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Google Slides Lessons Preview





Manitoba Language Curriculum Reading Comprehension– Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

What are Reading Comprehension Strategies?

We are learning to use different reading comprehension strategies so we can better understand texts, make connections, ask questions, and draw inferences that help us think more deeply about what we 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) I read a story about a boy who got lost in the woods. It reminded me of a camping trip I went on with my family. | |
| 2) In the book, the main character worked hard to invent a machine. It made me think of another novel I read about an inventor who created flying shoes. | |
| 3) The characters in the story were preparing for an earthquake. This reminded me of a news story about earthquakes in another country. | |
| 4) The girl in the chapter was nervous about giving a speech in front of her class. I remembered when I had to present a project to my classmates. | |
| 5) The story talked about a boy learning to survive on an island. It made me think of another adventure book I read where a girl survived on her own in the wilderness. | |
| 6) A character was excited about getting a new puppy for her birthday. I remembered when I got my own pet for the first time. | |
| 7) The story described animals losing their homes because the forest was being cut down. I thought of what I learned in science about deforestation around the world. | |
| 8) The book showed a group of kids starting a soccer team. It reminded me of another book where friends started a basketball team together. | |

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

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

Leah pushed open the creaking door of the old library that had been closed for years. Dust floated in the beams of light from cracked windows. Shelves leaned under the weight of forgotten books, some open as if the readers had left in a hurry. A single chair sat in the middle of the room, facing a fireplace that hadn't been lit in decades. Leah brushed her hand across the spines of books, noticing handwritten notes in the margins. Something about the place felt both inviting and unsettling, as though stories still lingered in the air, waiting to be uncovered.

Consolidation – The Abandoned Library

- 1) **Making Connections** – What does this scene remind you of from your own life, a text you've read, or something you know about the world?
- 2) **Questioning** – What question do you have to understand the story?
- 3) **Visualizing** – What images or details appeared most strongly in your mind as you read?
- 4) **Prediction** – If Leah continues to explore, what might she discover next? Explain your reasoning with evidence from the text.
- 5) **Inference** – Why do you think the library was abandoned? Use clues from the passage to support your idea.



Consolidation



Manitoba Language Curriculum

Reading Comprehension– Grade 5

Who Said It? – Creation Story Voices

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

Eagle Deer Bear Narrator Turtle

	Who Said It?	Answer
1	"There must be something tall to break the wind."	
2	Mountains rose strong, their valleys sheltered life.	
3	Struck the stone to soften the slopes.	
4	"I will drop stones from the sky to build great towers."	
5	"I cannot climb these steep cliffs to find food."	

Implicit or Explicit?

Read each statement carefully. Decide if the writer's message is explicit, implicit or biased.

Explicit Biased Implicit

Characteristic	Answer
1) It must be nice to sleep in until 10 am everyday.	
2) Pineapple is the worst pizza topping ever.	
3) History class is my favourite because I love learning about the past.	
4) I really enjoy playing the guitar—it makes me feel relaxed.	
5) Everyone knows that dogs are way better than cats.	
6) That is an interesting choice in pants.	
7) I think drawing comics is the most creative hobby.	

Character Match

Match each character on the left to its correct power. Then, discuss why each pair makes sense before drawing your picture.

Characters	Magical Abilities or Powers
Elaria the Sky Healer	A Can control plants and make forests come alive.
Thorne the Fire Guardian	B Can read minds and communicate silently.
Lira the Whispering Seer	C Can heal others using light and air.
Kael the Shadow Runner	D Can move unseen through darkness.
Mira the Green Sorceress	E Can summon flames to protect the realm.



Manitoba Language Curriculum

Reading Comprehension– Grade 5

Persuasive Element Sort

Read each persuasive sentence in the table. Then decide whether it is using a Promise, Dare, Flattery, or Comparison to convince someone.

Promise

Dare

Flattery

Comparison

Sentence	Answer
1) "You're such a creative thinker—this art class needs someone like you!"	
2) "I bet you can't solve this puzzle faster than me!"	
3) "This backpack is lighter than any other one in the whole store."	
4) "If you join our science club, you'll get to try exciting experiments every week!"	
5) "If you help clean up today, you'll earn extra recess time."	
6) "These headphones sound clearer than the expensive brand."	
7) "You're one of the most responsible students; you'd be great at leading the group."	
8) "Come on, try this challenge—you won't be able to resist it!"	

Answer the following questions

- | Question | | | |
|---|--|--|--|
| 1) Which set of instructions is clearer to read step-by-step? | | | |
| 2) Which one uses numbered steps? | | | |
| 3) Which one is written like a short paragraph? | | | |
| 4) Which instructions would be easier to follow if you were in a hurry? | | | |
| 5) Which one includes optional details like "for extra flavour" or "if you want"? | | | |
| 6) Which instructions would you choose to teach someone else? | | | |

...types of poems, complete the questions below.

Question	<div>A</div> <div>B</div> <div>C</div>			Answer
	A	B	C	
1) Which poem often captures a single moment in nature with very few words?	Cinquain	Limerick	Haiku	
2) Which poem hides a secret word or message when the first letters are read vertically?	Limerick	Acrostic	Cinquain	
3) Which poem usually makes people laugh with silly or funny rhymes?	Cinquain	Limerick	Haiku	
4) Which poem has five lines, with each line having its own special job?	Acrostic	Cinquain	Haiku	
5) Which poem uses rhythm and rhyme patterns like AABBA?	Haiku	Acrostic	Limerick	
6) Which poem is the shortest, often written with a 5–7–5 syllable pattern?	Haiku	Cinquain	Acrostic	



Workbook Preview



Grade 5 – Language

Manitoba ELA Curriculum



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

	Grade Band Descriptors	Pages
1.1	Learners are demonstrating an understanding that texts are complex.	37-38, 51-57, 123-124, 158-164, 219-223, 237-238, 247-249
1.2	Learners are using and talking about a variety of strategies and processes to understand and create texts.	10-38, 45-249
1.3	Learners are reflecting on and using what they know about texts to understand and create texts.	51-57, 123-124, 158-164, 219-223, 237-238, 247-249
1.4	Learners are using and talking about a variety of strategies and processes to understand and create texts.	
1.5	Learners are reflecting on and using what they know about texts to understand and create texts.	

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

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

	Grade Band Descriptors	Pages
2.1	Learners are using classroom resources and what they know about spelling, grammar, capitalization, and punctuation to understand and compose texts.	N/A
2.2	Learners are recognizing, comparing, and using the codes and conventions of print, oral, visual, and multimodal texts.	32-35, 59-60, 88-89, 101-102, 118-136, 152-153, 183-184, 217-218, 237-238
2.3	Learners are choosing and using multiple styles of communication for clarity and effect.	N/A
2.4	Learners' automaticity with printed text is becoming secure and consistent.	N/A

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

	Grade Band Descriptors	Pages
3.1	Learners are designing for specific purposes and for different audiences	N/A
3.2	Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking.	27-31, 168-171, 247-249
3.3	Learners are contributing to communities to share knowledge, explore ideas, and deepen thinking.	N/A
3.4	Learners are blending experiences to represent ideas in different ways.	N/A

Language as Power and Agency:

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

How do learners decide what and whose stories to tell?

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

	Grade Band Descriptors	Pages
4.1	Learners are recognizing the need for validity and reliability.	N/A
4.2	Learners are beginning to analyze differences in opinion.	72-73, 78-81, 85-86, 138-144, 149-150, 205-211
4.3	Learners are expressing and supporting opinions and judgments.	N/A
4.4	Learners are recognizing that point of view has an impact on understanding.	85-86, 138-144, 205-206
4.5	Learners are exploring the decision making of text creators.	85-86, 138-150
4.6	Learners are exploring how ideas like justice, equity, and fairness are complex.	149-150, 168-169
4.7	Learners are recognizing families' and peers' unique identities and similar and different ways of seeing the world.	59-70, 78-79, 88-95

Block 1: Reading Comprehension Strategies - Basics

Focus

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

Understanding Reading Comprehension

Understanding Reading Comprehension

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



Why Reading Comprehension is Important

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

Strategies to Boost Reading

A) Before You Read: Preparation

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

B) While You're Reading

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

C) After You've Finished Reading

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

Understanding Reading Comprehension

True or False

Is the statement true or false?

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

Question _____ Reading comprehension and why is it important?

Matching

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

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

Making Connections

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

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



Making Connections Make connections to the short passages below.

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

Text-to-Self

Text-to-Text

Text-to-World

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

Text-to-Self

Text-to-Text

Text-to-World

Comprehension Practice – Making Connections

"Sara's Solar Solution: Renewable Energy to the Rescue"

In a bustling Canadian town lived a curious and eco-conscious young girl named Sara. Sara was passionate about environmental science, and her favourite subject was renewable sources of energy.



One summer, Sara noticed that the local park was always full of litter. People visited the park often, but there were no lights, making it dark and dirty at night. Sara had a brilliant idea: why not use renewable energy to power lights in the park?

