



Preview – Information



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Google Slides Lessons Preview





Saskatchewan Language Curriculum

Reading Comprehension– Grade 7

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 **understand** different **reading comprehension strategies** so we can **make connections, ask questions, make inferences, predict outcomes, and visualize ideas** to better understand what we read.



Build the Map

Use the pre-made idea boxes to complete the concept map. Connect the main idea to its related subtopics and examples.

Flowing water spins turbines in dams	Wind Energy	Solar Energy
Captures moving air with turbines	Hydro Energy	Renewable Energy
Uses sunlight and solar panels	Uses heat from inside the Earth	Sustainable Future
Geothermal Energy		

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.

Emma spends a weekend at her grandfather's lighthouse on a rocky point. Thick fog wraps the harbour; the horn blows every thirty seconds. The air smells of salt and kelp. Waves slap the stones. Grandpa polishes the glass, and the red beam sweeps the grey. The radio crackles: "...low battery... north buoy..." then silence. Emma notices gulls gone quiet and the barometer needle low. In the boathouse, coils of rope and bright lifejackets hang ready. Grandpa checks the tide chart and circles midnight. He asks Emma to keep the log while he tests the backup lamp. Through the window she spots a faint shape near the bell buoy. It drifts, then jerks sideways. The horn sounds again, longer, and Emma wonders who is out there.



Consolidation – The Lighthouse in Fog

- 1) Making Connections** – (1) How does this scene connect to something you know—an adventure story, or a similar thing you've faced? (2) Name a real event or story about a rescue or warning at sea. How is it similar?
- 2) Questioning** – (1) What how/why question would you ask about the radio message "...low battery... north buoy..."? (2) What is one more need-to-know question you have about the faint shape near the bell buoy?
- 3) Visualizing** – Describe the scene using three senses (sight, sound, smell). Quote the trigger words.
- 4) Prediction** – (1) What do you predict might happen by midnight, when the tide changes? Why? (2) Who or what do you predict the faint shape could be? Explain your best reason.
- 5) Inference** – What can you infer about the weather that is coming? Use two clues.





Saskatchewan Language Curriculum

Reading Comprehension– Grade 7

Read the email. Then, drag the boxed words to their correct meanings on the table that is found on the right side.

Dear Students,

Our class has been invited to join the community **initiative** next Saturday to help clean up Riverside Park. This event is organized to **stimulate** environmental awareness and teamwork among local schools. Volunteers will help **amass** litter, separate recyclables, and plant small shrubs near the riverbank.

Please wear **robust** shoes and bring a reusable water bottle. All supplies will be **allocated**, but you are encouraged to bring gloves if you have them. This is a great opportunity to make a positive **impact** and show pride in our neighbourhood.

See you all there!

Sincerely,
Mr. Thomson

Match Their Meanings

Drag and drop the vocabulary words below	Meaning – Use Context Clues or Look Up Word Meanings
	A powerful or lasting effect on something or someone
	To gather items, usually for a specific purpose
	A project or action started to make a positive change
	Supplied or made available for use
	To support or kick-start an idea
	Strong and able to last a long time

allocated

initiative

amass

stimulate

robust

impact

Implicit or Explicit?

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

Explicit

Implicit

Characteristic	Answer
1) Every student should take part in community service—it builds character.	
2) The new school schedule is great—it finally gives us enough time for lunch.	
3) The art club's mural makes the hallway look so much brighter.	
4) I guess some people think cleaning up after themselves is optional.	
5) It's strange how some teachers never seem to notice when the Wi-Fi stops working.	
6) I can't say the cafeteria pizza is my favourite, but it's... interesting.	
7) Joining the robotics team was the best decision I made this year.	

Main Plot

Plot

Subplot

Story Strip

- 1) The friends design and build their drone after school, testing it every weekend.
- 2) Mia feels nervous about presenting their drone design and starts practising public speaking at home.
- 3) Jay, one of the team members, starts a rivalry with another racer, which causes tension in the group.
- 4) During the final race, their drone malfunctions mid-air, and they rush to repair it.
- 5) After the race, Jay apologizes to his teammates and learns the value of teamwork.
- 6) The friends celebrate when their repaired drone wins the competition.



Saskatchewan Language Curriculum

Reading Comprehension– Grade 7

Which Point of View Works Best?

After reading, answer the multiple-choice questions by putting "X" on the correct advantage or disadvantage of each point of view.

X

1) What is an advantage of Story 1?

- ☐ Helps readers feel the character's emotions closely
- ☐ Lets readers know everyone's thoughts
- ☐ Keeps the story distant and objective

2) What is a disadvantage of Story 1?

- ☐ Gives away the ending too early
- ☐ Focuses only on one viewpoint
- ☐ Uses too many pronouns

3) What is an advantage of Story 2?

- ☐ Keeps the reader outside the story
- ☐ Explains what all characters feel
- ☐ Pulls the reader directly into the adventure

4) What is a disadvantage of Story 2?

- ☐ Some readers may dislike being told what to do
- ☐ It never uses sensory details
- ☐ It hides the main character's goal

5) What is an advantage of Story 3?

- ☐ Focuses on only one emotion
- ☐ Describes the whole scene clearly and calmly
- ☐ Uses "I" for personal connection

6) What is a disadvantage of Story 3?

- ☐ Always uses second person
- ☐ May feel less emotional or distant
- ☐ Makes it hard to follow the plot

After reading, match each character to the symbolic meaning that might be teaching through these symbols.

The Garden of Mirrors – Symbolic Meanings

Answer

- Truth and self-reflection
- Community and shared understanding
- Carelessness and growth through learning
- Confusion or ignorance
- Wisdom and forgiveness

Lila

Rowan

The Mirrors

The Fog

The Villagers

Part from the Story

- "A glowing tunnel hidden beneath a snowy ledge"
- "Towering crystal pillars humming softly in the cavern"
- "A carved ice rune pulsing like a heartbeat"
- "A narrow ice bridge stretching across the chamber"
- "A floating orb swirling like a tiny storm"
- "A glowing map projected across the crystal walls"

Name

- a) Heart-Rune
- b) Frostfall Passage
- c) Light-Wall Map
- d) Storm-Orb
- e) Crystal Columns
- f) Glacier Bridge



Workbook Preview



Grade 7 – Language

Saskatchewan ELA Curriculum



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
CR7.1	View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Thinking for Oneself), social responsibility (e.g., Participating and Giving Our Personal Best), and efficacy (e.g., Doing Our Part for Planet Earth).	27-34, 60-79, 60-79, 86-86, 95-102, 108-109, 125-148, 157-160, 172-176, 186-187, 221-231, 225-267
CR7.2	Select and use appropriate strategies to construct meaning before (e.g., formulating questions), during (e.g., recognizing organizational structure) and after (e.g., making judgements supported by evidence)	11-12, 15-16, 19-20, 23-26, 55-79, 92-93, 159-260
CR7.3		-93, 10-124, 11-162, 17-178, 19-219, 16-267
CR7.4	and multimedia texts with specific features (e.g., circle graphs) and complex ideas including the visual components of media such as magazines, newspapers, websites, reference books, graphic novels, broadcast media, videos, and promotional materials.	53-54, 188-189, 235-253
CR7.5	Listen critically to understand and analyze oral information and ideas from a wide range of texts (e.g., complex instructions, oral explanations and reports, opinions or viewpoints, messages presented in the media).	60-79, 95-102, 108-109, 125-148
CR7.6	Read and demonstrate comprehension and interpretation (including thoughtful and critical response to content and craft) of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.	11-26, 60-86, 95-102, 108-109, 125-148, 166-171, 177-267
CR7.7	Read independently and demonstrate comprehension of a variety of specialized information texts including non-fiction books, grade-level instructional materials, articles, reports, reference materials, instructions, advertising and promotional materials, and websites.	87-91, 150-156, 163-164, 221-231
CR7.8	Read Grade 7 appropriate texts to increase fluency (130-170 wcpm orally; 170-220 silently) and expression.	N/A

Preview of 150 pages from
this product that contains
375 pages total.

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
CC7.1	Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Exploring Thoughts, Feelings, and Ideas), social responsibility (e.g., Taking Action), and efficacy (e.g., Building a Better World).	N/A
CC7.2	Create and present a teacher-guided inquiry project related to a topic, theme, or issue studied in English language arts.	N/A
CC7.3	Select and use the appropriate strategies to communicate meaning before (e.g., planning and organizing ideas to fit format), during (e.g. using transition words), and after (e.g., revising to eliminate unnecessary repetition) speaking, writing, and other representing activities.	N/A
CC7.4	Use pragmatic (e.g., use language that demonstrates respect for others), textual (e.g., use common organizational patterns within texts), syntactical (e.g., ensure agreement of subjects, verbs, and pronouns), semantic/lexical/ morphological (e.g., avoid overused and misused words), graphophonic (e.g., enunciate clearly), and other cues (e.g., use appropriate gestures and facial expressions) to construct and to communicate meaning.	N/A
CC7.5	Create and present a variety of representations including visual and multimedia presentations such as displays, illustrations, and videos, and enhance communication with appropriate graphic organizers, charts, circle graphs, timelines, maps, and sound effects.	N/A
CC7.6	Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations (e.g., contributing to sustaining dialogue, expressing support for others and their viewpoints, discussing and analyzing ideas and opinions, completing a variety of tasks, and contributing to group consensus building).	N/A
CC7.7	Use oral language to express effectively information and ideas of some complexity in formal and informal situations (e.g., a procedural description based on personal experience, a demonstration, a persuasive speech, a dramatization).	N/A
CC7.8	Write to describe a person; to narrate an imaginary incident or story; to explain and inform in a news story, a factual account, and a business letter; to persuade in a letter and in interpretation of a text.	N/A
CC7.9	Experiment with a variety of text forms (e.g., meeting, presentation to adults, descriptive poem, opinion piece, a review, front page of a newspaper, short script) and techniques (e.g., dialogue, figurative language).	N/A

Assess and Reflect (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
AR7.1	Set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies.	42-52
AR7.2	Appraise own and others' work for clarity and correctness.	35-41, 217-219

Block 1: Reading Comprehension Strategies - Basics

Focus

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

Understanding Reading Comprehension

Understanding Reading Comprehension

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



Why Reading Comprehension is Important

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

Strategies to Boost Reading

A) Before You Read: Preparation

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

B) While You're Reading

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

C) After You've Finished Reading

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

Understanding Reading Comprehension

True or False

Is the statement true or false?

1) Reading comprehension is only about reading words.	True	False
2) Reading comprehension is important for school only.	True	False
3) Good comprehension improves communication skills.	True	False
4) Reading _____ most creativity.	True	False
5) Prior knowledge isn't useful in prereading.	True	False

Question _____ Reading comprehension and why is it important?

Matching

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

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

Making Connections

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

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



Making Connections Make connections to the short passages below.

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

Text-to-Self	_____ _____
Text-to-Text	_____ _____
Text-to-World	_____ _____

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

Text-to-Self	_____ _____
Text-to-Text	_____ _____
Text-to-World	_____ _____

Comprehension Practice – Newspaper Article

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

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

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



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

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

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

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

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

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

Comprehension

Answer the following comprehension questions from the article.

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

1

2

3

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

Evaluate

Answer the following evaluation questions about the article.

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

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

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

Comprehension Practice – Questioning

Getting to Know Canadian Government

Have you ever wondered how the Canadian government works?

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



Three Levels of Government

In Canada, there are three levels of government:

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

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

Who's in Charge?

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

What Kind of Government Do We Have?

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

How Do Decisions Get Made?

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

Comprehension Practice – Questioning

Pre-Reading

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

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

1)	
2)	
3)	
4)	

After Reading

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

What is an Inference?

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



Example

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

Infer the inferences below by answering the questions

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

How is Jenny feeling about work in front of her?

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

What is the weather like?

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

What is Jackson doing?

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

What might the chef be making?

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

What season is it likely to be?

Comprehension Practice – Predicting

Nokomis's Journey: The Wisdom of the Cree People

Once upon a time, in the vast landscapes now known as Canada, lived Nokomis, a young Cree girl. She belonged to a community that thrived on the wisdom and practices of their ancestors.

Nokomis would start each day greeting the sun, offering tobacco to thank the Creator for another day. Values like humility, courage, and honesty were the foundation stones of her people's way of life. Sustainability was a principle; they believed in giving back to the land as much as they took from it.

Her father was a fisherman, well-versed in reading the waters. He taught Nokomis the importance of respecting all living beings, showing her how to catch fish without disrupting the river's ecosystem. Her mother was a skilled bead worker, teaching her the names of the stars that told stories of their family history.



In the afternoons, the community's children gathered to play games. Shinny, a type of field hockey, was a favourite among them. This game was the most entertainment; it taught teamwork, agility, and the art of strategy. They also loved playing the "Snow Snake" game in winter, where wooden sticks were thrown across the snow to see whose would slide the farthest.

But life wasn't just about play. Nokomis eagerly absorbed lessons from the community's Knowledge Keeper. Lessons revolved around the seven virtues—love, respect, courage, honesty, wisdom, humility, and truth—which were passed through oral storytelling.

As the evening sky adorned itself with stars, people of all ages would gather. The drumming and singing began, as did the sharing of legends and creation stories. For Nokomis, these gatherings were magical, weaving together the history, values, and spirit of her people.

Nokomis's everyday life was an intricate mosaic of tradition, sport, and ethical values. Her people's philosophy was deeply rooted in the balance and interconnectedness of life, concepts that are still incredibly relevant and urgent.

And so, through Nokomis, we glimpse an enduring world founded on rich traditions and ethical living, a world whose teachings resonate with us still, urging us to respect and protect the intricate web of life around us.

Comprehension Practice – Predicting

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

While Reading

Make predictions as you read. For example, in paragraph 4, it starts by saying "In the afternoon, the community's children gathered for games." You could predict what games they used to play.

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

After Reading

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

1) Was their way of fishing environment-friendly or not?

2) Do their games need a lot of fancy equipment? Do you think they had arenas to play in?

Comprehension Practice – Visualizing

September 14, 1497

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

Dear Sister Eleanor,

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

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

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

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

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

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

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

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

Comprehension Practice – Visualizing

Pre-Reading

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

While Reading

Draw different pictures of what you are visualizing while

After Reading

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

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

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

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 learned something new
from this part of the text.



