



# Preview – Information



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# Google Slides Lessons Preview





# Saskatchewan Language Curriculum

## Reading Comprehension– Grade 8

### 3-Part Lesson Format

#### Part 1 – Minds On!

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

Discussion Questions


1) When you read a story or article, what helps you understand it better — pictures, clues in the text, or your own experiences?

2) Have you ever read something and felt like you could see the scene in your mind? What was it?

3) What kinds of questions do you usually ask yourself when you're reading something interesting or confusing?

4) When you start reading something new, what do you usually do to guess what it might be about?

5) What do you think makes a good reader — someone who reads fast or someone who understands what they read?



Story Sorting Cards

Text To Text

Text To World

Text To Self

Read each short passage carefully. Decide if it is a Text-to-Self, Text-to-Text, or Text-to-World connection.

1) The article described a teen starting a social media campaign to raise awareness about ocean pollution. It made me think of news stories I've seen about young activists cleaning beaches.	
2) The main character stayed up late finishing a big project for school. It reminded me of a time I had to work hard to meet a deadline.	
3) In the story, two friends stopped talking after a misunderstanding. It reminded me of a TV show I watched where two characters repaired their friendship.	
4) The poem described awaking through a busy city filled with noise and lights. It made me imagine what downtown Toronto feels like during a festival.	
5) The story told about a community rebuilding after a flood. It made me think of another article I read about volunteers helping after natural disasters.	
6) A character was learning a new language after moving to a different country. It reminded me of when I tried to learn French and how challenging it was at first.	
7) The novel's main theme was about standing up for fairness and equality. It made me think of a documentary I saw about human rights.	
8) The story described a student planting trees for a school project. It reminded me of an environmental group I heard about that plants trees across Canada.	

#### Part 2 – Action!

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

#### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Consolidation – Exit Card

After learning about Cultural Elements, and Songs from Indigenous Communities, complete the multiple-choice questions below. Choose the best answer for each question to show your understanding.

Question	A	B	C	Answer
1) What do cultural elements help communities express?	Personal values and modern interests	Shared beliefs, values, and traditions	Rules for daily survival	
2) How does language strengthen culture within a community?	It separates generations	It explains other cultural practices	It keeps stories, traditions, and identities alive	
3) Why are songs important cultural expressions?	They pass down teachings and connect people through emotion	They are used only for entertainment	They replace storytelling traditions	
4) What can we learn from understanding social hierarchy in Indigenous communities?	It shows how power was divided by wealth	It focuses on who has authority	It reveals respect, cooperation, and shared responsibility	
5) How do tattoos reflect a community's values?	They show when a culture respects its ancestry	They are creative customs with no meaning	They are based on modern ideas	
6) What do cultural traditions teach us about a community?	They reveal what people enjoy practicing in their free time	They provide fun facts, with no purpose	They replace formal education	





# Saskatchewan Language Curriculum

## Reading Comprehension– Grade 8

**Email Writing - Cohesive Ties**

Dear Jordan,

Yesterday, our robotics club visited the city's Innovation Centre, and it was incredible! We toured the design lab, \_\_\_\_\_ which we saw engineers testing drones and coding robots. The guide explained how every part must work together. \_\_\_\_\_ the machines can move accurately.

We took turns trying a virtual reality program that showed how robots assist in hospitals. \_\_\_\_\_ we explored the 3D printing room and even created small keychains with our initials.

Our instructor reminded us that teamwork matters most. \_\_\_\_\_ technology alone can't solve problems without collaboration. \_\_\_\_\_ I realized how much effort goes into every invention.

From,  
Lena

**meanwhile   ultimately   so that   even though   during**

**9 Inferences from a Letter**

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

Sentence	Rating
1) Lena enjoys expressing her opinions when she feels prepared.	★★★★★
2) Jordan and Lena often do presentations together.	★★★★★
3) Lena is being forced to join the debate club.	★★★★★
4) Lena feels a mix of nervousness and excitement about her new challenge.	★★★★★
5) Lena joined the club only because her teacher made her.	★★★★★
6) The debate club helps students become better public speakers.	★★★★★
7) Lena is overconfident and thinks she doesn't need practice.	★★★★★
8) The letter shows that Lena values personal growth and trying new experiences.	★★★★★

**Drag the principle to the matching part of the story.**

**Part from The Gift of the Great Lake**

Ruby thanked the tree for its gift.  
The group used each piece wisely.  
They worked together to make the drum.  
The friends sang as they worked in harmony.  
The drum's sound brought people together.  
Ruby reminded everyone to show care for nature.  
They shared songs and stories while working.  
The drum's rhythm echoed through the valley.  
They honoured the fallen cedar before using it.  
The dance connected people, Earth, and ancestors.

**Interests**

Respect  
Reverence  
Synergy  
Holism  
Responsibility





# Saskatchewan Language Curriculum

## Reading Comprehension– Grade 8

**Q Is It Satire or Not?**

Some sentences are written in a serious way, while others use satire to make a point. Look at each statement from the story and decide.

**Characteristic**

**Answer**

1) The mayor declared the town perfect every morning on television.

2) Citizens smiled exactly 12 times a day because of a government rule.

3) People were sent to a "Joy Refresher Workshop" for frowning.

4) The town library was empty because reading made people "too curious."

5) The mayor banned rain because it ruined people's hair.

6) Tourists visited once, took photos, and never came back.

**Satire**

**Not Satire**

**Q Match each hidden meaning to the correct allusion from the list provided.**

Allusion List	Hidden Meaning
Icarus	
Superman	
King Midas	
Mount Everest	
Odysseus	

Long, adventurous journey

Recognizing human limits

Success or "golden touch"

Warning about overconfidence

A huge, challenging goal

**Challenge**

Read the persuasive poster carefully.

**Question**

**Answer**

1) Is the poster asking the reader to take action?

2) What is the main message of this poster?

3) Why does the poster include statistics like "50% of what Americans throw away is recyclable"?

4) How do the images help support the message?

5) Why do you think they included a QR code at the bottom?

6) What audience do you think this poster is targeting?

7) How does the poster encourage people to take action?

**Did You Know?**

At least 10% of the waste generated in the United States is recycled. In Canada, only 10% of the waste generated is recycled.

For every 100 lbs of newspapers used to make one green container, 100 lbs of newspapers are recycled.

The average Canadian makes up to 10 lbs of waste from recycled products each year. The average Canadian makes up to 10 lbs of waste from recycled products each year.

Every 1 lb of newspaper plastic used 1 month, 100 lbs of waste is generated. 100 lbs of waste is generated.

100 lbs of waste is generated. 100 lbs of waste is generated.



# Workbook Preview





# Grade 8 – 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
CR8.1	View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., <i>Becoming Myself</i> ), social responsibility (e.g., <i>In Search of Justice</i> ), and efficacy (e.g., <i>Building a Better World</i> ).	27-29, 55-61, 83-85, 92-99, 109-112, 166-168, 182-185, 215-224, 243-246, 281-302
CR8.2	Select and use appropriate strategies to construct meaning before (e.g., previewing and anticipating message), during (e.g., making inferences based on text and prior knowledge), and after (e.g.,	11-12, 15-18, 21-24, 47-50, 55-61, 89-90, 254-255, 326-336
CR8.3		78-82, 170-181, 196-201, 217-238, 323-325
CR8.4	informational presentations, dramatic presentations, websites, and news programs to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text.	19-20, 51-53, 304-320
CR8.5	Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter's point of view, values, and biases, stereotypes, or prejudices.	78-82, 84-85, 170-181, 186-189, 245-246
CR8.6	Read and demonstrate comprehension and interpretation of grade appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to evaluate the purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices.	11-26, 55-76, 86-87, 89-99, 109-112, 141-168, 202, 217-236, 239-242, 247-279, 322-336
CR8.7	Read independently and demonstrate comprehension of a variety of information texts including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing any biases or false reasoning.	65-76, 84-85, 162-165, 170-181, 191-201, 203-216, 225-236, 239-242, 247-255, 283-336
CR8.8	Read Grade 8 appropriate texts to increase fluency (140-180 wcpm orally; 180-230 silently) and expression	N/A

Preview of 150 pages from  
this product that contains  
480 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
CC8.1	Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Telling One's Life Story), social responsibility (e.g., Examining the Influence of Popular Culture), and efficacy (e.g., Creating Turning Points).	N/A
CC8.2	Create and present a group inquiry project related to a topic, theme, or issue studied in English language arts.	N/A
CC8.3	Select and use the appropriate strategies to communicate meaning before (e.g., plan, organize, and sequence ideas to fit purpose, point of view, and format), during (e.g., use and maintain appropriate point of view for audience and purpose), and after (e.g., revise final drafts and presentations to ensure that the format and patterns within that format contribute to the effectiveness of the composition) speaking, writing, and other representing activities.	N/A
CC8.4	Use pragmatic (e.g., use appropriate language register), textual (e.g., use artistic devices such as figurative language), syntactical (e.g., combine sentences to form compound and complex sentences for variety, interest, and effect), semantic/lexical/ morphological (e.g., use words to capture a particular aspect of meaning), graphophonic (e.g., correctly pronounce words with proper emphasis), and other cues (e.g. arrange and balance words and visuals as well as fonts) to construct and to communicate meaning.	N/A
CC8.5	Create and present a variety of visual and multimedia presentations including an illustrated report, a role play that ends with a tableau, a dramatization, presentation software, a newscast with adequate detail, clarity, and organization to explain (e.g., an important concept), to persuade (e.g., an opinion on an issue, a mini-debate), and to entertain (e.g., a humorous incident).	N/A
CC8.6	Use oral language to interact purposefully, confidently, and respectfully in a variety of situations including one-to-one, small group, and large group discussions (expressing feelings and viewpoints and contributing to group harmony).	N/A
CC8.7	Use oral language to effectively express information and ideas of complexity in formal and informal situations (e.g., to debate a point, to participate in a meeting, to give a dramatic reading of a poem or play excerpt).	N/A
CC8.8	Write to describe a landscape scene; to narrate a personal story or anecdote and a historical narrative; to explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and covering letter; and to persuade in a mini-debate and a review	N/A
CC8.9	Experiment with a variety of text forms (e.g., Reader's Theatre, role play, humorous instructions, an electronic presentation, a dramatization, a mini-debate) and techniques (e.g., imagery, music, graphics and statistics in a multimedia presentation).	N/A

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

	Outcomes	Pages
AR8.1	Use information gathered in self-assessment and teacher's assessment to develop and work on goals for improving viewing, listening, reading, representing, speaking, and writing.	N/A
AR8.2	Appraise own and others' work for clarity, correctness, and variety.	30-46

# **Block 1: Reading Comprehension Strategies - Basics**

## Focus

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



# Understanding Reading Comprehension

## What is Reading Comprehension?

**Reading comprehension** is the ability to understand and process the information that you read. Effective comprehension strategies can help you become a better reader. These strategies are tools you can use before, during, and after reading to grasp the content more fully.

## Strategies for Reading Comprehension

To enhance your reading comprehension, consider employing different strategies at various stages of reading.



### 1. Before Reading: Preparing to Read

- **Preview the Text:** Look at the title, headings, and any illustrations or graphs.
- **Set a Purpose:** Decide why you are reading the text.
- **Connect to Prior Knowledge:** Think about what you already know about the topic.

### 2. During Reading: Active Engagement

- **Ask Questions:** As you read, ask questions like "Who is the character?" and "What is happening?"
- **Visualize:** Create mental images of what you are reading.
- **Make Inferences:** Use context and knowledge to understand deeper meanings.
- **Making Predictions:** Use clues from the text to guess what will happen next.

### 3. After Reading: Reflecting on the Text

- **Summarize:** Summarize what you've read in your own words.
- **Evaluate:** Judge the text's ideas or the quality of the story. Decide what was well done and what could be improved.

By applying these strategies, you can improve your reading comprehension skills and become a more effective reader. Remember, comprehension is a skill that improves with practice, so keep reading!

**True or False**

Is the statement true or false?

1) It's helpful to set a purpose before you begin reading.	True	False
2) Visualizing can help you understand the text during reading.	True	False
3) Asking questions while reading can clarify confusing points.	True	False
4) Evaluating the text is a strategy used during reading.	True	False
5) Making inferences is not a reading comprehension strategy.	True	False

**Question**

Imagine reading without comprehending. Why is that a waste of time?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Matching**

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

Answer	Strategy	
	Preview	A. Picture in your head what you are reading.
	Make Predictions	B. Look at the title, headings, and any illustrations.
	Ask Questions	C. Decide why you are reading the text.
	Make Inferences	D. As you read, ask questions like "Why did the character do that?"
	Summarize	E. Think about what you already know about the topic.
	Evaluate	F. Use context and knowledge to understand deeper meanings.
	Activate Prior Knowledge	G. Use clues from the text to guess what will happen next.
	Set a Purpose	H. Judge the text's ideas or the quality of the story. Decide what was well done and what could be improved.
	Visualize	I. Summarize what you've read in your own words.



## Making Connections

**Making connections** is like using a map to navigate through stories and articles. When you connect what you read to your own life, other things you've read, or big world events, it's like putting a pin on that map. It marks the spot and makes it easier for you to return to and remember.



- **Connection to Text**

Think about what you read in stories or information. If a character is facing a challenge, compare it to another character who went through something similar. This can help you understand the story and its connections better.

- **Connection to Self**

Link the story to your own life. If you're learning something new, like you did in hockey or gymnastics, you'll understand it better.

- **Connection to World**

Connect the story to the world. If you're reading about a forest being cut down, think about how that fits into the world issue of climate change.

### Making Connections

Make connections to the story, self, and world.

1) At the new school cafeteria, Julian sat at the farthest table, his eyes fixed across the noisy room while he kept his sandwich untouched.

Text-to-Self	<hr/> <hr/> <hr/>
Text-to-Text	<hr/> <hr/> <hr/>
Text-to-World	<hr/> <hr/> <hr/>



## Comprehension Practice – Questioning

### Understanding Confederation

Canadian Confederation was a process that brought together several colonies in British North America into one nation, Canada, in 1867. Here's what it involved:



- The union of Ontario, Quebec, Nova Scotia, and New Brunswick.
- Creating a central government for the whole country.
- Allowing provinces to keep their own government for local matters.

### Conferences that Led to Confederation

Three major conferences were held during the creation of Confederation. They are as follows:

1. Charlottetown Conference (1864): Brought together leaders for talks about uniting the colonies.
2. Quebec Conference (1864): Leaders agreed on the resolutions, which were rules for the new country.
3. London Conference (1866): Finalized the plan and sent it to Britain for approval.

### Legislation and Unification

The British North America Act was passed by the British Parliament in 1867, laying the foundation for the new country, stating:

- How the government would work.
- The powers of the provinces versus the federal government.
- The establishment of important political institutions, such as the Senate and the House of Commons.

This act officially came into effect on July 1, 1867, marking the birth of Canada as a self-governing country within the British Empire. This day is now celebrated as Canada Day, a national holiday. The path to Confederation was a complex journey, involving negotiation, compromise, and vision for a united future.

**Pre-Reading**

Read the title and write what you already know about the formation of the Canadian Confederation.


**During Reading**

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

1)	
2)	
3)	

**After Reading**

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




## Comprehension Practice – Predicting

### The Life-Changing Impact of Access to Clean Water

Once upon a time in the small town of Hazelwood, the only water source was a murky pond on the outskirts of town. The residents, including young Maddie and her family, had no choice but to use this water for drinking, cooking, and cleaning.

Even Maddie and her friends would trek to the pond with buckets and their best to filter the water through cloth. It was never truly clean. Many people often fell ill, and the children missed school regularly.



One summer, things began to change when a group of engineers arrived in Hazelwood. They were given permission to build a well. Maddie watched with curiosity as the workers dug a hole into the earth. She learned that they were accessing groundwater, which was much cleaner than the water from the pond.

The day the well was completed was a celebration for the entire town. Crystal-clear water flowed, and everyone filled their containers with excitement. For the first time, Maddie tasted water that was truly refreshing.

With access to clean water, life in Hazelwood improved dramatically. Health problems due to contaminated water decreased, and children like Maddie attended school more consistently. Maddie's mother started a small garden. She now had clean water to nourish the plants. The vegetables she grew were not only healthier but also saved them money.

Maddie's grades improved now that she could focus on her studies instead of worrying about water. She even started a school project teaching her classmates about the importance of clean water and how it had transformed their town.

The well became a symbol of hope and progress for Hazelwood. It wasn't just a source of water; it was the start of a new life for its residents, giving them the opportunity to thrive. Maddie knew that this was just the beginning, and with clean water as their foundation, there was no limit to what they could achieve.

## The End



**Pre-Reading**

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


**While Reading**

Make predictions as you read. For example, in paragraph 3, it says, "One summer, things began to change when a group of engineers arrived in the town. They found the town in a bad way. The town was in a bad way. The town was in a bad way." You could stop there and predict what the engineers will do.

1 <sup>st</sup> Prediction		Correct Prediction?
		Yes      No
2 <sup>nd</sup> Prediction		Correct Prediction?
		Yes      No

**After Reading**

An inference is a conclusion you make from something you know or see based on the information you find but isn't directly said or shown. Infer what the story means below.

1) What can you infer about the effect of using contaminated pond water?


2) Infer why the well became a symbol of hope and progress for the town.