First, Sara used solar energy. She created small solar panels that she installed on the roof of the park's maintenance shed. The panels soaked up the sun's rays during the day and stored it in batteries. At night, the stored energy powered LED lights, brightening up the park.

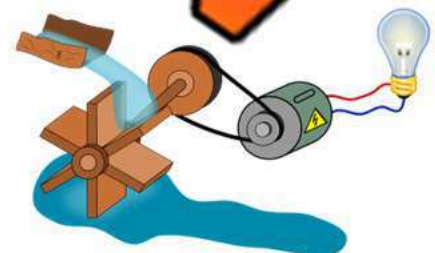


Next, Sara thought about wind power. She designed a miniature wind turbine that caught even the slightest breeze. With the help of her dad, she set it up in an open area of the park. So, when the wind blew it generated electricity.

Sara didn't stop there; she also explored hydroelectric power. There was a small creek running through the park. She created a tiny water wheel, and as the water flowed over it, it generated more electricity.

Finally, Sara introduced kinetic energy from playground equipment. She added sensors to the seesaws and swings so that when kids played on them, they generated a small amount of electricity. This energy was stored and used to power the park's lights.

The mayor and community members were thrilled. They celebrated Sara's ingenuity by declaring a "Sara's Solar Solution Day" in the park, complete with solar-powered music and decorations. Sara beamed with pride, thrilled to have made her community safer and cleaner using renewable energy.



"Renewable energy isn't just the future," she said, "it's a way to make our lives better right now!"

Sara went home that night, excited and inspired, her mind buzzing with ideas for her next eco-friendly project.

Comprehension Practice – Making Connections

Pre-Reading

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

While Reading

As you read, stop and make connections to your life

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

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

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

After Reading

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

Main Idea	
Supporting Detail	
Supporting Detail	
Supporting Detail	

Comprehension Practice – Newspaper Article

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

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

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



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

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

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

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

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

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

Comprehension

Answer the following comprehension questions from the article.

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

1

2

3

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

Evaluate

Answer the following evaluation questions about the article.

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

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

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

What is an Inference?

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



Example

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

Infer _____ Inferences below by answering the questions

1) Jenny looked at the edge of her desk, sighed. She then opened her laptop and began typing.

How is Jenny feeling about work in front of her?

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

What is the weather like?

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

What is Jackson doing?

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

What might the chef be making?

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

What season is it likely to be?

Comprehension Practice – Predicting

Nokomis's Journey: The Wisdom of the Cree People

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

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

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



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

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

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

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

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

Comprehension Practice – Predicting

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

While Reading

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

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

After Reading

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

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

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

Activity: Reading Goal-Setting

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

- 1) Show the Reading Strategies: Gather the students and discuss these reading strategies: Activate prior knowledge, Purpose of reading, Making predictions, Drawing connections, Summarizing, Making inferences. Give each student an example of each strategy by giving examples.
- 2) Personal Reflection: Have students write with each reading strategy listed. Ask students to reflect on which strategies they use often and which ones they need to practice more.
- 3) Set Individual Goals: Have students choose one strategy they want to focus on improving. They should write down this goal on top of their worksheet.
- 4) Goal-setting Planner: Provide students with a goal-setting planner. They can set their goal for the strategy they chose. Then, they write down the ways they can work towards their goal and why that goal is important for them. For example, if the goal is to make predictions, one action might be, "I will try to guess what might happen next before I turn the page."
- 5) Weekly Reflection: At the end of each week, students should reflect on their progress and discuss it with a partner or the class. They can share if they met their goal, how their chosen strategy helped with their comprehension, and what they will focus on next.
- 6) Goal Adjustment: Allow students to adjust their goals as needed, encouraging them to challenge themselves with different strategies as they grow.

Reflection

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

Strategy	Do you often use this strategy?	Do you need to focus on this strategy
Activate Previous Knowledge		
Purpose of Reading		
Making Connections		
Questioning		
Making Connections		
Summarizing		
Making Inferences		

Questions

Answer these questions

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

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

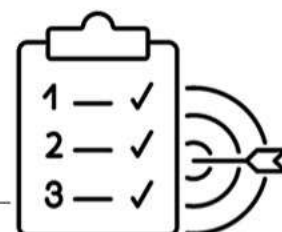
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Curriculum Connection

1.4

MY GOAL PLANNER



My goal is to: _____

Ways I can work toward my goal:

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



Why this goal is important to me: _____

New things I will try:

I am going to work harder at: _____

I will read:

Name: _____

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READING LOG

Instructions

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

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

Total books read in school year: _____

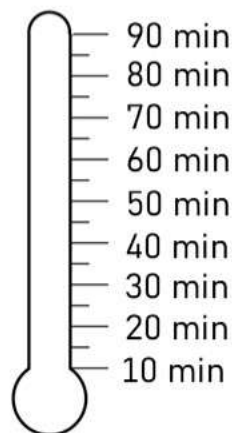
READING STAMINA CHART

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

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

My goal is to read _____ minutes without losing focus.

I want to reach my goal in _____ days.



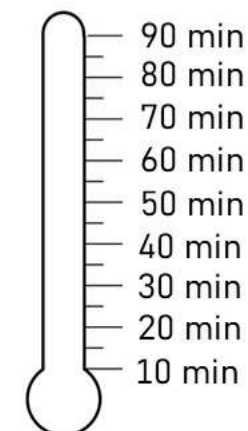
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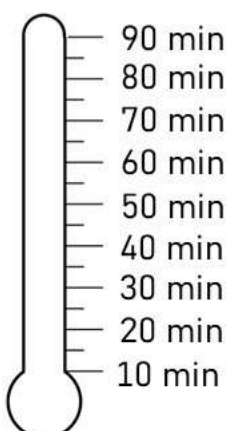
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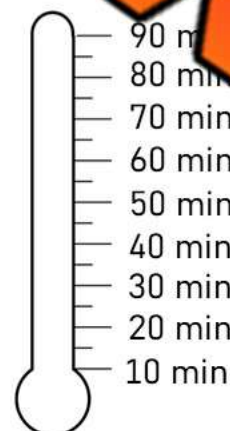
Date: _____



Date: _____



Date: _____



Date: _____

Did you reach your goal?

Yes

No

Almost

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 story, or writing a certain number of words daily.
- 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 for 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)

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

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

Instructions

Choose a writing goal that you want to focus on. If you choose a different 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

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

INDEPENDENT READING ACTIVITIES

Independent Reading - Responses

Day 1

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

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

Day 2

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

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

Independent Reading - Responses

Day 9

Fill in the organizer below.

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

Day 10

Fill in the organizer below.

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

BINGO

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

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

Block 2: Cultural Text Forms

Focus

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

Creation Story – Abenaki First Nation: Odanak

The Community of Odanak

The story of how the Abenaki community of Odanak came to be begins with Nokomis, the Grandmother Spirit.

Nokomis was journeying through the forest when she heard a melody song coming from the St. Lawrence River. When she found a majestic turtle singing, its shell glowed with an unearthly light. Nokomis was enchanted by the turtle and its song of loneliness, so she decided to be its friend.



From the sacred clay of the riverbank, she sculpted the first Abenaki man and woman and placed them gently on the turtle's back. The turtle was overjoyed and offered to carry them and their future generations forever, becoming the rock of the Odanak community.

However, Nokomis warned them that they had a duty to uphold: respect Tabaldak, the Owner of the Sky, and all forms of life. She taught them to be generous, and respectful, as these virtues help keep the environment healthy. She also taught them the importance of keeping the community close and strong, which was like the unbreakable shell of the turtle.

Nokomis returned to her journey, but not before telling the Abenaki that they must pass down this story through their Elders, so it would never be forgotten.

As generations unfolded, the people of Odanak thrived, always honoring the turtle and the teachings of Nokomis. They became skilled fishermen, hunters, and artisans, their crafts echoing the turtle's eternal song and Nokomis's wise teachings.

And so, the Abenaki of Odanak remember their creation, living as responsible stewards of the land and river, forever grateful to Nokomis and the turtle that carries them still.

Before Reading

Read the title and examine the picture and then predict what the text will be about.

Comprehension

Is the statement true or false?

1) Nokomis was the Abenaki name for Grandmother Spirit.	True	False
2) Tabaldak is the Ojibwa name for Grandmother Spirit.	True	False
3) The people of Odanak believed in Grandmother Spirit.	True	False
4) The first Abenaki were made from clay.	True	False
5) Nokomis is the Grandmother Spirit.	True	False

Question

Why is it important for the old people to pass down their stories?

Making Connections

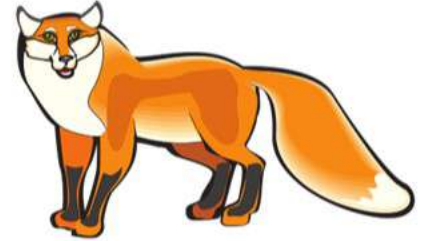
What does this text remind you of in your life? Explain.

Indigenous Norms and Values – Métis Story

Luc, Marie, and the Trapped Fox

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

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



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

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

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

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



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

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

Before Reading

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

Question

Answer the question below.

