



# Preview – Information



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# Google Slides Lessons Preview





# Manitoba Language Curriculum Reading Comprehension– Grade 7

## 3-Part Lesson Format

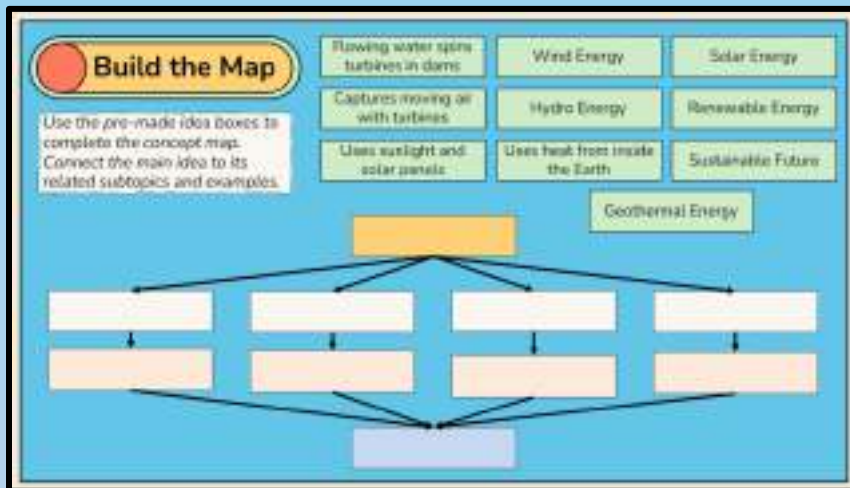
### Part 1 – Minds On!

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

Learning Goal

**What are Reading Comprehension Strategies?**

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



### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

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

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

**Consolidation – The Lighthouse in Fog**

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





# Manitoba Language Curriculum Reading Comprehension– Grade 7

**Exploring Cultural Elements**

Each question asks which cultural element is being shown in part of the story. Choose the best answer from the three options provided. Put an X in the box for the correct answer.

1) The people placing cedar branches by the doorway shows which cultural element?	2) The gathering inside the great roundhouse is an example of which cultural element?	3) The great roundhouse made from cedar logs and bark shows which cultural element?
<input type="checkbox"/> Art	<input type="checkbox"/> Values	<input type="checkbox"/> Architecture
<input type="checkbox"/> Architecture	<input type="checkbox"/> Ceremonies	<input type="checkbox"/> Rituals
<input type="checkbox"/> Rituals	<input type="checkbox"/> Dance	<input type="checkbox"/> Art
4) The dancers moving in circles with swirling ribbons represent which cultural element?	5) The painted masks and sand drawings in the roundhouse display which cultural element?	6) When people reflect on kindness, courage, and care for one another, they are expressing which cultural element?
<input type="checkbox"/> Ceremonies	<input type="checkbox"/> Art	<input type="checkbox"/> Ceremonies
<input type="checkbox"/> Values	<input type="checkbox"/> Rituals	<input type="checkbox"/> Values
<input type="checkbox"/> Dance	<input type="checkbox"/> Architecture	<input type="checkbox"/> Dance

**Implicit or Explicit?**

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

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

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

Drag the principle to the matching part of the story.

Eli felt grateful while learning from his uncle.	Interrelatedness
Eli and his friends cleaned the river after the storm.	Respect
They returned the river to its clear flow, giving back to nature.	Reverence
Eli thanked the salmon and the river for their song.	Synergy
"Everything—water, people, animals—was part of one great circle."	Holism
The salmon needed them, and they needed the salmon.	Responsibility
Eli and his friends worked together to help the river.	
The storm reminded them how every part of nature affects another.	
Eli listened carefully and honoured his uncle's wisdom.	
Together, they created change that helped both people and nature.	





# Manitoba Language Curriculum

## Reading Comprehension– Grade 7

**Q Point of View**

Read each sentence carefully. First, identify the point of view of the sentence. Then, rewrite the sentence in a different point of view of your choice and tell which point of view you used.

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

Original Sentence	Original Point of View	Rewrite the Sentence in a New Point of View	New Point of View Used
1) I couldn't believe how quiet the museum was after closing time.			
2) You open the letter and realize it's an invitation to a secret club.			
3) They raced across the frozen lake before the sun disappeared.			
4) I picked up the old photograph and recognized the faces instantly.			
5) You step into the theatre as the lights begin to dim.			

**Q**

After reading, match each character to the symbol they might be teaching through these symbols.

**The Garden of Mirrors – Symbolic Meanings**

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

Rowan  
The Mirrors  
The Fog  
The Villagers

**Matching Table**

Match the descriptions on the left to the correct name on the right.

Part from the Story	Name
"A glowing tunnel hidden beneath a snowy ledge"	a) Heart-Rune
"Towering crystal pillars humming softly in the cavern"	b) Frostfall Passage
"A carved ice rune pulsing like a heartbeat"	c) Light-Wall Map
"A narrow ice bridge stretching across the chamber"	d) Storm-Orb
"A floating orb swirling like a tiny storm"	e) Crystal Columns
"A glowing map projected across the crystal walls"	f) Glacier Bridge



# Workbook Preview



# Grade 7 – 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.	40-46
1.2	Learners are using and talking about a variety of strategies and processes to understand and create texts.	11-12, 17-26, 33-39, 47-167, 173-259
1.3	Learners are reflecting on and using what they know about texts and themselves to make purposeful and personal connections.	58-64, 142-144, 159-167, 173-174, 176-177, 213-220
1.4	Learners are using what they know about language to understand and create texts.	125-177,
1.5	Learners are reflecting on and using what they know about language to understand and create texts.	