I really enjoyed this
part of the text.

Volcanoes and Earthquakes

Introduction

Volcanoes and earthquakes are two of Earth's most formidable natural phenomena, shaping landscapes and affecting lives throughout history. This report explores the scientific mechanisms behind these events and dispels common myths associated with them.

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

Understanding Earthquakes

Earthquakes occur when there is a sudden release of energy in the Earth's crust, resulting in seismic waves that cause the ground to shake. This energy release is often due to the movement of tectonic plates, massive slabs of the Earth's surface that constantly shift and interact.

Key Facts:

- The point on the Earth's surface directly above the earthquake start point (focus) is called the epicenter.
- Earthquakes are measured using the Richter scale, where each whole number increase represents a tenfold increase in amplitude.

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

The Power of Volcanoes

Volcanoes are openings in the Earth's crust that allow molten rock, gases, and debris to escape from beneath the surface. The formation of volcanoes is closely linked to the movement of tectonic plates, especially at divergent and convergent boundaries.

Types of Volcanoes:

- Shield Volcanoes: Broad, gently sloping sides formed by the eruption of lava.
- Composite Volcanoes: Steep-sided, symmetrical cones built by layers of lava flows and ash.
- Cinder Cone Volcanoes: Small, steep-sided volcanoes built by the accumulation of volcanic debris.

✓	?	!	*	+	♥
---	---	---	---	---	---

Myths and Reality

Myths surrounding volcanoes and earthquakes often involve gods or supernatural beings expressing anger or disapproval. While there are no natural explanations for these phenomena. For instance, the ancient Greeks believed that Hephaestus, the god of fire and metalworking, lived inside a volcano, which explains the eruptions.

✓	?	!	*	+	♥
---	---	---	---	---	---

Natural Explanations

The movement of tectonic plates is the primary force behind volcanoes and earthquakes. At divergent boundaries, plates move apart, allowing magma to rise and form new crust, often creating volcanoes. At convergent boundaries, one plate dives beneath another, leading to earthquakes and sometimes volcanic eruptions.

✓	?	!	*	+	♥
---	---	---	---	---	---

Impact on Humanity

Volcanoes and earthquakes have played significant roles in shaping human history, from the destruction of Pompeii in 79 AD by Mount Vesuvius to the 2011 earthquake and tsunami in Japan. Understanding these natural events is crucial for preparedness and minimizing their impact on societies.

✓	?	!	*	+	♥
---	---	---	---	---	---

Conclusion

Volcanoes and earthquakes are dynamic expressions of Earth's internal energy. Through scientific inquiry, we have come to understand the natural processes driving these events, moving beyond myths to a deeper appreciation of our planet's power. This knowledge helps predict and respond to these natural phenomena, protecting lives and communities.

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.

Ancient Egyptians And Their Contribution To Modern Society

Introduction

The Ancient Egyptian civilization, flourishing along the Nile River, was known for its remarkable achievements and contributions that have significantly influenced modern society. This report explores their groundbreaking innovations in technology, architecture, and governance that continue to impact us today.

Technological Innovations

The Ancient Egyptians were brilliant engineers and inventors, creating tools and techniques that have laid the foundation for many modern technologies. One of their most significant contributions was the invention of papyrus, a versatile material made from the papyrus plant.

This invention was crucial for record-keeping, literature, and communication. The concept of writing and documenting information remains central to modern society.

Additionally, the Egyptians excelled in medicine, developing various practices. They were among the first to use medicinal compounds, perform surgery, and understand the importance of hygiene, which form the basis of modern medicine.



Architectural Marvels

The architecture of Ancient Egypt is world-renowned, with the Pyramids of Giza being one of the most iconic symbols of their engineering prowess. These structures not only showcase the Egyptians' advanced understanding of mathematics and geometry but also their ability to organize and execute large-scale projects, a principle that underpins modern construction and architectural design.

The use of columns in their temples and buildings influenced the classical architectural styles of Greek and Roman civilizations and continues to be a feature in modern buildings.

Governance and Administration

The Ancient Egyptian society was well-organized, with a structured government that played a pivotal role in the civilization's stability and growth. The concept of centralized governance under a Pharaoh laid the groundwork for the idea of nation-states and governance systems in the modern world.

Their bureaucratic system, involving scribes, administrators, and a legal system, has influenced contemporary administrative and legal practices. The idea of taxes, recorded in Egyptian documents, is also a concept that has been carried into the modern era.

Art and Writing

Egyptian art and writing have had a lasting impact on the world. Hieroglyphics, the writing system of Ancient Egypt, is one of the earliest forms of written communication. The Rosetta Stone, which enabled the deciphering of hieroglyphics, opened up a new understanding of ancient history.

Egyptian art, known for its detailed and symbolic nature, influenced the art of subsequent civilizations and continues to be studied and admired for its beauty and complexity.

The Ancient Egyptian civilization has left an indelible mark on modern society. Their innovations continue to inspire and influence us in numerous ways. As we look back at their contributions, it becomes clear that the legacy of the Ancient Egyptians is woven into the very fabric of our modern world.

Instructions

Choose one of the strategies, to re-focus and re-engage with the text. Use the strategies to implement your strategy if it requires you to draw or write a chart beside the strategy you choose.

1)	Making Notes	Jot down key points or summarize in your own words.	
2)	Doodling / Sketching	Draw related images or diagrams to represent concepts.	
3)	Chunking Information	Break the text into smaller sections and summarize each chunk.	
4)	Asking Questions	Write down any questions that come to mind 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: _____

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Curriculum Connection
AR7.2

Instructions

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

PREVIEW

Reflection

Answer these questions.

1) Were there any sections that you found challenging or difficult to focus on? How did you overcome these challenges?

2) Which section of the report was most interesting to you, and why? Did you lose focus or get engaged in this part?

3) Rank the strategy you used from 1 (most helpful) to 5 (least helpful) based on how it helped you engage with the report. Explain why it was effective for you.

1

2

3

5

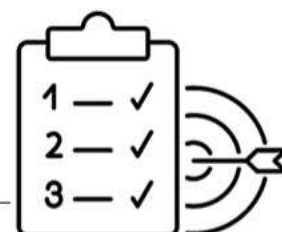
4) Did you use any other strategies not listed above to help you focus or re-engage with the report? If so, what were they, and how did they help?

Name: _____

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Curriculum Connection
AR7.1

MY GOAL PLANNER



My goal is to: _____

Ways I can work toward my goal:

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



Why this goal is important to me: _____

New things I will try:

I am going to work harder at:

I will read:

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

[illegible]

Name: _____

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Curriculum Connection
AR7.1

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 Historical Inventions

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:

- **Introduce the Topic:** Present a list of historical inventions to the class. Allow each student or group to choose one invention they are curious about.
- **Research and Selection:** Guide students to find a suitable article or text about their chosen invention using classroom resources or the internet.
- **Brainstorming:** Once a text is selected, have students brainstorm what they already know about the invention and what they hope to learn from the text.
- **Question Formulation:** Students should write specific questions they want the text to answer about their chosen invention.
- **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 invention.

2) During Reading:

- **Making Connections:** Instruct students to relate the information in the text to their existing knowledge or personal experiences related to the invention.
- **Note-Taking:** Students should take detailed notes on key points and details, using the provided worksheets.
- **Visualization:** Encourage students to visualize the invention and its development as described in the text, focusing on 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 invention.
- **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 invention.
- **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 a historical invention from the following list. Then fill in the following details before reading the text.

The Wheel	The Airplane	The Compass
The Printing Press	Penicillin	The Camera
The Telephone	The Internet	The Microscope
The Light Bulb	The Steam Engine	The Computer

1) Which invention did you choose?

2) What do you already know about the invention?

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: _____

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Curriculum Connection
CR7.2

DURING READING

Instructions

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

1) Relate to the information provided in the text. What does the information you are reading remind you of in your life?

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

3) Visualize and draw the invention as you read about it.

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 _____ invention _____ after reading the text?
Describe one new piece of information that was particularly _____ to you.

3) Reflect on the long-term impact of the invention on society. How has it shaped or transformed everyday life, industries, or other technological advancements?

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/>	
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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 or not	List 3 new facts or ideas you learned from this book
Create a new ending: Write 3 sentences on how you'd end the story differently	What made you laugh or smile in the story?	Write down 3 new vocabulary words you learned and their meanings	Write a diary entry pretending you are a character from the book	Identify the main problem in the story and how it was solved
Would you recommend this book to a friend? Why or why not?	Draw your favourite scene from the book and label it	Write about a moment in the story that surprised you and explain why	If you were in the story, what would you have done differently?	Share a favourite quote and tell why it stood out to you

Block 2: Cultural Text Forms

Focus

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

Indigenous Norms and Values – Métis Story

Luc, Marie, and the Trapped Fox

Long ago in the lands of the Métis, near the Red River, lived a young boy named Luc. He loved roaming the prairies and woodlands with his fiddle, playing tunes that echoed the spirit of the land. One day, Luc and his friend Marie stumbled upon a fox caught in a trap.



Marie wanted to free the fox right away, but Luc said, "Hold on. Let's ask the Elders. They'll know what's right."

They went back to the community and consulted Elder Jean, a respected figure who was well-versed in the traditions of the Métis and the land. Luc and Marie described the fox's predicament.

Elder Jean listened carefully before he spoke. "Our ancestors have taught us the value of balance and respect for all creatures. We trap only for sustenance, never for mere sport, and we use every part of the animal, honouring its life."

Listening intently, Luc and Marie absorbed Elder Jean's words. He continued, "It's possible this fox has young ones waiting. We must consider the balance of nature."

Guided by Elder Jean's words, they returned to the trapped fox and released it, watching as it scampered away into the woods. Over the next few days, they spotted the fox several times, always at a safe distance, playing with its kits.



Luc and Marie learned a vital lesson that day. They understood the teachings of their Métis ancestors about balance, respect, and responsibility. They committed to living these values, ensuring their actions harmonized with the natural world and their community's traditions.

And so, the story of Luc, Marie, and the trapped fox became an enduring tale among the Métis people, passed down through generations, reminding all Métis children about the importance of their values and living in balance with nature.

Before Reading

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

Question

Answer the question below.

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

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

Comprehension Check

Is the statement true or false?

1) Marie wanted to consult the Elders.	True	False
2) Luc and Marie ignored Elder Jean's advice.	True	False
3) The story takes place near the Red River.	True	False
4) The Métis trap animals for sport.	True	False
5) The story promotes balance with nature.	True	False

Indigenous Artifacts – Inuit Story

Visualizing

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

The Goggles of Wisdom

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

"Those goggles help you see the true essence of nature. But they can only be worn by someone who understands the secrets of the land," said Nukilik.

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

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

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

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

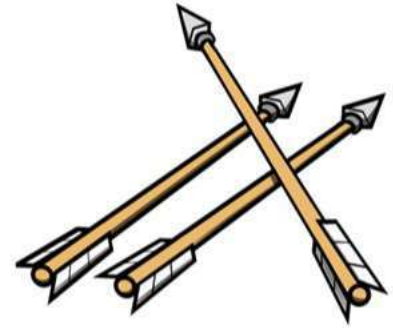
The hunters listened, and their hearts changed their ways. From that day on, Kunik wore the goggles on special occasions, teaching others about the balance and respect that his people had practiced for generations.

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

Indigenous Sports – First Nation Story

The Arrow of Community

In a Métis village by the Saskatchewan River, young Elise was passionate about archery. One summer, archers from distant communities arrived for a grand tournament. Elise was thrilled but heeded Elder Antoine's wisdom, "Archery is not just a test of aim, but a celebration of our heritage and the gifts we are given."



The day of the tournament arrived. Participants offered sage to the wind for steady hands and grateful hearts. As arrows soared, Elise's aim was true. She remembered Elder Antoine's words and took time to mentor younger archers, emphasizing Métis values of community and generosity.

In the final round, Elise had a choice. Instead of aiming for the far, high-scoring target, she chose a closer one, giving a younger, less experienced archer the chance to win. And win he did, to the roaring applause of the crowd. Elder Antoine nodded, pleased.



Through her selflessness, Elise embodied the true spirit of the sport. She understood that archery, like all things, was a way to honour community and the Creator. Her actions became a lesson passed down in the community, teaching that sports are not merely games but rites that uphold sacred values.

Years later, Elise became an Elder herself. Young archers listened intently as she recounted the tale of that memorable summer, emphasizing the importance of community and the teachings of the Elders.

Just as Elder Antoine had passed wisdom onto her, so did she pass it onto the new generation. The story of the tournament and the selfless arrow became a living tradition, ensuring that the deeper meaning of the sport—and the values it represented—continued to be honoured and celebrated in the Métis community.

Name: _____

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Curriculum Connection
CR7.1, CR7.5, CR7.6

Before Reading

Predicting: What will this story be about?

Making Connections

Make a connection to self, text, and world.

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

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

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

Comprehension Check

Circle the best answer to the question.

1) Where does the story take place?	Red River	Saskatchewan River
2) What sport is Elise passionate about?	Lacrosse	Archery
3) Who is the Elder that gives Elise advice?	Elder Antoine	Elder Ukiug
4) What value does Elise display when she mentors younger archers?	Selfishness	Generosity
5) What is offered to the winds before the tournament?	Sage	Tobacco
6) What role does Elise take on later in life?	Judge	Elder

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?

Letters – Voice in Letter Writing

457 Pine St.
Toronto, ON
M4E 2B6

Dear Mrs. Smith,

I trust you're doing well. I'm reaching out to discuss how special letters can be. When we write letters, we get to share updates, ask questions, or just say hello. A lot of us like to keep these in special places, like folders or keepsake boxes, so we can read them over and over.

Letters are more than emails because you can actually hold them in your hands. And sometimes when a topic is very important, we use more formal language and well-crafted sentences.