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

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

Comprehension Check

Is the statement true or false?

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

Indigenous Artifacts – Inuit Story

Visualizing

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

The Goggles of Wisdom

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

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

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

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

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

"We must only take what we need and give thanks for it," Kunik advised. "This is the wisdom he had always taught, but only now fully understood."

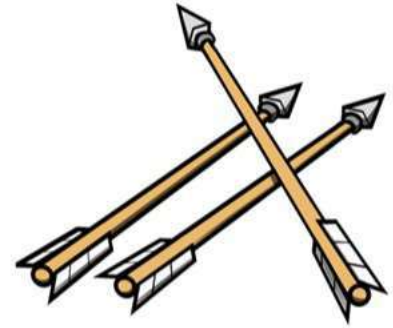
The hunters listened, and their hearts changed their ways. From that day on, Kunik wore the goggles on special occasions, teaching others about the balance and respect that his people had practiced for generations.

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

Indigenous Sports – First Nation Story

The Arrow of Community

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



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

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



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

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

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

Before Reading

Predicting: What will this story be about?

Making Connections

Make a connection to self, text, and world.

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

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

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

Comprehension Check

Circle the best answer to the question.

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

Block 3:

Reading Letters

Focus

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

Letter Writing – Sentence Structure

- 1) Greeting Line: Start your letter with "Dear [Friend's Name],"
- 2) Opening: Tell the person why you're writing.
- 3) Body: Keep your sentences short and easy to understand. Like: "I had a great time at the zoo."
- 4) Connective Words: Use words like "and," "so," "because" to link your thoughts together. Example: "I liked the monkeys because they were funny."
- 5) Ask: Ask a question if you have one. For example: "Can we go to the zoo again?"
- 6) Closing: End your letter by saying thanks. Example: "Thanks for the awesome trip!"
- 7) Signature: Finish with "Sincerely," and then put your name.



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

Dear Prime Minister,

I hope you're doing well. My name is Bella and I'm in grade 5. I want to ask if we can have more parks in our country.

Firstly, parks are important because they give places for families to hang out. Moreover, they make our cities look pretty with all the flowers and plants. In addition, parks can have more than just swings and slides; they can also have flower gardens, ponds, and places to walk.

So, can you please think about making more parks? They would make kids like me really happy.

Thank you for listening. I know you want what's best for everyone.

Sincerely,
Bella

1) Is a formal or informal voice used?

2) What cohesive ties were used?

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

4) How did Bella close the email.

Letter Writing – Implicit and Explicit Perspectives

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

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

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

Instructions Write down your opinion. Now being implicit or explicit in their perspective?

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

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

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

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

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

Letter Writing – Bias in Advertising

Dear Amazing Students,

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

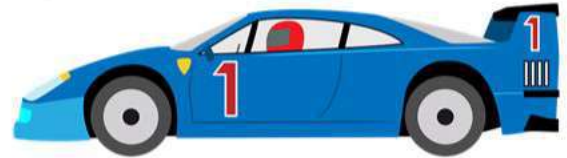
This isn't just any car; it's a car that will make all your dreams come true! Want to be the fastest kid around? This car will make it happen! Are you into robots? This car can transform into one! It's 1,000,000 times cooler than any other toy you could ever think of. If you don't have it, you're really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

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

Catch you on the

Your soon-to-be

Turbo Tim 🏎️



Questions

Answers to questions

1) Is Turbo Tim biased in what toy is the best? Explain and give an example.

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

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

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

Letter Writing – Opinions

Dear Editor,

I hope this letter finds you well. I am writing to share my thoughts on some very important ideas: justice, equity, and fairness. They are big words, but they mean something simple: making sure everyone is treated right and has the same chance to succeed.

Justice is when people follow the rules that are fair to everyone. It's like when everyone gets a turn in a game, no one cheats, and the rules are the same for all players. It's important because it helps everyone feel safe and respected.

Equity is a bit like fairness, but it's more about giving everyone what they need to be on the same level. Imagine if someone was trying to look over a fence, but they were too short. Giving them a box to stand on so they can see over the fence is equity. It means making sure everyone has what they need to do their best, even if it's

different from what someone else might need.

Fairness is making sure no one is left out or treated badly because of where they come from, what they look like, or what they believe in. It's like making sure everyone in the class gets a piece of cake at a party, not just the birthday boy or his friends.

Let's make our school, our community, and the world a better place if we all tried to be more just, equitable, and fair. We should treat others the way we want to be treated and always try to understand and help each other.

Thank you for considering my letter. I hope we can all work together to make the world a fairer place.

Sincerely,
Jacquelin Fernandez



Opinions

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

1) "Justice helps everyone feel safe and respected."

Agree

Disagree

2) "Fairness is making sure no one is left out or treated badly because of their beliefs or origin."

Agree

Disagree

Answer

Do you agree or disagree with the statements? Write your ideas and opinions about justice, equity, and fairness are important. Why? Write a few sentences to share your thoughts.

PREVIEW

Imagine

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

Block 4:

Narratives

Focus

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

What is Indigenous Storywork?

What is Indigenous Storywork?

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



The Seven Principles

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

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

Why Is It Significant?

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

How Do We Learn It?

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

What is Indigenous Storywork?

True or False

Is the statement true or false?

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

Questions

Answer the questions below.

1) Why is Indigenous Storywork so significant?

2) What 7 principles are taught in Indigenous storywork?

Summarize

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

The Tale of Lila and the Sacred Mountain

The Tale of Lila and the Sacred Mountain

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

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



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

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

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

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

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

Questions

Answer the questions below.

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

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

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

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

Storywork Traits

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

Narrator's Point of View

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

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

Each one gives a different feel to the story!



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

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

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

Name of Book	Point of View

The Story of Forest Fire – Different Points of View

First-Person:

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



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

Second-Person:

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

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

Third-Person:

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

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



Questions

Answer the questions below.

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

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

**Personality
Traits**

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

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Advantages/Disadvantage of Points of View

Version 1: First-Person Point of View

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

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

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



Version 2: Second-Person Point of View

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

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

Version 3: Third-Person Point of View

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

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

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

Advantages/Disadvantage of Points of View

Analyze

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

Advantages of the Point of View

First Person	Second Person	Third Person

Disadvantages of the Point of View

First Person	Second Person	Third Person

Reflect

Which story is your favourite version? Explain why.

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Tall Tale – Exaggerated Folk Tale

The Adventures of Zara and the Time-Twisting Twister

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

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

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

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

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

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



Character Analysis

Answer the following questions to analyze Zara's character

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

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

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

Evaluation/Reflection

Answer the following questions

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

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

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

Personification & Anthropomorphism

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

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



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

Think _____ and find examples of personification and anthropomorphism.

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

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

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

Personification	
Personification	
Personification	
Personification	
Anthropomorphism	
Anthropomorphism	

Literary Device: Imagery in Narratives

Draw

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

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

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

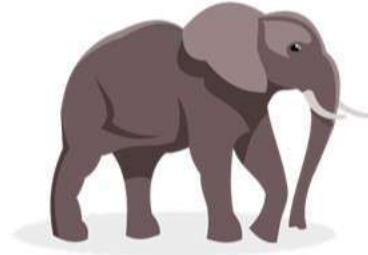
The busy marketplace was alive with bright colours and loud, happy voices selling fresh food. You could smell sweet fruits and spicy aromas swirling together as people moved from stall to stall. In the sunshine, the fresh fish sparkled like silver beside a stall filled with big, red tomatoes.

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

Literary Devices: Simile

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

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



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

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

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

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

Scavenger Hunt

Find books that have examples of similes.

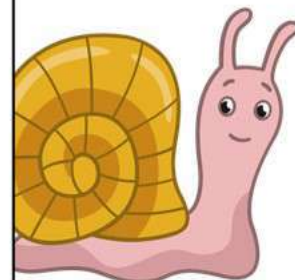
Book Name	Example – Describe or quote the example.
"Where the Wild Things Are"	Max's room became a forest, as wild as his imagination.
"The Gruffalo"	The mouse's tail is as long as a spaghetti noodle.

Matching

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



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



Literary Devices: Metaphor

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

- The moon is a glowing cookie in the sky.
- Her eyes were shining stars.
- The sun was a giant today.
- His words were like treasure.

**Think**

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

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

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

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

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

Scavenger Hunt

Find books that have examples of metaphors

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

Match The Column

Match the words in Column A with the most correct metaphorical descriptions in Column B to create compound metaphors.

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

Sequencing the Plot of a Story – Multiple Plots

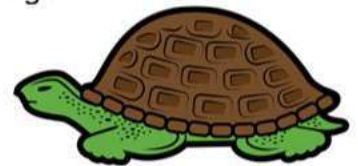
Sequencing events in multiple plots of a story is like arranging the different things that happen in the correct order. Sometimes, stories have more than one set of events, or 'plots,' happening simultaneously. It's like watching two or three smaller movies all at once, but they all make up one big story!

Read

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

A) On the edge of the woods, Theo the Turtle was eyeing some water plants. Being a herbivore, his diet consisted of plants that grew near the water's edge.