**Preview of 150 pages from  
this product that contains  
368 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.	33-39, 58-80, 85-86, 93-100, 106-107, 123-144, 162-167, 173-174, 176-177, 227-231, 247-259
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.	184, 190-191



**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?

	<b>Grade Band Descriptors</b>	<b>Pages</b>
<b>3.1</b>	Learners are designing for specific purposes and for different audiences	N/A
<b>3.2</b>	Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking.	19-20, 27-32, 58- 64, 102-103, 168-174, 178-181, 229-231, 247-248, 257-259
<b>3.3</b>	Learners are contributing to communities to share knowledge, explore ideas, and deepen thinking.	N/A
<b>3.4</b>	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?

	<b>Grade Band Descriptors</b>	<b>Pages</b>
<b>4.1</b>	Learners are recognizing the need for validity and reliability.	104-107, 123-144
<b>4.2</b>	Learners are beginning to analyze differences in opinion.	79-80, 85-86, 146-152, 159-160, 215-220
<b>4.3</b>	Learners are expressing and supporting opinions and judgments.	79-80, 85-86, 146-152, 159-160, 213-220
<b>4.4</b>	Learners are recognizing that point of view has an impact on understanding.	106-107, 123-144
<b>4.5</b>	Learners are exploring the decision making of text creators.	157-160, 178-181
<b>4.6</b>	Learners are exploring how ideas like justice, equity, and fairness are complex.	N/A
<b>4.7</b>	Learners are recognizing families' and peers' unique identities and similar and different ways of seeing the world.	N/A

# 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: Prep

- 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 is not useful in prereading.	True	False

Question \_\_\_\_\_ Reading comprehension and why is it important?

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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

## 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 could catch even the slightest breeze. With the help of her dad, she built it up on a pole in the park. So, when the wind blew it generated electricity.

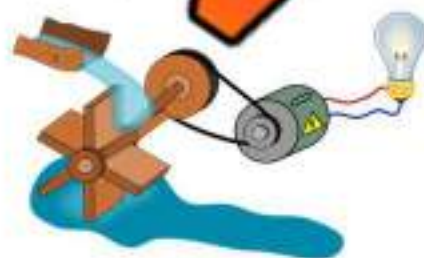
Sara didn't stop there; she also explored hydroelectric power. There was a small creek running through the park. She created a tiny water wheel, and as the water flowed over it, it generated more electricity.

Finally, Sara introduced kinetic energy from playground equipment. She installed sensors on 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?

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**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?

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

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

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**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 the recycling bin? Let's find out!

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



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

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

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

More recycling helps protect wildlife. When we don't recycle, large amounts of trash end up in oceans or landfills, 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 to our planet, and why?

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

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



## Comprehension Practice – Visualizing

September 14, 1497

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

Dear Sister Eleanor,

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

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

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

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

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

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

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

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



## Comprehension Practice – Visualizing

**Pre-Reading**

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

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**While Reading**

Draw different pictures of what you are visualizing while

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**After Reading**

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

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

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

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## What is Synthesizing?

### Understanding Synthesizing

**Synthesizing** is a higher-level thinking skill that you use to combine various pieces of information. This process helps you arrive at a deeper understanding of a subject. To simplify, think of it like making a smoothie with different fruits: each piece of information is like an individual fruit, and synthesizing is the blending of all these fruits into a new, combined drink.



### Key Steps in Synthesizing Information

Before you can synthesize effectively, you need to gather accurate information from reliable sources. Here are the steps to achieve a good synthesis:

1. **Read and Understand:** Read your sources carefully. Understand the main ideas.
2. **Take Notes:** Jot down important points and details.
3. **Compare and Contrast:** Notice the similarities and differences between the sources.
4. **Make Connections:** Link the information to what you already know or read.
5. **Formulate an Opinion:** After considering all sources, form your own viewpoint.

### Why Synthesizing is Important

Synthesizing is a valuable skill not only in academics but also in everyday life. It helps you comprehend the subject matter deeply. It requires you to evaluate various kinds of information before coming to a conclusion. You make better choices by looking at all angles of an issue.

### List of Places You'll Use Synthesizing

- Writing essays
- Solving mathematical problems
- Making daily decisions
- Working on science projects



## Activity: Synthesizing

### Objective

What are we learning more about?

To develop students' ability to synthesize information from multiple sources, and create a cohesive and informative poster on a specific Canadian ecosystem.



### Materials

Use the following materials for the activity.

- Informational resources about Canadian ecosystems (books, articles)
- Poster board
- Markers, colored pencils, glue, scissors
- Access to a computer or tablet for research (optional)

### Instructions

Follow these steps to form the activity.

- 1) **Introduction:** Introduce the concept of ecosystems, focusing on various types found in Canada (e.g., forests, tundra, freshwater). Encourage students to synthesize information from different sources to create a comprehensive understanding.
  - 2) **Group Formation:** Divide the class into small groups, ensuring each group focuses on a different Canadian ecosystem.
  - 3) **Research Phase:** Each group researches their assigned ecosystem using provided materials and optional online resources. Encourage them to look for information about the climate, flora and fauna, geographical location, and other ecosystem features.
  - 4) **Synthesis and Poster Creation:** Students discuss in their groups and synthesize the information gathered. Each group designs and creates a poster that includes:
    - A map showing the location of their ecosystem in Canada.
    - Pictures or drawings of common plants and animals found in that ecosystem.
    - Interesting facts or features about their ecosystem.
    - A short paragraph summarizing why this ecosystem is important to Canada.
- **Presentation and Sharing:** Each group presents their poster to the class, explaining their findings. Encourage other students to ask questions for a better understanding.



