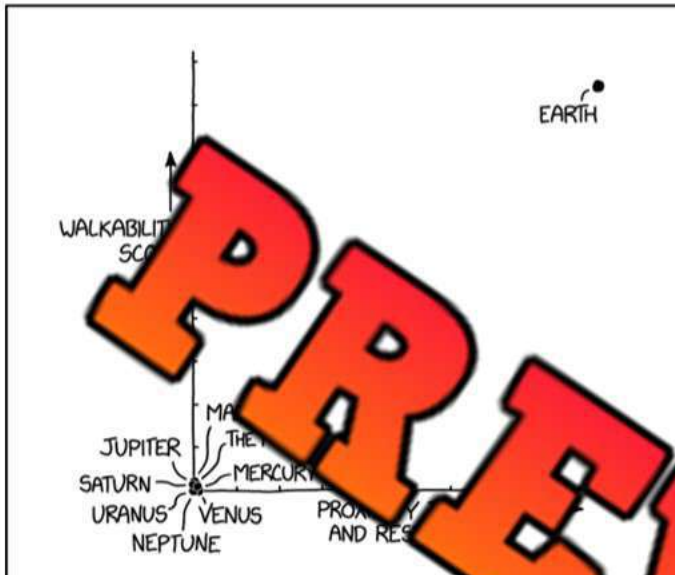
2) Is the joke explained explicitly, or is it implicit? Explain the joke.

3) Global Inference: Is Mr. Duck a brave duck that shows no fear?

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.

1) What is the comic about?

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

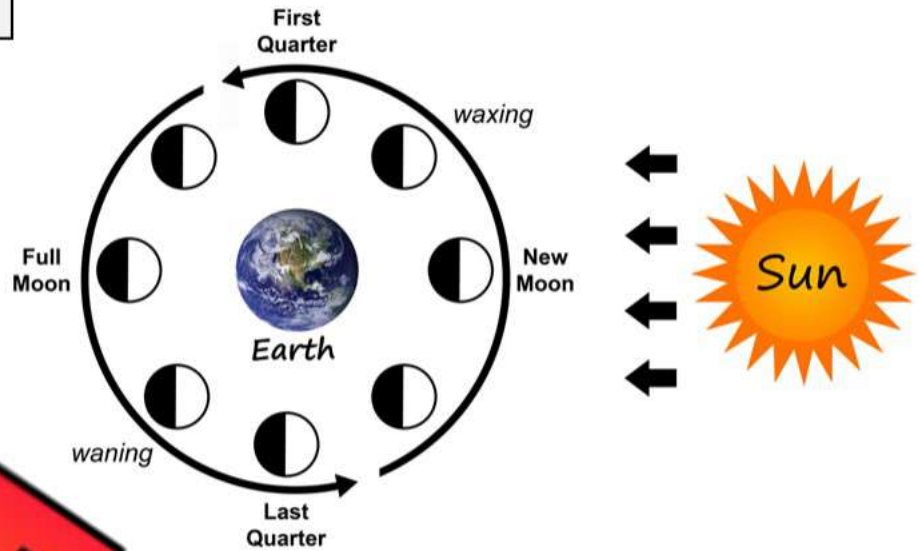
Text Features in Infographics

Examine

Answer the questions

1) Write a title for this infographic.

2) Does the infographic have more text features?



3) What did you learn from the infographic?

4) Do the text and pictures 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 and images 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, like Ottawa.
- Red Dots: The smaller red dots are for cities, and a bigger red dot is for the capital of Canada.



Reading Maps – Text Features

Questions

Answer the questions below.