B) As he gazed at the berry bush, Theo was intrigued by a movement in the water. It was a small fish. "Well, fish are not on my menu," he thought. "My food is on the water plants. Everyone felt relieved; no one was hungry and..."



C) Deep within the forest, three friends—Lola the Lemur, Sally the Squirrel, and Theo the Turtle—set out on an adventure. Despite being close pals, their diets varied significantly, an interesting fact that they all knew.



D) Wrapping up their exploration, Sally showcased her acorn collection to her friends. She felt proud and excited about her finds. "I have enough food for a week!" she exclaimed.

E) Close by, a butterfly caught Sally's attention, momentarily distracting her from her thoughts. "Should I go for acorns or berries today?"

F) Sally invited her friends to a delightful berry bush she had found. "I have the energy I need for climbing trees," she explained, munching away happily.

G) Lola, satisfied with her mixed diet of fruit and insects, spoke up. "It's fascinating how we can all get along, even with our different diets." They all nodded in agreement, each content in their unique dietary choices.

H) Meanwhile, pondering his options, Lola the Lemur was torn. "I can eat fruit and insects. What should I choose today?" Lola was an omnivore, which made her dietary choices quite versatile.

**Sequence**

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

Narrative Writing - Cause and Effect

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

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



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

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

Think

Think of either the cause or effect that matches below.

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

The Beginning of Democracy

The Beginning of Democracy: The Story of Athena City

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

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



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

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

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

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

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

Cause/Effect

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

1) Finish the effects of the causes below.

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

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

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

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

Science Fiction Story - The Time-Traveling Treehouse

In the small town of Starfield, there stood a mysterious treehouse, perched on a tall tree near the town's wilderness. Everyone in town knew about it, but no one dared to go near. That is, until Sam, a curious and brave student, and his cautious best friend, Leo, decided to explore it.

The inside of the treehouse was like nothing they'd ever seen. Levers, and screens covered the walls. "It looks like a spaceship!" Leo whispered. Sam, always eager for adventure, pressed a big red button. Suddenly, the treehouse began to shake and hum!

In a flash, they found themselves in the future! Hovering cars zipped through the sky, and people walked around in shiny, silver suits. Sam felt nervous. "We should go back," he said. But Sam was too excited to listen.

They met a girl named Ava, who showed them around. She was kind and wise beyond her years. She explained how the world had changed, how technology had solved many problems but created new ones. Sam listened, fascinated. Ava spoke about the importance of taking care of the planet.

After their tour, Sam realized that Leo was right. They had to go home and tell what they'd learned. They said goodbye to Ava and returned to the treehouse. With a whoosh, they were back in their own time.

Years later, Sam, now a scientist, remembered his journey. He worked to create a better future, just like the one he had seen. Leo, still cautious but supportive, helped Sam in his endeavors.

The treehouse stood silent, a reminder of their incredible journey. Sam had changed, growing more responsible and thoughtful. Leo, always practical, stayed the same, a steady presence in Sam's life. Together, they remembered the day they traveled in time and how it changed their world.



Character Analysis

Round characters are interesting and layered and may change throughout the story. Flat characters stay the same throughout the story. Answer the following questions about the characters in this story.

1) Describe Sam's character. What are some traits that make him a round character? How does Sam change throughout the story?

2) Who was the flat character in the story? Leo or Ava? Why would you consider him/her a flat character?

Evaluation/Reflection

Answer the following questions about the story

1) Describe the flash forward in the story.

2) How does the journey to the future change Sam's perspective or actions in life?

3) What was the underlying theme of the story? What lesson do you think Sam and Leo learned from their adventure?

Fantasy Story - Predicting

The Secret of the Cosmic Crystal

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

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

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

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



Prediction

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

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

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

3) Continue the story by writing the ending.

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



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

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

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

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

Evaluation

Answer the following questions.

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

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

Character Trait	Explanation

Drama Story – The Lost Melody

The Lost Melody

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



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

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

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

Drama Story – The Lost Melody

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

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



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

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

**Character
Analysis**

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

Evaluation/Reflection

Answer the following questions about the story

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

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

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

Sad

Happy

Proud

Adventure Story

Adventure Beyond the Misty Peaks

Once upon a time, in a hidden valley surrounded by towering mountains, there lived two curious friends named Felix and Clara. They loved exploring but had never ventured beyond the valley because of the mysterious Misty Peaks that loomed overhead, shrouded in legends and tales of ancient magic.

One day, while playing near the edge of the valley, they discovered a beautiful bird they had never seen before. Entranced by its vibrant colors, which shimmered in the sunlight like a rainbow, they followed it, not realizing they were heading towards a secret garden.



As they climbed higher, the air grew cooler and the path narrower. Suddenly, the bird vanished, and thick fog enveloped them. A little scared, Felix and Clara began to argue. Felix wanted to turn back, fearing they were too far from home and the dangers of the Peaks. Clara, however, determined to find the bird and see where it had led them, convinced it was a sign of a hidden garden.

Their disagreement was cut short when they stumbled upon a garden, filled with flowers of every colour, shimmering under a gap in the mist. In the center was a crystal-clear pond, and by its side, the colourful bird.

Amazed, they realized the bird had led them to this secret place. In their wonder, they forgot their argument and worked together to map a safe path back home, promising to keep the garden a secret.

Returning home just as the stars began to twinkle, Felix and Clara shared tales of their adventure, teaching everyone that sometimes, following your curiosity leads to magical discoveries, and even the biggest disagreements can be resolved.

Name: _____

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Curriculum Connection
1.2, 2.2

Questions

Answer the questions below.

1) What disagreement or conflict do Felix and Clara face in the story?

2) How is the conflict resolved? What do Felix and Clara do to fix the problem?

3) Write two character traits that you think Clara has. Provide evidence from the story.

Imagine

Imagine you are an explorer like Felix and Clara. What kind of adventure would you like to go on? Describe an imaginary journey.

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Narrative Structure

Understanding Narrative Structure

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

Beginning Journey: Introduction

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

Building the Excitement: Rising Action

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

The Story's Peak: Climax

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

The Adventure Winds Down: Falling Action

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

Wrapping Up: Resolution

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

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



Answer

Which part of the narrative structure is described?

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

Identify

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

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

Story Mapping - Secrets of the Echo Cave

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

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

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



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

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

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

Instructions

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

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

Characterization

Understanding Characters in Stories

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

What is Characterization?

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



Types of Characterization

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

How to Analyze Characters

To understand characters better, think about these points:

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

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

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

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

Characterization – Finley’s Fantasy

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

Finley had the remarkable ability to change colours, and so now they felt, turning blue when sad, then excited and green when content. This made Finley a great help in helping everyone understand how they felt with only a word.



One sunny day, while walking around the enchanting garden, Finley stumbled upon a peculiar rock that seemed to be with a magic. Curious, Finley reached out a gentle hand, and the moment they touched it, a bright light enveloped them.

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

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

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

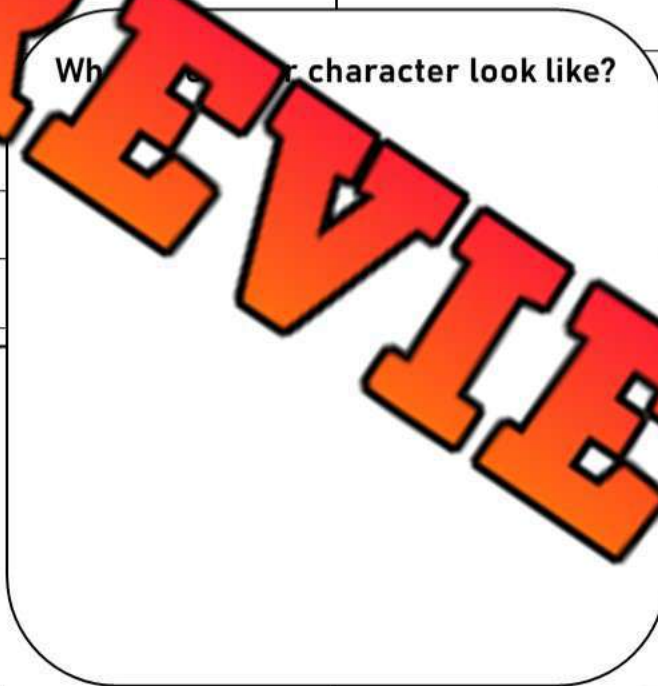
Finley, with their ever-changing colours and kind heart, reminded everyone that it's our differences that make us special and that understanding each other's feelings can create a world filled with magic and friendship.

Instructions

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

What does Finley do?

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

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

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

Block 5:

Persuasive Texts

Focus

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

Persuasive Writing – Multiple Perspectives

Perspective 1: Homework Should Be Abolished

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

Perspective 2: Homework Should Not Be Abolished

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



Think Critically

Answer the questions below.

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

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

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

Persuasive Writing – Thinking Critically

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

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

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

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

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

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



Think Critically

Answer the questions below

1) Who wrote the persuasive text?