I'm eager to hear your thoughts soon.
Sincerely,
Timothy Johnson

102 Maple Dr.
Edmonton, AB
T5J 3K1

Hey there Mrs. Smith,

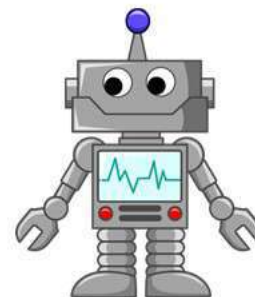
What's up? Just wanted to touch base about the whole letter-writing thing. It's a super cool way to share news or ask questions. And the best part? You can save 'em, read 'em again! I like to put my favourite ones in a memory box. Emails are convenient, but letters? They're like tiny treasures!

When we write to pals, we get to use casual language and even throw in some fun emojis or doodles. It feels way more laid-back.

Looking forward to your reply!

Take care,
Timmy Johnson

P.S. What did you think of my robot drawing?



Letters – Voice in Letter Writing

True or False

Is the statement true or false?

1) The second letter is less formal than the first.	True	False
2) Timothy used slang in the formal letter.	True	False
3) Timmy thinks of emails as tiny treasures.	True	False
4) Both letters discuss the importance of letter writing.	True	False
5) The second letter mentions saving favourite letters in a memory box.	True	False

Questions 1-5 are the questions below.

1) Voice in writing is your attitude, like talking to a friend or a teacher. Which letter type has a more serious voice?

2) What voice would you use to write to _____? Different voices could be: funny, serious, fact-based, bossy, curious, exciting, etc.

Publisher	
Prime Minister	
College Roommate	
Neighbour	
Long-Distance Friend	
Doctor	
Principal	

3) Why do we write letters?

Letter Writing – Implicit and Explicit Perspectives

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

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

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

Instructions Write the opinion below being implicit or explicit in their perspective?

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

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

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

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

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

Letter Writing – Bias in Advertising

Dear Amazing Students,

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

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

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

Catch you on the

Your soon-to-be

Turbo Tim 🏎️



Questions

Answers to questions

1) Is Turbo Tim biased in what toy is the best? Explain why or why not.

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

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

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

Letter Writing – Inferences

Ottawa, Ontario

September 18, 2023

Dear Aunt Maria,

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

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

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

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

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

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

Best wishes,

Senator Courtney Holmes

Name: _____

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Curriculum Connection
CR7.3, CR7.7

Letter Writing – Inferences

Local Inferences

Make inferences from the sentences below.

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

"I love how readers like to learn about what we do."

"It's a big responsibility, making sure that we're safe and good for everyone in Canada."

Global Inferences

Make four inferences from the entire letter.

Block 4:

Narratives

Focus

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

What is Indigenous Storywork?

What is Indigenous Storywork?

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



The Seven Principles

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

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

Why Is It Significant?

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

How Do We Learn It?

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

What is Indigenous Storywork?

True or False

Is the statement true or false?

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

Questions

Answer the questions below.

1) Why is Indigenous Storywork significant?

2) What 7 principles are taught in Indigenous storywork?

Summarize

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

The Tale of Lila and the Sacred Mountain

The Tale of Lila and the Sacred Mountain

Elder Nokomis, with her deep, soothing voice, began to share a tale as children settled around the evening fire. "In our land, there's a tale about Lila and the Sacred Mountain," she said, her eyes reflecting the dancing flames.

Lila, a spirited girl of the village, often ventured to the mountain, gazing at its towering peaks and whispering to the winds. With a deep connection, often leaving behind small tokens of gratitude for the mountain's beauty.



One winter, the village experienced the coldest temperatures ever known. Their food stores began to deplete. Desperation crept in as Lila gathered her seeds and journeyed to the mountain's base, hoping to find even a single seed.

To her astonishment, the base was covered in a lush blanket of vegetables and fruits, grown from the seeds she'd left. The mountain, in its reverence for the girl's gestures of respect, had reciprocated Lila's kindness.

She gathered the bounty and returned to the village. As they feasted, Lila shared her story. Elder Nokomis, even then a guiding force, remarked, "Through reverence, Lila honored the mountain, and through reciprocity, it provided for us."

The village learned an invaluable lesson. By respecting and giving to nature selflessly, nature often finds its own beautiful ways to give back, cherishing the bond of mutual respect and care.

From that day, the villagers approached the Sacred Mountain and all of nature with deep reverence, understanding the power of reciprocity.

Questions

Answer the questions below.

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

2) What was the plot of the story? What was the problem?

3) Why is it important to have a reverence (or deep respect) for our environment?

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

Storywork Traits

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

Narrator's Point of View

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

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

Each point of view gives a different feel to the story!



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

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

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

Name of Book	Point of View

The Story of Forest Fire – Different Points of View

First-Person:

Hello, I'm Sara, a fire lookout in Yellowstone Park. One day, Chief Warden Jenkins urgently called me into the office. "Sara, there's a forest fire near Old Faithful. We need to alert all campgrounds!" My stomach churned with both fear and responsibility.



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

Second-Person:

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

Your palms are sweaty, your heart races, but you push forward. You're an alert to send out; lives to protect.

Third-Person:

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

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



Questions

Answer the questions below.

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

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

**Personality
Traits**

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

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Advantages/Disadvantage of Points of View

Version 1: First-Person Point of View

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

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

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



Version 2: Second-Person Point of View

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

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

Version 3: Third-Person Point of View

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

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

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

Advantages/Disadvantage of Points of View

Analyze

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

Advantages of the Point of View

First Person	Second Person	Third Person

Disadvantages of the Point of View

First Person	Second Person	Third Person

Reflect

Which story is your favourite version? Explain why.

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Tall Tale – Exaggerated Folk Tale

The Adventures of Zara and the Time-Twisting Twister

In the small town of Twistleton, there lived a girl named Zara, who was no ordinary child. She had a secret power: her laughter could create twisters! These twisters were playful and harmless, swirling and twirling hair, much to the delight of her friends.

On a sunny day, Zara and her friends decided to explore the mysterious, ancient forest that bordered their town. As they ventured deeper, they found a small pond that shimmered with rainbow light. Without warning, Zara laughed out loud, and a twister sprang to life, playfully skimming the pond's surface.



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

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

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

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

Character Analysis

Answer the following questions to analyze Zara's character

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

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

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

Evaluation/Reflection

Answer the following questions

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

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

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

Personification & Anthropomorphism

Literary devices are cool tricks that writers use to make their stories extra special and fun to read. They help us imagine scenes, feel things, and get the story's message. Let's check out two:

Personification: This means describing something that's not human as if it is. It makes everything feel more real and alive. Example: "The moon winked at us from the sky."



Anthropomorphism: Here, animals or even objects like toys or cars do things we'd only humans to do, like talk or feel emotions. Example: In the book *Where the Wild Things Are*, the rabbits have their own society and talk to each other.

Think _____ and find examples of personification and anthropomorphism.

In a peaceful meadow around rolling hills, Sally the Squirrel often felt a sense of solitude. The tall grass seemed to have a rhythm, as if inviting everyone to join their jubilant celebration. A nearby pond reflected the sky, appearing to giggle with each ripple made by jumping fish.

On a particular evening, the sunset painted the sky in shades of orange and pink, as though bidding a warm farewell to the day. Timmy the Turtle, making his way through the meadow, was captivated. "Sally, look around! The meadow is glowing with beauty tonight!"

Feeling the cool breeze stroke her whiskers like a gentle touch, Sally watched the fireflies glow as if sending her secret messages. "I've got it, Timmy," she said, her spirits lifting. "Some evenings are just extraordinary, as if the meadow itself is comforting us, reminding us we're part of something beautiful."

Personification	
Personification	
Personification	
Personification	
Anthropomorphism	
Anthropomorphism	

Literary Device: Imagery in Narratives

When writers want to make their stories feel super real and alive, they use a special trick called "imagery." **Imagery** is a literary device where authors use detailed and descriptive words to paint pictures in our minds. It's like they're using words to create a movie scene in our heads!

For example, instead of just saying, "It was a nice day," a writer might use imagery to say:

- "The sun blazed brightly in the clear blue sky."
- "Birds sang sweet melodies from the treetops."
- "The sweet fresh flowers filled the air."

Describe the setting of the stories below by using imagery – descriptive words.



Literary Device: Imagery in Narratives

Draw

Read the imagery in the excerpts from the stories below. Draw what you imagine.

The golden sun warmed the vast, open meadow, making daisies nod gently in the light breeze. Butterflies danced from flower to flower, their wings shimmering. A babbling stream whispered nearby, its waters sparkling.

The rain poured down, making city streets shimmer. The glow of streetlights. People carried their colourful umbrellas, their feet splashing in the puddles. The buildings, draped in mist, stood like silent, watchful giants.

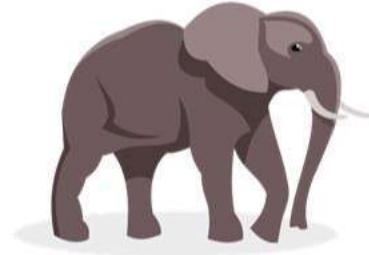
The busy marketplace was alive with bright colours and loud, happy voices selling fresh food. You could smell sweet fruits and spicy aromas swirling together as people moved from stall to stall. In the sunshine, the fresh fish sparkled like silver beside a stall filled with big, red tomatoes.

Captain Flint had a long, bushy beard the colour of midnight, and his eyes sparkled like the treasures he sought. He wore a faded red coat with golden buttons, and a parrot, bright and chatty, perched on his shoulder. Every step he took was with confidence, his boots echoing tales of the high seas.

Literary Devices: Simile

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

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



Think Read and underline examples of similes. Then write them below

In the heart of a lush green forest, a rabbit named Alfie embarked on an adventure. His fur was as soft as a cloud, and his eyes sparkled like stars in the night sky. One sunny morning, he hopped out of his burrow, eager to explore. The forest was alive with sounds, each leaf rustling like a gentle applause.

As Alfie ventured further, he stumbled upon a stream that flowed like a ribbon of silver through the green. Nearby, a butterfly danced in the air, its wings fluttering as softly as a whisper on the breeze. Alfie watched it, feeling as brave as a lion on a quest.

Suddenly, he spotted a berry bush, its fruits as red as rubies. Alfie tasted them, finding them as sweet as summer's first kiss. With a heart as full as a balloon, Alfie realized that adventures could be found in every corner of the forest, and he hopped back home, eager to share his tales.

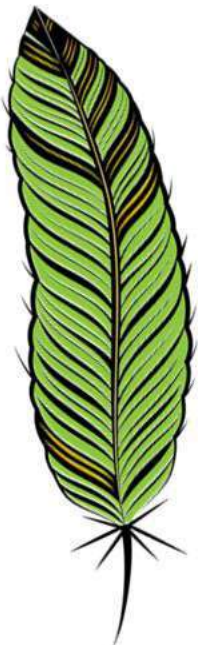
Scavenger Hunt

Find books that have examples of similes.

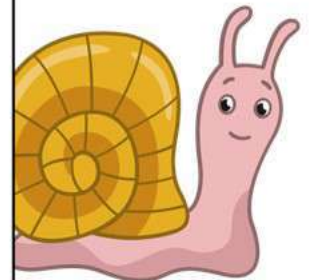
Book Name	Example – Describe or quote the example.
"Where the Wild Things Are"	Max's room became a forest, as wild as his imagination.
"The Gruffalo"	The mouse's tail is as long as a spaghetti noodle.

Matching

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



Column A	Column B
As strong as	a razor
As sharp as	a snail
As smooth as	an ox
As sweet as	silk
As quick as	honey
As slow as	a feather
As cold as	lightning
As light as	ice



Literary Devices: 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 car was a cheetah today.
- His words were like treasure.

**Think**

Read the passage below. Underline the metaphors and circle the similes.

In a quaint village where the landscape was as smooth as butter, Marcus found a path that led to a vast playground, where golden marbles rolled across the grass. With a heart as brave as a lion, he ventured into the forest, a land of emerald secrets. The trees stood tall, their branches weaving a tapestry of shadows and sunlight, whispering tales of old.

Marcus, with eyes wide with wonder, saw the forest where every leaf played a part in nature's symphony. The bubbling stream was a storyteller, its waters murmuring stories of distant lands.

As the day folded into the arms of twilight, Marcus found a clearing where the stars peeked through the leafy dome like shy fireflies. He realized that even the smallest light can brighten the darkest night, a beacon of hope in the vast universe.

With a heart full of stories and eyes sparkling with dreams, Marcus journeyed home, his spirit as light as a feather riding the wind.

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 most correct metaphorical descriptions in Column B to create colorful metaphors.

Column A	Column B
Life	The best medicine
Snow	Balls of cotton
Laughter	A white blanket
Clouds	A whirlwind
Romance	A rollercoaster

Literary Device: Humour in Narratives

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

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

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

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

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

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

Surprising Endings: End the story in a way that is unexpected and makes readers laugh. Maybe the scary monster just wanted to grow a good hair day.



Questions

Answer the questions below.

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

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

Animal 1

Animal 2

Animal 1

Animal 2

Questions

Answer the questions below.

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

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

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

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

Sequencing the Plot of a Story

A) Sophia couldn't believe what she was seeing. There, partially covered in soil, was not just any rock, but a meteorite! It sparkled mysteriously, catching her eye as she felt her heart rate soar with excitement. She carefully started to unearth it, using the tools from her geology kit.

B) Sophia had always been fascinated by space and geology. She devoured books on the solar system, asteroids, and meteorites. Her room was a treasure trove of space-themed decor and mineral specimens, resembling a junior scientist's lab.

C) "Sophia made an incredible discovery!" Ms. Davis, her science teacher and astronomy club advisor, exclaimed. "Don't forget to record all your observations." Sophia nodded and began writing down the characteristics of her find in her astronomy journal.

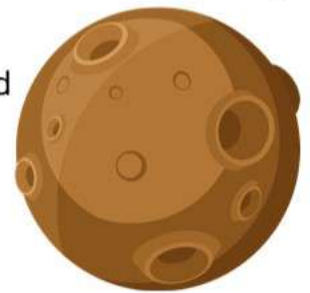
D) Equipped with her geology kit consisting of trowels, magnifiers, and a sturdy journal—Sophia was a member of the after-school astronomy club. They were on their first field trip to a local area where meteorites had reportedly fallen.

E) Finally, with the meteorite fully visible, Sophia carefully placed it in a cushioned box. She was eager to analyze it further in the school's science lab.