**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.

**The Life Cycle of a Star: A Cosmic Journey****Introduction**

Stars are the basic building blocks of galaxies, and their life cycle is a fascinating process that spans billions of years. From their fiery birth in nebulae to their ultimate fate, stars undergo a series of transformative stages. This report explores the life of a star and dispels some of the myths surrounding these celestial bodies.

✓		?		!		*		+	
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**Birth of a Star: The Nebula Stage**

Stars begin their life in nebulae, vast clouds of dust and gas in space. When a region within a nebula collapses under its own gravity, it begins to heat up, forming a protostar. This is the initial phase of a star's life cycle.

**Key Facts:**

- The Orion Nebula is one of the most well-known star-forming regions, visible to the naked eye.
- It takes millions of years for a protostar to evolve into a main sequence star.

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



**The Main Sequence: A Star's Prime**

The main sequence is the longest stage of a star's life. During this phase, stars fuse hydrogen into helium in their cores, releasing immense amounts of energy. This nuclear fusion is what makes stars shine.

The Sun, our closest star, is currently in its main sequence phase, which is expected to last about 10 billion years.

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

**The Final Stages: Giants, Supernovae, and Dwarfs**

As stars exhaust their hydrogen fuel, they enter the final stages of their life cycle, which can vary dramatically based on their initial mass.

**Types of Final Stages**

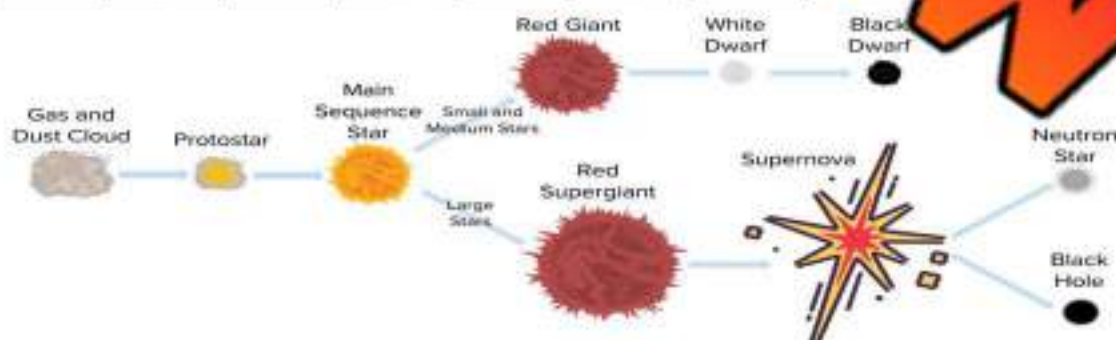
- **Red Giants:** Average stars, like the Sun, expand into red giants, eventually shedding their outer layers to form a planetary nebula, leaving behind a white dwarf.
- **Supernovae:** Massive stars may undergo a supernova explosion, resulting in either a neutron star or a black hole.
- **Black Holes:** The densest objects in the universe, formed by the collapse of massive stars under their own gravity to form black holes, regions in space where the gravitational pull is so strong that nothing, not even light, can escape.

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

**Debunking Star Myths**

Contrary to some myths, stars are not small or distant objects. They are massive and located at vast distances from Earth. The twinkling we observe is due to Earth's atmosphere, not the stars' twinkling.

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



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

The life cycle of a star is a testament to the dynamic and ever-changing nature of the universe. Through the study of stars, we gain insight into the processes that govern the universe and the origins of the elements that make up the world around us.



## 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.

### Animal Adaptations and Habitats

#### Introduction

Animals are amazing creatures that live in various environments across the world. From the freezing Arctic to the scorching deserts, animals have found incredible ways to survive. This report explores how animals adapt to their environments and why biodiversity is crucial for the health of our planet.

#### Understanding Animal Adaptations

Adaptations are special features or behaviors that help animals survive in their habitats. These can be physical, like the thick fur of a polar bear that keeps it warm in cold conditions, or behavioral, such as birds migrating to warmer areas during winter.

#### Common Animal Adaptations

In the animal kingdom, certain adaptations are more common than others, showcasing their effectiveness in ensuring survival. Here are some of the most frequent survival adaptations:

- **Camouflage:** Many animals, like the chameleon, change color to blend with their surroundings, making it harder for predators to spot them.
- **Hibernation:** Bears and some other animals go into a deep sleep to save energy when food is scarce.
- **Water Conservation:** The kangaroo rat living in deserts hardly ever drinks water; it gets its moisture from the seeds it eats and has kidneys that conserve water efficiently.
- **Webbed Feet:** Found in aquatic animals like ducks and otters, webbed feet act as paddles, making swimming efficient.
- **Long Beaks:** Birds like the hummingbird have long beaks to extract nectar from flowers, showcasing an adaptation to their feeding habits.
- **Thick Blubber:** Marine mammals like whales have a thick layer of fat called blubber that insulates their bodies in cold water.
- **Nocturnal Lifestyle:** Many animals, including owls, have adapted to being active at night to avoid predators and conserve water.

These adaptations not only demonstrate the ingenuity of nature but also highlight the diversity of strategies animals use to navigate their environments.





**The Importance of Biodiversity**

Biodiversity refers to the variety of life in a particular habitat or ecosystem. It includes not just animals, but plants, fungi, and microorganisms. High biodiversity ensures that ecosystems are resilient, meaning they can withstand changes and challenges like climate change or pollution.

**Why Biodiversity Matters**

Biodiversity provides essential services like clean air and water, pollination of plants, and decomposition of waste. Diverse ecosystems mean a wide variety of crops and animals for food, making our food supply more secure. Many medicines have been discovered from plants and animals in diverse ecosystems.

**The Role of Niches in Biodiversity**

Animals contribute to biodiversity by allowing species to occupy different niches in an ecosystem. This reduces competition for resources and allows a wider variety of life forms to thrive.

**Instructions**

Choose one of the strategies, to re-focus and re-engage with the text. Use a checklist to monitor your progress and to implement your strategy if you need to write or draw. Checkmark the strategy you choose.

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

Name: \_\_\_\_\_

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Curriculum Connection  
AR.8.2

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

Total minutes read for the month: \_\_\_\_\_



## Activity: Writing Goal-Setting

### Objective

What are we learning more about?

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



### Instructions

How do we complete the activity?

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

**Reflection**

Answer these questions.

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

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

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

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**Instructions**

Choose a writing goal that you want to focus on. If you choose more than one goal, then write it below.

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

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

**Action Plan**

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

Action Items	Expected Completion Date	Actual Completion Date



**Action Plan** Write down the obstacles you faced while working towards your goal. Are there any potential solutions for these problems?

Potential Obstacles	Potential Solutions

**Monthly Check-in** Write down any adjustments to complete your regular monthly goal

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

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

# **INDEPENDENT READING ACTIVITIES**

## Independent Reading - Responses

**Day 1**

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

Name of Book \_\_\_\_\_

Before Reading: What will this book be about?

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During Reading: Write questions you have while you read.

1) \_\_\_\_\_

2) \_\_\_\_\_

After Reading: Summarize the book. What was it about?

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**Day 2**

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

Name of Book \_\_\_\_\_

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

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

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

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## Independent Reading - Responses

**Day 9**

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Making Connections	What does the book make you think about?
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?	
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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 5 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	Describe the story and you will be able to ask the author	Describe the story and you will be able to ask the author	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	<b>Free Space</b>	Describe the story and you will be able to ask the author	List 3 new facts or ideas you learned from this
Create a new ending: Write 3 sentences on how you'd end the story differently	What made you laugh or smile in the story?	Write down 3 new vocabulary words you learned and their meanings	Write a diary entry pretending you are a character from the book	Explain 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

- Songs from different Indigenous communities
- Adjusting reading rate for comprehension
- Cultural elements – norms, values, social hierarchy, past times, language, and taboos.
- Making connections to these cultural elements
- Visualizing different cultural text forms



## Inuit Story - Language

### Whispers of Inuktitut

In the cool, vast stretches of the Arctic, a small Inuit community thrived, their language, Inuktitut, was a song composed of the land's deep silences and the ice's melodies. Within this community lived a young girl named Ava, whose spirit was as bright as the Aurora Borealis.

Ava's father, whom she lovingly called Aataa, looked out the window into the old way of life. One morning, as the dawn broke over the ice, Aataa greeted Ava with a warm smile, "Nattiq," breath a cloud in the crisp air. Ava smiled, feeling the word melt in her heart as it accompanied the sun.



As they walked by the ice floes, Aataa pointed towards a seal peeking through an ice hole, saying, "Nattiq." Ava watched as the sleek animal dove back into the water and decided 'nattiq' must be the Inuit word for seal. She noticed its swift shadow.

Handing her a soft piece of clothing, Aataa explained, "Arnatigi." Ava felt the warmth of the garment and understood it was an Inuit parka that shielded them from the biting wind.

When the northern lights danced across the sky, Aataa whispered, "Arsaniq." Ava, her eyes wide with wonder, decided that 'arsaniq' described the vibrant lights that painted the heavens, narrating stories of the land.

Throughout the day, Ava learned more words, each a key to unlock the stories and wisdom of her people. "Anaanaga," Aataa called her, which she guessed meant 'my child', hearing the love in his voice.

That night, as the stars shimmered like a silver tapestry above, Ava realized that these words were treasures, rich with history and life, linking her to the land and her ancestors. With each Inuit word, she felt her heritage come alive, a heritage that she was now a part of, and would one day pass on, like the eternal ice beneath her feet.

The End

**Before Reading**

Answer the questions below before reading

1) Why are you reading this text?

2) What do you think this text will be about? How do you know?

**Comprehension** Answer the statement true or false?

1) Ava's community is located in the temperate forest region.	True	False
2) Ava's grandfather is affectionately called by a name in the story.	True	False
3) Ava encounters a polar bear on her way home with Aataa.	True	False
4) The garment given to Ava by Aataa is meant to keep her warm.	True	False
5) Ava and Aataa watch a rabbit during their time together.	True	False

**Answer**

Write what you think these words from the Inuktitut language mean from the story.

Aataa	
Ullaakkut	
Nattiq	
Atigi	
Arsaniq	
Anaanaga	



## Indigenous Social Hierarchy

### The Circle of the Community

In a time before tall buildings and bustling streets, there was a thriving Indigenous community by the great river and. Within this community, each person had their role and purpose.



Kai, with bright eyes, was learning about the roles that wove his people together. His father, a skilled hunter named Rowan, took him on a walk through the village to share wisdom of many ways.

They first gathered the Elders in a circle, their voices rich with stories of old. "The Elders hold our land and guide us with their knowledge," Rowan explained. Kai nodded, understanding that respect for wisdom was very important.

Next, they watched the healers tend to herbs. "We use plant wisdom to keep us well," said Rowan. Kai smiled at the healers, appreciating their gentle strength.

As they passed a group of artisans, hands were busy weaving. Rowan said, "Artisans craft the beauty you see all around, preserving our culture." Kai took pride in the intricate art that represented his community's skills.

Then came the warriors, standing tall. "They protect us, ensuring our safety," his father remarked. Kai looked up to their bravery and discipline.

Lastly, they observed the council, a group of leaders discussing village matters. "They make decisions for the well-being of all," Rowan stated. Kai sensed the weight of responsibility they carried.

Kai learned that everyone, from the youngest child learning the traditions to the most skilled hunter providing for the community, played an essential role. The social hierarchy was not about power but about harmony and contributing to the community's survival and prosperity. As the day closed, Kai understood that he, too, would find his place in the circle, adding his voice to the song of his people.



## Pre-Reading

What do you know about social hierarchy? Do you think Indigenous groups have a social hierarchy?


Draw \_\_\_\_\_ that you were visualizing while reading the story.

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## Comprehension Check

Is the statement true or false?

1) Kai's father, Rowan, was a fisherman in the village.	True	False
2) Healers in the community used animal wisdom to treat illnesses.	True	False
3) Warriors are responsible for the community's protection.	True	False
4) The council is the most powerful group in the hierarchy.	True	False
5) The hierarchy is all about power in Indigenous communities.	True	False

## Indigenous Taboos – Métis Story

### Visualizing

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

### The Teachings of Grandmother Willow

In the tranquil community of Willow Bend, where the rivers sing and the land speaks, lived the Métis people, guardians of a rich and intertwined culture. At the heart of this community stood a magnificent willow tree, under which the children would gather to hear stories from an elderly Métis woman known as Grandmother Mabel.

One breezy afternoon, as the children gathered beneath the shade of the willow tree, Grandmother Mabel called upon the children. A bright-eyed girl named Miinan, eager to absorb the wisdom of her elders, stepped forward. "Today," Grandmother Mabel began, "I will teach you about our sacred ways, the taboos that keep our culture strong."

She told them of the river, their lifeblood, which should never be overfished or polluted. "It's a living vein of our Mother Earth," she said. "To harm it is to harm ourselves. To use the river as a taboo, a grave disrespect to the spirit of water, is to disrespect ourselves."

Grandmother Mabel spoke of the bison, once abundant and now cherished. "We honour the bison in our beadwork and stories. To waste any part of this noble creature is forbidden," she imparted, explaining that such an act would be a taboo, a breaking of the circle of gratitude.

The elder shared the taboo of breaking promises, for it was a bond. To break it is to fracture the trust which our community is built." Miina listened, weighing the words, understanding the importance of each story.

As the sun began to set, casting long shadows beneath the willow, Miinan and the other children had learned much. They now knew that taboos were more than rules; they were threads in the fabric of their collective spirit, woven through generations. With each story, the children's hearts grew deeper roots into the beautiful tapestry of Métis culture.



## Indigenous Norms – Ojibwe Story

### A Day with the Ojibwe: The Heartbeat of Tradition

In the serene village where the Ojibwe First Nation people have thrived for generations, the air was filled with the scent of cedar and sweetgrass. Among the Ojibwe, traditions and values were not just old tales but the essence of everyday life.

On a day with the colours of autumn, a young Ojibwe boy named Mitig set out to explore his culture. His grandmother, Grace, a keeper of customs, would begin his journey at the break of dawn, with the sun and moon waking up to the rhythm of the heartbeat of their nation.

Grace led Mitig to the communal fire, where people gathered. The fire, she explained, was a sacred element, symbolizing warmth, life itself. "We gather here as a family, sharing stories, wisdom, and giving thanks," Grace said. Mitig understood that respecting the fire, a central point for gatherings, was crucial to Ojibwe values.



They moved on to the shores of the glistening lake, where Grace taught Mitig about the water as the blood of Mother Earth, teaching Mitig the value of protecting their resources. "Water is life, and we must treat it with the utmost respect," she said, her voice calm and steady.

Throughout the day, Mitig learned the importance of community, the shared responsibility everyone held, and the value placed on living in harmony with nature. He was taught to honour the wisdom of the Elders, to listen more than he spoke, and to give back more than he received.

As the evening stars began their watch, Mitig had found a deeper connection to his people's norms and values. The stories, the practices, the respect for all living things had been woven into his heart, and he felt ready to add his own thread to the rich tapestry of the Ojibwe First Nation culture.

**Before Reading**

Predicting: What will this story be about?


**Comprehension Check**

Is the statement true or false?

1) The scent of lavender filled the air in the village.	True	False
2) Grace's grandfather is known as the keeper of customs.	True	False
3) The fire symbolized joy and hardship for the Ojibwe people.	True	False
4) The Ojibwe community listened to the sound of a guitar.	True	False
5) Listening and giving back were important in Ojibwe culture.	True	False

**You Choose**

Choose a reading comprehension strategy to help you understand the text - Preview, Making Predictions, Ask Questions, Visualize, Purpose, Making Inferences, Summarize, Evaluate The Text, Making Connections.

Why did you choose this strategy?

How did it help you understand the text?

# Block 3:

# Reading Letters

## Focus

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



## Email Writing – New Vocabulary

Subject: Joining Our Local Sustainable Development Initiative

Dear Students,

I hope this email finds you all curious and longing to learn as always. I have some exciting news to share with you regarding an opportunity to contribute to our community's sustainability efforts.



Our school is launching a new initiative this month focused on sustainable development. It includes projects like tree planting, waste reduction programs, and community clean-ups. It's a great chance for us to apply some of the environmental science principles we've discussed in class, and truly make a momentous difference in our local area.

I would like to hear from you about how you might like to participate. We will be talking more about this at our next assembly, so start considering any ideas you have for contributing to this initiative.

More particulars will follow soon. I am looking forward to seeing the innovative and selfless ways you choose to get involved.

Warm regards,  
Ms. Robertson

### Vocabulary

Write words from the email that are new to you in the box below.

Word	Meaning – Use Context Clues or Look Up Word Meanings

## Letter Writing – Implicit and Explicit Perspectives

**Bias in Letters:** When you write a letter with bias, you might lean more towards one opinion. This can make the letter seem one-sided or not fair. When you have bias, you might favour one idea or person more than others, and this can change the way the person reading the letter thinks about the topic.

- **Explicit Perspective:** Explicit perspectives are when you say what you think in a direct way. For example, if you write, "In my view, our library should have more graphic novels," it's obvious that you're giving your own opinion about the books in the library.
- **Implicit Perspective:** Implicit perspectives are not said directly but are still understood. For instance, if you mention, "Many of us spend our lunch reading in the library," you might imply that the library is a popular place without saying it directly.

### Instructions

Read Noah's letter about the Playland Gaming Arena. Are his opinions implicit or explicit?