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

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Curriculum Connection  
3.2

### Example Ecosystems in Canada

Boreal Forest	Pacific Coastal Rainforest	Arctic Tundra	Prairie Grasslands	Freshwater Lakes
Deciduous Forest	Rocky Mountain Alpine	Subarctic Tundra	Mixed Grass Prairie	Rivers & Streams
Atlantic Maritime	Great Lakes Forest	Northern Taiga	Aspen Parkland	Wetlands

Research your own research notes about the following features of the ecosystem.

Climate of the Ecosystem

Flora (Plants):

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

30

Curriculum Connection  
3.2

Fauna (Animals):

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Geographical

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Unique Features:

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**PREVIEW**

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

31

Curriculum Connection  
3.2

Sketch

Sketch the layout of your poster in the space below.

**PREVIEW**



**Reflection**

Answer the questions below.

1) What was the most interesting fact you learned about your ecosystem?

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2) How does this ecosystem contribute to Canada's environment?

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**Evaluation**

Answer the questions below.

1) How confident do you feel about your ability to synthesize information from different sources after completing this activity?

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2) What did you enjoy most about this activity?

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3) What is one question you still have about Canadian ecosystems?

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4) When do you synthesize information in your life? Explain an example.

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## Comprehension Practice – Monitoring

### Instructions

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



I understand this part  
of the text.



I am confused by this  
part of the text.



I am surprised by this  
part of the text.



I think this is an important  
part of the text.



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



I really enjoyed this  
part of the text.

### Volcanoes and Earthquakes

#### Introduction

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

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#### Understanding Earthquakes

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

#### Key Facts:

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

✓		?		!		*		+		♥	
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## The Power of Volcanoes

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

### Types of Volcanoes:

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

✓		!		*		+		♥	
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### Myths and Reality

Myths surrounding volcanoes and earthquakes often involve gods or supernatural beings expressing anger. Ancient cultures sought natural explanations for these phenomena. For instance, the ancient Romans believed that Vulcan, the god of fire and metalworking, lived inside a volcano, which was why the earth would shake and erupt.

✓		?				+		♥	
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### Natural Explanations

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

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### Impact on Humanity

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

✓		?		!		*		+	
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### Conclusion

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



**Monitoring**

Answer these questions.

1) How did monitoring each part of the text help you in understanding the report?

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2) Was there any part of the text that confused you? What strategies did you use to overcome confusion?

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**Reflection**

Answer these questions.

1) Reflect on what you learned about the importance of using evidence-based reasoning when exploring natural phenomenon like these.

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2) After reading the report, has your opinion about volcanoes and earthquakes changed? If so, how?

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## Comprehension Practice – Refocusing / Re-engaging

### Instructions

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

### Ancient Egyptians And Their Contribution To Modern Society

#### Introduction

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

#### Technological Innovations

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

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

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

#### Architectural Marvels

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

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

#### Governance and Administration

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





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

### Art and Writing

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

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

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

### Instructions

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

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



## 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 to understand the strategies by giving examples.
- 2) Personal Reflection: Have students reflect on each reading strategy listed. Ask students to reflect on which strategies they use often and which ones they need to practice more.
- 3) Set Individual Goals: Have students choose one strategy they want to focus on improving. They should write down this goal at the top of their worksheet.
- 4) Goal-setting Planner: Provide students with a goal-setting planner where they can set their goal for the strategy they chose. Then, have them 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?

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

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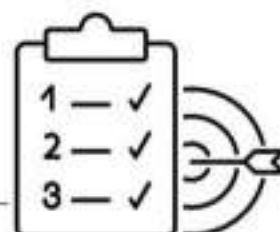
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# MY GOAL PLANNER

My goal is to: \_\_\_\_\_



Ways I can work toward my goal:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_



Why this goal is important: \_\_\_\_\_

New things I will try:

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I am going to work \_\_\_\_\_ harder at:

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read:

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# READING LOG

My goal for \_\_\_\_\_ is \_\_\_\_\_ minutes.  
(month) (number)

## Instructions

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

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

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

# **INDEPENDENT READING ACTIVITIES**

## Independent Reading - Responses

**Day 1**

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

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

Before Reading: What will this book be about?\_\_\_\_\_  
\_\_\_\_\_During Reading: Write down questions you have while you read.

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

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

After Reading: Summarize the story. What was it all about?\_\_\_\_\_  
\_\_\_\_\_**Day 2**

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

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

Before Reading: What genre is this – fiction, non-fiction, funny, adventure, etc.?\_\_\_\_\_  
\_\_\_\_\_During Reading: Making Connections – What does this book remind you of in your life?\_\_\_\_\_  
\_\_\_\_\_After Reading: Make an inference – Something that wasn't stated in the book.\_\_\_\_\_  
\_\_\_\_\_



## 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	<b>Free Space</b>	Describe the time of day and explain why it was important?	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 coming from the St. Lawrence River. When she found a majestic turtle singing, its shell glowed with an unearthly light. Nokomis was enchanted by its song and feeling of loneliness, so she decided to be its friend.

From the sacred clay of the forest, 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 an Abenaki who lived for all life.	True	False
2) Tabaldak is the name of the first Abenaki.	True	False
3) The people of Odanak lived in a small village.	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 Abenaki to tell 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 situation.

Elder Jean listened carefully and then 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, freedom, etc. Write the 3 values and explain why they are important.