F) The next day at school, Sophia and Ms. Davis scrutinized the meteorite. "This is remarkable; it appears to have high iron content," Davis noted while examining it under a microscope. "It might be a part of a larger asteroid that fell here."

G) Stepping off the school bus earlier, Sophia felt a blend of excitement and nervousness. All her worries melted away the moment she spotted the path leading to the field site.

H) The following week, Sophia shared her discovery with the astronomy club. Her peers listened with rapt attention as she outlined the meteorite's unique properties. She felt immense pride; not only had she made a scientific contribution, but her dream of becoming an astronomer was also a step closer to realization.



Sequence

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

Plot Sequence	

Narrative Writing - Cause and Effect

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

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



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

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

Think

Think of either the cause or effect that matches below.

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

The Beginning of Democracy

The Beginning of Democracy: The Story of Athena City

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

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



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

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

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

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

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

Cause/Effect

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

1) Finish the effects of the causes below.

He started making
signs and flyers to
share his idea.More people made
decisions for the cityOh no! The city
again rejected his idea

2) Think of the cause that goes with each effect below.

Then everyone will have a
voice.The parks got cleaner, and
the city was better.The city's dream was everyone
could go right now had to wait.**Plots**

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

Fantasy Story - Predicting

The Secret of the Cosmic Crystal

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

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

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

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



Prediction

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

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

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

3) Continue the story by writing the ending.

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



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

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

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

After their victorious day, Mia, and Orbit celebrated their victory. They had saved their planet and possibly the universe. They walked back home, under the twinkling stars, knowing their secret would always be a special memory. Galaxyville remained a peaceful place, thanks to the heroes who had protected it from the shadows. Jake and Mia looked up at the stars, smiling about their new adventure.

Evaluation

Answer the following questions

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

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

Character Trait	Explanation

Drama Story – The Lost Melody

The Lost Melody

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



One day, a fierce storm hit the town, and merciless waves crashed against Emma's home, flooding the lower floor and damaging many of their belongings, including the cherished piano. Emma was heartbroken; not only had she lost her home, but the piano felt like her last connection to her mother was now silenced.

In the weeks that followed, the community came together to rebuild. One of the volunteers was Mr. Harmon, the music teacher from Emma's school. He noticed Emma's quiet despair and learned about the damaged piano. Understanding the depth of her loss, Mr. Harmon offered to help repair it.

As they worked on the piano together, Emma shared stories of her mother, and Mr. Harmon shared his own story of finding solace in music after losing his wife. Their conversations were filled with moments of sadness and laughter, and a bond formed between the teacher and his student.

Drama Story – The Lost Melody

The emotional theme of coping with loss and finding hope was ever-present. Emma struggled with her grief, but as the piano slowly came back to life under their careful hands, so did her spirit. She realized that her connection to her mother wasn't just in the piano itself but in the love for music they shared.

The day the piano was finally restored, Emma sat at it, her fingers trembling. With the town eager to celebrate the rebuilding efforts, she played her mother's favorite piece. The music swelled, filling the room and the hearts of everyone there. It was a moment of triumph and a testament to her character's growth and resilience.



As the notes faded, the room erupted in applause. Emma looked at Mr. Harmon, her eyes shining with tears of gratitude. She had lost much but had gained a mentor and friend who helped her see that her mother's melody would always be with her, in every note she played.

The story concluded with Emma and Mr. Harmon starting a fundraiser to repair other instruments damaged in the storm, bringing music back into the lives of many. Emma's journey had shown her the power of community and the healing strength of sharing one's passion.

**Character
Analysis**

Describe Emma. Think about her personality, interests, and how she behaved in the story. Write at least three sentences about her character.

Evaluation/Reflection

Answer the following questions about the story

1) What is the main theme of the story? Think about the overall message or lesson.

2) How did the story make you feel? Did it inspire you, make you curious, or feel something else? Explain your feelings.

3) Explain how the three emotions below were portrayed in the story.

Sad	
Happy	
Proud	

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

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

1) During the science fair, the experiment began to bubble and hiss, drawing a crowd of onlookers.	Falling Action	Rising Action
2) In a daring move, Hugo leapt onto the train tracks, grasping the cold metal railing in time.	Introduction	Climax
3) After the storm passed, the villagers emerged to find their homes untouched, a miracle they couldn't explain.	Falling Action	Rising Action
4) The once cursed forest flourished again, with the villagers and wildlife living in harmony.	Resolution	Climax
5) As the sun rose, Ethan found the lost puppy, bringing it back to its grateful owner, Mrs. Bianca.	Falling Action	Rising Action
6) With the final spell cast, the room went silent, and the once menacing shadows vanished into thin air.	Climax	Resolution
7) With each step up the ancient tower, Nora felt the mysterious amulet grow warmer against her skin.	Falling Action	Rising Action
8) On his first day in the new town, Leo made an unlikely friend—a small, talkative parrot.	Introduction	Climax
9) As the storm approached, Maya and her friends hurried to fortify their makeshift fort with branches and leaves.	Falling Action	Rising Action
10) Years later, the friends would reminisce about the summer adventure that brought them closer together.	Resolution	Climax

Story Mapping - Secrets of the Echo Cave

Once upon a time, in a bustling underwater city hidden deep in the ocean, lived two adventurous friends, Brandon and Marina. They had always dreamt of exploring the mysterious Cave of Echoes, a place full of ancient alien artifacts, but no one dared to enter because of the legendary Guardian that protected it.

One morning, driven by curiosity and the thrill of adventure, Brandon and Marina decided to go to see the cave for themselves. They equipped themselves with glowing flippers and set off, swimming past colourful coral reefs and schools of shimmering fish.

As they approached the cave, they noticed strange symbols etched into the rock, ignoring the warnings, they ventured inside, their hearts racing. The cave was filled with wondrous sights, shimmering with iridescent crystals, and alien gadgets lay scattered around, unlike anything they had ever seen.



Suddenly, they encountered the Guardian, a massive creature with sparkling eyes. It spoke in a deep, rumbling voice, expressing its disappointment. In that moment, Brandon and Marina realized they had disrupted the peace of this sacred place. The Guardian explained their fascination and promised to protect the cave's secrets.

Understanding their genuine remorse, the Guardian offered them a deal. If they could solve an ancient puzzle, they would be granted a glimpse of the cave's greatest treasure. Working together, they deciphered the puzzle, revealing a hidden chamber filled with alien technology that promised to clean the oceans.

Grateful for the experience and the valuable lesson learned, Brandon and Marina returned home, their minds buzzing with ideas on how to use the newfound technology for the good of their underwater world. They had not only found an incredible adventure but also a way to make a difference.

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 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, "Alex is brave." It's straightforward, like a friend telling you about someone.
- 2) **Indirect Characterization:** This is when 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's 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) Mia is very kind and always helps her friends, especially when they're feeling sad or need support.	Direct	Indirect
2) When a stray dog wandered onto the playground, Sophie gently took care of it and made sure that it is safe.	Direct	Indirect
3) During group work, Bianca listened intently to everyone's ideas, and showed interest in all of them.	Direct	Indirect
4) Mrs. Brown, our music teacher, is incredibly patient and encourages all her students.	Direct	Indirect
5) Tess is a kind and caring girl who loves to help others without expecting anything in return.	Direct	Indirect
6) When he found a wallet in the school ground, Caleb immediately turned it in to the principal and found.	Direct	Indirect
7) Every lunch break, Dylan can be found sitting a book under his favourite tree, completely engrossed.	Direct	Indirect
8) During the long walk for the field trip, Elsie shared interesting stories to keep everyone entertained.	Direct	Indirect
9) Miss Green, our librarian, is knowledgeable and loves sharing interesting facts with us.	Direct	Indirect
10) After winning the race, Simon did not boast his victory and made sure to shake hands with every competitor.	Direct	Indirect
11) Leo is quite mischievous and often comes up with playful pranks.	Direct	Indirect
12) Coach Bennett is passionate about sports and inspires us to do our best no matter what happens.	Direct	Indirect
13) In the middle of the chaos, Grace found a way to solve the problem without any fuss.	Direct	Indirect
14) Without hesitation, Mia jumped into the game, even though she had never played before.	Direct	Indirect
15) Principal Harvey is strict but fair, and he values honesty above all.	Direct	Indirect

Characterization – Finley’s Fantasy

In a magical garden filled with twinkling lights and whispering flowers, there lived a curious creature named Finley. Finley wasn't like anyone you've ever seen before; with wings shimmering in a kaleidoscope of colours and eyes that sparkled like stars, this being was truly one of a kind.

Finley had the remarkable ability to change colours to show how they felt, turning blue when sad, green when excited, and yellow when content. This made Finley a great help to everyone, helping everyone understand how they were feeling without saying a word.



One sunny day, while exploring around the enchanting garden, Finley stumbled upon a peculiar rock that seemed to be made of stone. Curious, Finley reached out a gentle hand, and the moment they touched it, a bright light emanated from the rock.

When the light faded, standing before Finley was a shy, small gnome named Alastair. Alastair had been trapped in the rock for ages, and Finley's gentle touch had set him free. Grateful for his freedom, Alastair promised to grant Finley one wish.

Finley thought hard. They had the power to wish for anything, but they already had what mattered most: a magical garden full of friends and magic. They wanted to express their feelings in the most extraordinary way. So, Finley wished for the garden to remain a safe haven for all magical beings, where everyone could live in harmony.

Alastair nodded, and with a wave of his hand, the garden glowed even brighter, its magic stronger and more inviting than ever. Finley and Alastair became fast friends, and together, they looked after their enchanted garden, making sure it was a place where every creature, big or small, felt welcomed and loved.

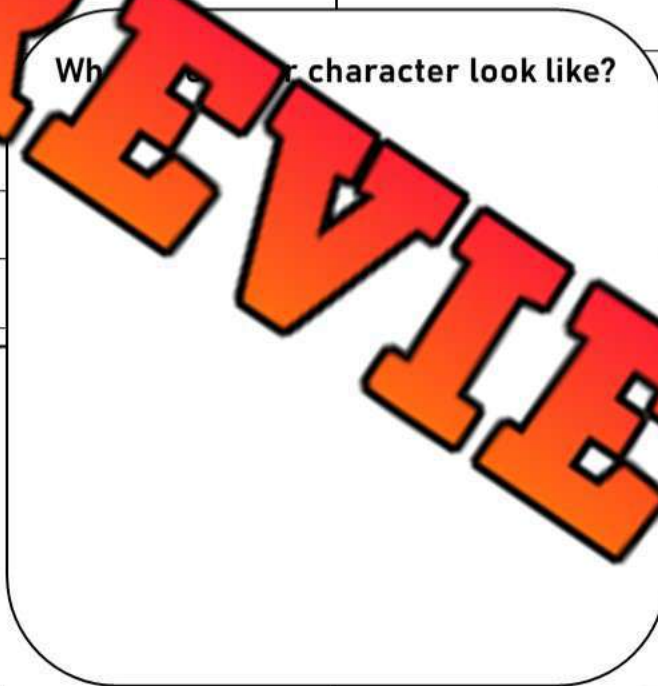
Finley, with their ever-changing colours and kind heart, reminded everyone that it's our differences that make us special and that understanding each other's feelings can create a world filled with magic and friendship.

Instructions

Characterize Finley. In the middle draw what you think they look like and answer the questions related to their personality.

What does Finley do?

**What do you think is going on in
Finley's mind?**

What does the character look like?**What traits do you
think Finley has?**

**What do other
characters in the
story think of
Finley?**

Story – Character Identification And Comparison

Elara and the Feast of Unity

In the heart of a lush, sprawling village named Green Hollow, where the river's melody harmonized with the birdsong, lived a young girl named Elara. With hair as golden as the harvest and a spirit as vibrant as the wildflowers, Elara was known for her unwavering sense of justice and fairness. Her beliefs were as solid as the ancient oaks that lined the village path, and her viewpoints, clear as the stream that nourished their lands.

Elara's strength lay in her empathy; she could feel the whispers of the wind and understood the silent language of the trees. However, her weakness was her impulsiveness, often acting on her sense of right and wrong without pondering the consequences. Elara preferred the simplicity of nature to the complexities of village politics and had a habit of taking long walks in the woods, where she felt most at peace.



One day, a dispute arose in Green Hollow. The bountiful harvest was unevenly distributed, with the wealthier families taking more than their fair share, leaving the less fortunate with meagre portions. Tension rose, as whispers of discontent wove through the village like a chilling breeze before a storm.

Elara, witnessing the injustice, felt a fire ignite within her. She decided that everyone in Green Hollow deserved an equal share of the harvest, and she began to speak to the villagers in their unique way. From the bakers to the farmers, the weavers to the woodcutters, all played a part in the tapestry of village life.

Determined to restore equity, Elara voiced her concerns at the village gathering, her words flowing with the passion and conviction of a rushing river. However, her impulsiveness led her to speak harshly of those she saw as unjust, causing some villagers to turn away, their pride wounded.

Realizing her approach might have deepened the divide, Elara sought the counsel of the village elder, Maeve. Maeve, with eyes as wise as the ages, listened to Elara's turmoil and gently reminded her that change is nurtured with understanding, not with force.

Taking Maeve's words to heart, Elara organized a village feast, inviting every family, rich and poor. She used her love for nature to decorate the gathering with wildflowers, creating a space where all felt welcome. As the feast unfolded, Elara encouraged everyone to share stories of their contributions to the village, weaving a tapestry of unity with each tale.

As the moon climbed high, casting a silver glow over Green Hollow, a newfound sense of camaraderie blossomed. Moved by Elara's genuine effort and the shared stories, the villagers agreed to distribute the harvest fairly, ensuring no table was left wanting.

Elara's journey taught her that justice is not just about standing up for what is right but also about understanding the hearts of others. Her beliefs in fairness and equity, coupled with her newfound patience, healed the rift in Green Hollow, leaving the village stronger and more united than ever. And as the seasons changed, the story of Elara and the feast of unity became a cherished tale, a reminder that in the heart of every challenge lies the seed of harmony, waiting to be nurtured by the hands of justice and compassion.

Identify a description of the following factors that influence Elara's character and the story.

Factor	Description
Values	
Beliefs	
Viewpoints	
Strengths	
Weakness	
Preferences	
Habits	

Compare

Compare your own character traits with those of Elara. How is your personality similar or different from Elara's?