1) The chairs are the most comfortable I've ever used.	Implicit	Explicit
2) Most visitors stay all day, glued to the screens.	Implicit	Explicit
3) Their game selection is outdated and a bit serious.	Implicit	Explicit
4) Few people visit the snack bar more than once.	Implicit	Explicit
5) I feel the snack bar at the arena clearly lacks variety.	Implicit	Explicit
6) Many gamers bring their own headsets for better sound.	Implicit	Explicit
7) The arena's sound system gives a perfect gaming experience.	Implicit	Explicit
8) People rarely complain about the comfort of the seats.	Implicit	Explicit

### Explain

How does Noah feel based on his opinions below.

1) I'm impressed with how up-to-date their gaming PCs are.

2) The cheerful decor always seems to lift gamers' spirits.

3) Their employees always look annoyed.



## Letter Writing – Inferences

Bay Street, Toronto  
October 2, 2023

Dear Cousin Frederic,

I trust you're doing great over in Vancouver. With school back in session, we've hopped right into the history of our great nation. And I have to tell you, I'm completely jazzed about the unit on the Canadian Pacific Railway. Honestly, it's a mind-blowing tale of ingenuity that literally united our country.



Mr. Spence, our history teacher, is all fired up when he talks about the railway stretching from coast to coast. This is: he gets that sparkle in his eye narrating how each spike and tie brought the Canadians together. It's like we're reliving the binding of east to west with every lesson.

When he recounts the last spike being driven at Craigellachie, our class erupts with the same spirit as if we're witnessing the birth of a new era in Canada. He's convinced us that the railway didn't just carry goods, but it carried the dreams and connections of every Canadian.

Let's face it, if you're poring over maritime history in Vancouver, you're missing the train on this one. There's no saga quite like the one where the continent was brought together by thousands of miles of steel track. Makes me wish I could go back in time to witness the first transcontinental train roll out.

To top it off, we're building our very own classroom railway model. I'm even planning a trip to a historical train station! Learning this way makes history come into life, and my pride in our heritage is steaming more than ever.

And for a bit of extra fun, our school's fall festival will have a railway theme. What better way to celebrate and honour the ingenuity and persistence of those who laid down the tracks of our nation?

As Thanksgiving is around the corner, I'm reminded of last year's festivities. Hoping you'll have a blast as well! Do pass my hellos to Aunt Samantha and Uncle Benedict.

Riding the rails of history,  
Harper

P.S. Do you like my train sketch?



## Letter Writing – Inferences

### Local Inferences

Make inferences from the sentences below.

"It's a mind-blowing tale of iron and steam that literally united our country."

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"When the last spike being hammered in at Craigellachie, our class erupts with the spirit of those who were witnessing the birth of modern Canada."

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"Learning this way makes history come alive. Our pride in our heritage is steaming more than ever."

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### Global Inferences

Make four inferences from the entire

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## Email Writing – Questioning

Subject: Proposal for a Student-Run Recycling Program

Dear Principal Patel,

I hope this message finds you well. I am reaching out to discuss a matter of environmental responsibility and student engagement that has come to my attention. As we aim to cultivate civic-mindedness within our student body, I believe it is crucial to introduce a student-run recycling program at our school.

Currently, our school's recycling efforts are minimal and often overlooked. The bins are present, but there is little to no emphasis on their importance, resulting in a significant portion of recyclable materials ending up in regular waste bins. This presents an opportunity for an educational experience and a chance to contribute positively to our community's environmental health.

The introduction of a student-run recycling program would encourage our students to take active roles in environmental stewardship. It would involve them in the regular collection, sorting, and proper disposal of recyclable materials. Furthermore, this program could be integrated into our science curriculum, offering practical lessons about sustainability and the impact of waste on our planet.

To ensure the success of this program, we would need to establish a committee of students, guided by a faculty member, to oversee the initiative. Additionally, educational workshops on recycling could be offered, providing our students with the knowledge they need to make informed decisions about waste management.

I am confident that with your support, this initiative could greatly enhance our school's commitment to environmental consciousness and provide our students with a sense of ownership and pride in their school community.

Looking forward to discussing this further.

Warm regards,

School Coordinator Jessica

**Email Writing – Questioning****Pre-Reading**

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

1)

2)

3)

**While Reading**

As you read, underline and write 3 questions you have.

1)

2)

3)

**After Reading**

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

1)

2)

3)



# Block 4:

# Narratives

## Focus

- Indigenous storytelling – norms, values, social hierarchy, past times, language, and taboos
- Include cultural text forms – Indigenous story telling, songs
- Identify narrators' point of view – limited, omniscient, or unreliable
- Indigenous Storywork
  - Indigenous Storywork is built on the seven principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and synergy.
  - Read and listen to stories from First Nations, Metis, and Inuit creators.
- Literary devices – Irony, Satire, and Allusion
- Sequencing the events of multiple plots in a story, explaining the cause and effect

## What is Indigenous Storywork?

### Introduction to Indigenous Storywork

**Indigenous Storywork** is an educational tradition amongst Indigenous peoples, teaching wisdom through storytelling. It's a practice where stories aren't just for amusement; they're living lessons involving the audience actively, and bridging the past with the present.



### Seven Principles of Indigenous Storywork

Each of the Seven Principles of Indigenous Storywork is a vessel for teaching the following principles:

- 1) **Respect:** Emphasized by characters who treat others and their environment with care, showing children the importance of being respectful.
- 2) **Responsibility:** Illustrated by heroes who hold their duties, demonstrating the importance of being accountable for their actions.
- 3) **Reverence:** Taught through stories that instill awe and deep appreciation for life's mysteries and the natural world.
- 4) **Reciprocity:** Shown in exchanges and acts of kindness that benefit all, highlighting the balance of giving and receiving.
- 5) **Holism:** Portrayed in stories that include emotional, physical, and spiritual aspects, teaching the interconnectedness of life's facets.
- 6) **Interrelatedness:** Revealed in tales that connect people with nature, emphasizing the bonds between all living things.
- 7) **Synergy:** Demonstrated in collective triumphs, showcasing how unity can lead to greater achievements than individual efforts.

### How Stories Are Shared

Indigenous stories are traditionally spoken by elders, often during ceremonies and depicted in art forms, ensuring the preservation and continuation of cultural wisdom.

### The Importance of Storywork

Storywork is vital in Indigenous cultures, nurturing community ties and educating the young about cultural ethics and life's lessons. It's a dynamic process that evolves with each generation, enriching Indigenous heritage.

**True or False**

Is the statement true or false?

1) Indigenous Storywork is solely for entertainment purposes.	True	False
2) Respect is taught through characters' interactions with nature.	True	False
3) Responsibility in stories is demonstrated by the villain's actions.	True	False
4) Reciprocity in stories highlights the benefits of sharing.	True	False
5) Synergy is about individual success over collective efforts.	True	False

**Questions**

Answer the questions below.

1) What is Indigenous Storywork? Why is it important?

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

<b>Respect</b>	
<b>Responsibility</b>	
<b>Reciprocity</b>	
<b>Reverence</b>	
<b>Holism</b>	
<b>Interrelatedness</b>	
<b>Synergy</b>	



## Indigenous Storywork – Holism and Synergy

### The Harmony of the Hidden Stream

In a time long past, nestled in a valley surrounded by tall cedars, there lived two young friends, Ada and Ren. Their village faced a troubling issue; the once vibrant stream that provided water for all was left with only a trickle of water. The people were puzzled, for without the stream's song, the harmony of the valley was broken.

Ada, with her thoughtful nature, proposed a quest to uncover the mystery. Ren, with his spirit of adventure, readily agreed. They followed the stream's path, tracing its veins deep into the forest, seeking answers.

As they journeyed, Ada and Ren discovered a cluster of beaver dams upstream. "The beavers have built these dams for their home, which has caused the water to stop flowing freely through the valley," Ada observed.

Ren nodded, his eyes lighting up with understanding. "The beavers need a home, and we need the water. We must find a way to have both."

Recalling the teachings of their elders about holism, the idea that all life is connected, and synergy, which means working together to create greater outcomes, the friends produced a plan. They worked with the beavers, carefully rearranging the dams while ensuring the beavers had their homes. The beavers collaborated, allowing the water to flow through channels—small enough for the beaver's needs, yet large enough for the village's use.



Through understanding and cooperation, the problem was solved. The stream returned to the valley, reminding everyone that every creature plays a role in the balance of nature. Ada and Ren's quest into the principles of holism and synergy had brought back the harmony of their world.

As the seasons changed, the village realized that not only had the water returned, but the land around the stream flourished more than ever before. Wildflowers sprang up in vibrant patches, and the berry bushes bore fruit that was larger and sweeter. The beavers' work had enriched the land, showing the villagers that sometimes, an intervention can bring unforeseen benefits.

Through this transformation, Ada and Ren came to understand the profound wisdom in fostering relationships, not only among people but with all living beings. They organized gatherings where villagers would share stories and food beside the beavers' ponds, celebrating the unity of their ecosystem. These gatherings became a tradition, symbolizing the endless cycle of giving and receiving, teaching every generation the value of living in synchrony with nature.

**Questions**

Answer the questions below.

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

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2) What was the resolution to the problem?

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3) **Make a Connection** How are you like the team? How does you doing your part help the entire team?

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**Storywork Traits**

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

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## Eco-Friendly Homes – Different Points of View

### First Person

Hi, I'm Jenna. My friend Lena and I have been working on a project for school about eco-friendly homes. We visited this incredible house on Maple Street. It was made of sustainable materials like bamboo and recycled steel. What fascinated me the most was the rainwater harvesting system they had installed. It felt empowering to see how each choice made a difference to the environment.

As I walked through the house, I could feel the fresh air and the living plants in every corner. Climbing up, we were greeted by a lush green garden, which was irrigated by the system and provided fresh produce.



### Second Person

Imagine you're Jenna, and alongside your friend Lena, you're exploring an eco-friendly house for your school project. You stand in front of a house constructed from bamboo and reclaimed steel. You're intrigued by its rainwater harvesting system, feeling a sense of pride in witnessing sustainable living in action.

As you move through the space, the air feels pure, permeated by the scent of plants thoughtfully around you. You make your way to the rooftop and discover a hidden garden, serving as both insulation and a source of food.

### Third Person

Jenna and her friend Lena were on a mission to understand eco-friendly living for a school assignment. They visited a house on Maple Street, notable for its construction from sustainable materials. Jenna was particularly impressed by the home's system for collecting rainwater.

The air inside was crisp and clean, a testament to the indoor plants dotting the home. When they climbed to the roof, they found a garden oasis that served multiple purposes: insulation for the home and a bounty of fruits and vegetables.



**Questions**

Answer the questions below.

1) What is the difference between the first/second/third person stories?

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2) Which is your favourite version? Explain why.

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**Visualize**

Draw and explain what you were visualizing while reading the stories.

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## Advantages/Disadvantages of Points of View

### First Person

My name is Avery, and I've always been fascinated by gadgets and gizmos. Living in Dalesville, a small community known for its artisan shops and friendly faces, I never imagined how technology could change our lives. But when our school introduced tablets instead of textbooks, my world changed. I could explore the depths of knowledge and the expanse of space with just a few swipes. Information was at my fingertips, and learning became more engaging than ever. I began to see how technology could transform our way of life in ways I never thought possible.



### Second Person

Now, picture yourself walking through the streets of Dalesville. Your smartphone connects you with friends, helps you navigate the quiet streets, and even lets you pay for the local craftsman's creations with a simple tap. At home, you control the lights and temperature with your voice, saving energy and money. You use wearables that monitor their health, giving them—and you—peace of mind. You're in a world where technology not only simplifies tasks but also opens up new possibilities.

### Third Person

The residents of Dalesville have woven technology into the fabric of their everyday lives. On any given day, the local café buzzes with the sound of digital meetings, as entrepreneurs connect with clients across the globe. The town library has become a hub for community learning, with workshops on digital literacy for all ages. Even the farmers market operates efficiently, as vendors track their inventory with smart devices. Technology, once a mere tool, has become a cornerstone of enhancing life in Dalesville. The people here, from Avery with her boundless curiosity to the eldest residents enjoying new conveniences, thrive in this interplay of innovation and everyday life.

**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****First Person****Second Person****Third Person****Reflect**

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



## Narrator's Point of View - Types

### Types of Narrators

In literature, the **narrator** is the voice that recounts the story. There are three primary types of narrators that readers can encounter, each with its distinctive style and influence on the story.

#### Omniscient Narrators

An **omniscient** narrator has an all-knowing point of view. They can see every character's thoughts and every event.

- Example:

A classic example is in "Charlotte's Web" by E.B. White, where the narrator knows the characters' thoughts and feelings, from the humble pig, Wilbur, to his wise friend, the spider. The omniscient viewpoint allows the reader to understand the full scope of the narrative.

#### Limited Narrators

**Limited** narrators offer a more focused perspective. They only know the thoughts and feelings of one character—or at most, a few.

- Example:

For instance, in the "Harry Potter" series by J.K. Rowling, the story is primarily told from Harry Potter's viewpoint, providing a direct connection to his experiences and limiting the information to what he knows. This approach keeps the reader engaged and often increases suspense.

#### Unreliable Narrators

**Unreliable** narrators present a story with a questionable truth. They may be biased, misled, or intentionally deceptive.

- Example:

Holden Caulfield in "The Catcher in the Rye" by J.D. Salinger is a well-known unreliable narrator. His personal biases and emotional state colour his storytelling, which compels readers to question his version of events and seek the underlying truth.

#### Narrative Importance

The type of narrator used in a story shapes our experience as readers. It affects how much we know about the plot and characters, and it can influence our connection to the story. Understanding the different types of narrators helps us appreciate and interpret the tales we read more deeply.



**Analyze**

Read each passage below carefully. Determine which type of narrator is being used: omniscient, limited, or unreliable. Write your answer in the space provided and explain why you chose that type of narrator based on clues from the text.

1) "Everyone thinks they know the story of the haunted mansion, but they have it all wrong. I've seen what lies within, the shadows that move when they shouldn't, and the lights that flicker without reason. But, of course, maybe that's just what I want to believe, what makes my tales at the campfire more interesting."

Type of Narrator

2) "I walked down the same familiar hallway to school feeling different today. Maybe it was the overcast sky or perhaps the fact I hadn't done my homework for the first time. I couldn't tell if the glances of people were a sign of judgment or if I was just imagining things."

Type of Narrator

3) "The morning sun peeked through the curtains, touching the edge of the bed where Michael lay asleep. In his dream, he was back in the forest, the leaves whispering secrets he couldn't quite hear. Downstairs, his sister Jenna was already up, her mind racing with the anticipation of the day's plans."

Type of Narrator



## Hyperbole & Idiom

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

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

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



**Think** Read the story below and find examples of hyperboles and idioms

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

Then, his friend Benny the Butte came along. "What's the long face, Timmy?" "I'm tired of being slower than molasses," Timmy groaned.

"Don't look a gift horse in the mouth," Benny advised. "You need something none of us have: patience!" Just then, a gust of wind whooshed by, turning the bright day into a dark night. "Oh no, I forgot my umbrella!" Benny exclaimed, looking up at the dark sky.

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

Hyperbole	
Hyperbole	
Hyperbole	
Idiom	
Idiom	
Idiom	



## Hyperbole - Visualizing

**Visualize**

Draw what you are picturing when you read the hyperboles below

Her smile was as bright as a thousand  
suns.

His backpack weighed a ton.

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

The tree was so tall it touched the sky.

**PREVIEW**

## Simile

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

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



Think!

Read the story below and find examples of simile.

In the heart of an old, abandoned building stood as solemn as a forgotten monument. Its walls, thick with layers of grime, blinked lazily like the weary eyes of an old, tired giant. Quentin walked through the echoing halls, his heart pounding like a drummer in a high-school band.

He came upon a grand staircase, where the tendrils of an ancient vine, its steps groaning under his weight as if complaining about a sudden disturbance. At the top, a door creaked open with a sigh, revealing a room bathed in sunlight that danced on the dusty floor like golden leaves in a gentle breeze.

Quentin's eyes fell upon a mysterious chest in the corner, as small as a snowflake in summer. With a breath held tight in his chest like a secret, he approached the chest. It opened with a whisper, revealing treasures that sparkled like stars in a night sky.

In that moment, Quentin felt as if he had stepped into a story, where time and silent shadow was alive with the magic of possibility, as boundless as the sky.

**Simile****Instructions**

Write a sentence with each simile below.

1) as strong as an ox

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2) as tough as leather

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3) as white as an egg

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4) spread like wildfire

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5) glow like a lantern

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6) as gentle as a lamb

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7) swing like a pendulum

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8) as quick as lightning

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9) flow like a river

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10) as sharp as a blade

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## 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.

- His laughter was a melody that danced through the air.
- Her bravery shone like a lighthouse in a stormy sea.
- The finish line loomed over them like a towering giant.
- Hope was planted deep within their hearts, waiting to sprout.



Think about the story below and find examples of metaphors.

In a quiet town, where streets were like ribbons through a gift, lived a girl named Elara. Her thoughts were a kaleidoscope, ever-shifting and colourful, painting her world in hues of dreams and reality. A lantern, glowing like a star, guided her through the maze of adolescence, illuminating the paths of uncertainty.

One evening, under a quilt of stars, Elara faced a challenge as imposing as a mountain cloaked in shadows. A test of courage, it seemed, a peak lost in the swirl of clouds of fear. But Elara's resolve was a river, carving its path through the toughest terrain, persistent and undeterred.