- 2) **Make a connection:** Do you have the same values? Why?


**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 intricately carved snow goggles made of ivory. Elder Nukilik told him they were gifts from 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 has a pure heart," 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. He shared the wisdom he had always known but only now fully understood.

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

In the final round, Elise had a choice. Instead of aiming for the far, high-scoring target, she chose a closer one, giving a younger, less experienced archer the chance to win. And win he did, to the cheering 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 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: 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 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 Ukiuq
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



## Activity: Examining Indigenous Music

### Objective

What are we learning more about?

To deepen students' understanding of Indigenous culture and heritage by exploring an Indigenous song. The activity aims to teach students how to analyze the lyrics of a song to discover its themes, messages, and historical context.

### Instructions

How do we complete the activity?

- 1) Introduction (5 minutes): Briefly discuss the importance of music and songs in Indigenous culture.
- 2) Song Selection (10 minutes): Provide the list of Indigenous songs to each student. Let each student choose a song from the list.
- 3) Listening and Reading (10 minutes): Play the selected songs. Distribute printed lyrics and have students follow along.
- 4) Analysis (15 minutes):
  - Students will use highlighters or coloured pencils to highlight key words or phrases that stand out to them.
  - On a separate piece of lined paper, students will jot down their thoughts on the song's themes, messages, or any cultural elements they notice.
- 5) Class Discussion (10 minutes): Encourage students to share their analyses and discuss the meanings behind the songs.

### Songs

Below are some options for songs. You could also look up Canadian Indigenous artists and search for songs of interest.

Jeremy Dutcher - Ancestors Too Young	Bear Fox - Sky World Song
"Electric Pow Wow Drum" - A Tribe Called Red	Tanya Tagaq - Uja
Buffy Sainte-Marie & Tanya Tagaq "You Got To Run (Spirit Of The Wind)"	



**Research**

Answer the questions below.

1) Which Indigenous artist/song did you choose?

2) How does this song make you feel, and why do you think it evokes this emotion?

3) What is the main message of the song?

4) Listen closely to the lyrics or find the lyrics. Write a lyric that you liked. Write it below.

5) Why did you choose this lyric?

Reflect: What do you think of this song? Do you like it or dislike it? Explain.

# Block 3:

# Reading Letters

## Focus

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

## Email Writing – New Vocabulary

Subject: Gear Up for Our Mathematical Expedition!

Hello Future Mathematicians,

Get ready to set sail on an epic journey through the world of numbers and equations!

🚩 🧮 We're embarking on a mission to discover the mysteries of mathematics and how it impacts our daily lives.

Over the next month, we're transforming our classroom into a "Math Lab," where we'll unite theory and practice. Time to put on our intellectual caps and apply all the awesome things we've learned about math so far!

First up, we'll take on the role of 'Algebra Avengers.' That means we'll form teams to solve real-world problems using equations and graphs. Exhilarating, right?

And guess what? A math whiz will drop by to give us tips on how to crack even the most daunting math problems. 🧐

To cap it off, we'll have a Math Showcase where each team will showcase their findings. Prepare for charts, models, and interactive displays that will make everyone appreciate the beauty of numbers. 🎉

If you have any queries or need further information, feel free to reach out.

See you all in class,  
Ms. Thompson

### Vocabulary

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

Word	Meaning – Use Context Clues or Look Up Word Meanings



## Letter Writing – 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 us a place 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 – 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

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

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

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

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



## Letter Writing – Inferences

Ottawa, Ontario

September 18, 2023

Dear Aunt Maria,

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

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

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

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

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

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

Best wishes,

Senator Courtney Holmes



## Letter Writing – Inferences

### Local Inferences

Make inferences from the sentences below.

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

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"I love how much we have to learn about what we do."

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

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### Global Inferences

Make four inferences from the entire letter.

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# 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 giving back to the community.
- Reverence: Holding respect for something almost sacred.
- Holism: Seeing the whole picture, not just parts of it.
- Interrelatedness: Learning how every component is connected to the others.
- Synergy: Working together is more powerful than the sum of individual efforts.

## Why Is It Significant?

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

## How Do We Learn It?

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





## What is Indigenous Storywork?

**True or False**

Is the statement true or false?

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

**Questions**

Answer the questions below.

1) Why is Indigenous Storywork significant?

2) What 7 principles are taught in Indigenous storywork?

**Summarize**

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

## The Tale of Lila and the Sacred Mountain

### The Tale of Lila and the Sacred Mountain

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

Lila, a spirited girl of the village, often ventured to the mountain, gazing at its towering peaks and whispering to the winds. Her deep connection, often leaving behind a token 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 garden 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 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 a moment's delay, 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 must stay calm. 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.

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

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**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, "Go, 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 game 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.



## 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 like a whirlwind, blowing 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, sending them to 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?

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

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

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**Evaluation/Reflection**

Answer the following questions

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

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

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

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## 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** Read the story 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 a rhythmic pattern, as if inviting everyone to join their jubilant celebration. A nearby pond reflected the sky, appearing to giggle with each ripple made by jumping fish.

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

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

Personification

Personification

Personification

Personification

Anthropomorphism

Anthropomorphism



## Literary Device: Imagery in Narratives

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

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

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

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





## Literary Device: Imagery in Narratives

**Draw**

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

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

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

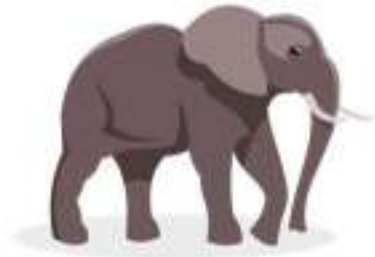
The busy marketplace was alive with bright colours and loud, happy voices selling fresh food. You could smell sweet fruits and spicy aromas swirling together as people moved from stall to stall. In the sunshine, the fresh fish sparkled like silver beside a stall filled with big, red tomatoes.