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

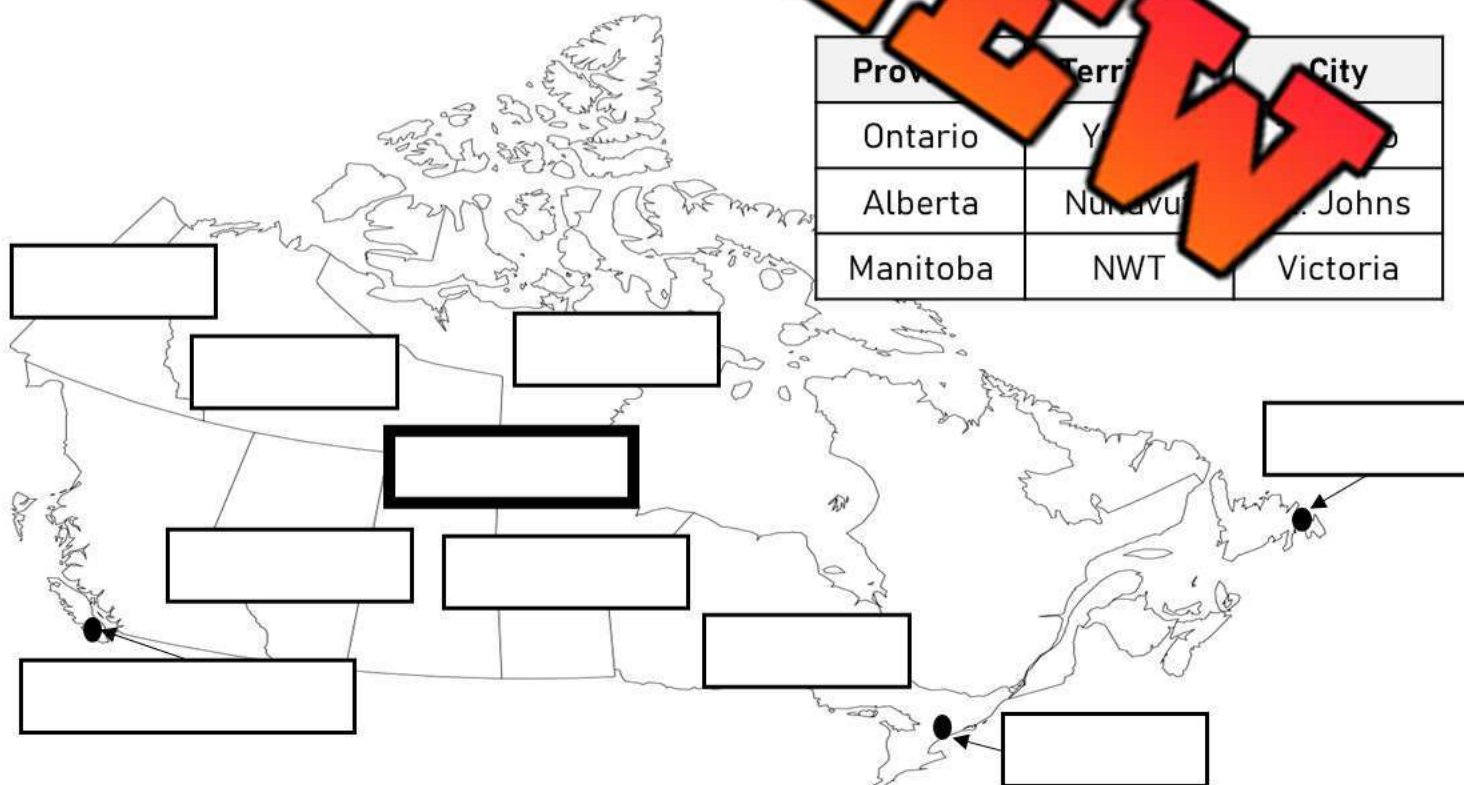
2) How can you identify provinces or territories on a map?

3) How can you identify cities on a map?

4) What do black dots on a map usually represent?

Think

Label the provinces/territories/cities using the word bank. Use the correct capitalization. Label Canada in the box with a single word and a black border.



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
- ✓ Text features – glossary, preface, and timelines

Biography – Chris Hadfield

Chris Hadfield: A Canadian Astronaut Above and Beyond

Preface

This biography will explore the life of an extraordinary Canadian—Chris Hadfield. Chris has done more than just travel to space; he has inspired countless people, especially young students like yourselves, to reach for the stars. As you read through this biography, you'll get to learn about his early life, space adventures, and how he's making an impact here on Earth.

Early Life and Inspiration of Space

Chris Hadfield was born on August 29, 1959, in Sarnia, Ontario, Canada. As a young boy, he was amazed by the moon landing in 1969 and dreamed of becoming an astronaut.

Journey to the ISS

Chris Hadfield became a real astronaut by going to space for the first time in 1995. He was the only Canadian on the mission and helped build parts of the **International Space Station (ISS)**. In 2012, he became the first Canadian **Commander** of the ISS!

Impact and Education

Chris Hadfield has not just floated in space; he has inspired many people on Earth, especially kids, about science and space. He has written educational books and even made videos from space to show how common things like eating and sleeping are done in space. His **impact** has made many young Canadians interested in science and space exploration.



Chris Hadfield

Timeline

- **1959:** Born in Sarnia, Ontario
- **1969:** Inspired by the moon landing
- **1995:** First space flight
- **2012:** Became Commander of the ISS
- **2013:** Returned to Earth and continued educational efforts

Glossary

- **Commander:** The leader of a space mission.
- **Impact:** The change someone makes that affects others.
- **International Space Station (ISS):** A large spacecraft where astronauts from around the world live and work.
- **Mission:** Having an objective to complete a job in space.
- **Zero Gravity:** The condition where there is no pull from gravity, like in space.

Prereading

Before reading, answer the questions below.

Prediction: After reading the title and headings, make 2 predictions about Chris Hadfield.

During Reading

Stop and write questions about what you are reading.

1	
2	
3	

Questions

Answer the questions below.

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

2) How does the picture of Chris Hadfield help you understand him better?

3) What do you think Hadfield's biggest accomplishment was?

Biography – Elijah Harper

Elijah Harper: The Advocate for Indigenous Rights

Elijah Harper's Early Life

Elijah Harper was born on March 3, 1949, in Red Sucker Lake, Manitoba, Canada. He was a member of the **Oji-Cree First Nation**. Raised in a small community, Harper learned about the importance of his cultural heritage and began to dream of making a difference for Indigenous people in Canada.