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

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

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

Inferences - Persuasive Writing Advertisement



Boost Your School Grades with Our Amazing Study Planner!

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



Why Pick Our Study Planners?

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

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



Numbers Speak Volumes!

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



Think of the Extra Free Time!

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



A Smart Choice

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

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



Order Now and Get Ready to Succeed!

Name: _____

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Curriculum Connection
1.2, 4.2, 4.4, 4.5

Local Inferences

Make inferences based on the sentences below.

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

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

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

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

Global Inferences

Make 4 inferences based on the entire advertisement.

Block 6: Expository Writing

Focus

Reports

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

Procedural Writing

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

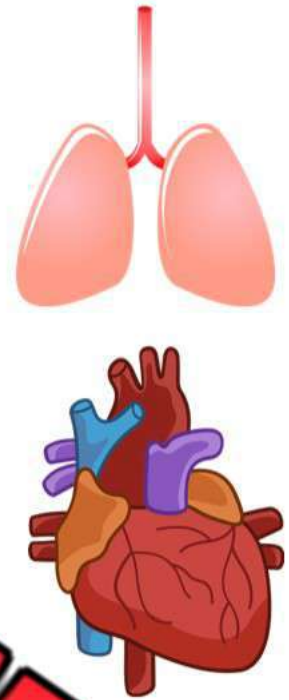
Comprehension – Text Features in Reports

What are Body Systems and Human Health?

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

Key Body Systems

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



Why is Health Important?

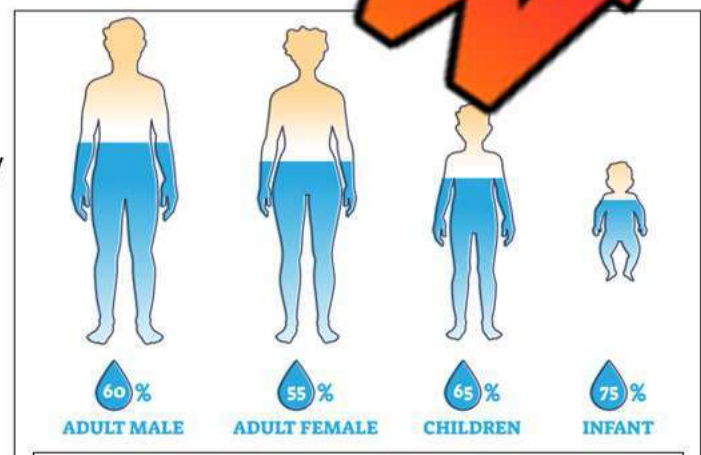
Staying healthy means all these systems can do their jobs. Eating well, exercising, and getting enough sleep are key ways to stay healthy.

Ways to Stay Healthy

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

Signs You Should Visit a Doctor

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



Caption: Water in the Human Body by Age

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) What subheadings are used in the report?

3) Why is the caption helpful to the reader?

Making Connections

Make connections to the world, and to other texts.

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

Cause and Effect Report – Deforestation

Introduction

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



Causes of Deforestation

1) Farming and Agriculture

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

2) Wood and Paper

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

Effects of Deforestation

1) Harm to Animals

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

2) Climate Change

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

3) Soil Problems

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

Conclusion

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

True or False

Is the statement true or false?

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

Evaluate

Answer the following questions.

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

2) Name three environmental impacts/effects of deforestation.

3) How does deforestation lead to climate change?

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

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

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

Summarizing Practice

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



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

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

Main Idea

Supporting
Detail

Supporting
Detail

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

Main Idea

Supporting
Detail

Supporting
Detail

Comprehension – Text Features in Reports

A Shining Example: Brightwood Elementary School's Inclusive Journey

Brightwood Elementary is an extraordinary school dedicated to making every student feel welcome and part of the community. Not only do they aim for a **diverse** environment, but they also focus on the emotional well-being of their students. Let's dive deeper into how they're making a positive impact!

Why Brightwood Elementary Stands Out

Brightwood Elementary goes the extra mile to ensure that all students, no matter their background or abilities, feel at home. They create an atmosphere where students thrive academically and emotionally.

Creating Safe Havens

Apart from the standard quiet room for overwhelmed students, Brightwood has also introduced "mindfulness corners." Teachers use tools like stress balls and mood cards to help students manage their emotions.



Different Learning Aids

Brightwood provides a range of educational tools, from noise-cancelling headphones to interactive whiteboards. This allows students to learn in ways that best suit their individual needs, making educational success a reality for all.

Specially-Trained Teachers

Teachers at Brightwood undergo advanced inclusivity training. They are equipped not just with academic strategies but also with **emotional intelligence** skills to support the diverse needs of their students.

Activities That Go the Extra Mile

Brightwood isn't just about academics; they believe in holistic development. They offer:

- Unified sports teams, encouraging kids from all abilities to play together
- Art classes that offer accessible materials like textured papers and nontoxic paints
- Musical performances that incorporate sign language and visual cues

Thanks to Brightwood Elementary, students learn what an authentically **inclusive** school feels like, enriching their lives and better preparing them for the world ahead.



Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) What subheadings are used in the report?

3) Define key words.

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 that make the main idea stronger.

Inferencing Practice

Inference

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

Ice Fishing: More Than Just Fun

Hey, I'm Kaya! In the northern regions, ice fishing is more than just an activity for leisure; it's a lifeline. Our winters stretch on, making fish a crucial part of our diet. Plus, we catch extra to give to our neighbours!

United We Stand: The Value of Working Together

We never do anything alone; it's a group effort. This is crucial for safety reasons, but it also helps us better enjoy fishing. Working as a team helps us fish more effectively!

The Powerful Totem Poles: Telling Our Story

Hi, I'm Lila! Totem poles aren't just big pieces of wood; they're our history books. Each figure carved into a totem pole tells us about our past and helps us learn about our traditions. Every carving has its own story to tell.

Art That Connects Us

In our Haida Nation, art is more than just pretty pictures; it's a way to remember memory of who we are, and it illustrates our beliefs. From a young age, we learn to carve and create, linking us to both our community and our ancestors.

**Navigating Our Story: The Art of Canoe Building**

Hi there, I'm Mika! Canoes are much more than just boats for us. We use them for many things, like fishing, getting around, and special ceremonies as well!

Wisdom in Every Canoe: Learning the Craft

Canoes are deeply rooted in our traditions. Our older folks guide us in crafting them and share tales about the adventures our forefathers had while paddling these special boats.

Report – Justice

Introduction to Justice

Justice embodies the principle of fairness and equity, where individuals receive treatment and resources according to their rights and needs. It is a foundational element for peaceful coexistence and societal stability.

Global Justice Statistics

- Legal Systems Worldwide: Over 190 countries have established legal systems aimed at ensuring justice. The efficiency and fairness of these systems vary significantly.
- Access to Justice: Approximately 5.1 billion people, or two-thirds of the world's population, lack complete access to justice, including legal protections and resolutions to disputes.
- Incarceration Rates: The global average incarceration rate stands at 145 prisoners per 100,000. High rates often reflect disparities in crime, law enforcement, and justice systems.



Key Components of Justice

- Equality Before Law: Every individual, regardless of background, is entitled to equal treatment under the law.
- Resource Distribution: Nearly 10% of the world's population lives in extreme poverty and the richest 1% own almost half of the world's wealth.

The Importance of Justice

Justice is crucial for maintaining social harmony and protecting individual rights. It ensures that societal conflicts are resolved in a manner that respects the dignity and rights of all involved.

Justice remains an ideal yet to be fully realized globally. Efforts to enhance legal access, fairness, and equity are essential for building societies where every individual can thrive.

Name: _____

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Curriculum Connection
1.2, 3.2, 4.6

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

Note-taking

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

List Key Terms

Questions I Have About The Report

PREVIEW

Words I Need To Define

Summary of Main Points

Report – Forests

Introduction to Forests

Forests are vast areas filled with trees, plants, and wildlife. They play a crucial role in maintaining the Earth's health by providing homes for animals, purifying the air, and offering valuable resources such as wood.

Size and Distribution

Forests cover about 31% of the Earth's land surface, totaling nearly 4 billion hectares.

Imagine a forest about the size of a sports field! The countries with the most forest area include Brazil, and Canada,

showcasing the incredible scale and diversity of these vital ecosystems.



Types of Forests

There are several types of forests, each with unique characteristics:

- **Rainforests:** Located near the equator, these forests receive a lot of rainfall and are known for their rich biodiversity.
- **Boreal Forests:** Found in the northern regions, these forests are dense with coniferous trees like pine and spruce.
- **Deciduous Forests:** These forests, where trees shed all their leaves annually, are common in areas with four distinct seasons.

Wildlife in Forests

Forests are bustling with life, housing over half of the terrestrial species. Notable animals include the Amazon's jaguar and the bald eagle in North American forests. These diverse habitats are crucial for the survival of countless species.

Importance of Forests

Forests are very important for the Earth. They take in carbon dioxide and give out oxygen, which helps fight climate change. They also keep the soil healthy and prevent flooding.