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

## Literary Devices: Simile

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

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



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

In the heart of a lush green forest, a 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 the stream, feeling as brave as a lion on a quest.

Suddenly, he spotted a berry bush, its fruits as red as rubies. Alfie picked 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. He hopped back home, eager to share his tales.



**Scavenger Hunt**

Find books that have examples of similes.

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

**Matching**

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



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





## Literary Devices: Metaphor

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

- The moon is a glowing cookie in the sky.
- Her eyes were shining stars.
- The car was as fast as a cheetah today.
- His words were like a treasure.

**Think**

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

In a quaint village where the wind danced like golden marbles rolling across a vast playground, you had found an adventure. With a heart as brave as a lion, he ventured into the forest, a land of emerald secrets. The trees stood tall, their branches weaving a tapestry of shadows and sunlight, whispering tales of old.

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

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

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

**Scavenger Hunt**

Find books that have examples of metaphors

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

**Match The Column**

Match the words in Column A with the most exact 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



## Literary Device: Humour in Narratives

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

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

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

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

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

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

**Surprising Endings:** End the story in a way that is funny and makes readers laugh. Maybe the scary monster just wanted to grow a garden.



### Questions

Answer the questions below.

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

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

Animal 1

Animal 2

Animal 1

Animal 2



## Sequencing the Plot of a Story

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

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

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

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

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

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

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

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



### Sequence

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

#### Plot Sequence


## Narrative Writing - Cause and Effect

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

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



### Instructions

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

The <u>wind</u> made 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 indoors.	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! He was  
again his idea

2) Think of the cause and go on below.

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

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

## Fantasy Story - Predicting

### The Secret of the Cosmic Crystal

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

Excited and curious, Jake and Mia decided to investigate. The next morning, with backpacks full of snacks and a flashlight, they set off towards the forest. They walked through the thick trees and over the rocks, following the trail 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 far side, 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, Zorax!"



#### Prediction

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

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

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

3) Continue the story by writing the ending.



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

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

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

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

After their victorious day, Mia, and Orbit celebrated their victory. They had saved their planet and 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 hero who had protected it from the shadows. Jake and Mia looked up at the stars, dreaming of their next new adventure.

**Evaluation**

Answer the following questions.

1) Was your prediction about the story, correct? If not, 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 out of tune instrument that sat in the corner of their living room.



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 piece. The music swelled, filling the room and touching everyone there. It was a moment of triumph and 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? Write out the overall message or lesson.

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

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

Sad

Happy

Proud



# Narrative Structure

## Understanding Narrative Structure

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

### Beginning 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 have been waiting for, where the main problem or conflict reaches its peak. Here, 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 things start to calm down, and solutions to problems become clear.	

Identify

Which 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 rooftop, narrowly 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, warning of dangers ahead. Ignoring the warnings, they ventured inside, their hearts racing. The cave was filled with wondrous sights: shimmering crystals with iridescent crystals, and alien gadgets 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 that they had entered. 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 and helpful girl who loves to help others without expecting anything in return.	Direct	Indirect
6) When he found a wallet in the school ground, Caleb immediately turned it in 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. They knew how they felt, turning blue when sad, green when excited, and yellow when content. This made Finley a great help to everyone, helping everyone understand how to deal with their feelings with a word.



One sunny day, while walking through the enchanting garden, Finley stumbled upon a peculiar rock that seemed to be made of light. 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 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?



## Story – Character Identification And Comparison

### Elara and the Feast of Unity

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

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



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

Elara, witnessing the injustice, felt a fire ignite within her. She decided that everyone in Green Hollow deserved an equal share of the harvest. A plan began to take shape, as Elara consulted to the village in their unique way. From the bakers to the farmers, from the weavers to the woodcutters, all played a part in the tapestry of village life.

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

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

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



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

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

**Identify** \_\_\_\_\_ description of the following factors that influence Elara's character and the story.

Factor	Description
Values	
Beliefs	
Viewpoints	
Strengths	
Weakness	
Preferences	
Habits	

**Compare**

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

Similarities	Differences

**Write**

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



# 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 – 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 uniforms, 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 rules. They make school life better in so many ways. They're like a team jersey 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!

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

### **Numbers Speak Volumes!**

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

### **Think of the Extra Free Time!**

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

### **A Smart Choice**

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

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

 **Order Now and Get Ready to Succeed!**

**Local Inferences**

Make inferences based on the sentences below.

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

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

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A whopping 100% of our students tell their friends to use our Study Planners!

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

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**Global Inferences**

Make 4 inferences based on the entire advertisement.

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## Inferences – Implicit or Explicit Evidence

- **Explicit Evidence:** This is when something is told to you straight up, so there's no guessing needed.

Example: Your mom says, "Dinner is at 6 PM," so you know for sure when it's time to eat.

- **Implicit Evidence:** This is when something isn't said out loud, but you can still figure it out.

Example: Your dog keeps running to the door and wagging its tail, so you guess that it wants to go for a walk.