Similarities	Differences

Write

Write a short letter to Elara. Introduce yourself and explain how you relate to her story. Share your thoughts on the story and how they compare to what you might have done in the same situation. Conclude by offering Elara a piece of advice or asking her a question about her choices.

Story – Comparing Identities

Rylan's Mosaic

In the bustling city of Toronto, where skyscrapers touch the clouds and streets are always alive with energy, lived a high school boy named Rylan. Rylan wasn't your typical teenager; his life was as colourful and intricate as a mosaic, each piece telling a different story.

Rylan lived in a modest apartment with his family, who hailed from different corners of the world. His father, an artist from Italy, filled their home with paintings and sculptures, while his mother, a chef from Japan, infused their meals with flavours that danced on the tongue. This blend of cultures made Rylan's life unique, like a tapestry woven from many threads.



School was another canvas where Rylan brought his distinct colours. He had a knack for languages, effortlessly switching between Italian and Japanese at home, and excelling in French and Spanish at school. His classmates were fascinated by his ability to communicate with exchange students, making him a bridge between cultures.

But Rylan's uniqueness wasn't limited to his linguistic skills or cultural background. He had an unusual hobby for a boy his age. When the sun set, you could find him tending to his rooftop garden, a green oasis amidst the concrete jungle. This garden was his sanctuary, where he grew not just plants but also patience and resilience. Rylan's classmates initially found it odd, but his passion soon inspired a few to start their little green spaces.

Rylan also had a deep sense of empathy, a trait that made him stand out. He volunteered at a local animal shelter and was known in his neighbourhood for rescuing stray animals and finding them homes. His compassion wasn't limited to animals; he was always the first to lend a listening ear to friends, offering words of comfort and wisdom beyond his years.

Despite his unique life and identity, Rylan faced challenges. He sometimes felt like an outsider, caught between worlds, never fully belonging to one. Yet, it was this very mosaic of experiences that made him resilient and adaptable.

Compare

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

Similarities

Differences

**Identity
Comparison**

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?
- ✓ Examining different perspectives
- ✓ Reading Comprehension Strategy: Inferencing

Persuasive Writing – Multiple Perspectives

Perspective 1: Homework Should Be Abolished

You know, homework is just not fair! After spending the whole day in school, we have to come home and do even more work? Imagine this: It's a sunny day, and you can hear your friends playing outside. They're having the time of their lives while you're stuck inside, writing an essay about a book you didn't even want to read. You're missing out on playing tag, soccer, or just hanging out. It feels like we're in school all day and night! What about family time? We should be able to have dinner and talk with our families without stressing about homework.

Perspective 2: Homework Should Not Be Abolished

According to expert Harris Cooper, who has done extensive research on the subject, homework improves learning and help students perform better in school. Studies show that students who do homework regularly score 50% better on standardized tests. However, homework teaches important skills like time management and self-discipline. These skills are important for future success in both school and work. The Canadian Department of Education recommends that students spend approximately 5 minutes per subject on homework. For a 5th grader, that's only about 25 minutes a day, leaving plenty of time for other activities.



Think Critically

Answer the questions below.

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

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

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

Persuasive Writing – Thinking Critically

Hey, friends! I'm Mrs. Kim, and I make awesome school uniforms. Ever wonder why uniforms might be the best thing for schools? Let me share some cool reasons!

First up, uniforms make everyone equal. It doesn't matter if your clothes are brand new or hand-me-downs, we all look the same. This means less teasing and more team spirit!

Second, uniforms help you focus. Seriously, no more worrying about what to wear. You can put all your brainpower into learning and having fun in class.

Next, let's talk about money. Buying a couple of uniforms is way cheaper than needing a closet full of clothes. Plus, it makes your parents super happy!

Also, think about safety. When everyone is wearing the same uniform, teachers can spot you easily if everyone is wearing the same uniform. It keeps the whole group safe and together.

So, uniforms aren't just a rule. They make schools better in so many ways. They're like a team jacket for your school! Cool, right?



Think Critically

Answer the questions below

1) Who wrote the persuasive text?

2) Is the author biased? Do they have a reason for having this opinion?

3) Is Mrs. Kim forgetting a perspective in her writing? What perspective is she forgetting?

4) Why would researching the other perspective be wise before making an opinion?

Inferences - Persuasive Writing Advertisement



Boost Your School Grades with Our Amazing Study Planner!

Hey students, are you tired of forgetting assignments and feeling overwhelmed with schoolwork? Get organized and stress-free with our super cool Study Planners! 📅



Why Pick Our Study Planners?

If you finish your work 20% faster, you'll have more time for games, sports, or hanging out with friends! More fun = happy life!

- ☑ Efficient: Research shows that kids who plan their work forget 30% fewer assignments!
- ☑ Save Time: Finish your work 20% by knowing what's due and when!
- ☑ Built to Last: Our planners are made of tough materials that can survive the whole school year!



Numbers Speak Volumes!

- 92% of our users said they felt more organized!
- 86% reported less stress!
- A whopping 100% would tell their friends to use our Study Planners!



Think of the Extra Free Time!

If you finish your work 20% faster, you'll have more time for games, sports, or hanging out with friends! More fun = happy life!



A Smart Choice

Our Study Planner pays for itself by helping you ace tests and assignments, saving you tons of stress!

So, why not get ahead? Level up your school life today with our awesome Study Planners!



Order Now and Get Ready to Succeed!

Name: _____

156

Curriculum Connection
CR7.3, CR7.7

Local Inferences

Make inferences based on the sentences below.

"Research shows that kids who plan their work forget 30% fewer assignments!"

"If you finish your work 20% faster, you'll have more time for games, sports, or hanging out with friends. More fun = happy life!"

A whopping 100% of our students tell the world to use our Study Planners!

"Reduce your study time by 20% by knowing what's due when!"

Global Inferences

Make 4 inferences based on the entire advertisement.

Inferences - Persuasive Writing Advertisement

Dear Students,

I hope you're all having a fantastic time learning and having fun. Today, I want to chat about something super key: being eco-friendly at school.

Our school is amazing, kind of like a clean, happy planet. On Earth, every tree, ocean, and animal has a part to play to keep it healthy. Similarly, each one of you can do something special to make our school greener.

Being eco-friendly means caring for our planet. When we recycle, save water, and don't waste electricity, we learn valuable lessons.

Even the recycling bins in the hallways? They're not just for show! If you see someone throw a plastic bottle in the trash, maybe guide them to the recycling bin.

Let's remember, small actions make a big difference. By being eco-friendly, our planet—just like our school—can be the best it can be.

Thanks for your time, and let's work together to make our school awesome!

Cheers,
Principal Johnson



Local Inferences

Write 3 things the principal expects. For each, write a piece of evidence is provided. Then draw conclusions from these things.

Evidence	Each one of you can do something special to make our school greener.
Conclusion	

Evidence	
Conclusion	

Evidence	
Conclusion	

Local Inferences

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

Implicit Evidence	"On Earth, every tree, ocean, and animal has a part to play to keep it healthy."
Inference	
Conclusion	

Implicit Evidence	"If you see someone tossing a plastic bottle in the trash, maybe you can remind them to use the recycle bin."
Inference	
Conclusion	

Implicit Evidence	"Let's remember, our actions can make a difference."
Inference	
Conclusion	

Global Inferences

Make 3 inferences based on the entire letter

Block 6: Expository Writing

Focus

Reports

- ✓ Text features like bold, hyperlinks, etc.
- ✓ Making inferences after reading
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Summarizing

Procedural Writing

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

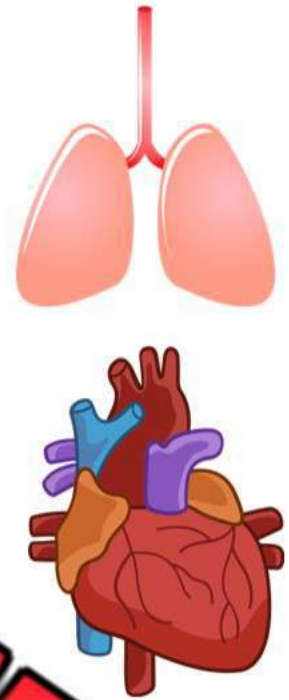
Comprehension – Text Features in Reports

What are Body Systems and Human Health?

The human body is like a well-oiled machine with different parts working together. These parts are organized into systems that have special jobs. Understanding these systems helps us keep healthy.

Key Body Systems

- **Respiratory System:** Helps you breathe. Lungs take in oxygen and move carbon dioxide out.
- **Circulatory System:** The heart, arteries, and veins work together to pump blood all over your body.
- **Digestive System:** Takes in food, breaks it down, and moves it so your body can use it for energy and growth.
- **Nervous System:** Includes your brain, spinal cord, and nerves. This system controls everything you do.



Why is Health Important?

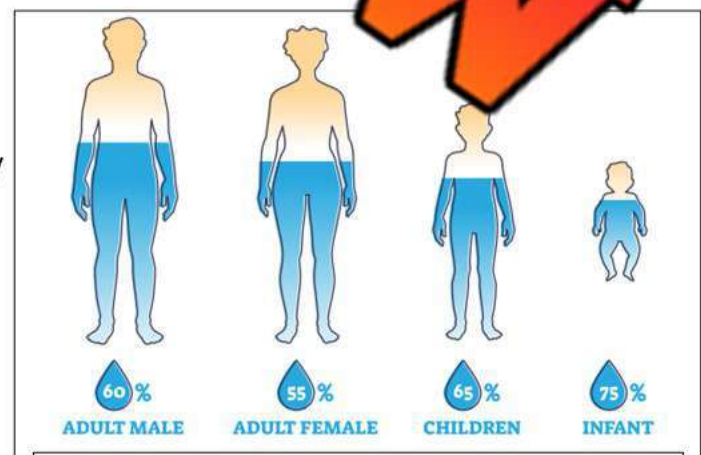
Staying healthy means all these systems can do their jobs. Eating well, exercising, and getting enough sleep are key ways to stay healthy.

Ways to Stay Healthy

- 1) Eating fruits and vegetables
- 2) Exercising for at least 30 minutes a day
- 3) Sleeping for 8-9 hours a night
- 4) Drinking plenty of water

Signs You Should Visit a Doctor

If you're feeling really tired, have a lot of pain, or can't breathe well, it's a sign something might be wrong. Doctors can examine you and suggest what to do next.



Caption: Water in the Human Body by Age

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) What subheadings are used in the report?

3) Why is the caption helpful to the reader?

Making Connections

Make connections to the world, and to other texts.

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

Cause and Effect Report – Deforestation

Introduction

Deforestation is when large areas of trees are cut down or removed. This report explains why deforestation happens and what effects it has on our planet.



Causes of Deforestation

1) Farming and Agriculture

One main cause of deforestation is to clear land for farms where people can grow food. Also, trees are cut down to make space for people to live and build houses.

2) Wood and Paper

Trees are a source of wood for furniture and buildings. They are also used to make paper products like books and newspapers.

Effects of Deforestation

1) Harm to Animals

When trees are removed, animals lose their homes. Many animals rely on forests to live and find food. Deforestation can lead to fewer animals in the area, even endangering them.

2) Climate Change

Trees help in absorbing carbon dioxide, a gas that contributes to climate change. When trees are cut down, more of this gas stays in the air, leading to a warmer planet.

3) Soil Problems

Trees help hold soil in place. Without trees, soil can be washed away by rain, making it harder to grow plants in the future.

Conclusion

Deforestation is a serious issue. It leads to loss of animal homes, contributes to climate change, and causes soil erosion. By understanding these causes and effects, we can find better ways to protect our forests and the environment.

True or False

Is the statement true or false?

1) Deforestation is the process of planting more trees.	True	False
2) Trees are cut down to make wood and paper products.	True	False
3) Deforestation leads to soil erosion, making it difficult to grow plants.	True	False
4) One of the main reasons for deforestation is to create land for farming.	True	False
5) Deforestation has no effect on animals living in the forest.	True	False

Evaluate

Answer the following questions.

1) List two causes of deforestation mentioned in the essay.

2) Name three environmental impacts/effects of deforestation.

3) How does deforestation lead to climate change?

4) Do you think the report effectively covers the topic? Why or why not?

5) How easy was it is to understand the report due to the text features (lists, headings, etc.)

☐ Very easy☐ Easy☐ Neutral☐ Somewhat difficult☐ Very difficult

Summarizing Practice

A **summary** is a short version of a longer story or article. It gives you the main idea, or the most important thing the story is trying to say. It also gives you smaller details that help make the main idea clear. When you write a summary, it helps you understand the story better. You have to think about the most important parts and say them in your own way!



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

1) Accessibility is like building a treehouse with a ladder, so everyone can climb up and join in the fun. If your hands might find it hard to get up there without steps. That's why we have things like ramps, elevators, and special computers in schools. It makes sure that all kids, even if they have trouble walking or hearing or seeing, can learn and play just like everyone else. Accessibility helps everyone have a good time!

Main Idea

Supporting
Detail

Supporting
Detail

2) Imagine if every book in the library told the same story. That would be boring, right? Well, diversity in a classroom is like having a library full of different stories. Each student brings their own background, culture, and ideas into the room. It's like having a bunch of different books to read, making us all more interested in learning. The more diverse our class is, the more we can learn from each other, and that makes school way more fun and exciting!

Main Idea

Supporting
Detail

Supporting
Detail

Report – Justice, Equity And Fairness

Introduction

Justice, equity, and fairness are important values that help make the world a better place. They ensure that everyone is treated fairly and has equal opportunities.

Global Statistics on Justice

- According to the World Justice Project, only 52% of people worldwide feel that their local justice system treats them fairly.
- The United Nations reports that 1 in 5 people still face discrimination due to race or gender.
- The World Bank states that 10% of the world's population lives on less than \$1.90 a day, highlighting the severity of income inequality.
- The International Labor Organization highlights that the global unemployment rate is expected to remain above pandemic levels until at least 2023, disproportionately affecting low-income countries.
- The United Nations Environment Programme reports that 75% of the global population live in areas where air pollution exceeds healthy levels, often in lower-income neighborhoods.