With every step, her courage blossomed like a flower in the unfurling petals against the chill of doubt. The mountain, once a formidable adversary, became a series of stepping stones, each one a lesson clothed in disguise.

At the summit, the world unfolded before Elara like a storybook, each page a testament to her journey. The mountain, now beneath her, was a reminder that obstacles are but canvases for our strength, waiting for the brushstroke of our spirit. Elara's triumph was a symphony, a harmony of perseverance and grace, echoing into the valley of her memories.

# Metaphor

**Scavenger Hunt**

Find books that have examples of metaphors

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

**Match The Column**

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

Column A	Column B
The library	A shadowy guardian
The moon	A volcano ready to burst
His mind	A keeper of secrets
Her anger	A compass guiding through the storm
His imagination	A treasure chest of stories
The city skyline	An anchor keeping him steady
The old house	A kaleidoscope
His determination	A silent guardian of night
His courage	A symphony of silhouettes



# Imagery

## Instructions

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

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



## Instructions

Write a paragraph to describe the picture based on your imagery notes.




## Imagery - Sensory Language

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

- **Sight:** sparkling, shadowy, vibrant
- **Hearing:** thundering, whispering, chirping
- **Smell:** fragrant, musty, fresh
- **Taste:** tangy, bitter
- **Touch:** rough, icy



Sight



Hearing



Touch



Smell



Taste

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

### Instructions

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

Glimmer	Tart	Velvety	Fragrant
Rustle	Bitter	Crunchy	Murmuring
Silky	Sizzling	Tasty	Gleaming
Tart	Chilly	Vibrant	Glittering
Aromatic	Balmy	Grating	Luminescent



## Satire

**Satire** is like using humour, exaggeration, or ridicule to point out the problems with people's behaviour or society's issues. It's like when you draw a funny cartoon to show what's wrong with a rule at school. Satire is important because it makes serious topics easier to talk about and can make people think differently about them.

For example, the TV show "The Simpsons" uses satire by showing the silly side of a regular American family to comment on bigger issues in society. Or "Shrek" pokes fun at traditional fairy tales while also showing the problems with how they portray real life. It's like telling a joke with a point.



**Think** Read the passage below and identify the examples of satire used in the story.

In the town of Perfection, where the grass was always green, Mrs. Prim prided herself on her roses, never noticing the yellow ones. When the mayor, Mr. Bigwig, promised to cut traffic by adding more lanes; soon, the town was bumper to bumper in eight lanes instead of four. And at Central School, a rule was made to be silent during announcements so students could study in peace, but the intercom announcements reminding everyone to be silent were so frequent, nobody could concentrate at all.

List 3 examples of satire used in the passage.

At Sunnydale Middle School, the 'No Gum Chewing' policy was championed by Principal Popper, who constantly smacked his gum during announcements. The new 'High-Tech Learning Initiative' meant every student received a tablet, but they were only used to prop open the old, creaky windows in the computer lab. And during 'Fitness Fridays,' the gym was closed for staff meetings, leaving the kids to jog around the cafeteria, dodging flying tater tots and dodgy fruit salads.

List 3 examples of satire used in the passage.



## Allusion

An **allusion** is when a writer mentions something or someone from history, literature, politics, or culture, and it's like a secret wink to those who recognize it. It's important because it can add deeper meaning or emotions without explaining a lot.

For example, if I write, "He was a real Romeo with the class," it alludes to Romeo from Shakespeare's "Romeo and Juliet," suggesting that he is romantic or lovesick. Or saying "She has the patience of Job," refers to the biblical character known for his patience. It's a quick way to paint a picture and give a hint about a person or situation.



Think Read the passage below and identify examples of allusion.

Alex zoomed through the neighborhood on his bike, feeling like Hermes with his winged sandals. He passed by the old library where she was known as the girl who cried wolf—no one believed her anymore. Racing against time, he didn't want to face the wrath of his mother, a real Athena, for her wisdom and strategic warfare when it came to tardiness. As he pedaled, he felt like Odysseus, ready for an Odyssean adventure at school that day, minus the cyclops, of course.

List 3 examples of allusion used in the passage.

In Ms. Green's garden, the tomato plants had grown as tall as Jack's beanstalk, reaching for a sky that looked straight out of a Van Gogh painting. Nearby, Charlie hoped to find a golden ticket hidden among the zucchinis. Each bloom seemed to whisper secrets like the ones at the heart of The Secret Garden, promising magic in every leaf. When the school bell tolled, it was a call to adventure, perhaps to uncover a mystery worthy of Sherlock Holmes himself.

List 3 examples of allusion used in the passage.



## Sequencing the Plot of a Story

A) She introduced herself to the group, and they quickly put her to work. Maya's hands, used to folding papers and ringing doorbells, were now digging into the earth, planting seeds for the future.

B) The next day, while flinging the daily news onto Mr. Henderson's porch, Maya saw the old man struggling with his recycling bin. Without a second thought, she trotted over to help.

C) On Saturday with the morning's work done, Maya cycled to the community garden. Rows of vegetables and flowers in bloom greeted her, along with a path that led to a house from her route.

D) It was Thursday when she first noticed the posters about the community garden needing volunteers. The image of green plants thriving in what was once a vacant lot caught her eye.

E) Maya pondered Mr. Henderson's words. As she continued her route, the sun climbing higher in the sky. The idea of turning the vacant lot into patches of green seemed more appealing by the minute.

F) Every morning before the sun peeked over the horizon, Mr. Henderson was already up, sneakers laced, ready for her paper route. It was her responsibility to wake up the neighbourhood to the latest news.

G) As the weeks passed, the garden became a part of her routine. She would finish her morning deliveries and head to the garden, where the community spirit was as nourishing as the soil.

H) "Thank you, dear," Mr. Henderson said, his voice weak but kind. "You know the garden could use a pair of strong hands like yours."



### 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 narrative writing, **cause** and **effect** is a relationship where one event (the cause) makes another event happen (the effect).

For example, if a character forgets their umbrella (cause), they might get soaked in a sudden rainstorm (effect). Another example is if a student studies diligently (cause), they may receive high marks on their test (effect).



These connections help to explain why things happen and make the story more coherent for the reader.

**Instruction:** Identify the underlined part of the sentence the cause or effect?

1) Because Dana overslept, she missed her morning school bus.	Cause	Effect
2) The plants wilted, so we gave them water for a week.	Cause	Effect
3) A blizzard hit the area, so the school was cancelled.	Cause	Effect
4) The audience laughed because of his hilarious joke.	Cause	Effect
5) The soccer game was postponed due to heavy rain.	Cause	Effect
6) Lia told the truth, so her parents trusted her even more.	Cause	Effect
7) He forgot his coat, thus he shivered in the chilly weather.	Cause	Effect
8) Mark shared his lunch with Anna, and they became fast friends.	Cause	Effect
9) The power went out, which resulted in a night of board games.	Cause	Effect

**Think**

Think of either the cause or effect that matches below.

Cause	Effect
We planted a tree,	
	a bee stung Kyle.
The alarm didn't go off,	
	they lost the game.



# Story Structure

## Understanding Story Structure

In literature, story structure refers to the way a story is organized and presented to the reader. It's like the blueprint of a story, guiding how the events unfold from beginning to end. Let's explore the different types of story structures.

### Linear Structure

The linear structure is the most straightforward way of telling a story. Imagine it like a straight path from one point to another. The story starts at the beginning, moves through a series of events, and ends with a conclusion. Everything happens in a specific order, without jumping back and forth in time.

For example, a fairy tale often follows a linear structure, where a hero goes on a journey, faces challenges, and eventually achieves a goal or learns a lesson.

### Cyclical Structure

In a cyclical structure, the story forms a circle. The events loop back to the start, creating a sense of repetition. This could mean the story's themes, settings, or even the main characters return to their original state by the end, giving the reader a sense of completion.

A classic example is "The Lion King," where the cycle of life and death plays a significant role, and the story concludes with the beginning of a new generation.

### Iterative Structure

The iterative structure repeats certain events or scenes throughout the story, but with slight variations each time. Think of it as a spiral staircase where each loop is a bit higher but revolves around the same central column. This repetition emphasizes changes in characters, themes, or the story's message, emphasizing growth or decay.

"Groundhog Day" is a film that uses an iterative structure, where the protagonist relives the same day multiple times, each loop reflecting a change in his character.

### Non-Linear Structure

Non-linear story structures do not follow a straight chronological order. Instead, they might jump back and forth in time, revealing the plot through flashbacks, flash-forwards, or parallel timelines. "The Giver" by Lois Lowry uses flashbacks to reveal the past of the Community and the memories transmitted to Jonas, the protagonist.

Understanding these structures helps us appreciate the diverse ways stories can be told. Each structure offers a unique lens through which we can view the narrative, characters, and underlying themes, enriching our reading experience and comprehension.





**Answer**

Think of a book or movie you recently enjoyed. Identify the story structure it follows and explain how this structure contributed to your enjoyment or understanding of the story.

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**Instructions**

Read the following story summaries and write which type of structure each story follows. Choose from linear, cyclical and iterative.

1) An artist paints a mural on a wall, and a young artist starts restoring it.	
2) A dreamer visits the same dream world over and over again, trying to learn more about her subconscious desires and fears.	
3) Ethan trains for a marathon, faces setbacks along the way, but perseveres and completes the race.	
4) An explorer retraces a journey, discovering new paths and challenges the land and themselves with each trip.	
5) A detective solves the same crime repeatedly, with the culprit changing each time, revealing a bigger conspiracy.	
6) A group of kids stranded on an island work together to survive, uncover the island's secrets, and find a way back home.	
7) A book travels through various owners, impacting each life, before returning to the original bookstore.	
8) A town celebrates an annual festival, with each year ending and beginning with the lighting of a ceremonial fire.	
9) Harper writes a play for a school contest, struggles with writer's block, but finds inspiration and wins first place.	
10) Jamie relives her birthday, learning something new each time, until she realizes the value of family.	

# Narrative Structure

## Understanding Narrative Structure

When we read a story or watch a movie, we're taken on a journey through a series of events. This journey is what we call the narrative structure. It's like the backbone of a story that holds everything together. Let's dive into what this really means and the key elements that make up a narrative structure.

### Starting Off: The Introduction

Every story starts with an introduction. This part sets the stage for the whole tale. It's where we get to meet the characters, learn about the setting (which means where and when the story takes place), and get a hint of what the story might be about. Think of the introduction as the beginning of a path where you start to walk down, where you start to gather clues about what's ahead.



### Building Up: Rising Action

After the introduction, the story starts to build up with what's called the rising action. This is where things start to get interesting! The characters face challenges or problems that make us want to keep reading to find out what happens next. It's like climbing a hill; with every step, you get closer to the top and the excitement builds. Each challenge the characters face helps us understand them better and makes the story more engaging.

### The Peak: Climax

The climax is the most exciting part of the story - the top of the hill we've been climbing. It's the moment where the main problem or conflict reaches its highest point. The characters must face their biggest challenge, and the outcome is uncertain. This is the make-or-break moment that determines how the story will move forward. It's a turning point that changes the course of the story.

### Coming Down: Falling Action

After the high point of the climax, we move into the falling action. Things start to calm down, and the characters begin to deal with the aftermath of the climax. It's like coming down the hill after reaching the top. The story starts to wrap up, and we see how the characters are affected by what happened during the climax. This part helps to ease the tension and prepare us for the story's conclusion.

### Wrapping Up: Resolution

Finally, we have the resolution. This is where all the loose ends are tied up, and the story comes to a close. The conflicts are resolved, and we get to see what the future holds for the characters. It's the end of the journey, where we step off the path and reflect on the adventure we've been through. The resolution leaves us with a sense of closure, knowing that the story has come to a complete end.



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 things start to calm down, and solutions to problems become clear.	

Identify

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

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



## Story Mapping - Desert of Stars

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

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

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



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

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

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

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

**Instructions**

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

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



## Characterization

### Understanding Characters in Stories

When you dive into a book or story, it's the characters that often grab your attention and pull you into their world. Learning about who they are and why they do what they do makes reading much more enjoyable. Let's explore how writers bring these characters to life and how you can analyze them like a detective.

### What is Characterization?

Characterization is the way an author introduces and develops the characters in a story. It's like painting a picture of someone with words. Through this process, characters become more than just names on a page; they feel like real people with their own thoughts, feelings, and backgrounds.



### Types of Characterization

- 1) **Direct Characterization:** This method is straightforward. The author tells you straight up what a character is like. For example, if a book says, "Alex was always brave and ready for adventure," the author is directly telling you about Alex's personality.
- 2) **Indirect Characterization:** This method is more like a puzzle. The author shows you things about the character through their actions, what they say, how they interact with others, and how others react to them. You have to put all these clues together to understand the character. For instance, if you read a story where a character jumps into a river to save a kitten, you'd guess Alex is brave and kind without being told outright.

### How to Analyze Characters

Analyzing a character means looking closely at both what they're like on the outside and what's going on underneath. Here's how to do it:

- **Observe their actions:** What does the character do? How do they react in different situations?
- **Listen to their dialogue:** What does the character say? How do they say it?
- **Consider their relationships:** How do they interact with other characters?
- **Think about their motivations:** Why do they do what they do?

By paying attention to these aspects, you can start to understand the character's personality, their challenges, and how they change throughout the story. This makes your reading experience richer and more engaging.

Remember, every character has a role to play in the story, and it's through characterization that these roles come to life. Next time you read, try to use these tips to get to know the characters a bit better. You might be surprised by what you find!

**Questions**

Answer the questions below.

1) What is the difference between direct and indirect characterization?

2) How does understanding a character's motivations and personality affect your enjoyment and understanding of a story?

**Instructions**

Read the sentences below and identify what characterization type is used.

1) Marcus is always punctual, arriving at school before the ring bell every morning.	Direct	Indirect
2) Dr. Avery is a kind-hearted veterinarian who loves animals more than anything.	Direct	Indirect
3) Every weekend, Eliza volunteered at the animal shelter, cuddling the scared kittens.	Direct	Indirect
4) When the younger students looked confused, Harriet took the time to explain the instructions again.	Direct	Indirect
5) The librarian, Mrs. Florence, is very knowledgeable about science fiction books.	Direct	Indirect
6) During group projects, Finn always took the lead, organizing tasks and encouraging his teammates.	Direct	Indirect
7) Nora stayed behind to help the teacher tidy up the classroom, arranging the chairs neatly.	Direct	Indirect
8) After the race, Seth shook hands with his competitors, smiling and congratulating them.	Direct	Indirect



## Characterization – Adrian's Sky-High Garden

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

Adrian had a special bond with plants. He could almost hear what they were saying, making his garden thrive where others would see only concrete. His friends, Maya and Luca, were the only ones who knew his secret. They would often visit, helping Adrian with his plants. They were amazed at how he could grow so much life on concrete and steel.



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

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

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

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

**Instructions**

Characterize Adrian. Draw what you think he looks like in the middle of the page and answer the following questions related to his personality.

What does your character do?

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

What traits do you  
think your  
character has?

What do other  
characters in the  
story think of your

**PREVIEW**



## Story – Character Identification And Comparison

### Finley and the Village Well

In the heart of a verdant village, nestled among rolling hills and babbling brooks, lived a young boy named Finley. Finley was known throughout the village for his unwavering sense of justice and fairness. His beliefs were as sturdy as the ancient oaks that lined the village streets, rooted in the idea that everyone deserved to be treated with equity and kindness.

Finley's strengths were many, but most notable was his ability to listen. He would sit under the great willow by the river, and any villager who felt wronged or slighted would find him there. His weakness, however, was his impatience for change. Finley could not stand to be frustrated with the slow pace of things, always wishing to do more, faster.



Despite his young age, Finley had a keen understanding of his village's dynamics. He felt that the decisions made by the village elders were often unfair, and he found himself at odds with their rulings. His preference for direct action over lengthy deliberation was evident in his habit of organizing meetings among his peers to discuss the issues at hand.

One day, a dispute arose in the village over the access to the old well. The well was on the land of an elderly villager named Cedric, who had decided to restrict access, claiming it was within his rights as the landowner. The villagers were outraged, as the well had been a shared resource for generations.

Finley saw the injustice in Cedric's actions and decided to intervene. He believed that access to water was a fundamental right, and it was unfair for one person to deny it to others. Finley organized a gathering by the willow tree, inviting Cedric, the village elders, and all affected villagers.

At the gathering, Finley spoke passionately about the importance of shared resources and the village's long-standing tradition of cooperation and mutual support. He argued that while Cedric legally owned the land, the well was a vital part of the village's collective heritage and should remain accessible to all.

Cedric, moved by Finley's words and the solidarity shown by the villagers, realized the error of his ways. The village elders, impressed by Finley's arguments and the respect he commanded among his peers, decided to mediate a solution. They proposed designating the well and the surrounding land as a communal area, protected for public use, with Cedric receiving a fair compensation for his understanding and cooperation.

The resolution was a testament to Finley's beliefs in justice, fairness, and equity. His ability to bring the village together, to listen, and to speak up for what was right, had led to a fair outcome for all. Finley's actions reinforced his values and the importance of community and mutual respect.

The villagers celebrated their victory by the well, with Finley at the heart of the festivities, his beaming smile a beacon of hope and fairness. In that moment, Finley realized that while change might be slow, with persistence and compassion, justice would always find a way.

**Identify**

Describe Finley's identity using the factors below. Use examples from the text to provide ideas.