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

**Example – Evidence:** The store closes at 9 PM.

**Conclusion:** I should buy my bread before 9PM.

**1) Explicit Evidence:** She is wearing a uniform.

**Conclusion:**

**2) Explicit Evidence:** The sign says 'Out of Order'.

**Conclusion:**

**3) Explicit Evidence:** He is brushing his teeth and it is dark out.

**Conclusion:**

**4) Explicit Evidence:** The game starts at 8:00 a.m. It takes you 30 minutes to get ready.

**Conclusion:**

**5) Explicit Evidence:** The oven timer is beeping.

**Conclusion:**

**6) Explicit Evidence:** The teacher handed out art supplies.

**Conclusion:**



## Propaganda – Critical Analysis

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

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

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

### The Fate of Our Planet: A Call to Arms

Citizens of Tomorrow,

The world stands at a crossroads, and the choices we make will shape the destiny of all living things. The greatest challenge of our time is the environment, and the actions we take now will echo through generations.

On one hand, some argue for the unrestricted advancement of technology and industry, claiming it is the engine of economic prosperity. They say, "Why curb the very innovations that have elevated our way of life?" Backed by powerful corporations, they paint a picture of a future where technological progress overcomes all environmental challenges.

On the other hand, a growing chorus of activists and scientists demands immediate, drastic action to combat climate change. They proclaim, "The Earth is on the brink of irreversible damage!" With fervent appeals and alarming data, they advocate for sweeping changes to how we live, work, and consume. Their vision is one of harmony with nature, but at what cost to our current way of life?

But let us not forget the silent majority, those who find themselves caught in the middle, unsure of whom to believe. They wonder, "Is the situation truly as dire as some say, or is this another case of alarmism?"

As the leaders of tomorrow, you must sift through these conflicting narratives. Question the motives behind the messages. Are they rooted in scientific truth, personal gain, or genuine concern for the planet? The time has come to wield your critical thinking like a beacon in the fog of propaganda. The future is in your hands. What will you choose?



**Critical Analysis**

Answer the questions below.

1) What are the three perspectives mentioned in the text regarding the environment and technological advancement?

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

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3) Can you detect any bias in the text? How does the author present the different perspectives? Explain.

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**Creative Reflection**

How do you envision the future if we follow the suggestions by the environmental activists? What about if we follow the path of technological advancement? Describe both scenarios.

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# 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



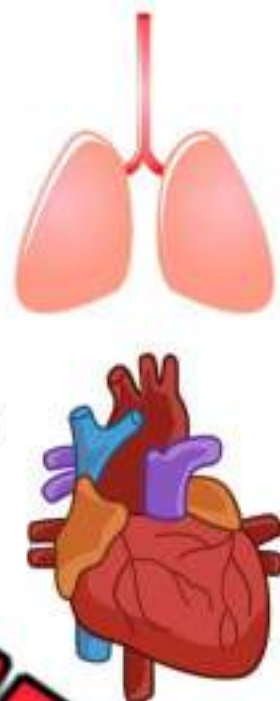
## Comprehension – Text Features in Reports

### 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 the body.
- **Digestive System:** Breaks down food 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?

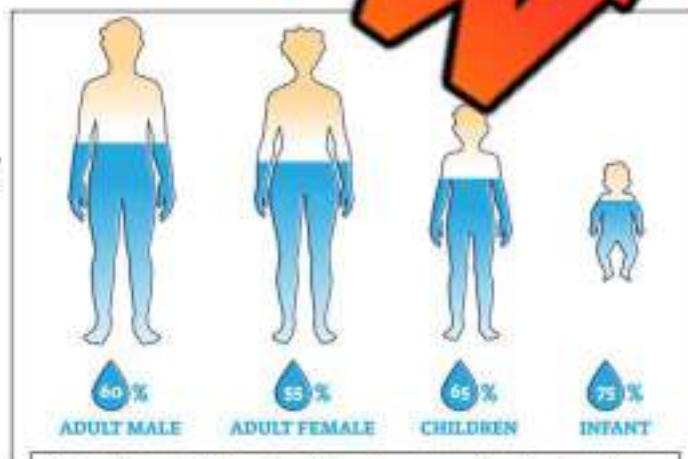
Staying healthy means all these systems can do their jobs. Eating well, exercising, and getting enough sleep are key ways to stay healthy.

#### 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 your 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) Food 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 drive some to extinction.

#### 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

Evening

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

## 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 Spaces

Apart from the designated quiet rooms for overwhelmed students can find comfort. 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 education more accessible for everyone.

#### 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 the 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 need each other; 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 living 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.

## Fur Trade: A Journey Through the Ojibwe Nation

### The Fur Trade Through Indigenous Eyes

Hey, young explorers! I'm Makoons, and I'm from the **Ojibwe Nation** in Canada. Today, let's dive into the fur trade era, a really important time in our history!

### Before the Fur Trade: Our Original Ways

Before Europeans arrived, we were already experts in using the land. We hunted, fished, and trapped animals, using every part so nothing was wasted. Fur wasn't just fur; it was warmth in cold winters.

### Trading with the Europeans

When Europeans came, they wanted furs to take back to their countries. We became important **partners**. They gave us tools and blankets in exchange for furs. But remember, trading wasn't new to us; we had networks long before they came.



Ojibwe people doing fur trade

### Changes and Challenges

The **fur trade** brought new things but also some problems. More trapping led to fewer animals in some places. Some Indigenous communities moved to be closer to trading posts, which changed our traditional ways of living.

### Staying Strong

Even when things got tough, we didn't give up. Our people were smart traders and skilled trappers. We adapted and found ways to keep our culture alive. Today, we continue to share our history and traditions with new generations.

### Our Place in the Story

The fur trade is just one chapter in our long history. Though it brought changes, good and bad, we remain resilient. Learning about the fur trade helps us all understand the bigger picture of Canada's past.