Conservation Efforts

To preserve these natural treasures, global efforts include:

- Planting trees to restore deforested areas.
- Ensuring forests are used in a way that maintains their health and biodiversity.
- Establishing reserves and parks to safeguard untouched forest regions.

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

Skim And Scan

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

Questions		Answers
1)	How many hectares?	
2)	How many countries have forest areas?	
3)	Where are the forests located?	
4)	What type of forests are there?	
5)	What trees dominate boreal forests?	
6)	Do deciduous trees keep their leaves all year?	
7)	How much of terrestrial species live in forests?	
8)	Which predator is found in the Amazon?	
9)	What is one benefit of forests to soil?	
10)	Can forests prevent natural disasters?	
11)	How many hectares of Earth's surface do forests cover?	
12)	Where is the bald eagle found?	

Linear Text - Recipes – Ordering Steps

Examine

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

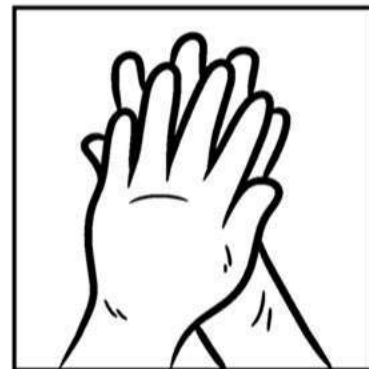


Order	Information
	Take small amounts of the mixture and roll them into balls about the size of a golf ball.
	Spaghetti With Meatballs Recipe
	In a pan used for meatballs, pour in tomato sauce and bring to a boil.
	In a bowl, combine ground beef, bread crumbs, egg, salt, pepper, and garlic powder. Use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

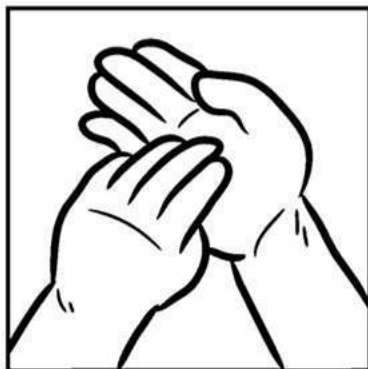
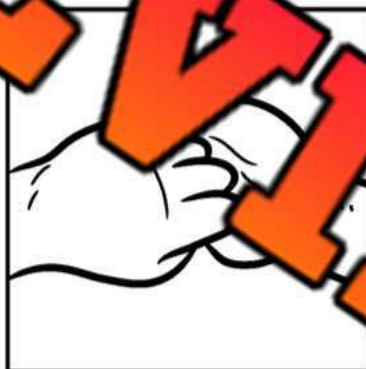
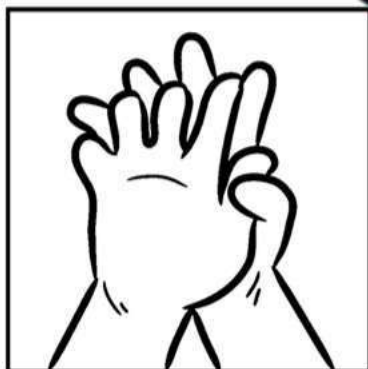
Graphics in Procedural Writing – Handwashing

Label

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



Rub back of hands



Wash palms



Graphics in Procedural Writing – Drawing

Label

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



Label

Describe what to do in each step.


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

PREVIEW

Following Instructions – Drawing an Inuksuk

Draw

Follow the procedural text below to draw an inuksuk.

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

Name: _____

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1.2

Following Instructions – Drawing an Inuksuk

Draw

Draw your inuksuk below.

PREVIEW

Block 7: Poetry

Focus

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

Types of Poems

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

Haiku: A Breath of Nature

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

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



Acrostic: The Secret Poem

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

Sunny skies are blue

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

Limerick: Laughter in Lines

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

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

Cinquain: The Structured Five-Liner

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



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



Paraphrase

Rewrite the rules for each poem in your own words.

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

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

Haiku**Acrostic**

Haiku Poetry – Inuit Observations

Haiku Poetry – Inuit Observations

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

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

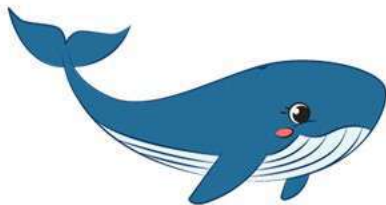


Land once boundless, vast—
Ship sailed through the frozen sea—
Inuit used old ways.

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

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

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



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

Inferences

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

1) "New paths cross old ways"

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

3) "Northern lights high over the sea, lit by distant ships"

4) "What value, our lore?"

Visualizing

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

Haiku 1	Haiku 2	Haiku 3	Haiku 4

Acrostic Poems – Canada's Regions

Acrostic Poems – Exploring Canada's Geographical Regions

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



Appalachian Mountains

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

Ellesmere Island

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

Name: _____

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Curriculum Connection
1.2

Visualizing

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

PREVIEW

Elm Island

Appalachian Mountains

Limerick Poem – Alliteration

Limerick Poetry – First Nation Reflection

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

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

Aztec Empire:

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



Aztec art

Roman Republic:

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

Inuit Community:

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



Questions

Answer the questions below

1) What is an alliteration?

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

3) Which poem did you like the best?

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

Quote

Explain

Questioning

Write 3 questions you had about the poems

1)

2)

3)

Cinquain Poems – Critical Thinking

Cinquain Poetry – Insights into Métis Culture

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

Fiddle Tune

Fiddle
Quick, sweet
Playing, resonating, thrilling
Like a prairie breeze
Melody



Red River Cart

Cart
Wooden, sturdy
Loading, rolling, carrying
A base for travelling
Vehicle



Bison Hunt

Bison
Mighty, wild
Running, dodging, charging
As unstoppable as time
Game



Sash
Colourful, woven
Tying, wrapping, adorning
A ribbon of unity
Belt



Jig Dance

Dance
Lively, fun
Twirling, hopping, stepping
A foot-tapping celebration
Rhythm



Métis Flag

Flag
Blue, white
Waving, uniting, symbolizing
A tapestry of culture
Banner



Critical Thinking

Answer the questions below.

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

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

3) Which poem did you like best?

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

Quote

Explain

Visualizing

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

Jig Dance

Red River Cart

--	--

Rhyming Poems – Critical Thinking

Rhyming Poetry – Matter

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

Solid Matter

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

Liquid Matter

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

Gaseous Matter

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

Phase Change

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

Sublimation

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

Condensation

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

Critical Thinking

Answer the questions below.

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

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

3) Which poem did you like best?

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

Quote

Explain

Visualizing

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

Sublimation

Condensation

--	--

Block 8: Book Reviews

Focus

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

Implicit and Explicit Perspectives – Book Reviews

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

Explicit Examples:

"The book was awesome."

"I didn't like the ending."



Implicit Examples:

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

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

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

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

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

1) It was full of suspense and emotions.

2) The book dragged on and was slow.

Implicit and Explicit Perspectives – Book Reviews

Book Review: "The Enchanted Forest: Quest for the Lost Jewel"

Incredible, "The Enchanted Forest: Quest for the Lost Jewel" is a thrilling quest! Imagine venturing into a magical forest with Lily and Max, two daring siblings who are the stars of this tale. This book will take you on a wild ride from the opening chapter to the final page. If you're into enchanted creatures and hidden treasures, then you've found your match. The story has nail-biting moments that will make you wonder what obstacles Lily and Max will face next. Additionally, there are hilarious scenes that add a dash of humour to their epic journey. I won't give the ending away, but it's safe to say it provides a clever twist that you won't see coming. This book really caught my interest, and I believe other fifth graders will find it just as captivating!

Rating: ★ ★ ★ ★ ★

Perspectives

Answer the questions below.

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

2) Write 4 implicit perspectives that don't say exactly how they feel about the book, but they give hints.

Finding Bias in Reviews

What is Bias in Reviews?

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

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



Bias _____ and the reviews and answer the questions.

Review: "The Galactic Battle: Alien Invasion"

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

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

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

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

Our Voice in Review Writing

What is Voice in Writing?

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

Voice

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

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

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

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

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

1) Which family member wrote which review?

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

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

Using Humour in Review Writing

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

In review writing, humour:

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

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

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

What It Means

Is it a good topic sentence?

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

What It Means

Is it a good topic sentence?

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

What It Means

Is it a good topic sentence?

Literary Devices in Reviews

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

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

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

Space Adventures in 'The Secret Spaceship'

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

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

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

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



Similes	
Metaphors	
Alliteration	
Humour	

Review Writing - Inferences

Title: "An Enchanting Expedition in 'Wizard Wally's Whimsical Realm'"

Introduction

Hey, fellow readers! Are you in the mood for an enchanting tale? "Wizard Wally's Whimsical Realm" will whisk you off to a world so magical, it's like stepping into your wildest dreams. For fans of mystic spells and daring quests, this is your must-read.



Summary

In this story, a young adventurer named Tim stumbles upon Wizard Wally's enchanted castle. Wally's magic transports him to an otherworldly kingdom filled with mythical beings—like dragons and sprites. To return the cap and exit this whimsical realm, Tim must navigate a series of mind-boggling tests.