Major Achievement

Elijah Harper made history in 1990 when he used a single **eagle feather** to say "No" in the Manitoba Legislature, effectively blocking the **Meech Lake Accord**. This accord did not recognize the rights and status of Indigenous peoples, and Harper's actions drew national attention to the issue. He later served in the Canadian House of Commons, continuing to advocate for Indigenous rights.

Life After Politics and Legacy

Although Harper left politics in 1999, his impact was lasting. He became a symbol for Indigenous resistance against unfair laws and policies. He received several awards for his contributions to Canadian society, including the Order of Manitoba and the Stanley Knowles Humanitarian Award. Harper passed away in 2013, but his **legacy** of fighting for Indigenous rights remains strong.



Timeline

- **1949:** Born in Red Sucker Lake, Manitoba
- **1990:** Blocked the Meech Lake Accord with an eagle feather
- **1993-1997:** Served in the Canadian House of Commons
- **2013:** Passed away, leaving a lasting legacy

Glossary

- **Oji-Cree First Nation:** An Indigenous community in Canada.
- **Meech Lake Accord:** A proposed amendment to Canada's constitution that failed to recognize Indigenous rights.
- **Eagle Feather:** A symbol of spirituality and respect in many Indigenous cultures.
- **Advocate:** Someone who publicly supports a particular cause or policy.
- **Legacy:** The long-lasting impact a person leaves behind.

Understanding

Is the statement true or false?

1) Elijah Harper was born in 1949.	True	False
2) He was a member of the Cree First Nation.	True	False
3) Elijah Harper was born in Vancouver, British Columbia.	True	False
4) He blocked the Meech Lake Accord in 1990.	True	False
5) Harper served in the Manitoba legislature.	True	False
6) The Meech Lake Accord recognized Indigenous rights.	True	False
7) Elijah Harper used an eagle feather to say "No."	True	False
8) He served in the Canadian House of Commons.	True	False
9) Harper left politics in 1999.	True	False
10) He received the Order of Ontario.	True	False

Critical Thinking

Answer the questions below.

1) Inference: How is Elijah Harper's legacy viewed today, especially in Manitoba?

2) Inference: How do you think Harper's eagle feather helped gain Indigenous rights?

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

Organizing a Biography

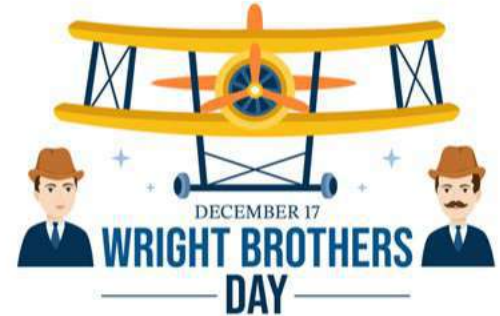
Read

The report below has been organized incorrectly. Reorder the headings, sub-headings, preface, and index by writing the letters in the correct order

Biography of Orville Wright: The First to Fly

A) The Echoes of Their Dreams

The determination and ingenuity of the Wright brothers paved the way for the world of aviation. Orville's legacy, shared with his brother, is a reminder that dreams, paired with hard work, can change the world. Every plane in the sky is a testament to their vision and perseverance.



B) Early Years and Childhood

Dive into the world of young Orville, where a childhood filled with wonder laid the foundation for his monumental achievement.

C) Preface

Have you ever looked up at the sky and wondered if you could fly like a bird? Many years ago, Orville Wright and his brother, Wilbur, had the same dream. This biography tells the tale of Orville, the younger brother, who made history by being one of the first people to fly an airplane. Join us on this exciting journey of curiosity, perseverance, and innovation!

D) Childhood Adventures

Born on August 19, 1871, in Dayton, Ohio, Orville and his brother Wilbur were inseparable. They shared a passion for discovery, fueled early on by a toy airplane their father gifted them. This toy set them on a path of wonder about how to fly.

E) Achieving Flight and Leaving a Legacy

Experience the pivotal moments when Orville took to the skies and discover how his contributions continue to influence the world of aviation.

F) The Momentous Flight

On December 17, 1903, in Kitty Hawk, North Carolina, Orville Wright made history. Climbing onto their invention named the Flyer, he flew for a brief 12 seconds. It was a short flight, but it marked the birth of aviation as we know it.

G) The Bicycle Shop Innovators

Before they took to the skies, the Wright brothers mastered the ground with their bicycle shop. It was more than just a place for bikes. Here, they explored principles of motion and balance, essential knowledge that would later aid their aviation experiments.

Order

List the letters in order from which paragraph/part should go first, to which should go last. (A to G)

--

Critical Thinking

Answer the questions below.

1) Did the _____ do its job in explaining what the biography will be about?

2) Did the preface _____ you into _____ reading the rest of the biography? Explain.

3) **Vocabulary:** Choose 3 words from the biography that isn't _____ your everyday vocabulary. Look up the words or ask a friend/teacher what they mean. Then use them in a sentence.

Word	Definition - What does it mean?

Word	Use It In A Sentence