And there you have it! The fur trade was a complex time, but it's crucial to know all sides of the story, especially ours!



**About the Text**

Answer the questions below.

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

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2) What text features are used in the report?

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**Inferencing**

Answer the questions about the text below.

1) What do you think Makoons means when he said, "We hunted, fished, and trapped animals, using every part so nothing was wasted?"

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2) What do you think Makoons means when they said, "Fur was just as important as food in cold winters."?

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3) What did Makoons mean when they said, "When European settlers came, they wanted furs to send back to their countries. We became important trading partners. They gave us goods like metal tools and blankets in exchange for furs."?

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# Report – Justice, Equity And Fairness

## Introduction

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

## Global Statistics on Justice

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

## Equity in Education

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

## Fairness in Healthcare

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

## What Can We Do?

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

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



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

**Note-taking**

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

List Key Terms

Questions I Have About The Report

Words I Need To Define

Summary of Main Points



## Report – Galaxies In The Universe

### Introduction to Galaxies

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



### Types of Galaxies

#### ▪ Spiral Galaxies

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

#### ▪ Elliptical Galaxies

These galaxies come in spherical or elongated ovals and lack the distinct arms of spiral galaxies. They comprise about 30% of the observable universe's galaxies. Elliptical galaxies can range in size, with some containing up to 10 trillion stars and extending over 300,000 light-years across.

#### ▪ Irregular Galaxies

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

### Number and Distribution

Astronomers estimate there are over 2 trillion galaxies in the observable universe, with galaxies ranging from dwarf galaxies, containing as few as 10 million stars, to massive ones with 100 trillion stars. Galaxies can be found isolated, in pairs, small groups, or in large clusters containing thousands of galaxies spread over millions of light-years.

### Galaxies and Dark Matter

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

### Conclusion

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

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

**Skim And Scan**

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

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



## What is Procedural Writing?

### What is Procedural Writing?

Procedural writing is a form of writing that guides us through the steps of completing a task. It can be compared to the instructions found in a manual for assembling furniture or the steps listed in a recipe. This style of writing is crucial because it provides clear guidance on how to achieve a specific outcome, ensuring we follow the correct process.



### Features of Procedural Writing

- **Clear Title:** Every procedural text begins with a title that clearly indicates the task.
- **List of Materials:** It presents a list of all items required before outlining the steps, ensuring the reader has everything prepared.
- **Sequential Steps:** The instructions are organized in a sequential order, often with numbering, to guide the reader through the process.
- **Clear Directions:** The instructions are straightforward and easy to comprehend, avoiding unnecessary details or jargon.
- **Command Verbs:** It frequently employs imperative verbs that prompt action, such as 'write', 'fold', or 'insert'.
- **Illustrations or Diagrams:** Often, visuals are included to provide a better understanding of the steps involved.

### Example: Crafting a Simple Origami Boat

#### Materials:

A square piece of paper

#### Steps:

- 1) Place the paper on a flat surface, with one corner pointing towards you.
- 2) Fold the paper in half by bringing the bottom corner up to meet the top corner, forming a triangle.
- 3) Take the left and right corners of the triangle and fold them upwards to meet at the top point.
- 4) Gently pull the two layers at the bottom apart to open up your origami boat.
- 5) Your origami boat is now ready to be displayed or used in water play!

This example illustrates how procedural writing can guide us in creating a simple origami boat. By following the steps outlined, we can achieve the desired result effectively.

**Prereading**

Before reading, answer the questions below.

Before reading, decide why you are reading this. Is it because your teacher told you to? Or is it because it looks interesting? How does that affect how you read it?

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Mr. Connors: Have you seen instructions before? When do you get instructions? How do you read them? When have you used instructions?

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**Order**

Order the steps below from the first step to the last step in making an origami boat.

Order	Steps
	Take the left and right corners of the triangle and fold them upwards to meet at the top point.
	Your origami boat is now ready to be displayed or used in water play!
	Gently pull the two layers at the bottom apart to open up your origami boat.
	Fold the paper in half by bringing the bottom corner up to meet the top corner, forming a triangle
	Place the paper on a flat surface, with one corner pointing towards you.



# 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.
	<b>Spaghetti With Meatballs Recipe</b>
	In a large pan used for meatballs, pour in tomato sauce and bring to a boil.
	In a bowl, mix ground beef, bread crumbs, egg, salt, pepper, and garlic powder with your hands to mix well.
	<b>Ingredients</b>
	<ul style="list-style-type: none"> <li>➤ Spaghetti noodles (1 box)</li> <li>➤ Ground beef (about 500 grams)</li> <li>➤ Bread crumbs (1/4 cup)</li> <li>➤ 1 egg</li> <li>➤ Salt (1 teaspoon)</li> <li>➤ Pepper (1/2 teaspoon)</li> <li>➤ Garlic powder (1/2 teaspoon)</li> <li>➤ Tomato sauce (1 can)</li> <li>➤ Grated cheese (optional)</li> <li>➤ Olive oil (1/2 cup)</li> </ul>
	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.

## Comparing Instructions – Washing Clothes

**Compare**

Read both instructions. Which is easier to understand?

<b>Step 1</b>	Separate light and dark clothes.
<b>Step 2</b>	Fill two tubs with water.
<b>Step 3</b>	Add detergent in one tub.
<b>Step 4</b>	Wash clothes.
<b>Step 5</b>	Rinse clothes in clean water.
<b>Step 6</b>	Do not wring out clothes.
<b>Step 7</b>	Let clothes dry.