Factor	Description
Values	
Beliefs	
Viewpoints	
Strengths	
Weakness	
Preferences	
Habits	





# Block 5:

# Persuasive Texts

## Focus

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



# Techniques of Persuasion

## Understanding Persuasion

**Persuasion** means to convince others to agree with your ideas or actions. People can persuade others by using techniques that appeal to emotions or logic.

## Emotional Appeals

Emotional appeals touch our feelings. They make us feel happy, scared, or excited, which can influence our decisions. For example, a charity might show pictures of animals to make us feel compassionate and donate money.



## Key Emotional Techniques

- Storytelling: Using a touching story to connect with our hearts.
- Powerful Images: Using pictures to stir our emotions.
- Music and Sound: Using sounds to create a mood.

## Logical Appeals

Logical appeals use facts, evidence, and reasoning to convince us. They make us think and understand why something is a good idea.

## Steps to Make a Logical Argument:

- State the Fact: Begin with a clear, true statement.
- Provide Evidence: Show proof like data, statistics, or expert opinions.
- Explain the Connection: Help understand how the evidence supports the fact.

## Mixing Emotions and Logic

The most persuasive messages often mix emotional and logical appeals. They make us feel something and also think about the reasons behind it. For instance, a campaign to save forests might share facts about their importance to the planet and include emotional images of wildlife that depend on these forests.

## Trust Matters

Being seen as trustworthy or an expert can also persuade people. If we believe someone knows what they're talking about, we're more likely to be convinced.

## Other Persuasive Tricks

- Repetition: Saying something many times to make it stick in our minds.
- Asking Questions: Making us think by asking questions leading to their viewpoint.
- Comparing: Showing how one thing is better than another by comparing them.





## Activity: Persuasive Speech Challenge

### Objective

What are we learning more about?

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



### Instructions

How do we complete the activity?

- **Step 1: Understanding Persuasion**

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

- **Step 2: Choosing a Topic**

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

- **Step 3: Crafting the Speech**

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

- **Step 4: Practice**

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

- **Step 5: Presentation**

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

- **Step 6: Reflect**

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

Name: \_\_\_\_\_

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Curriculum Connection  
CR8.3, CR8.5, CR8.7

Choose

Choose one of the following topics for your speech.

Future Technologies	Climate Change Solutions	The Power of Social Media
Space Exploration	Wildlife Conservation	Virtual Reality Adventures
Robotics and Society	Superhero Ethics	Influential Historical Figures
The Mystery of the Ocean	The Art of Animation	Renewable Energy Sources
Extreme Sports	Global Cultures	Underwater Cities
The Science of Sleep	Cybersecurity Basics	Unsolved Scientific Mysteries
Future Transportation	DIY Science Projects	Impact of Music on Emotion

Write

the speech on the lines below. Then write your speech.

Which topic did you choose?



**Reflection**

Answer the following questions.

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

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

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

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

Answer the following questions.

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

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

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## Persuasive Writing Advertisement

### Enhance Your Writing Superpowers: Dive into Our Persuasive Writing Workshop!

#### Top Reasons to Enroll

- Develop the power to influence and inspire through your words.
- Improve your English marks and excel in assignments across all subjects.
- Gain skills for life that will shine in interviews, presentations, and more.

#### Advanced Learning Persuasive Writing

- Convince Others: Learn the art of convincing others with clarity and logic.
- Your Confidence: Be bold and assertive with your viewpoints.
- Sharpen Your Mind: Test your ability to think critically and debate effectively.
- Clear Communication: Express yourself clearly and be understood as you intend.

#### Our Expert Educators

Our team of experienced teachers will guide you to success with personalized advice and proven writing strategies. We are passionate about helping you reach your full potential!

#### Workshop Features

- Learn how to organize your thoughts to make a strong impression.
- Discover how to back up your opinions with credible evidence.
- Master the skills to write captivating openings and powerful conclusions.


#### Exclusive Workshop Perks



- Receive personal feedback to refine your writing skills.
- Enjoy lively, interactive lessons that will keep you motivated.
- Gain tips and tricks to outshine in any writing task or exam.

#### Session Schedule

Join us starting next month! Access our virtual classroom from the comfort of your home, school library, or your favourite study spot—anywhere you can connect to the internet.

#### Reserve Your Seat Now

Spaces are limited! Don't miss your chance to transform your writing into a persuasive force. 

 **Register Today and Begin Your Journey to Becoming a Persuasive Powerhouse!** 



## True or False

Is the statement true or false?

1) The workshop is exclusively for improving English grades.	True	False
2) Persuasive writing is useful for winning arguments.	True	False
3) Persuasive writing can lead to misunderstandings.	True	False
4) The workshop includes individualized assignment feedback.	True	False
5) Persuasive writing helps you to express your opinions confidently.	True	False

## Questions

Answer the questions below.

1) What is persuasive writing?

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

Original Word	Option 1	Option 2	Option 3	Option 4
Fast				
Hard				
Strong				
Important				
Smart				




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

Real Estate Agent	
Advertising Executive	
Recruitment Consultant	
Copywriter	




## Inferences - Persuasive Writing Advertisement

### The Ultimate ReadRover E-Reader: Ignite Your Imagination!

#### Why Pick ReadRover?

-  **Colourful Covers:** Show off your style with our range of vibrant cover designs!
-  **EyeCare Display:** Protects your vision even during the longest reading marathons.
-  **Long-Lasting Battery:** Dive into stories for weeks on a single charge.



#### Astonishing Facts

-  **Superior Customer Satisfaction:** Our customers rave about their ReadRover experience!
-  **Instant Access:** Download new books in seconds!
-  **Massive Selection:** Access over one million titles at your fingertips.

#### Accolades and Awards

-  "Top E-Reader for Young Adults 2023" – *Library Today Magazine*.
-  Thousands of 5-Star reviews from readers everywhere.

#### Exclusive Promotion

-  Buy now and receive a year's subscription to *ReadRover* featuring top YA novels!
-  Enjoy complimentary express shipping for all orders placed today!

#### Customer Praises



- "Reading has never been more enchanting, with entire libraries at my fingertips!" – Sofia, Avid Reader
- "The ReadRover makes it incredibly easy for me to find and read my favourite series!" – Mr. Bennett, Educator

#### Time-Sensitive Offer

For a magical period, apply the promo code BOOKWORM30 to snatch a 30% discount on your ReadRover! Act fast – it's a page-turner!

#### How to Order

Why stick with the mundane task of flipping pages? Elevate your reading with ReadRover! Tap the "Buy Now" button and begin your literary adventure today!

 Hurry! Unleash Your Love for Reading with ReadRover! 





Name: \_\_\_\_\_

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CR8.3, CR8.5, CR8.7

### Local Inferences

Make inferences based on the sentences below.

Long-Lasting Battery: Dive into stories for weeks on a single charge.

Thousands of 5-Star reviews from book lovers everywhere.

Protects your eyes during longest reading marathons.

99% Reader Satisfaction: Our customers love about our reader experience!

### Global Inferences

Make 4 inferences based on the entire text.

# Inferences – Implicit or Explicit Evidence

**Explicit Evidence:** Explicit evidence is like a clear sign pointing to a fact.

- **Example:** if a character says, "I love playing soccer," it's explicit evidence they enjoy the sport.

**Implicit Evidence:** Implicit evidence is more like a hidden clue you have to figure out.

- **Example:** Imagine a story describes a character always wearing a soccer jersey and talking about last night's game; we infer they like soccer. It's not said directly, but that's implicit!



**Instructions:** The evidence provided is explicit, meaning it's directly stated. Form an inference you can draw based on this clear evidence.

**Example – Evidence:** The sign in front of the library says, "Closed for Two Weeks."

**Inference**

\_\_\_\_\_ my car \_\_\_\_\_ for I need to find somewhere else to park.

**1) Explicit Evidence**

Alex won the race.

**Inference**

**2) Explicit Evidence**

The temperature was -10 degrees Celsius this morning.

**Inference**

**3) Explicit Evidence**

Joshua was the group member who held the most votes.

**Inference**

**4) Explicit Evidence**

Our math homework is due on Wednesday, according to the board.

**Inference**

**5) Explicit Evidence**

The sign in front of the library says, "Closed for Two Weeks."

**Inference**

**6) Explicit Evidence**

Mrs. Greene wrote "Excellent work!" on the top of Marina's essay.

**Inference**



## Inferences - Persuasive Writing Letter

Dear Students,

I trust this message finds you well and ready to embrace an initiative close to my heart and critical to our future: conserving water. As the principal of our school, I am passionate about leading our community in sustainability efforts, and water conservation is a key aspect of this.

Let's start with some straightforward facts. Environment Canada's statistics are eye-opening; they state that the average Canadian uses about 329 litres of water each day. When we scale this up to our school setting, consider the water consumed not just in washrooms but also for activities like irrigating our sports fields.

You've likely noticed recent installations and upgrades around the campus, such as the new water bottle stations that are specifically designed to efficiently fill reusable water bottles. This is a small step to reduce plastic waste and encourage our students and staff to rethink their daily habits.

Furthermore, the new plantings in our garden beds were not chosen randomly. They were chosen because they require less water, thus conserving water but also teaches us about the beauty and resilience of native plant species that are adapted to our climate.

The 'Turn Off the Tap' signs in the bathrooms, serving as a reminder that we each have a responsibility towards water preservation. It is estimated that a single dripping tap can waste over 9,000 litres of water a year.

Why does all this matter? Freshwater is a precious resource, and while Canada has a significant amount of it, not all regions are as fortunate. By taking action, we prepare ourselves to be conscientious citizens of a global community where water affects billions.

Moreover, if we were to cut down our school's water usage by even 10%, we could save thousands of litres each year. Just imagine the impact of those savings on both the environment and our utility expenses, which could be redirected to educational resources and extracurricular activities.

In conclusion, I urge you to join me in this vital mission. Every effort counts, from the individual choice to use a refillable water bottle to the collective action of maintaining our gardens responsibly. Together, we can make a significant difference and ensure that our school is a beacon of environmental stewardship.

With anticipation of your support,

Principal Mr. Garner

**Local Inferences**

Write an inference from the evidence below.

Explicit Evidence	"The average Canadian uses about 329 litres of water each day"
Inference	

Explicit Evidence	"It is estimated that a single dripping tap can waste over 9,000 litres of water a year."
Inference	

Implicit Evidence	"Here, the plants you see were not chosen randomly"
Inference	

Implicit Evidence	"The 'Turn Off the Tap' signs in bathrooms as a reminder that we each have a responsibility to conserve water."
Inference	

**Global Inferences**

Make 3 inferences based on the entire letter.




## Propaganda – Critical Analysis

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

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

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

### The Digital Dilemma: Social Media's Grip on Today's Youth

Social media is everywhere, connecting people from all over the world. It's like a big digital party where everyone is invited. But is this party really as great as it seems? Some folks think social media is just something to pass the time, like eating bread, while others are not so sure. It is an incontrovertible truth that social media is a very fabric of modern communication, is shaping the minds of our youth in ways that are both powerful and potentially perilous than any tool that has come before.

Consider this: studies by top-tier institutions reveal that the average teenager spends an upwards of seven hours a day glued to their screens, submerged in a digital world. This isn't just idle leisure; it is an immersion in a realm that dictates trends, shapes opinions, and ideologies with an unprecedented authority.

Yet, is it all a facade? Some argue that social media is merely a mirror, reflecting our true selves back at us. They claim it empowers the voiceless, democratizes information, and fosters a global community unlike any other. But at what cost? The erosion of privacy, the spread of misinformation, and the amplification of division are prices too steep to pay.

Here's another thing to think about: social media is like a tool, kind of like a hammer. You can use a hammer to build something awesome, or you could accidentally hurt yourself with it. It's not the hammer's fault; it's about how we use it. So, is social media making our lives better, or are we letting it control us too much? I

As we stand at this crossroads, one must question: Are we masters of our digital domain, or have we become its servants? The answer lies not in the technology itself but in how we choose to wield it. The future is in our hands, but it is imperative that we tread carefully, lest we lose ourselves in the digital abyss.



**Critical Analysis**

Answer the questions below.

1) The text mentions "studies by top-tier institutions" without being specific. Why is it important to know the sources of these studies to ensure credibility of the argument?

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2) What opinion does the author express about social media? Do you think these opinions are presented in a balanced way?

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3) The author compares social media to a "party" and a "tool" like a hammer. What do these comparisons suggest about social media?

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**Reflection**

Think of a situation in your life where social media had a significant negative impact. Describe the situation and reflect on how it relates to the text.

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# Block 6:

# Expository Texts

## Focus

- ✓ Cause and effect essays – text forms and example essay
- ✓ Compare and contrast essays – text forms and example essay
- ✓ Problem and solution report – text pattern: the order of the report
- ✓ Diversity, inclusion, and accessibility themes – facts
- ✓ Five-paragraph essays and thesis statements
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Synthesizing
- ✓ Procedural Writing – How-to Guides, Comparing Instructions

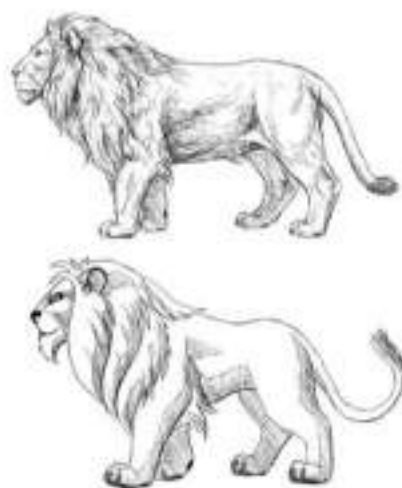
## Reports – Illustration Styles

### Introduction to Illustration Styles in Reports

When we create reports, we often include illustrations to make our points clearer and more engaging. There are various styles of illustrations, each with its own purpose and appeal. Let's explore some common ones: Realism, Cartoon, Sketch, and Outline.

#### Realism

Realism in illustrations aims to depict subjects as accurately and lifelike as possible. This style is often used in scientific reports or where precise detail is crucial. For example, a report on plant cells might include realistic drawings of the intricate parts of a cell. Realism helps readers understand complex information through detailed visual representation.



#### Cartoon

Cartoon illustrations are more exaggerated and less detailed than realistic ones. They use humor and simplified characteristics to convey emotions or highlight specific traits. In educational reports, cartoon illustrations can make learning more fun and relatable, especially for topics that might otherwise seem dry or difficult. They can simplify complex ideas, making them accessible to a wider audience.

#### Sketch

Sketches are usually quick, freehand drawings that capture the basic essence of a subject. This style is often used in the early stages of report writing to illustrate concepts that don't require detailed visuals. Sketches can make reports feel more approachable and less formal. They are effective in brainstorming sessions or when conveying preliminary ideas.

#### Outline

Outline illustrations consist of simple lines without detailed shading or coloring. This style is effective for highlighting shapes and forms, making it useful in instructional content. For instance, an outline drawing of a historical monument can help students focus on its architectural features without the distraction of colors or textures. Outlines are also great for diagrams and flowcharts, where clarity and simplicity are key.

### Importance of Each Style

Each illustration style serves a unique purpose in reports. Realism provides detailed and accurate representations, cartoon adds fun and engagement, sketch offers a personal and approachable feel, and outline emphasizes clarity and simplicity. Understanding why and how to use each style can enhance the effectiveness of your reports, making the information more accessible and engaging to your audience.



## Instructions

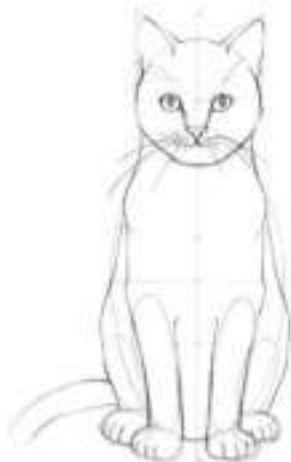
Observe these illustrations of a cat below. Write down the key features of each style based on your observation



Realistic



Cartoon



Outline



Sketch

Realistic

Cartoon

Outline

Sketch

Which illustration style do you like the most?

**Instructions**

Draw a house in each of the given illustration styles. Make sure to use the features of each style that you observed on the previous page. You don't need to be perfect. Just give it a try.

Realistic

Cartoon

Outline

**PREVIEW**



## Comprehension – Text Features in Reports

### Preface

This report aims to provide a fundamental understanding of plant cells, outlining their unique structures and the roles they play in the life of a plant. It is intended for Grade 8 students to gain insight into the building blocks of plant life.

### Understanding Plant Cells

Plant cells are the basic units of life in all plants. Unlike animal cells, they have a cell wall that provides structure and support. Inside the cell is the cell membrane, which controls what goes in and out. The main parts of a plant cell include the nucleus, which is the brain of the cell, directing cell activities and processes.



### Key Structures and Functions

Several key structures within a plant cell have specific functions:

- **Chloroplasts:** These organelles carry out photosynthesis, converting sunlight into energy for the plant.
- **Vacuole:** A large central vacuole stores water and nutrients, and also helps in maintaining cell pressure.
- **Mitochondria:** Known as the powerhouse of the cell, they generate the cell's energy.

### Unique Features of Plant Cells

Plant cells have unique features that set them apart from other types of cells:

- **Cell Wall:** Provides strength and structure.
- **Plastids:** These include chloroplasts and are involved in the synthesis of chemical compounds.
- **Large Vacuole:** Helps in regulating the cell's environment and storing various substances.