Thoughts

Diving into this book is like jumping into a cauldron of magic—it's bubbling with laughs and magic! Characters? They're so lively, I could see them running around my pencil. The story zips faster than a squirrel on a sugar rush. All the descriptions sparkle in words that paint pictures in your brain, making it feel like you've discovered a secret stash of sparkling stories.

Rating

I rate this book a perfect 5/5 stars, no questions asked! It was so riveting, I didn't even want to stop for a snack. Any youngster interested in magical stories should give it a read today!



Examine

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

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

Similes

Metaphors

Alliteration

Humour

Inferencing

Answer the questions below to show your understanding

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

2) Local Inference: What did the author mean when they wrote, "Chances are so lively, I thought one might borrow my pencil."

3) Local Inference: What did the author mean when they wrote, "The story zips faster than a squirrel on a sugar rush."

Block 9:

Graphic Texts

Focus

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

Types of Graphic Texts

Understanding Graphic Texts

Graphic texts offer an engaging way to share information or narrate a story, using both visuals and words. They're not just limited to comic books! You can find them in instructional manuals, infographics, and even historical timelines.



Different Types of Graphic Texts

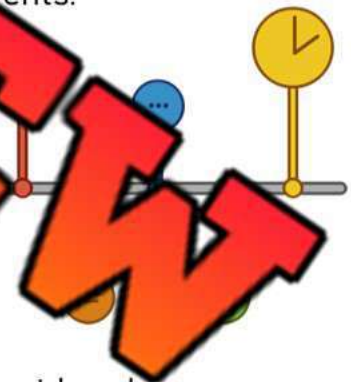
There's a whole world of graphic texts to explore. Here are some you might see:

- Comic Books: Illustrations and speech bubbles tell a story.
- Infographics: Using graphs and illustrations, these explain topics like the water cycle.
- Maps: Not only do they indicate location, they also provide routes and key landmarks.
- Timelines: Great for understanding the sequence of historical events.

Key Features in Graphic Texts

Graphic texts come with unique elements, or 'features,' which separate them from other texts. Some key features include:

- Titles: Located at the top, they serve as your guide to the topic at hand.
- Visual Aids: Pictures, icons, or diagrams are used with text to complement the information. A lightbulb is an icon or symbol that shows a good idea.
- Captions: Found below images, they offer more details.
- Speech Bubbles: Common in comic stories, these show conversations between characters.
- Labels: These are short descriptors near an image or graph to identify its components or functions.



Prereading

Before reading, answer the questions below.

Read the title and headings and write what you already know about this subject.

Making Connections

After reading, make the connections below.

Text-to-Self

Text-to-Text

Text-to-World

1) When do you or your family use maps in your life?

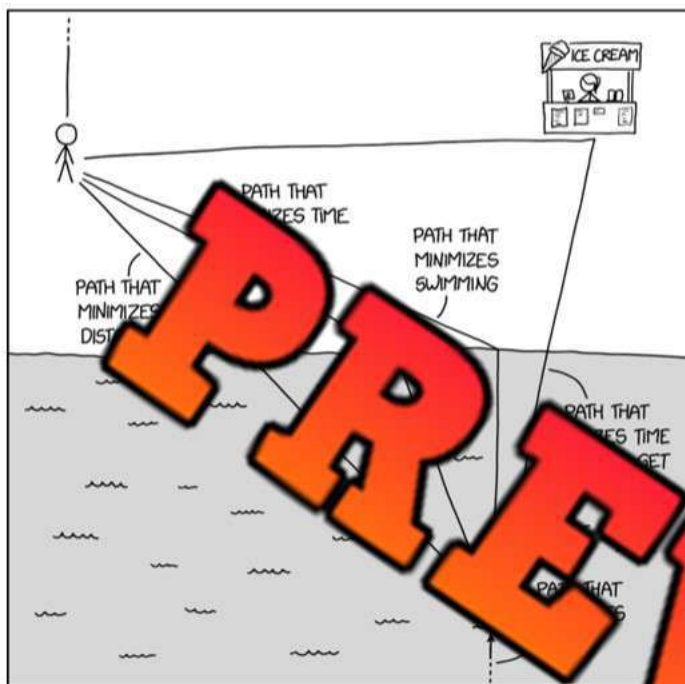
2) Where do you see posters/infographics? What are they used for?

3) What comics have you seen before? List them below.

Understanding Comics

Analyze

Read the comic and answer the questions.



1) Summarize the comic above. What is happening?

2) Describe the different paths:

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

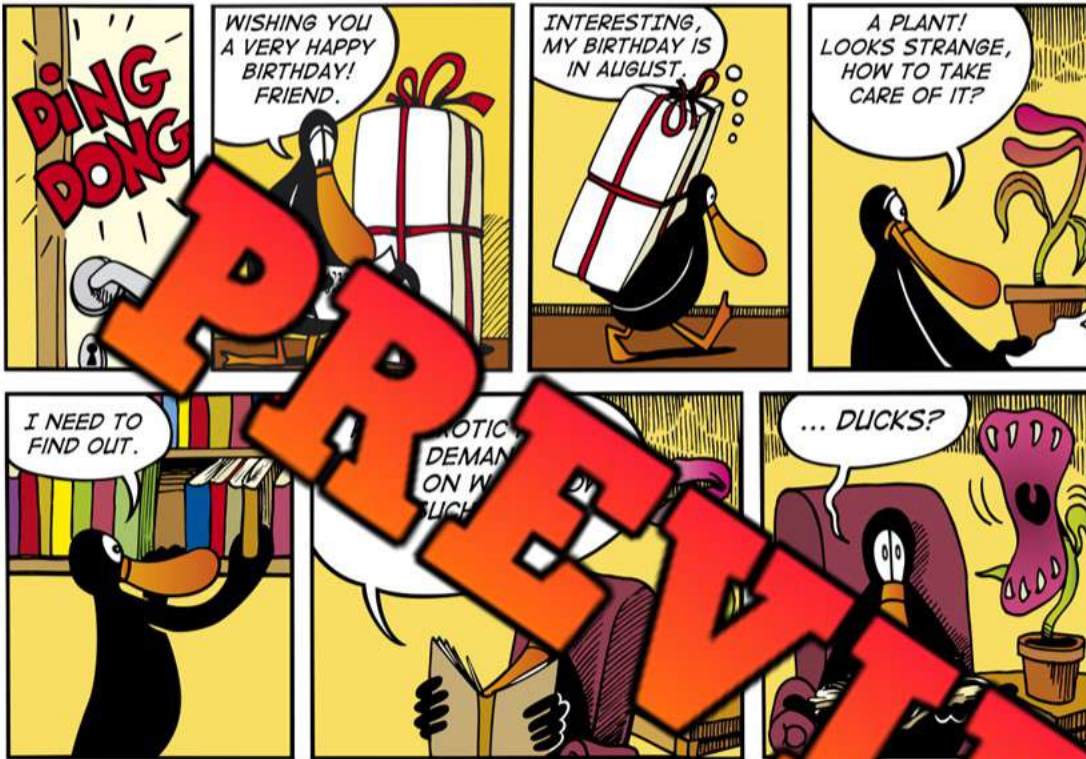
3) Why is the path that minimizes time and the path that minimizes distance not the same?

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

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

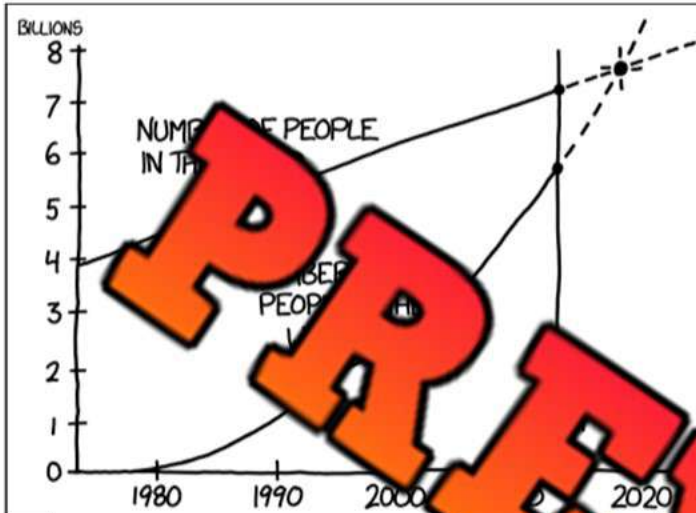
2) Is the joke explained explicitly, or is it implicit? Explain.

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

Understanding Graphic Texts

Analyze

Read the comic and answer the questions.



CAPTION: IN 2019, HUMANS
OUTNUMBERED

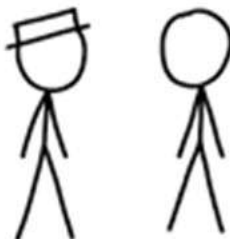
1) What is the comic about?

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

HOW ARE YOU?

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

I MEAN, FINE!
HOW ARE YOU?