Equity in Education

- UNESCO states that 258 million children and adolescents globally do not access to basic education.
- Girls are 1.5 times more likely than boys to be completely out of the educational system in countries with low equality.

Fairness in Healthcare

- The World Health Organization found that in some countries, the rich have access to 3 times more healthcare services than the poor.
- About 100 million people are pushed into extreme poverty each year because of healthcare expenses.

What Can We Do?

- Educate ourselves and others about these issues.
- Support organizations that work towards justice and equity.
- Treat everyone with kindness and fairness in our daily lives.

Justice, equity, and fairness are essential for a healthy society. The statistics show that many people around the world still face challenges in getting fair treatment. It's important for countries to work together to improve these issues. By understanding these values and the statistics behind them, we can all contribute to making the world a more just and equitable place.



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 – Galaxies In The Universe

Introduction to Galaxies

Galaxies are vast collections of stars, gas, dust, and dark matter, all held together by gravity. They are the fundamental structures of the cosmos, with over 2 trillion galaxies in the observable universe, each playing a pivotal role in the story of space.



Types of Galaxies

▪ Spiral Galaxies

Spiral galaxies, characterized by their flat, disk-like shape with winding spiral arms, make up about 60% of the galaxies in the observable universe. Our Milky Way is a classic example, spanning about 100,000 light-years in diameter. Another famous spiral galaxy is Andromeda, located about 2.5 million light-years from Earth.

▪ Elliptical Galaxies

These galaxies range from spherical to elongated ovals and lack the distinct arms of spiral galaxies. They comprise about 34% of the observable universe's galaxies. Elliptical galaxies can be very large, with some containing up to 10 trillion stars and extending over 300,000 light-years across.

▪ Irregular Galaxies

Irregular galaxies do not have a defined shape and account for approximately 25% of galaxies. They often result from galactic collisions or interactions that disrupt their structure. The Large and Small Magellanic Clouds, visible from the Southern Hemisphere, are examples, located about 163,000 and 200,000 light-years from Earth, respectively.

Number and Distribution

Astronomers estimate there are over 2 trillion galaxies in the observable universe, with galaxies ranging from dwarf galaxies, containing as few as 100 million stars, to massive galaxies with 100 trillion stars. Galaxies can be found isolated, in pairs, small groups, or in large clusters containing thousands of galaxies spread over millions of light-years.

Galaxies and Dark Matter

Dark matter, though invisible and undetectable directly, constitutes about 27% of the universe's mass and energy. Its presence is inferred from its gravitational effects on visible matter in galaxies. For instance, the rotational speed of galaxies suggests that 85-90% of a galaxy's mass is dark matter.

Conclusion

Galaxies are not just collections of stars and planets; they are the cornerstones of the universe's structure. From the majestic spirals to the enigmatic ellipticals and the chaotic irregulars, galaxies are a testament to the complexity and beauty of the cosmos. As we peer deeper into space, we continue to unravel the mysteries of these celestial wonders, bringing us closer to understanding the universe's grand design.

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)	What galaxies together?	
2)	What is a type of galaxy with spiral arms?	
3)	What galaxy has a long tail?	
4)	What shape are elliptical galaxies?	
5)	What percentage of galaxies are spiral?	
6)	What is the diameter of the Milky Way?	
7)	What are irregular galaxies lacking?	
8)	What percentage of a galaxy's mass is dark matter?	
9)	How many galaxies are in the observable universe?	
10)	What type of galaxy is the Magellanic Cloud?	
11)	What is a group of galaxies called?	
12)	What is the universe's mass percentage of dark matter?	

Newspaper Article – Circle Graph

The Diverse Plate of Canada: A Look into Our Dietary Choices

By Harper McKenzie, The Youth Times

In a nation as diverse as Canada, our plates are just as varied! A recent survey reveals fascinating insights into the dietary preferences across our beautiful country, showing how every forkful reflects a multicultural society.

Out of the total surveyed, 48% identify as omnivorous, enjoying a mix of meat, fruits, vegetables, and grains. This group believes in a balanced approach, incorporating different food sources in their meals.

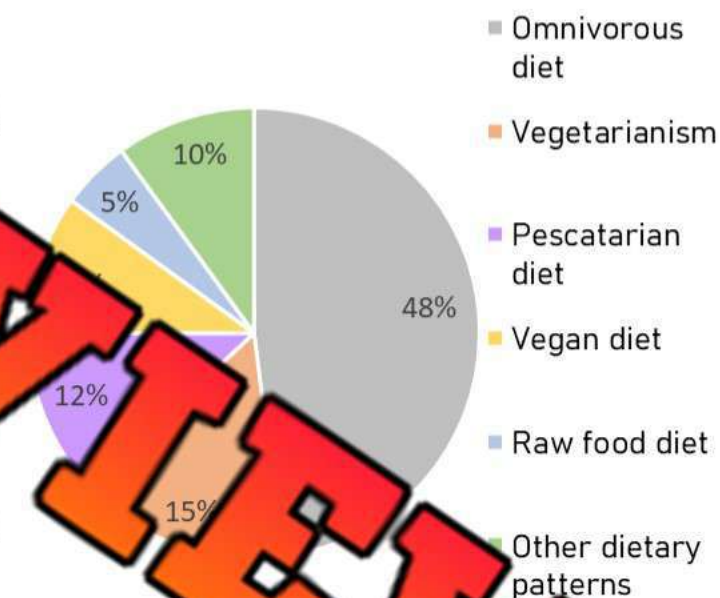
Vegetarianism, which excludes meat but includes other animal products like dairy and eggs, is embraced by 15% of the population. These individuals often cite health, environmental, and ethical reasons for their dietary choices.

Close on their heels, 12% of Canadians follow a pescatarian diet, which is similar to vegetarianism but includes seafood. This choice is popular among those who want to reduce meat consumption while still enjoying the health benefits of fish and other seafood.

Vegans, who exclude all animal products from their diets, make up 10% of the population. This group is motivated by a range of factors, from animal rights to environmental concerns

and health benefits.

Lastly, a smaller yet significant 5% of Canadians prefer a raw food diet, which involves eating all foods in their natural state, uncooked and unprocessed. This group believes in the health benefits of consuming foods in their most natural form.



The remaining 2% of Canadians follow various other dietary patterns, including ketogenic, paleo, and more, showcasing the rich tapestry of dietary preferences across the country.

So, whether you're a meat-lover, a veggie enthusiast, or somewhere in between, Canada's dietary landscape has a place for everyone. This diversity on our plates not only makes meal times interesting but also brings us together in the shared experience of eating, one of life's greatest pleasures.

Analysis

Answer the questions below.

1) How does the circle graph help you visualize the dietary preferences of Canadians?

2) In what way might a circle graph be more effective than a list of percentages for understanding this information?

Create

Below is a set of data on how Canadians spend their leisure time. Use this information to create your own circle graph.

- Watching TV or Streaming Services: 35%
- Sports and Physical Activities: 20%
- Reading: 15%
- Gaming: 10%
- Socializing with Friends: 10%
- Other Hobbies: 10%

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.

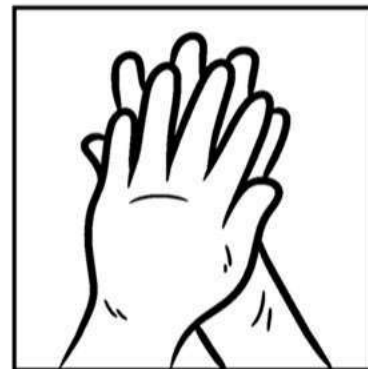
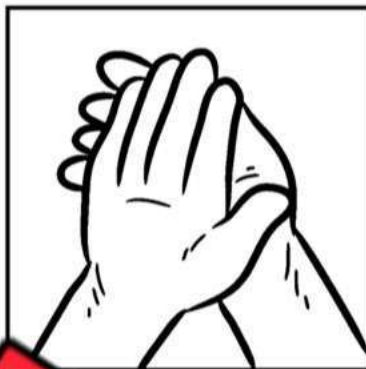


Order	Information
	Take small amounts of the mixture and roll them into balls about the size of a golf ball.
	Spaghetti With Meatballs Recipe
	In a pan used for meatballs, pour in tomato sauce and bring to a boil.
	In a bowl, combine ground beef, bread crumbs, egg, salt, pepper, and garlic powder. Use your hands to mix well.
	Ingredients
	<ul style="list-style-type: none"> ➤ Spaghetti noodles ➤ Ground beef (about 500 grams) ➤ Bread crumbs (1/4 cup) ➤ 1 egg ➤ Salt (1 teaspoon) ➤ Pepper (1/2 teaspoon) ➤ Garlic powder (1/2 teaspoon) ➤ Tomato sauce (1 can) ➤ Grated cheese (optional) ➤ Olive oil (2 tablespoons)
	In a large pan, heat olive oil over medium heat. Add meatballs and cook until brown on all sides. Remove meatballs from pan.
	Once spaghetti is cooked, use a colander to drain the water out.
	Fill a large pot with water and a pinch of salt. Bring it to a boil.
	Put the meatballs back in the pan with the tomato sauce. Cover and let it simmer for about 10 minutes.
	Place spaghetti on a plate, top with meatballs and sauce. Sprinkle some grated cheese on top if you like.
	Add spaghetti noodles to boiling water and cook according to the package instructions until they are soft.

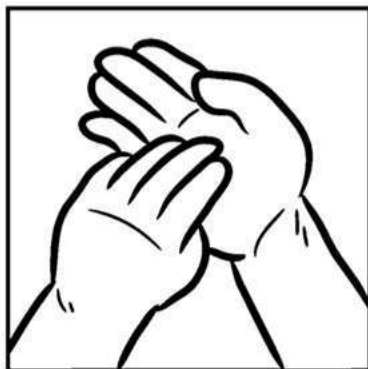
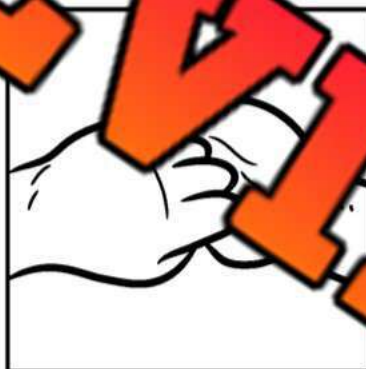
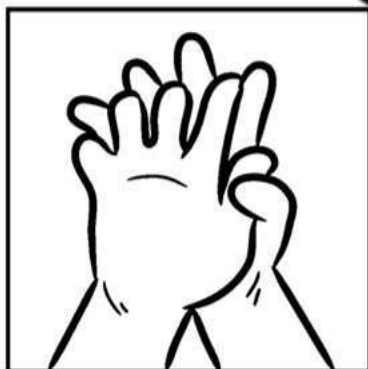
Graphics in Procedural Writing – Handwashing

Label

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



Rub back of hands



Wash palms



Graphics in Procedural Writing – Drawing

Label

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



Label

Describe what to do in each step.


Step	Instruction
1	Draw a circle.
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

PREVIEW

Following Instructions – Drawing an Inuksuk

Draw

Follow the procedural text below to draw an inuksuk.

Title	Drawing an Indigenous Inuksuk: A Fun Art Adventure!	
Materials	<ul style="list-style-type: none"> - A blank sheet of paper - A pencil - Eraser - Colored pencils (optional) 	
Introduction	An inuksuk is a stone landmark used by the Inuit people for navigation, as a reference, a marker for travel routes, fishing places, hunting grounds, and more. These structures are significant in Inuit culture, symbolizing cooperation, balance, and unspoken communication.	
Step 1	Start by drawing the base with two large, vertical rectangle shapes side by side with a space between them (like legs) at the bottom of your paper. These are the foundation stones.	
Step 2	Resting on the foundation stones, draw two more rectangles for the body stones, making sure they are slightly different in size.	
Step 3	On top of the center body stones, add a thinner, horizontal rectangle that is longer than the body stones. This will be the balance stone that sits across the body stones. (like a balance beam)	
Step 4	Above the balance stone, place a smaller, slightly rounded stone by drawing an oval shape. This is the head of the inuksuk.	
Step 5	Add details to your stones by giving them some texture with light, curved lines to mimic the rough surface of real stones.	
Step 6	Go over your drawing with a darker pencil or pen to make your inuksuk stand out.	
Finish	If you like, colour your inuksuk using colored pencils or markers, choosing natural stone colors like grey, brown, or black.	

Name: _____

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Curriculum Connection
CR7.6

Following Instructions – Drawing an Inuksuk

Draw

Draw your inuksuk below.

PREVIEW

Block 7: Poetry

Focus

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

Types of Poems

Poetry is an enchanting way to share feelings, concepts, and narratives. This captivating form of writing comes in various styles, each with distinct elements that make them special. Let's explore a few!

Haiku: A Breath of Nature

Originating from Japan, Haikus are nature-centric poems that are concise but expressive. They follow a strict syllable pattern: the first line has 5 syllables, the second has 7, and the third has 5.

Gentle river flows
Mountains guarding its pure course
Nature's harmony



Acrostic: The Secret Poem

Acrostic poems are poems where the first letter of each line, when read vertically, spells out a particular word or statement. This secret makes the poem extra enjoyable.

Sunny skies are blue

Under clouds, the rays peek through
If there's more rain, it's true!

Limerick: Laughter in Lines

Limericks are light-hearted poems made to elicit laughs. These five-line poems have a specific rhyme scheme: lines 1, 2, and 5 rhyme, while lines 3 and 4 form their own rhyming pair. They also have a set rhythm. They are often humorous and playful.

There was a man with a phone,
Who said, "I'll never be alone."
He sent out a text to his friend,
Then went on to his next friend.
Then he wondered where he was when.

Cinquain: The Structured Five-Liner

Cinquains have a set structure of five lines, where each line serves a specific function. Line 1 is a single-word title, line 2 has two descriptive words, line 3 includes three action words (verbs), line 4 contains a four-word feeling, and line 5 gives a synonym or related term for the title.



Moon
Bright, quiet
Shining, illuminating, waxing
Guide through the night
Satellite



Paraphrase

Rewrite the rules for each poem in your own words.

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

Read each of the poems from the reader and draw what you're picturing.