### Glossary

- **Cell Wall:** A rigid layer that supports and protects the cell.
- **Cell Membrane:** A semi-permeable membrane surrounding the cell.
- **Nucleus:** The control center of the cell containing DNA.
- **Chloroplasts:** Structures that conduct photosynthesis.
- **Vacuole:** A sac within the cell that stores substances.
- **Mitochondria:** Organelles that generate energy.
- **Plastids:** Organelles involved in the manufacture and storage of food.
- **Photosynthesis:** The process by which plants use sunlight to synthesize foods from carbon dioxide and water.

**True or False**

Is the statement true or false?

1) Plant cells have a rigid cell wall for structure.	True	False
2) Chloroplasts contain chlorophyll.	True	False
3) Animal and plant cells both have a central vacuole.	True	False
4) Every plant cell contains several small vacuoles for storage.	True	False
5) Mitochondria are the only energy source in plant cells.	True	False

**Text F**

Answer the questions below.

1) What main idea was stated in the report?

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

**Summarize**

Determine the main idea and supporting details of the report.

1) What is the main idea of the report?

2) Write 4 supporting details about the main idea.



## Cause and Effect Report

### Introduction to the Issue

In today's educational landscape, digital devices are ubiquitous in the lives of Grade 8 students. While these devices can be powerful tools for learning, they also introduce distractions that can significantly impact students' academic performance and well-being.

### The Root Cause: Digital Intrusion

Digital distractions primarily originate from the constant presence of smartphones, tablets, and laptops. These devices provide easy access to games, social media, and messaging apps which can divert attention away from educational tasks.

- Social media notifications
- Online gaming and videos
- Text messages and calls



### Effects on Learning

The presence of digital distractions has several negative effects on students:

- Decreased Focus

Regular interruptions from digital devices can break concentration, making it harder for students to follow lessons and understand complex concepts.

- Lowered Academic Performance

The disruption in focus can lead to poorer academic outcomes, as students might find it difficult to complete assignments or prepare for exams effectively.

- Impact on Mental Health

Excessive screen time and the need to constantly respond to notifications can increase stress levels and negatively affect students' mental health.

### Bibliography

- "Digital Distractions in the Classroom: Student Performance and Behaviour." Journal of Educational Research, vol. 112, no. 2, 2019, pp. 131-138.
- Smith, A. "The Impact of Digital Devices on Attention Span and Student Well-being." Educational Psychology Today, 2020.
- Thompson, L. "Screen Time and Its Effect on Adolescent Development." Child Development Perspectives, vol. 5, no. 4, 2021, pp. 45-50.

This cause-and-effect report has outlined the ways in which digital devices can distract students, potentially hindering their academic and personal growth.

**Evaluate**

Evaluate the report based on the text features used.

1) Describe the cause and then write the effects of the cause.

**Cause****Effect****Effect****Effect**

2) Were the cause and effects clearly written in the report? Explain.

3) Create a glossary of these words from the report.

**Ubiquitous****Intrusion****Concentration****Disruption**

4) Give the report a suitable title.

5) How did the bibliography add to the authenticity of the report?



## Essays – Text Features

### Understanding Essays

An **essay** is a piece of writing that is usually quite short and focuses on one subject. It can discuss, explain, or present an argument about that topic. Essays are not like stories or news articles. Instead, they often share a personal viewpoint - usually the writer's own thoughts. Many people write essays at work or for school projects.

### Key Features of an Essay

To help the reader understand and follow the main ideas, essays have certain features:

- Headings and Subheadings: These point the reader to the main parts of the essay.
- Introduction and Conclusion: These parts open and close the essay. The introduction presents the topic, while the conclusion wraps up the main ideas.
- Main Argument or Thesis Statement: In the introduction, this sentence gives a preview of the central idea or argument of the essay.
- Paragraphs: Essays are made up of paragraphs. Each paragraph talks about one specific idea that helps explain or support the main argument.

### Different Kinds of Essays

Depending on the purpose and topic, there are several types of essays:

- Narrative Essays: These essays tell a story to get a point across.
- Descriptive Essays: These focus on the details about a subject to help the reader imagine it as if they were seeing it.
- Chronological Essays: These lay out events or ideas in the order that they happened.
- Cause and Effect Essays: These explore the reasons why something occurred and the results that followed.
- Compare and Contrast Essays: These compare similarities and differences between two subjects.
- Argumentative Essays: These essays make a case for a particular point of view, providing evidence and reasons to support it.

**True or False**

Is the statement true or false?

1) Essays do not present the author's point of view.	True	False
2) Essays should have an introduction and a conclusion.	True	False
3) The main argument of an essay is called the thesis statement.	True	False
4) Descriptive essays focus on the sequence of events.	True	False
5) Argumentative essays provide evidence to support opinions.	True	False

Match the topic from the essay topic to the type of essay that would be used.

Type of Essay	Essay Topic
Narrative	How to do homework individually or in groups?
Descriptive	A day in the life of a Canadian astronaut.
Chronological	The education systems of Canada and the United States.
Argumentative	The seasonal experience of a routine festival in Quebec.
Compare and Contrast	The historical events of the Winter Olympics.

**Think**

Think of topics you would want to write for each essay type.

Type of Essay	Essay Topic
Narrative	
Descriptive	
Chronological	
Argumentative	
Compare and Contrast	



## Compare and Contrast Essay – Educational Systems

### Comparing Educational Systems: Canada vs. United States

#### Introduction

Education systems play an important role in shaping the future of our societies. The purpose of this essay is to look at the school systems in Canada and the United States. We'll see how they are similar and what makes them different, like who decides what schools teach, how teachers work, how students are tested, and how schools help students from different backgrounds.

#### Curriculum Control

The Canadian education system is governed at the provincial level, leading to significant differences in curriculum and practices across the country. In contrast, the United States education system is controlled at local and state levels, with federal influence through funding and law making.



#### Teaching and Evaluation

Canadian teachers generally hold a Bachelor's degree and additional certification from a provincial college of teachers. In the U.S., requirements can vary widely by state, but all teachers must have a Bachelor's degree and complete a teacher education program. When it comes to student evaluation, Canadian schools tend to use various assessment methods with an emphasis on formative assessment (feedback while working), whereas U.S. schools have a stronger emphasis on standardized testing.

#### Structure and Stages

Both systems have multiple stages: elementary, middle, and high school. In Canada, elementary usually goes from Kindergarten to Grade 8, followed by middle school until Grade 12. In the U.S., elementary often runs to Grade 5, middle school up to Grade 8, and then high school concludes with Grade 12. Both countries offer a wide range of programs, but tuition is typically higher in the United States.

#### Social Context and Inclusivity

Canadian schools often emphasize bilingualism, with French and English as official languages. They also focus on inclusivity and multiculturalism. U.S. education integrates diversity in its curriculum but also faces challenges regarding equal access to quality education across different socio-economic groups.

#### Conclusion

In conclusion, Both countries aim to provide quality education but differ in governance, teaching methods, and educational stages. Canada emphasizes provincial control, bilingualism, and inclusivity, while the U.S. highlights local governance, federal influence, and standardized testing.

**True or False**

Is the statement true or false?

1) Canadian teachers do not require a Bachelor's degree.	True	False
2) The U.S. has lower post-secondary tuition costs than Canada.	True	False
3) Canadian schools emphasize bilingualism in their curriculum.	True	False
4) Both countries offer public, private, and home-schooling options.	True	False
5) In the U.S. elementary often runs from Kindergarten to Grade 8.	True	False

**Evaluate**

Answer the following questions.

1) Identify one text feature used in the essay and write it down.

2) Which text features were used in the essay and how do they help you understand better?

**Compare**

Create a table to compare the differences between Canadian and US educational systems.

Canadian Educational System	US Educational System



## Five Paragraph Essay – Thesis Statement

In an essay, a thesis statement tells us what the essay is about. A 5-paragraph essay usually includes:

- **Introduction:** This is the first paragraph, which has the thesis statement.
- **Body paragraph 1:** Talks about the first main point.
- **Body paragraph 2:** Covers the second main point.
- **Body paragraph 3:** Goes over the third main point.
- **Conclusion:** Ends the essay by saying the thesis again but with different words.



Finding a thesis statement in a 5-paragraph essay is simple. It tells us the three main points the writer will discuss, so we know what to expect. It is written in one sentence.

Find

Below are five examples of thesis statements for essays. Underline the thesis statements below. Then, underline the three main points in the thesis statements.

1) As teenagers grow, their bodies need to develop properly and stay active. This essay will explore why it's crucial for teenagers to prioritize nutritious meals over fast food, the benefits of balanced diets, and the importance of good eating habits on their overall well-being.

2) Social media has become a dominant force in the way we live today. In this essay, we will examine how social media platforms influence teenagers' perceptions of themselves, their effect on mental health, and the importance of using social media responsibly.

3) Canadian Confederation marked a pivotal moment in the nation's history. This essay will outline the events leading up to the formation of Confederation, the key figures involved in this process, and how it shaped the country's future.

4) The exploration of space has always fascinated humankind. In the upcoming paragraphs, we will explore the reasons behind investing in space travel, the benefits it brings to Earth, and the potential for future discoveries.

5) As the world seeks sustainable energy solutions, renewable resources are increasingly important. This essay will focus on the advantages of renewable energy sources, compare them to fossil fuels, and highlight their potential to change how we power our lives.

## Five Paragraph Essay – Thesis Statement

**Write**

Read the first part of the introductions below and then write the thesis statement. You will need to think of 3 points related to the topic.

1) The stars above us hold many secrets. In this essay, \_\_\_\_\_

2) Have you ever wondered what different school systems in Canada and the United States? This essay \_\_\_\_\_

3) Robots might seem like science fiction, but they're part of our very lives. This essay will \_\_\_\_\_

4) Music can have a deep effect on the development of teenagers. As you read this essay, you will learn \_\_\_\_\_



## 5-Paragraph Essay – Comparing Lifestyles

### Diverse Cultures, Diverse Lifestyles

Traveling around the world, you'll spot that people in different places do things in their own special way. This essay will cover the following: what a regular day looks like for different cultures, what's on their dinner plates, and how they party during festivals. By peeking into these parts of life, we can understand the differences between cultures.

One of the most important aspects of lifestyle is the daily routine, which includes work, leisure, and family time. In many Western cultures, there is a significant emphasis on individual achievement and career progression, which often leads to a fast-paced and structured daily life. Conversely, in Eastern cultures, there tends to be a stronger focus on family and community. Gatherings and family meals playing a central role in everyday life.

Food and dietary habits are another area through which cultural lifestyles manifest. Mediterranean diets, for example, are famous for their health benefits and consist largely of fresh produce, grains, and olive oil. In stark contrast, traditional Inuit diets in the Canadian Arctic rely heavily on meat and fish, adapted to the harsh environment. These eating habits are not merely preferences but are deeply rooted in the environmental conditions and historical practices of the regions.

Cultural festivities and traditions also offer a lens into the lifestyle of a community. Festivals like Diwali in India, celebrated with lights and fireworks, and the Carnival in Brazil, marked by parades and music, are integral to their respective cultures. These events are often expressions of cultural heritage and collective joy, showcasing the importance of community involvement and the preservation of tradition.

In essence, the lifestyle of a culture is a tapestry of its people's daily routines, food habits, and traditional celebrations. The contrasts between different cultures' lifestyles are as instructive as they are fascinating, offering a window into the values and priorities of societies around the world. Through understanding and respecting these differences, we can foster greater cross-cultural awareness and harmony.

**Questions**

Answer the questions related to the text features/forms/patterns.

1) What is the title of the essay? What does it tell you about the essay's main topic?

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2) How many paragraphs does the essay contain? Which paragraph introduces the main points?

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3) Does the essay have a formal or informal tone? Provide an example from the text.

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4) Thesis statement: Write the thesis statement here.

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5) How is a 5-paragraph essay organized?

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6) Write 3 ideas for essays you might be interested in writing about.

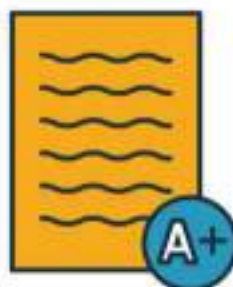
1)	
2)	
3)	



## Blog Post – Listing Information

### 10 Effective Strategies to Boost Your School Grades

As students, striving for better grades is a common goal. Here's a list of ten **straightforward** strategies to help elevate your academic performance:



1. **Set Specific Goals:** Start with clear, achievable objectives for each subject. This could mean aiming for a certain percentage or mastering a specific concept.
2. **Organize Your Time:** Use a planner to manage your time wisely. **Allot** specific hours for homework and study to balance your workload.
3. **Create a Study Schedule:** Break study material into manageable sections and spread your study time to avoid last-minute **cramming**.
4. **Active Participation:** Engage actively in class. Listen attentively, ask questions, and participate in discussions to clarify doubts.
5. **Effective Note-Taking:** Develop a consistent method for taking notes. Organized notes can be incredibly helpful for review before exams.
6. **Understand, Don't Memorize:** Focus on understanding the material rather than just memorizing it. This helps you apply knowledge to different questions.
7. **Regular Revision:** Make it a habit to review your notes regularly. This reinforces learning and helps transfer knowledge to long-term memory.
8. **Seek Help When Needed:** If you're struggling with a topic, ask for help. This could be from teachers, classmates, or even educational videos online.
9. **Healthy Lifestyle Choices:** Never underestimate the power of good sleep, proper nutrition, and regular exercise. A healthy body fosters a sharp mind.
10. **Self-Assessment:** Test yourself frequently on the material you've learned. Practice with past tests, quizzes, or create your own questions for review.

Improving grades isn't about working harder, but about working smarter. Implementing these strategies can make a significant difference in your academic journey. Remember, consistency is key, so keep at it, and you'll see the results in your report card!

**Text Forms**

Answer the questions below.

1) Blog posts often include a list rather than paragraphs. Why do you think that is?


2) Blogs are often written to get clicks. Write a new title that is "click bait."


**Synthesize**

Synthesize a summary for the bolded words in the blog post.


**Evaluate**

Evaluate the blog post by answering the following questions.

1) Did you like the blog post? What did you like/not like?


2) Do you trust this information? What might make you trust it more?




## Report – Importance of Rainforests

### Biodiversity in Rainforests

Rainforests are home to more than half of the world's plant and animal species, despite covering only about 6% of the Earth's surface. These forests host over 80,000 plant species and provide habitats for approximately 2.5 million insect types. Interestingly, one hectare of rainforest may contain over 750 types of trees.

### Rainforests and the Atmosphere

Rainforests play a crucial role in regulating the world's climate. They absorb carbon dioxide and release oxygen; about 20% of the world's oxygen is produced by the Amazon Rainforest alone. Additionally, these forests store vast amounts of carbon, with the Amazon holding approximately 100 billion metric tonnes.



### Indigenous Communities

Indigenous peoples have lived in rainforests for thousands of years. It's estimated that about 50 million indigenous people live in rainforests worldwide. These communities rely on the forest for their food, shelter, and culture.

### Deforestation: A Global Issue

Each year, 7.3 million hectares of rainforest are lost to deforestation. This is equivalent to 27 soccer fields every minute. Deforestation is primarily driven by logging, agriculture, and urban expansion. This loss impacts not only the environment but also the indigenous communities and wildlife.

### Rainforests and Medicine

Rainforests are a rich source of medicinal plants. About 25% of all modern medicines come from rainforest plants. For example, the rosy periwinkle plant from Madagascar rainforest, is used to treat childhood leukemia and Hodgkin's disease.

### List of Rainforest Animals

- Jaguar: A top predator in the Amazon.
- Sloth: Known for its slow movement in the canopy.
- Poison Dart Frog: Has vibrant colours and is toxic.
- Orangutan: Found in the rainforests of Borneo and Sumatra.
- Harpy Eagle: One of the largest eagles, residing in the rainforest canopy.

### The Future of Rainforests

Protecting rainforests is crucial for biodiversity, climate stability, and human well-being. Conservation efforts and sustainable practices are essential to prevent further loss of these vital ecosystems.

**Scanning** a text means quickly looking through a written document to find specific information or keywords without reading everything in detail. It's a skill used to locate particular facts, figures, names, dates, or other specific details without focusing on the broader context or comprehending the entire text.

**Scan**

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

Questions		Answers
1)	What percentage of the Earth's surface do rainforests cover?	
2)	How many plant species are in rainforests?	
3)	What percentage of the world's oxygen is produced by the Amazon?	
4)	How many insects are in rainforests?	
5)	What is the rate of forest deforestation in hectares?	
6)	How many insects are in rainforests?	
7)	What is the main cause of deforestation?	
8)	Which plant is used to treat malaria?	
9)	Where is the rosy periwinkle plant found?	
10)	Name a top predator in the Amazon.	

**Evaluate**

Re-read the report and answer the following questions.

1) Do you believe the report provided a balanced view of the rainforests? Explain your reasoning.

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2) How has this report influenced your understanding or perception of rainforests? Would you like to learn more about any specific aspect mentioned in the report?

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## Study Strategy – Read, Recite, Review

### Mountains of the World

#### Types of Mountains

- 1) **Fold Mountains:** Formed by the folding of the Earth's crust (e.g., Rocky Mountains).
- 2) **Block Mountains:** Created when large areas are broken and move upwards (e.g., Sierra Nevada).
- 3) **Volcanic Mountains:** Formed by volcanic activity (e.g., Mount Fuji).
- 4) **Dome Mountains:** Formed by magma pushing beneath the crust (e.g., Black Hills).