What is the comic about?

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

Photo Essay - A Day in the Playground

A **photo essay** is a collection or series of photographs that are intended to tell a story or evoke a series of emotions in the viewer. It is a form of visual storytelling wherein each photograph serves a purpose in a larger narrative.

Instructions

View the pictures below. As you observe each image, notice how they show various aspects of playground activities throughout the day. Reflect on the different emotions and activities in each photo. This will help you understand how the playground is a space of joy, friendship, and learning.

1



2



3



4



5



Instructions

Carefully look at each image in the photo essay. For each photo, write down what you see and think about how it relates to our daily activities and emotions in the playground.

Photo 1: Morning Arrival

What do you see in this photo?

How does this make you feel or what do you think about it?

Photo 2: Time of Day What do you see in this photo?

How does this make you feel or what do you think about it?

Photo 3: Quiet Corner

What do you see in this photo?

How does this make you feel or what do you think about it?

Photo 4: Lunch time

What do you see in this photo?

How does this make you feel or what do you think about it?

Name: _____

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Photo 5: Team Sports

What do you see in this photo?

How does this make you feel or what do you think about it?

Photo 6: Everyday

What do you see in this photo?

How does this make you feel or what do you think about it?

Final Reflection

What did you learn about playing and activities and how they make us feel? Share your thoughts about the photo essay.

Draw

Draw yourself playing with your friends on the playground



Text Features in Infographics

Infographics are unique visual tools that present information in a format that's easy to grasp. They can cover various subjects, like wildlife habitats, the process of composting, or even the development of a popular video game!

In infographics, you'll typically encounter:

- **Headings:** These clarify the main concept or theme of the infographic.
- **Illustrations or Icons:** These visuals support the text by representing its meaning.
- **Annotations:** These labels identify specific sections or elements within the images.
- **Concise/Bullet Points:** These offer factual information in an easily digestible way.

Examine the infographic and answer the questions

1) Give the information from the infographic.

2) Which 4 lifecycles are shown?

LIFE CYCLE OF BIRDS

- Comprises of 5 stages
- Adult, Egg, Embryo, Hatching and Chick



LIFE CYCLE OF FROG

- Comprises of 4 stages
- Adult, Egg, Embryo, Tadpole



LIFE CYCLE REFERS TO THE SERIES OF CHANGES THAT OCCURS IN AN ORGANISM FROM BIRTH TILL DEATH.

LIFE CYCLE OF BUTTERFLY

- Comprises of 4 stages
- Egg, Larva, Pupa, Adult

LIFE CYCLE OF COCKROACH

- Comprises of 3 stages
- Adult, Egg, Nymph



3) What are the stages of a bird's life cycle?

4) What are the stages of a frog's life cycle?

5) What are the stages of a butterfly's life cycle?

6) Check off if there are the components below in the infographic.

Headings		Annotations	
Illustrations		Bullet Points	

Reading Maps – Text Features

Reading a Map Made Easy

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

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



Reading Maps – Text Features

Questions

Answer the questions below.

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

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

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

4) What do red dots on a map indicate?

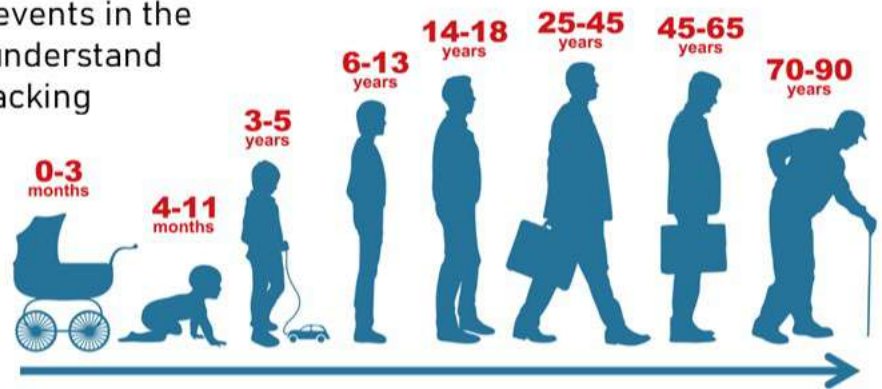
5) What does a bigger red dot represent?

Examine

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

Graphic Text - What's a Timeline?

A **timeline** is a tool that arranges events in the order they happened, helping us understand the flow of events. Whether it's tracking major historical events, like the invention of the wheel, or personal milestones such as your first bicycle ride, timelines provide a picture.



Features of a Timeline?

- Dates: Indicate when an event happened. They could range from a year to a specific day or hour.
- Events: Descriptions of the significant happenings, for example, "First walk on 1st birthday."
- Lines: A continuous line that connects events, visually representing the progression of time from one point to another.
- Arrows: Occasionally, arrows are used to show the direction in which time flows, generally from past to future.
- Visual Aids: Some timelines use images to help understand each event.

Analyze

Look closely at the timeline and answer the questions.

1) What features are part of this timeline?

2) How do people age? Explain what you've learned from the timeline.

3) Did the timeline help you learn about how we change as our age increases? Or would a paragraph have been a better choice? Explain.

Block 10: Biographies

Focus

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

What Are Biographies?

Understanding Biographies

A **biography** is a type of book that tells the story of someone's life. Think of it as a time machine, explaining the person's achievements, emotions, and significance. These life stories can focus on a wide range of people, from scientists to activists, and even those who accomplished amazing feats.



What's Inside a Biography?

A well-made biography has several features that improve your understanding of someone's life. Here's a breakdown of the common parts:

- **Preface:** Where the author explains why they wrote the biography.
- **Introduction:** First pages that offer a snapshot of the individual, possibly explaining why their story is interesting.
- **Chapters:** Segments that split up the story, often focusing on different periods or important events in the person's life.
- **Visuals:** Whether it's photos or illustrations, these images show the person's appearance or actions.
- **Timeline:** This chart places important dates and events in chronological order, helping with understanding.
- **Glossary:** A section that defines challenging words used throughout the book.

Why the Text Features Matter

These text features serve as tools that improve the reading experience. For example, if a word is highlighted or is in bold, it's likely important to the story and its definition can usually be found in the glossary. A preface helps us understand the perspective of the story as we learn more about the author.

Name: _____

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Curriculum Connection
1.1, 1.2, 2.2

Prereading

Before reading, answer the questions below.

Read the title and headings and write what you already know about this subject.

Summary

Summarize the reading – follow the instructions below

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

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

Biography – Terry Fox

Terry Fox: A Canadian Hero

Preface

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

Early Life

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

Remarkable Marathon of Hope

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

Legacy and Philanthropy

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

Timeline

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

Glossary

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

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

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

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

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



Terry Fox

Prereading

Before reading, answer the questions below.

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

During Reading

Stop and write questions about what you are reading.

1

2

3

Questions

Answer the questions below.

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

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

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

Biography – Louis Riel: The Métis Political Leader

Louis Riel: The Métis Political Leader

Preface

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

Louis Riel's Life

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

Major Achievements

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

Life After the Rebellions and Legacy

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



Louis Riel

Timeline

1844: Born in the Red River Settlement

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

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

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

Glossary

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

Understanding

Is the statement true or false?

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

Critical Thinking

Answer the questions below.

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

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

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

Biography – Albert Einstein: The Genius of Physics

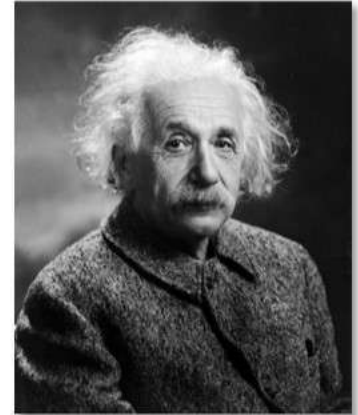
Albert Einstein: The Genius of Physics

Preface

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

Albert Einstein's Early Years

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



Pioneering Contributions

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

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

Later Life and Impact

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

Glossary

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

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

Accomplishments – What Einstein Did	Order (1-5)

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

Biography Research Assignment

Objective

What are we learning more about?

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

Instructions

How do we complete the activity?



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

Options

Individuals you could choose to research.

Nelson Mandela
Marie Curie
Martin Luther King Jr.
Leonardo Da Vinci
J.K. Rowling
Steve Jobs
Alexander Mackenzie
Thomas Edison

Mother Teresa
Bill Gates
Charles Darwin
Alexander Flemming
Newton
Galileo Galilei
Terry Fox
Michael Jackson

William Shakespeare
Muhammad Ali
Amelia Earhart
Pablo Picasso
Anne Frank
Muhammad Ali Jinnah
Mother Teresa
Roger Federer

Name: _____

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Curriculum Connection
1.1, 1.2, 3.2

Research

Write jot notes as you read more about the person.

Early Life

Achievements

Later Life

PREVIEW

Name: _____

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Curriculum Connection
1.1, 1.2, 3.2

Summary

Write a summary of your individual's life story.

PREVIEW

Timeline

Write a timeline of the important events in

Timeline – Use a Graphic or List