Haiku**Acrostic**

Haiku Poetry – Inuit Observations

Haiku Poetry – Inuit Observations

Long ago, the Inuit people thrived in the Arctic regions that are part of modern-day Canada. They were skilled at hunting, fishing, and adapting to the extreme cold. However, when European explorers arrived, the Inuit way of life began to change significantly, sometimes causing conflict.

Here are some thought-provoking haikus that can help us think about what life was like for Inuit as changes unfolded.

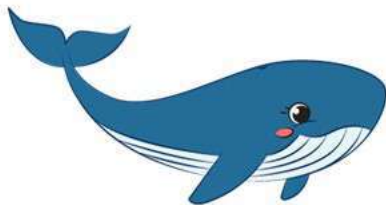


Land once boundless, vast—
Ship sailed through the frozen sea—
Inuit used old ways.

Engines roared on out to sea—
Hunters adapted to new ways.

Northern lights danced in the sky—
Overwhelmed by distant ships—
Skyline forever changed.

Whale, fish, and blubber,
Exchanged for metal and cloth—
What value, our lore?



These haikus serve as tiny windows into the Inuit experience. Each poem reveals complex emotions and situations that happened as two different cultures crossed. The Inuit, resilient and resourceful, continue to adapt while holding onto their traditions. This form of poetry allows us to reflect on their resilience and the weight of their experiences during this transitional period.

Inferences

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

1) "New paths cross old ways"

2) "Seal so _____ the air, Engines roar, drown out the calls"

3) "Northern lights _____ high _____ by distant ships"

4) "What value, our lore?"

Visualizing

Read each of the poems from the reading, and draw _____ during.

Haiku 1	Haiku 2	Haiku 3	Haiku 4

Acrostic Poems – Canada's Regions

Acrostic Poems – Exploring Canada's Geographical Regions

Canada is an immense country with so many diverse areas to explore! Today, let's discover two such regions: the "Appalachian Mountains" in the east and "Ellesmere Island" in the far north. We'll get to know them better through the magic of "acrostic poems." Each letter of the region's name starts a new line in the poem!



Appalachian Mountains

A - Ancient hills roll on for miles
P - Peaks and valleys with huge smiles
P - Pine forests, a home for wildlife style
A - Appalachian folk music, a cultural file
L - Lush meadows where deer compile
R - River banks, a fisherman's aisle
C - Craggy cliffs, worthwhile
H - Hiking trails with a unique trial
I - Indigenous people, a historical dial
A - Abundant game in a colorful pile
N - Natural beauty, a scenic file
M - Maple trees tapped for sap vials
O - Outdoor sports, each a versatile trial
U - Below, minerals like coal compile
N - Nature's beauty, in style
T - Towering peaks test climbers' wiles
A - Amazing views make hikers smile
I - Interesting flora make florists compile
N - Notable fauna, from bears to reptiles
S - Springs and waterfalls, nature's aisle

Ellesmere Island

E - Extreme cold, where glaciers slide
L - Landscapes stretch far and wide
L - Limited flora, yet life does abide
E - Endless nights and days, in polar stride
S - Snowy owls and Arctic hares reside
M - Melting ice in summer, a changing tide
E - Elusive narwhals in the waters glide
R - Rugged cliffs where ancient rocks hide
I - Icy winds make it hard to stay outside
S - Summer blooms bring a lively guide
L - Long winters where the sun does hide
A - Arctic foxes in their dens bide
N - Northern lights in the sky glide
D - Days are either long or short, no divide

Name: _____

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Curriculum Connection
CR7.6

Visualizing

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

PREVIEW

Elm Island

Appalachian Mountains

Limerick Poem – Alliteration

Limerick Poetry – First Nation Reflection

Today, we're going to read limericks that shine a spotlight on various communities from different periods in history and cultures. This time, the limericks are from the Aztec Empire, the Roman Republic, and the Inuit community in Canada.

Each of these limericks uses an interesting literary technique known as alliteration. **Alliteration**, words near each other in the sentence start with the same initial sound. This makes the poem more engaging and rhythmic.

Aztec Empire:

An Aztec named Clive,
Had a lot to his archive.
With a lot of paints,
And no more strife.
His Aztec genetics drove



Aztec art

Roman Republic:

Rambunctious Rosie from Rome,
She roamed the roads, far from home.
With reliable reins,
She rode through the plains,
She was skilled so she never was thrown.

Inuit Community:

An Icy Inuit named Bertrand,
Ice-fished in the Nunavut land.
With an igloo as base,
In this icy-cold place,
Inuit traditions he did understand.



Questions

Answer the questions below

1) What is an alliteration?

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

3) Which poem did you like the best?

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

Quote

Explain

Questioning

Write 3 questions you had about the poems

1)

2)

3)

Cinquain Poems – Critical Thinking

Cinquain Poetry – Insights into Métis Culture

Cinquains are short poems with five lines, where each line performs a specific role, such as describing or depicting action. Want to add more flair to your cinquain? Incorporate similes and metaphors! A simile compares two things using "like" or "as," while a metaphor says something is something else. For instance, you can say a fiddle's tune is "as joyful as water" or call a river "Nature's highway." Here are cinquains that bring to life aspects of Métis culture, featuring similes and metaphors for added depth.

Fiddle Tune

Fiddle

Quick, sweet

Playing, resonating, thrilling

Like a prairie breeze

Melody



Red River Cart

Cart

Wooden, sturdy

Working, rolling, carrying

A base for travelling

Vehicle



Bison Hunt

Bison

Mighty, wild

Running, dodging, charging

As unstoppable as time

Game



Sash

Sash

Colourful, woven

Tying, wrapping, adorning

A ribbon of unity

Belt



Jig Dance

Dance

Lively, fun

Twirling, hopping, stepping

A foot-tapping celebration

Rhythm



Métis Flag

Flag

Blue, white

Waving, uniting, symbolizing

A tapestry of culture

Banner



Critical Thinking

Answer the questions below.

1) In "Fiddle Tune" why do you think the fiddle is described as the "prairie breeze"? What does that metaphor tell you about the fiddle's importance?

2) What emotion does the "Bison Hunt" poem make you feel? Happy, sad, excited, calm, scared, 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.

Jig Dance

Red River Cart

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Lyric Poetry - Simile

Lyric Poetry

Lyric poetry is a type of poem where the writer expresses personal feelings and thoughts. It's like a song without the music. These poems often talk about emotions like happiness, sadness, or love, and are usually not too long. They're like a snapshot of someone's feelings!


The similes in lyric poetry helps in understanding of the words and feelings behind them. Here is an example of a lyric poems that uses similes.

The Garden of Joy



In the garden where happiness grows,
Sunbeams dance in the warm, golden glows,
Their rings of color and light,
Like a stream in spring, they shine bright.

Anger, like thorns, can sometimes arise,
Sharp and quick, when it cuts across the sky,
But like clouds that pass in a hurry,
It fades away, and peace draws nigh.



Sadness, sometimes, like gentle rain,
Falls softly, easing the heart's hidden pain,
Yet, like flowers after showers,
Joy blooms again, showing its powers.

Hope shines bright, like stars at night,
Guiding us with its gentle light,
In our garden, emotions play,
Teaching us through each passing day.



Critical Thinking

Answer the questions below.

1) What is a stanza in a poem? How many stanzas are in this poem?

2) What feelings do you think the author has about each emotion mentioned in the poem? Give reasons for your answer.

3) What do you think the message or theme of the poem?

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

Quote

Explain

5) If you were to add a fifth stanza to the poem, which emotion would you like to write about? Why?

6) Write three examples of similes from the poem.

Rhyming Poems – Critical Thinking

Rhyming Poetry – Matter

Rhyming poems are quite catchy because they have words that sound the same at the end of each line! You can use different rhyme schemes like ABAB or AABB to make your poem unique. Rhyming makes the poem memorable and enjoyable to read. In this poem, we are diving into the fascinating world of matter—its changes and states. Matter can be solid, liquid, or gas, and it can change from one form to another.

Solid Matter

Solid stuff is firm and tight,
Locked in place, it doesn't shift.
From chairs to rocks, easy to see,
Solid matter, stable as a tree.

Liquid Matter

In a cup, or flowing in a stream,
Liquid matter is like a dream.
It takes the shape of its container fast,
From morning dew to oceans so vast.

Gaseous Matter

A gas will spread out, far and wide,
Filling spaces, it can't hide.
From oxygen to water vapour,
Gaseous matter is quite the shape-shifter.

Phase Change

From ice to water, or water to steam,
A phase change is what we mean.
With heat or cold, matter rearranges,
Through melting, freezing, it changes.

Sublimation

A special change, quite rare to find,
From solid to gas, it leaves liquid behind.
Like dry ice to fog, as we can see,
Sublimation is as mystifying as can be.

Condensation

Water vapour, in the air,
Finds a chill and lingers there.
Turns to droplets, as if to say,
"I'm liquid now, hip hip hooray!"

Critical Thinking

Answer the questions below.

1) In "Solid Matter," the phrase "locked in place" is used. What does this tell you about the properties of solid substances?

2) The "Phase Change" poem mentions different changes like ice to water. Can you think of other situations where phase changes can occur and explain how they work?

3) Which poem did you like best?

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

Quote

Explain

Visualizing

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

Sublimation

Condensation

--	--

Block 8: Book Reviews

Focus

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

Implicit and Explicit Perspectives – Book Reviews

In a book review, "**explicit perspective**" is when the person tells you straight up what they think. "**Implicit perspective**" is trickier; you have to figure out their opinion.

Explicit Examples:

"The book was awesome."

"I didn't like the ending."



Implicit Examples:

"The book kept you guessing until the last page." (Probably means it's suspenseful)

"There were a lot of details in the story." (Might mean it's too complicated)

Perspectives Is the author's perspective explicit or implicit in describing their opinion of the book?

1) This book is a masterpiece if you read it.	Implicit	Explicit
2) I couldn't put the book down.	Implicit	Explicit
3) Despite its length, the book was easy to read.	Implicit	Explicit
4) The story was hard to follow.	Implicit	Explicit
5) The pictures in the story were very detailed.	Implicit	Explicit
6) The mystery keeps you guessing throughout the book.	Implicit	Explicit
7) It's a perfect bedtime story.	Implicit	Explicit
8) I learned a lot from the book.	Implicit	Explicit

Perspectives The author implicitly described their perspective. What do you think it is?

1) It was full of suspense and emotions.

2) The book dragged on and was slow.

Finding Bias in Reviews

What is Bias in Reviews?

Bias means the reviewer has a strong preference that influences their opinion. For instance, if a person is a big fan of space adventures, they might praise all books about space, even if some are just okay.

On the other hand, if someone isn't keen on mystery stories, they might downplay a well-written mystery book. It's also possible for a reviewer to be biased against certain topics, like talking animals, and mark them down even if many people enjoy those stories. This is why it's best to read different reviews to get a more balanced view.



Bias _____ and the reviews and answer the questions.

Review: "The Galactic Battle: Alien Invasion"

Whoa! "The Galactic Battle: Alien Invasion" is hands-down the greatest movie of all time! If you skip this, you're missing out on a cinematic experience. The movie features aliens and humans teaming up, which is why it's so great. Aliens are the most intriguing beings ever, and finally, a movie captures that all the way. It's perfect for both aliens or alien enthusiasts, making it ideal. The villain, Earth Defender, is bound to lose because defending Earth is way less cool than exploring the galaxy. Honestly, finding movies about anything other than space and aliens seems pointless now. You need to see this movie, it's a game-changer!

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

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

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

Our Voice in Review Writing

What is Voice in Writing?

In writing, different people have different "voices," kind of like how everyone's voice sounds different when they talk. The words they choose, how long their sentences are, and even the punctuation used can show who wrote something. So even if you don't see the person's name on the page, you might guess who wrote it by looking at these things. It's like each writer has their own special way of saying things!

Voice

A family of 4 watched a movie and each wrote a review. Read them below.

A) I love the dragon! Oh, why they not show them more? Everyone was talking and talking but i want to see more dragons and magic stuff more! can we watch a dragon movie next time?

B) The emotion in the film was so touching. I tried to find a movie that tugs at the heartstrings while keeping even so i think the loud action scenes weren't exactly my cup of tea, but it was wonderful to see this experience as a family.

C) Okay, this film had some legit cool moments. The soundtrack was fire, like whoever curated that playlist needs a raise. But let's be real, that whole teen romance? Super cringe. Nobody my age talks or acts like that period.

D) Those car chase scenes, wow! Felt like I was right back in my high school days listening rock music and feeling invincible. The storyline had its ups and downs, but when they revved those engines, it brought me back. Could've used a plot twist to spice things up, though.

1) Which family member wrote which review?

Dad		Mom		Teenager		Youngest	
-----	--	-----	--	----------	--	----------	--

2) Are you 100% positive about the guesses above? Why or why not?

Using Humour in Review Writing

Imagine you're reading a review about a new toy. Instead of the reviewer just saying, "This toy is fun!" they might make a funny comparison, like "This toy is so fun, it's like a dance party for your fingers!" That's using humour.

In review writing, humour:

- **Grabs Attention:** Funny sentences makes people interested in reading the review.
- **Makes it Memorable:** If a review makes you laugh, you'll probably remember it more than a plain one.
- **Softens Criticism:** If someone doesn't like something, using humour can make the criticism less harsh. Instead of saying, "The toy breaks easily," they might say, "This toy has taken a nap and never woke up!"

Review Read the sentences below that use humour and answer the questions

1) This book was so good, my hands turned into glue!

What It Means

Is it a good topic sentence?

2) The pizza was so cheesy, even the mice asked for the recipe!

What It Means

Is it a good topic sentence?

3) The movie was so slow, even snails asked for a fast-forward button!

What It Means

Is it a good topic sentence?

Literary Devices in Reviews

Literary devices are specific techniques that authors employ to make their writing more engaging and to clarify their viewpoint.

- **Similes:** A comparison using 'like' or 'as' - "This movie was as suspenseful as a high-stakes chess match."
- **Metaphors:** A comparison without using 'like' or 'as' - "The protagonist is a ticking time bomb of emotions."
- **Alliteration:** Using the same initial sound in a sequence of words - "Bold, brave, and brilliant."
- **Humour:** Using jokes or funny comparisons to lighten the mood - "That chapter was so funny that the fish started giggling!"