#### Mountain Statistics

- Mount Everest, in the Himalayas, is the highest mountain peak in the world, standing at 8,848 meters (29,017 feet).
- The Andes in South America is the longest mountain range, stretching over 7,000 kilometers (4,350 miles).
- Over 50% of the world's food comes from mountain sources.
- Approximately 15% of the world's population lives in the mountains.

#### Mountains in Canada

- The Canadian Rockies stretch over 1,400 kilometers (870 miles) from British Columbia to New Mexico.
- Mount Logan, located in the Yukon, is Canada's highest peak at 5,959 meters (19,551 feet).
- The Canadian Rockies are over 55 million years old.

#### Mountains and Climate

Temperature drops by about 6.5°C for every 1,000 meters (3,280 feet) increase in altitude. The snow line in mountains ranges from 2,400 meters (7,874 feet) in the polar regions to over 5,500 meters (18,044 feet) near the equator.

#### Mountains and Biodiversity

Mountains are home to about 25% of terrestrial biodiversity. They contain about half of the world's biodiversity hotspots.

#### Mountains and Recreation

Mountain tourism attracts about 15-20% of global tourism. Popular activities include hiking, skiing, and mountaineering.

#### Mountains and Resources

- Mountains provide essential resources such as minerals, forest products, and agricultural products like coffee.
- They are also important for renewable energy sources like hydroelectric power.



For tomorrow's quiz on the "Mountains of the World" report, follow this study strategy of read, recite and review. Prepare well and good luck!

**Read**

Follow these instructions.

Start by reading the report thoroughly. Pay special attention to important details like statistics, names of mountains, and unique facts. Try to understand the main points and how they connect to each other. It's not just about skimming through; it's about really absorbing the information.

**Recite**

After reading a section, close the report and try to recall or 'recite' what you just read. This can be done by speaking out loud or writing down the key points from memory. Try to fill in the space. This step is crucial as it helps transfer information from short-term to long-term memory, making it easier to recall during the quiz.

**PREVIEW**

**Review**

Follow these instructions.

After reciting, pair up with a classmate and review the report together. Discuss and clarify any challenging sections. This time, focus on the parts that were difficult to remember during the recitation. Reviewing helps to reinforce the information and clarify any points that were not clear the first time.

This collaborative approach allows you to learn from each other's insights and understanding, enhancing the overall learning experience. Sharing and comparing notes can reveal new perspectives or details you might have missed on your own. It's a good idea to repeat this step a few times for maximum retention.



**Quiz****Multiple Choice**

Circle the correct answer.

1) What type of mountain is formed by the folding of the Earth's crust?

- |                   |                    |                   |                       |
|-------------------|--------------------|-------------------|-----------------------|
| a) Dome Mountains | b) Block Mountains | c) Fold Mountains | d) Volcanic Mountains |
|-------------------|--------------------|-------------------|-----------------------|

2) Which mountain is an example of a Volcanic Mountain?

- |                   |                    |                  |               |
|-------------------|--------------------|------------------|---------------|
| a) Black Mountain | b) Rocky Mountains | c) Sierra Nevada | d) Mount Fuji |
|-------------------|--------------------|------------------|---------------|

3) How high is Mount Everest?

- |                    |                    |                    |                   |
|--------------------|--------------------|--------------------|-------------------|
| a) 7,523.89 meters | b) 8,848.86 meters | c) 9,425.73 meters | d) 8261.34 meters |
|--------------------|--------------------|--------------------|-------------------|

4) What is the longest mountain range in the world?

- |                    |              |          |         |
|--------------------|--------------|----------|---------|
| a) Rocky Mountains | b) Himalayas | c) Andes | d) Alps |
|--------------------|--------------|----------|---------|

5) How much of the world's fresh water comes from mountains?

- |        |        |        |         |
|--------|--------|--------|---------|
| a) 25% | b) 50% | c) 75% | d) 100% |
|--------|--------|--------|---------|

6) What percentage of the world's population lives in mountainous areas?

- |       |        |        |        |
|-------|--------|--------|--------|
| a) 5% | b) 10% | c) 15% | d) 20% |
|-------|--------|--------|--------|

7) Which is Canada's highest peak?

- |                |                 |                      |                   |
|----------------|-----------------|----------------------|-------------------|
| a) Mount Logan | b) Mount Robson | c) Whistler Mountain | d) Mount Columbia |
|----------------|-----------------|----------------------|-------------------|

8) At what altitude does the snow line start in polar regions?

- |                 |                 |                 |                 |
|-----------------|-----------------|-----------------|-----------------|
| a) 1,400 meters | b) 2,400 meters | c) 3,400 meters | d) 4,400 meters |
|-----------------|-----------------|-----------------|-----------------|

9) What percentage of global tourism is attracted by mountain tourism?

- |          |           |           |           |
|----------|-----------|-----------|-----------|
| a) 5-10% | b) 10-15% | c) 15-20% | d) 20-25% |
|----------|-----------|-----------|-----------|

10) How old are the Canadian Rockies?

- |                     |                     |                     |                     |
|---------------------|---------------------|---------------------|---------------------|
| a) 20 million years | b) 30 million years | c) 45 million years | d) 55 million years |
|---------------------|---------------------|---------------------|---------------------|

**Questions**

Answer the following questions.

1) Why are mountains considered important for biodiversity?

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2) How does altitude affect temperature in mountains?

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3) What is the relationship between mountains and resources?

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**True or False**

Is the statement true or false?

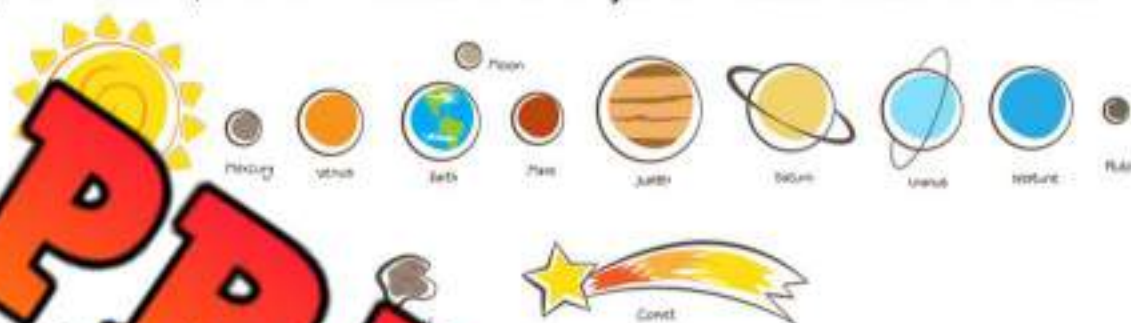
1) Fold Mountains are created by volcanic activity.	True	False
2) The Andes is the longest mountain range in the world.	True	False
3) Mount Everest is over 9,000 meters tall.	True	False
4) Approximately 25% of the world's population lives in the mountains.	True	False
5) The Canadian Rockies stretch from British Columbia to New Mexico.	True	False
6) The snow line in the mountains starts at 2,400 meters in the polar regions.	True	False
7) Mountains contribute to about half of the world's biodiversity hotspots.	True	False
8) Mount Fuji is an example of a Dome Mountain.	True	False
9) Mountain tourism accounts for approximately 15-20% of global tourism.	True	False
10) Mountains are not significant sources of renewable energy.	True	False



## Report – Our Solar System

### Our Cosmic Neighbourhood

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



### The Mighty Sun

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

### Planets Galore

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

### Amazing Dwarf Planets

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

### Comets: Cosmic Snowballs

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

### A Journey to Remember

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

### The Fascinating Kuiper Belt

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

**Research**

Check the accuracy of this report. Research all the facts written in the report and identify 8 incorrect facts. Write the correct fact after researching.

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

**PREVIEW**



## Blog Post: School Cafeteria Food

3 Comments/ Posted on Date:  
February 5, 2024

### Nourishment Over Nickels

Hello, fellow food enthusiasts and concerned parents! It's Quentin here, diving into a heated debate around our school cafeteria menu. You ever peeked into a lunch line, only to find those trays? I have, and I say yes, it's time we turn a new leaf for lunch.

School is where minds grow, and our bodies should too - in a healthy way. Let's roll in for revamping our cafeteria menu to include more fruits, vegetables, and whole grains. Yes, this might pinch our pockets a bit more, but can you really put a price on our children's health and future?

### The Proof is in the Pudding...or the Salad

Studies show that students who munch on healthier fare perform better academically. They're more attentive and less prone to afternoon slumps. Plus, introducing a variety of wholesome foods can set the stage for lifelong healthy eating habits. Isn't that a win-win?

So, let's rally for a menu makeover. Our kids deserve better than greasy pizza slices and sugary sodas. It's time to invest in their well-being, one nutritious meal at a time.

### User Comments:

Harriet B. - February 6, 2024:  
Absolutely disagree, Quentin. Schools are already under tight budgets. Higher food costs mean less money for educational resources. We should focus on balancing both nutrition and affordability without burdening the system.

Rupert Z. - February 6, 2024:  
Quentin, you're spot on! Our children's health should be paramount. Investing in healthier options now could reduce healthcare costs in the future. It's about time we prioritize our well-being over saving a few pennies.

Geena S. - February 6, 2024:  
I think you have a valid point, Quentin. Schools can offer healthier options without a drastic budget cut. It's about smart choices and better food sourcing. Let's not jump to extremes.



**Evaluation**

Answer the questions below.

1) What is the main argument of the blog post?

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2) What are the two opposing viewpoints presented in the blog post?

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3) Do you think the author provided enough evidence for both viewpoints? Why or why not?

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4) Is the author biased towards one viewpoint? If yes, how?

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**Reflection**

What is your opinion on this topic after reading the blog post?

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## Report – World's Most Unique And Rare Animals

### Introduction

The animal kingdom is full of incredible diversity, with millions of species inhabiting our planet. Among these, some animals stand out due to their unique characteristics and rarity.

#### 1. Okapi

The Okapi, often called the "forest giraffe," is a rare mammal found in the dense rainforests of the Democratic Republic of Congo. Despite its zebra-like stripes, it is the only living relative of the giraffe. Okapis are mostly solitary, with a diet consisting of leaves, grass, and other plant materials. There are approximately 10,000 to 20,000 okapis left in the wild, making them a near-threatened species.

#### 2. Kakapo

The Kakapo, also known as the "flightless parrot," is a flightless bird native to New Zealand. It is the world's heaviest parrot, weighing up to 4 kg. Kakapos are nocturnal and have a distinct musty scent used in social interactions. With fewer than 250 individuals remaining, Kakapos are critically endangered primarily due to habitat destruction.

#### 3. Axolotl

The Axolotl is an aquatic salamander known for its remarkable regenerative abilities; it can regrow entire limbs and parts of its heart and brain. Native to the lake complex of Xochimilco near Mexico City, Axolotls are endangered in the wild, with numbers declining due to pollution and habitat loss.



#### 4. Gharial

The Gharial is a distinctive crocodilian with a long, narrow snout adapted for catching fish, its primary diet. Found in the river systems of the Indian subcontinent, Gharials are critically endangered, with fewer than 200 breeding adults remaining. Habitat destruction and fishing practices have significantly reduced their population.

#### 5. Saola

Known as the "Asian unicorn," the Saola is one of the world's rarest large mammals, discovered in 1992 in the Annamite Range of Vietnam and Laos. This elusive creature is so rare that no population estimates are available, and it has been seldom seen in the wild. Saolas are threatened by hunting and habitat loss.

#### 6. Tuatara

The Tuatara is a reptile found only in New Zealand, resembling lizards but belonging to a distinct lineage dating back to the dinosaur age. They can live over 100 years and have a third "parietal eye" on their forehead, thought to help regulate their body rhythms. Tuataras are vulnerable due to introduced predators and habitat changes.

**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 is the nickname for the Okapi?	
2)	What is the name of the animal known as?	
3)	What animal is known for its regenerative abilities?	
4)	What distinguishes the Gharial from other crocodiles?	
5)	Where are Gharials found?	
6)	When was the Saola discovered?	
7)	How long can Tuataras live?	
8)	What unique feature do Tuataras have?	
9)	Where is the Kakapo native to?	
10)	What threatens Tuataras' survival?	
11)	How solitary are Okapis?	
12)	Where are Axolotls native to?	



## Read Aloud Educational Speech

### Understanding Stereotypes - First Nations and Métis Perspectives

Good morning, everyone. Today, I want to talk to you about a topic that is both important and relevant in our journey to become more knowledgeable, respectful, and empathetic individuals. We'll be exploring the rich cultural tapestry of the First Nations and Métis peoples, and how stereotypes can distort our understanding of these diverse communities.

Firstly, it's important to acknowledge that the First Nations consist of many distinct groups, each with their own languages, traditions, and histories. The Métis are a unique community that has lived on these lands for thousands of years, with a deep connection to the environment. Both groups, born from the union of Indigenous peoples and European settlers, carry a blend of cultural influences, creating a unique heritage of their own.

#### INDIGENOUS PEOPLES



Unfortunately, many of us have encountered stereotypes about these communities. Stereotypes are oversimplified ideas or beliefs that we might unconsciously adopt about groups of people. They are often not accurate and can be harmful, leading to misunderstandings and prejudice.

One common stereotype is the notion that all Indigenous people live in rural areas or reserves, wearing traditional clothing daily. In reality, Indigenous people are dynamic and diverse. Many live in urban areas, work in various professions, and wear modern clothing, just like anyone else. They maintain their cultural practices and traditions in ways that fit into their contemporary lives.

Another stereotype is the idea that Indigenous peoples have a single culture, which overlooks the vast diversity among the First Nations, which includes over 60 different First Nations communities, each with its own distinct culture, language, and traditions. The Métis, with their unique heritage, also have diverse practices and traditions that vary from community to community.

It's important to challenge these stereotypes by educating ourselves and others. Learning about the histories, cultures, and contributions of First Nations and Métis peoples helps us appreciate the complexity and richness of their societies. It allows us to see them as they truly are—diverse, resilient communities with vibrant cultures and deep histories.

As we move forward, let's commit to being curious, open-minded, and respectful. Let's seek out authentic stories and voices from these communities and listen to their experiences and perspectives. By doing so, we not only enrich our own understanding but also contribute to building a more inclusive and respectful society.

**Analyze**

Answer the questions below.

1) What do you think was the speaker's primary purpose in delivering this speech? Circle your answer and explain your choice.

To inform

To entertain

To persuade

2) Did you notice anything in the speaker's presentation of information? Analyze the speaker's point of view.

**Reflection**

What is one thing you found interesting? How would you like to learn more about regarding First Nations or Métis culture after listening to the speech?

**Application**


How can we, as a classroom community, promote a more inclusive understanding of diverse cultures, including First Nations and Métis?



# 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"> <li>- A blank sheet of paper</li> <li>- A pencil</li> <li>- Eraser</li> <li>- Coloured pencils (optional)</li> </ul>	
Introduction	<p>An inuksuk is a stone landmark used by the Inuit people for navigation, marking points of interest, and as a marker for travel routes, fishing places, camps, and hunting grounds. These structures are significant in Inuit culture, symbolizing direction, balance, and unspoken communication.</p>	
Step 1	<p>Start by drawing the base. Draw three vertical rectangular shapes side by side at the bottom of your paper. These are the foundation stones.</p>	
Step 2	<p>Above the base, draw three horizontal rectangular shapes for the body stones, making sure they are slightly different heights and overlap a little at the edges.</p>	
Step 3	<p>On top of the center body stone, add a longer, thinner horizontal rectangle. This will be the balance stone that sits across the other stones.</p>	
Step 4	<p>Above the balance stone, place a smaller, slightly rounded stone by drawing an oval shape. This is the head of the inuksuk.</p>	
Step 5	<p>Add details to your stones by giving them some texture with light, curved lines to mimic the rough surface of real stones.</p>	
Step 6	<p>Go over your drawing with a darker pencil or pen to make your inuksuk stand out.</p>	
Finish	<p>If you like, color your inuksuk using coloured pencils or markers, choosing natural stone colors like grey, brown, or black.</p>	

## Following Instructions – Drawing an Inuksuk

**Draw**

Draw the inuksuk below.

**PREVIEW**



# Block 7: Poetry

## Focus

- ✓ Literary devices in poetry - Irony, Satire, and Allusion
- ✓ 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 comes in many shapes and sizes. Here are four types of poems that have unique rules and structures:

### Haiku:

A haiku is a traditional Japanese form of poetry that has three lines. The first and last lines have five syllables, and the middle line has seven. Haikus often focus on nature or seasons.

Gentle morning dew,  
Glistens on silent green leaves —  
Daybreak whispers soft.



### Cinquain:

A cinquain is a five-line poem that doesn't rhyme. Each line has a set number of syllables: two in the first, four in the second, five in the third, eight in the fourth, and two in the fifth.



Open books,  
Open worlds,  
Skiing down,  
Adventure in the snow,  
A new type.

### Limerick:

A limerick is a funny poem with five lines. Lines one, two, and five rhyme with each other and usually have seven to ten syllables. Lines three and four rhyme with each other and have five to seven syllables.

There once was a cat from Kilkenny  
Whose tail was as long as any.  
It got in a knot,  
Which really hurt a lot,  
That silly old cat from Kilkenny.



### Acrostic:

An acrostic poem uses the first letters of a word to start each line of the poem. All the lines together describe or relate to the first word or title.