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

Space Adventures in 'The Secret Spaceship'

Jumping into "The Secret Spaceship" series is like finding a lost chocolate bar in your jacket pocket - a delightful treat!

In this episode, Sara and Alex discover a spaceship that looks like it retired from space races and took up hiding in a galaxy. They thought pushing buttons was just kids' play, but whoops! Suddenly, they're being taken to a robot-run diner in another galaxy.

While this book could give any space saga a run for its money, its many little detours that steal the show. It's an action-packed roller coaster ride. When you think you've caught your breath, it tosses you into an intergalactic loop-de-loop.

I give this book a solid 5/5 stars. It was so captivating; it kept me from noticeably pouting with neglect. It's a must-flip for every budding astronaut or space dreamt of a space escapade without the bulky suit.



Similes	
Metaphors	
Alliteration	
Humour	

Block 9:

Graphic Texts

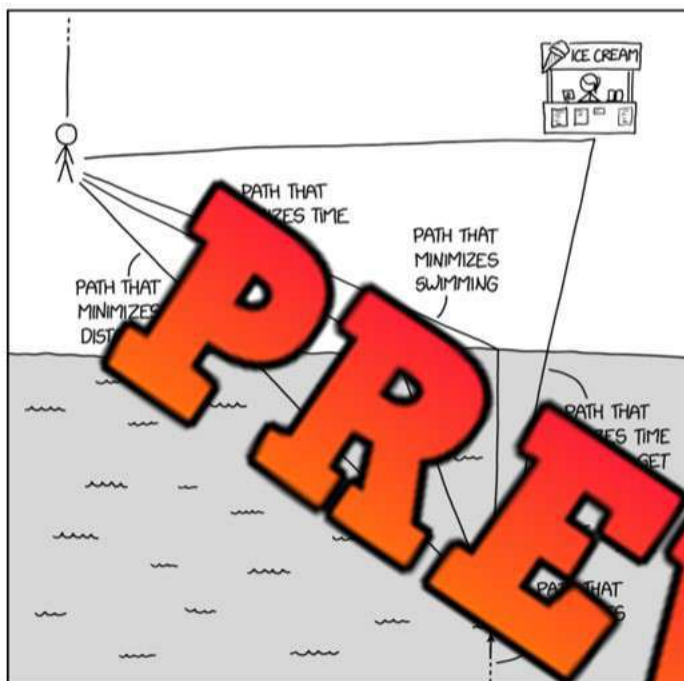
Focus

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

Understanding Comics

Analyze

Read the comic and answer the questions.



1) Summarize the comic above. What is happening?

2) Describe the different paths:

Minimizes Distance Between People	
Minimizes Time Between People	
Minimizes Swimming	
Minimizes Time Until Ice Cream	

3) Why is the path that minimizes time and the path that minimizes distance not the same?

4) How do the pictures and words work together to describe a story?

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

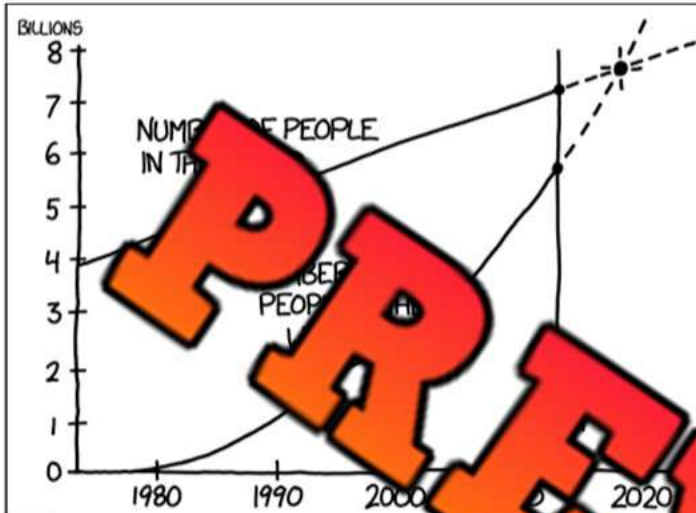
2) Is the joke explained explicitly, or is it implicit? Explain.

3) Global Inference: Who do you think gave the duck the plant? Explain two options.

Understanding Graphic Texts

Analyze

Read the comic and answer the questions.



CAPTION: IN 2019, HUMANS
OUTNUMBERED

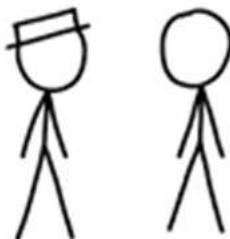
1) What is the comic about?

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

HOW ARE YOU?

EXCRUCIATINGLY AWARE
OF HOW MUCH OF EACH
OTHER'S GROSS LUNG
AIR WE'RE BREATHING.

I MEAN, FINE!
HOW ARE YOU?



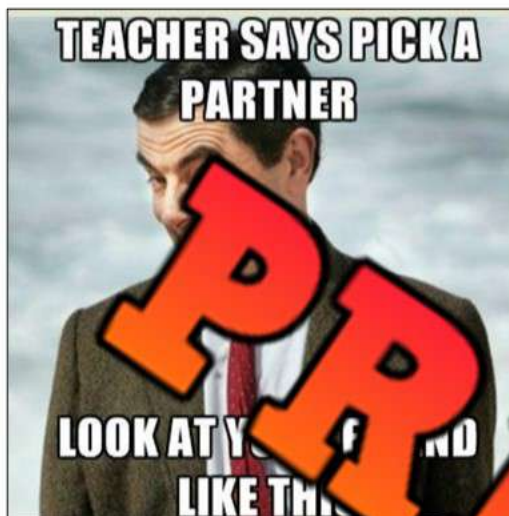
What is the comic about?

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

Understanding Memes - Humour

Analyze

Read the meme and answer the questions.



Describe the meme. Why is it funny?

Make a connection.

You are
enjoying
the
holidays

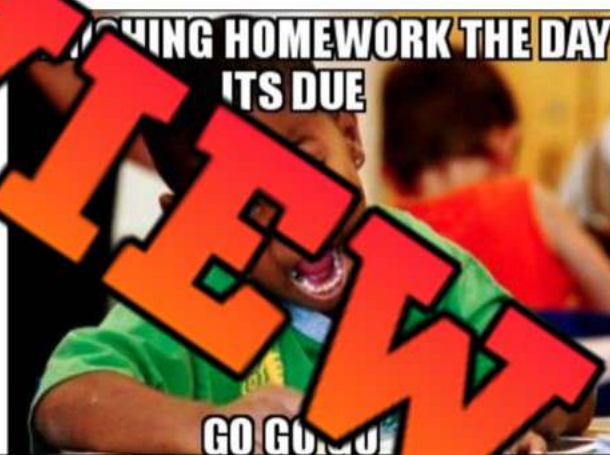


School
starts
tomorrow



Describe the meme. Why is it funny?

Make a connection.



Describe the meme. Why is it funny?

Make a connection.

Reading Maps – Text Features

Reading a Map Made Easy

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

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



Reading Maps – Text Features

Questions

Answer the questions below.

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

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

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

4) What do red dots on a map indicate?

5) What does a bigger red dot represent?

Examine

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

Block 10: Biographies

Focus

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

Biography – Terry Fox

Terry Fox: A Canadian Hero

Preface

When I set out to write this biography, it was with the hope of sharing Terry Fox's incredible story with a new generation. Every Canadian knows the name Terry Fox, but not everyone knows the full depth of his courage and dedication. Through his life, we can learn the power of determination, the importance of hope, and the impact just one person can have.

Early Life

Terry Fox was born on July 28, 1958, in Winnipeg, Manitoba, Canada. He loved sports like basketball from the time he was a little kid. But when he was 18, doctors told him he had cancer, and he decided to have his right leg removed. This huge challenge didn't stop Terry, it gave him a new purpose.

Remarkable Marathon of Hope

In 1980, Terry started his famous **Marathon of Hope**. He wanted to run all the way across Canada with a prosthetic leg, hoping to get people talking about cancer and giving money for research. Every day he ran at least a marathon's distance, and Canadians everywhere cheered him on. Because of his hard work, lots of people started donating to help find a cure for cancer.

Legacy and Philanthropy

Terry didn't get to finish his Marathon of Hope because he got sick, but he had already done something awesome. He showed everyone in Canada that it means the brave and never give up. Every year, people remember Terry by doing the **Terry Fox Run**, and they've raised over \$800 million for **cancer research**. Terry's story is still inspiring people today to do great things.

Timeline

- 1958: Born in Winnipeg, Manitoba
- 1976: Found out he had cancer
- 1980: Started the Marathon of Hope
- 1981: Terry passed away, but his story lives on
- 1988: Terry was added to Canada's Sports Hall of Fame

Glossary

Marathon of Hope: Terry's big run across the country to help fight cancer.

Prosthetic Leg: A man-made leg that replaces one that's missing.

Philanthropy: Helping others, especially by giving money to good causes.

Legacy: What someone is remembered for after they're gone.

Cancer Research: Scientists working hard to find out more about cancer and how to beat it.



Terry Fox

Prereading

Before reading, answer the questions below.

Prediction: After reading the title and headings, make 2 predictions about Terry Fox.

During Reading

Stop and write questions about what you are reading.

1

2

3

Questions

Answer the questions below.

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

2) What is a preface? What did it tell you in this report?

3) How does the picture of Terry Fox help you understand him better?

Biography – Louis Riel: The Métis Political Leader

Louis Riel: The Métis Political Leader

Preface

Our past is filled with incredible individuals who made big changes and faced tough challenges. Louis Riel is one such person from Canadian history who stood up for his community's rights and beliefs. By learning about his story, we can better understand Canada's rich history and the people who shaped it.

Louis Riel's Life

Born on September 2, 1844, in the Red River Settlement, now part of Manitoba, Canada, Louis Riel was a member of the **Métis** community, people with both Indigenous and European roots. Growing up, he learned a lot and felt a deep connection to his people.

Major Achievements

Louis stood tall in Canadian history, leading two major uprisings: the Red River **Rebellion** of 1869-70 and the North-West Rebellion of 1885. He aimed to guard the rights and traditions of the Métis and other Indigenous folks from a growing Canadian rule. Many led up to his death, and he even led a **provisional government** to take control of the region from Canadian leaders.

Life After the Rebellions and Legacy

Though Riel did so much, some didn't agree with his actions, and he was sadly tried and executed for **treason** in 1885. But his bravery didn't end there. Today, especially in Manitoba, many remember and respect him for standing up for Métis and Indigenous **rights**.



Louis Riel

Timeline

1844: Born in the Red River Settlement

1869-70: Led a big uprising called the Red River Rebellion

1885: Led another fight, the North-West Rebellion, but faced a tragic end

Legacy: He's remembered as a hero for the Métis and Indigenous communities

Glossary

- **Métis:** Folks of mixed Indigenous and European family lines.
- **Rebellion:** Standing up against those in charge.
- **Provisional Government:** A short-term leadership group.
- **Rights:** The things everyone should be free to do.
- **Treason:** Going against one's own country.
- **Legacy:** What we remember someone for.

Understanding

Is the statement true or false?

1. Louis Riel was born in Ontario.	True	False
2. Riel led one major rebellion.	True	False
3. The Metis have both Indigenous and European ancestry.	True	False
4. Riel was elected head of a permanent government.	True	False
5. Riel was born in 1844.	True	False
6. Riel was executed in 1886.	True	False
7. He led the North-West Rebellion in 1885.	True	False
8. Riel tried to protect Indigenous rights.	True	False
9. The Red River Settlement was west of Quebec.	True	False
10. Riel's legacy continues to be honoured in Manitoba.	True	False

Critical Thinking

Answer the questions below.

1) Inference: How is Louis Riel's legacy viewed today, specifically in Manitoba?

2) Inference: How do you think an alliance would have helped Louis Riel's rebellion?

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

Biography – Albert Einstein: The Genius of Physics

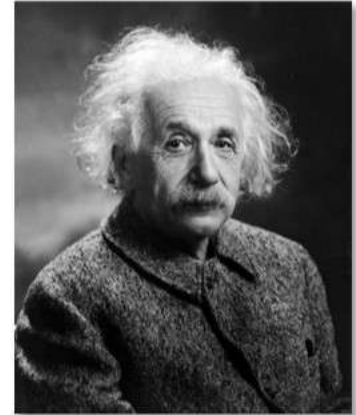
Albert Einstein: The Genius of Physics

Preface

Have you ever wondered about the brilliant minds that have shaped our world? Albert Einstein is one of those minds! He asked big questions about the universe and found answers that changed the way we see everything. Let's explore his life and learn about his amazing discoveries.

Albert Einstein's Early Years

Born on March 14, 1879, in Ulm, Germany, Albert Einstein was always curious. When his parents weren't experts in science, they supported him to learn more. Young Einstein was so into science and math that he studied advanced topics on his own, beyond his school lessons.



Pioneering Contributions

Einstein is famous worldwide for his theory of relativity, introduced in 1905. This theory changed how we think about space, time, and gravity. Instead of doing lots of experiments, Einstein used his imagination and math to come up with his ideas.

One of his biggest contributions is the equation $E=mc^2$, which tells us about the connection between matter and energy. This has affected many areas, including how we use nuclear energy.

Later Life and Impact

Einstein never stopped exploring and thinking. He added to our knowledge about the tiniest particles (quantum mechanics) and the whole universe (cosmology). He also spoke up for things he believed in, like equal rights for everyone and being careful with nuclear weapons. Although he died in 1955, his groundbreaking thoughts still shape science, and his beliefs guide scientists in doing the right thing.

Glossary

- **Relativity:** A theory about how space and time are linked.
- **$E=mc^2$:** A formula showing how matter and energy are two sides of the same coin.
- **Quantum Mechanics:** How super tiny particles behave and interact.
- **Cosmology:** Learning about the universe's start and how it grows.
- **Ethical:** Doing what's right and good.

During Reading

While you read, stop and jot down 5 notes about his accomplishments and things he did. When you're done, order them from first event to sixth.

Accomplishments – What Einstein Did	Order (1-5)

Timeline

Make a timeline drawing pictures and labelling the important events in Einstein's life.