Soothing waves crashing  
Endless blue horizons stretch  
As seagulls soar high  
Salt fills the cool breeze  
Onwards, the beach calls my name  
Never-ending peace



Name: \_\_\_\_\_

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**Paraphrase**

Rewrite the rules for each poem in your own words.

**Acrostic**

**Haiku**

**Limerick**

**Cinquain**

**Visualizing**

Read each poem for meaning, and draw what you're picturing.

**Haiku**

**Cinquain**

**Acrostic**

## Haiku Poetry – Types of Animals

### Haiku Poetry – Types of Animals

Haiku poetry, with its brief and structured format, allows us to capture the essence of a subject in just a few words. Each of haiku's limited syllables challenge us to focus on the most striking features of a topic.

In this case, we can distill the defining characteristics of mammals, birds, reptiles, and amphibians into these short, vivid snapshots.

#### Mammal

Soft fur, gentle breath,  
Nurturing with tender care,  
Paw prints in rhythm.



Feathers kiss the sky,  
Songs woven through the air,  
Nests cradle life's start.

#### Reptile

Ancient eyes glinting,  
Scales that whisper to the sun,  
Silent, they bask, still.



#### Amphibian

Wet skin, land and pond,  
Metamorphosis of form,  
Dual lives intertwined.





**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) "Hearts beat in rhythm"

2) "Nests of life's start"

3) "Silent, they bask"

4) "Dual lives intertwined"

**Visualizing**

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

Haiku 1	Haiku 2	Haiku 3	Haiku 4

## Acrostic Poems – Understanding Cells

### Acrostic Poems – Plant and Animal Cell

Acrostic poetry can help us understand plant and animal cells by highlighting key components and characteristics in a memorable way. An acrostic poem can turn complex information into something more relatable and easier to recall by connecting each letter in "PLANT" and "ANIMAL" to a fact about these cells. Let's explore these cells with some creative acrostic poems.

#### PLANT CELL

- P** - Powerhouse of the cell, converting light to life,  
**L** - Lining of cellulose, providing structure and strife,  
**A** - Amidst the green leaves, photosynthesis thrives,  
**N** - Nutrients flow through veins, and the cell stays alive,  
**T** - Turgid vacuoles swell, keeping plants tall and alive.



#### ANIMAL CELL

- A** - Adaptable and diverse, in tissues they thrive,  
**N** - Nucleus commands, with its DNA spell,  
**I** - Incredible machinery, the mitochondria's might,  
**M** - Membrane-bound nucleus, keeping the genetic site,  
**A** - Activity within, enzymes break the molecular chain,  
**L** - Lysosomes clean up, so nothing goes in vain.





Name: \_\_\_\_\_

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**Visualizing**

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

**PREVIEW**

Cell

**Animal Cell**

## Cinquain Poems – Critical Thinking

### Cinquain Poetry – Exploring Indigenous Communities Through Cinquain Poetry

Cinquain poems are five-line poems that can capture the essence of their subject through vivid imagery and emotion. Each line has a specific syllable count, which can help condense information into its most powerful form. This type of poetry, combined with strong words, can create a strong image and emotional connection to the subject.

By using cinquain poems, students can learn about the distinctive features of each Indigenous group in a creative and engaging way. The structure of the cinquain allows the poet to focus on the most striking and significant aspects of each community, using vivid imagery and emotions to bring their stories and cultures to life. Here are six cinquains that reflect some of Canada's most famous Indigenous communities:

Nêhiyaw,  
Vast, wild prairies,  
Buffalo once roamed free,  
Whispering tales in the strong wind,  
Stronghold.

#### Mohawk

Strong groups  
Warriors fight  
Clan mothers' have wisdom,  
The keepers of the Eastern Door,  
Proud, fierce.

#### Mi'kmaq

Mi'kmaq,  
Eastern dawn's light,  
Petroglyphs, history,  
Eagles soaring over high tides,  
East coast.

#### Inuit

Harsh cold,  
Northern lights dance,  
Wrecks glide, icebergs loom,  
Stories told sung in throat's tune,  
Arctic.



Salish,  
Cedar weavers,  
Salmon streams, ocean's  
Totems telling me ancient tales,  
Coastline.



#### Haida

Haida,  
Carving sculptures,  
Totems against the mist,  
Ravens trickster creation tales,  
West coast.





**Critical Thinking**

Answer the questions below.

1) How did the format of cinquains help you learn about these Indigenous communities?

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2) Choose one cinquain poem and describe how it makes you feel. What words or lines stand out to you?

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3) Which poem did you like the best?

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**You Choose**

Choose a reading comprehension strategy to help you understand the text – Preview, Making Predictions, Ask Questions, Make Inferences, Visualize, Making Inferences, Summarize, Evaluate, Making Connections, Synthesize, etc.

Why did you choose this strategy?

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## Rhyming Poems – Critical Thinking

### Rhyming Poetry – Important Landmarks of Canadian Geography

Rhyming poetry is like a tune made with words, where the end of one line has a matching sound to the end of another. The pattern of these rhymes can vary.

For instance, in AABB, the first two lines rhyme with each other and the next two have a different matching sound. With ABAB, every other line rhymes, and in ABCB, it's just the second and fourth lines that sound the same. Each pattern makes the poem sound \_\_\_\_\_.

#### Rocky Mountains

In the west, the Rocky Mountains  
Majestic peaks, so grand,  
From B.C. to Alberta's land,  
Wildlife thrives, nature's hand.



#### Niagara Falls

Niagara's waters, powerful and tall,  
Ontario's pride for one and all,  
Where the water sprawls,  
A cascaded, nature's walls.



#### Great Bear Rainforest

On the coast, where the cedars crest,  
The Great Bear Rainforest spans the land,  
Raindrops fall at the raven's behest,  
Here, in silence, the wild expands.



#### Bay of Fundy

Nestled snugly between  
Bay of Fundy tides ebb and flow,  
To rise and fall on a rhythmic ledge,  
A moonlit dance of ocean's decree.



#### Canadian Shield

Ancient rocks, a shield so vast,  
Covering lands, long and fast,  
In Canada's grip, it's firmly cast,  
Echoes of the geological past.



#### St. Lawrence River

St. Lawrence River, a flowing force,  
Winds its way from a northern source,  
Along its banks, the aspens quiver,  
Nature's gifts, the great deliverer.





**Critical Thinking**

Answer the questions below.

1) Re-read the poems carefully. Write 3 things you learned from them about Canadian landmarks.


2) Which poem has AABB, ABAB, or ABCB rhyming patterns?

AAAA

ABCB

3) Which poem did you like the best?

4) What was your favourite part of the poems and explain why it was your favourite.

Quote


Explain


**Visualizing**

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

Canadian Shield

Niagara Falls


# 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 - Irony, Satire, and Allusion



## Activity: Detecting Bias in Online Reviews

### Objective

What are we learning more about?

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



### Instructions

How do we complete the activity?

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

Name: \_\_\_\_\_

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CR8.1, CR8.3, CR8.7

Research

Fill in the table below.

Quote From Review

Describe The Bias

Quote From Review

Describe The Bias

Quote From Review

Describe The Bias

**PREVIEW**



## Literary Devices in Reviews

Literary devices in reviews are special ways of using words to make the review more interesting and to help explain how you feel about the book, movie, or music. They make your points stronger and catch the reader's attention.

1. **Irony:** Irony in reviews highlights discrepancies, like saying a dull movie was "as exhilarating as a nap."
2. **Satire:** Satire in reviews pokes fun at a work's flaws, e.g., calling a predictable plot "strikingly innovative."
3. **Allusion:** Allusions in reviews reference well-known works, like comparing a character's journey to Cinderella's transformation.

Examine the Read Aloud below and find examples of the literary devices used.

### Movie Review: "Watching Paint Dry: A Study in Colour" – 5/5 stars

"Watching Paint Dry: A Study in Colour" is an absolute thriller of a documentary, perfect for those who find joy in adrenaline pumping through the chromatic variety. The film takes you on a wild ride through the nuances of various surfaces. And let's talk about the suspense; will the eggshell finish crack under pressure, or will the matte remain stoically smooth? It's a rollercoaster of emotions, not messy to flat.

Each brush stroke is captured in real-time, providing a cinematic experience as dynamic as a statue. Who knew that watching paint dry could be as enthralling as skydiving? Buckle up for the most heart-stopping scene where the colour transitions from beige to slightly less beige. It's a wild journey through time and paint, a must-see for anyone passionate about the aggressive pace of drying paint. Prepare to be glued to your seat, much like the paint to the wall.

**Irony** – Why is this review ironic? Give examples of your favourite ironic statements.

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# Block 9:

# Graphic Texts

## Focus

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



## Understanding Comics

**Analyze**

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

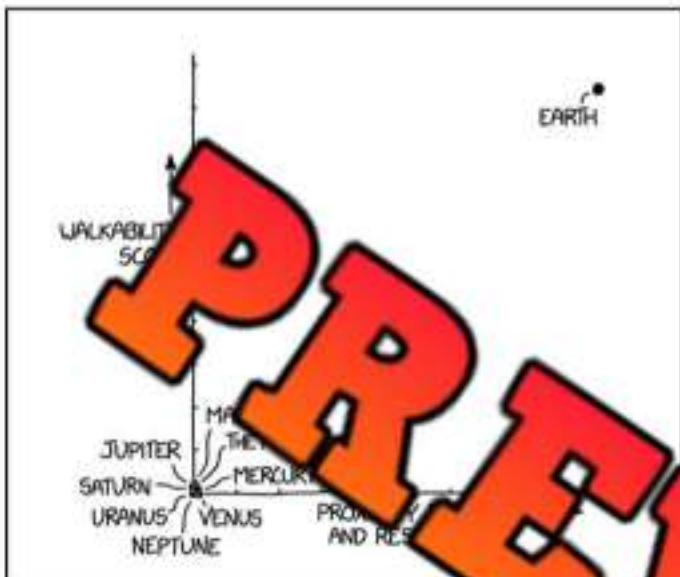
2) Is the joke explained explicitly, or is it implicit? Explain the joke.

3) **Literary Device: Irony** – What is ironic about this comic?

## Understanding Graphic Texts

**Analyze**

Read the comic and answer the questions.



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

1) What is the comic about?

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



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

3) What is the comic about?

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



## Understanding Comics

**Analyze**

Read the comic and answer the questions.

**Circle the text features used:**

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

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

3) Describe the **satire** used in this comic.

## Text Features in Infographics

**Examine**

Answer the questions.

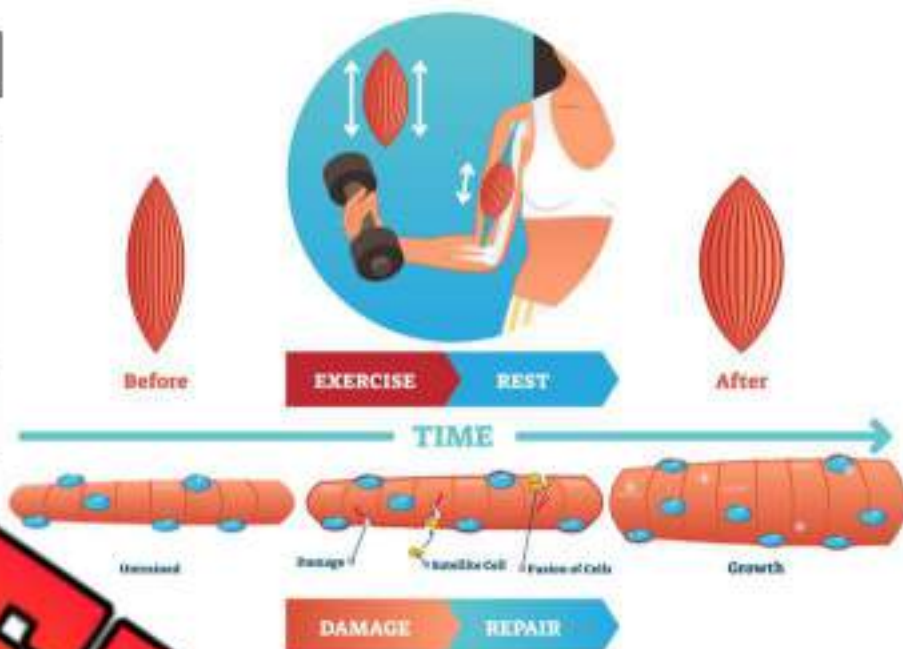
1) Write a title for this infographic.

2) Does the infographic have more text or more pictures?

3) What did you learn from the infographic?

4) Do the text and pictures help you understand the infographic? Explain.

5) List 3 things you can infer from reading this infographic. Remember, an inference isn't directly stated, so draw conclusions from the information and images provided.





# Block 10: Biographies

## Focus

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

## Biography – Samul De Champlain

### Samuel De Champlain: Father of New France

#### Preface

In this biography, we will explore the life of Samuel de Champlain, a French **navigator**, **cartographer**, soldier, and **explorer**. Samuel de Champlain's expeditions laid the foundations for the French **colonies** in the New World, and his administrative efforts earned him the title "Father of New France." His commitment to exploration and understanding of the importance of fostering good relationships with **Indigenous** peoples were pivotal in the development of the Canadian territories.

#### Early Life and Settlements

Samuel de Champlain was born around 1574 in Brouage, France. He began exploring North America in 1600, mapping the Atlantic coast and parts of Canada. Champlain founded Quebec City in 1608, establishing it as the capital of New France, a vast territory that eventually became part of Canada.

#### Partnerships with Indigenous Peoples

Champlain recognized the importance of working with Indigenous communities. He forged alliances with the Huron and Algonquin peoples, agreeing to aid them against their enemies, the Iroquois. This cooperation was crucial for the survival and expansion of the French settlers.

#### Expansion of New France

Champlain continued to explore and expand New France. He travelled the region extensively, establishing trading posts and strengthening the French territory. He sought to create a successful colony, despite facing challenges such as harsh winters and conflict with opposing forces.

#### Timeline

- **1574:** Born in Brouage, France
- **1603:** First voyage to North America
- **1608:** Founded Quebec City
- **1609:** Fought alongside the Huron and Algonquin against the Iroquois
- **1635:** Passed away in Quebec City

#### Glossary

- **Cartographer:** A person who draws or produces maps.
- **Colonies:** Territories controlled by a foreign power.
- **Explorer:** A person who travels to new places to learn about them.
- **Indigenous:** Native to a particular place.
- **Navigator:** A person who directs the route or course of a ship.



Samuel De  
Champlain



**Prereading**

Before reading, answer the questions below.

Prediction: After reading the title and headings, make 2 predictions about Samuel De Champlain.

**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 text or book?

2) How does the picture of Samuel De Champlain help you understand him better?

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

## Biography – Alexander Graham Bell

### Alexander Graham Bell: Inventor of the Telephone

#### Alexander Graham Bell's Early Innovations

Alexander Graham Bell was born on March 3, 1847, in Edinburgh, Scotland. Influenced by his family's work in **elocution** and speech, Bell developed an interest in sound technology at a young age. He moved to Canada in 1870 and later to the United States to continue his research.

#### Invention of the Telephone

Bell's most famous invention, the telephone, was **patented** in 1876. This groundbreaking technology revolutionized communication, making it possible to hear the voice of another person from miles away. His invention changed the way the world interacts, shrinking vast distances and connecting societies like never before.

#### Other Contributions and Legacy

Aside from the telephone, Bell worked on other projects, including advancements in **aviation**, **hydrofoils**, and **eugenics**. He was a founding member of the National Geographic Society. Bell passed away on August 2, 1922, at his estate in Nova Scotia, leaving behind a legacy as a prolific inventor who had a significant impact on modern technology.

#### Timeline

- **1847:** Born in Edinburgh, Scotland
- **1870:** Moved to Canada
- **1876:** Patented the telephone
- **Late 1800s:** Worked on aviation and hydrofoil projects
- **1922:** Died in Nova Scotia, Canada



Alexander Graham Bell

#### Glossary

- **Patent:** A government authority or license conferring a right or title for a set period, especially the sole right to exclude others from making, using, or selling an invention.
- **Elocution:** The skill of clear and expressive speech, especially of distinct pronunciation and articulation.
- **Eugenics:** A now-discredited movement that aimed to improve the genetic quality of a human population.
- **Hydrofoil:** A boat with wing-like structures mounted on struts below the hull, so that at speed, the hull is lifted out of the water, reducing drag and allowing for greater speed.
- **Aviation:** The design, development, production, operation, and use of aircraft.



## Understanding

Is the statement true or false?

1) Alexander Graham Bell was born in Nova Scotia, Canada.	True	False
2) Bell's family worked in the field of speech and elocution.	True	False
3) The telephone was patented in the year 1876.	True	False
4) Alexander Graham Bell also made advancements in hydrofoils.	True	False
5) The National Geographic Society was co-founded by Bell.	True	False
6) Bell invented the telephone in 1870.	True	False
7) Bell is credited with creating the first airplane.	True	False
8) Bell's work included developing hydrofoils.	True	False
9) Alexander Graham Bell was born in the 19th century.	True	False
10) Bell moved from Scotland to the United States in 1870.	True	False

## Critical Thinking

Answer the questions below.

1) Inference: How is Bell's legacy viewed today, globally in \_\_\_\_\_2) Inference: Why is the invention of the telephone so important to our lives today?3) Personality trait: Use one word to describe Alexander. Then explain why you chose that word. Examples – brave, creative, loyal, curious, confident, ambitious, calm, etc.