### HOW TO WASH CLOTHES BY HAND

1



SEPARATE LIGHT AND DARK CLOTHES

2



FULL TWO TUBS WITH WATER

3



ADD DETERGENT IN ONE TUB

4



WASH CLOTHES

5



RINSE IN CLEAN WATER

6



DO NOT WRING OUT CLOTHES

7



LET CLOTHES DRY



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**Before Reading**

**Prediction**

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

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


**After Reading**

**Answer the questions**

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

2) Make a connection: Have you ever washed clothes by hand? Or do you know someone who washes clothes by hand? Explain.

# 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 Message Poem

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

Sunny skies are blue

Under clouds, the rays peek through  
If it rains, 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 on the phone,  
Who said, "I'll never be alone."  
He sent out a message  
Then went on to the next.  
Then he wondered where he was.

### 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.



Once boundless, vast—  
Ship through the frozen sea—  
Inuit ways old ways.

Engines roar on out to sea—  
Hunters adapt—  
New ways.

Northern lights dance in sky—  
Overwhelmed by distant ship—  
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 song in the air, Engines roar, drown out the calls"

3) "Northern lights high in the sky, 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



## 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,  
A warrior to his archive.  
A warrior to his archive,  
And no warrior to his archive.  
His Aztec genetics drive



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? and explain why it was your favourite.

Quote


Explain


**Questioning**

Write 3 questions you had about the poems

1)

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2)

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3)

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## 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

Rolling, carrying

A base for travelling

Vehicle



#### Bison Hunt

Bison

Mighty, wild

Running, dodging, charging

As unstoppable as time

Game



Sash

Sash

Colourful, woven

Tying, wrapping, adorning

A ribbon of unity

Belt



#### Jig Dance

Dance

Lively, fun

Twirling, hopping, stepping

A foot-tapping celebration

Rhythm



#### Métis Flag

Flag

Blue, white

Waving, uniting, symbolizing

A tapestry of culture

Banner



**Critical Thinking**

Answer the questions below.

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

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

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3) Which poem did you like best?

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

Quote

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Explain

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**Visualizing**

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

Jig Dance

Red River Cart

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## 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.

#### 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.

#### 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.

#### 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.

#### Phase Change

From ice to water, a change so clear,  
A phase change is what we fear.  
With heat or cold, matter rearranges,  
Through melting, freezing, it changes.

#### 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?

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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?

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3) Which poem did you like best?

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

Quote

---

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Explain

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**Visualizing**

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

Sublimation

Condensation

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# 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

## 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.



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. Whether you're into aliens or alien enthusiasts, making it ideal. The villain, Earth Defender, is so bad 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. 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 stuff, why they not show them more? Everyone was talking and talking but i want more dragon 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 for 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, the romance with the 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	
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2) Are you 100% positive about the guesses above? Why or why not?

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## 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, "The 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 words 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, even the fish started giggling!"

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

### Space Adventures in 'The Secret Spaceship'

Jumping into "The Secret Spaceship" 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 forest. What 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 dreamer 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 epic 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 write my own story. The story zips faster than a squirrel on a sugar rush. The author's use of words 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?

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

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

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# Block 9:

# Graphic Texts

## Focus

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

## Understanding Comics

**Analyze**

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

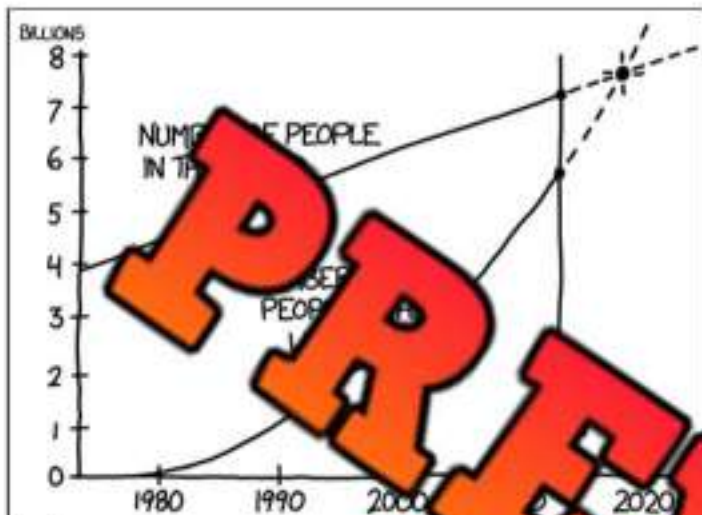
2) Is the joke explained explicitly, or is it implicit? Explain.

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

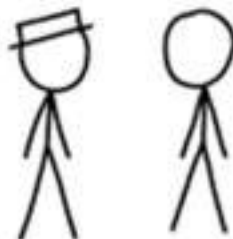
1) What is the comic about?

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?



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**Photo 5: Team Sports**

What do you see in this photo?

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

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**Photo 6: Everyday**

What do you see in this photo?

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

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**Final Reflection**

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

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**Draw**

Draw yourself playing with your friends on the playground

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## 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 about the infographic.

2) Which 4 lifecycles are shown in the infographic?

#### 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 OF BUTTERFLY

- Comprises of 5 stages
- Egg, Larva, Pupa, Adult, and Nymph

#### LIFE CYCLE OF COCKROACH

- Comprises of 3 stages
- Adult, Egg, Nymph

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

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	<input type="checkbox"/>	Annotations	<input type="checkbox"/>
Illustrations	<input type="checkbox"/>	Bullet Points	<input type="checkbox"/>

## 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.
- Map Symbols: 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?

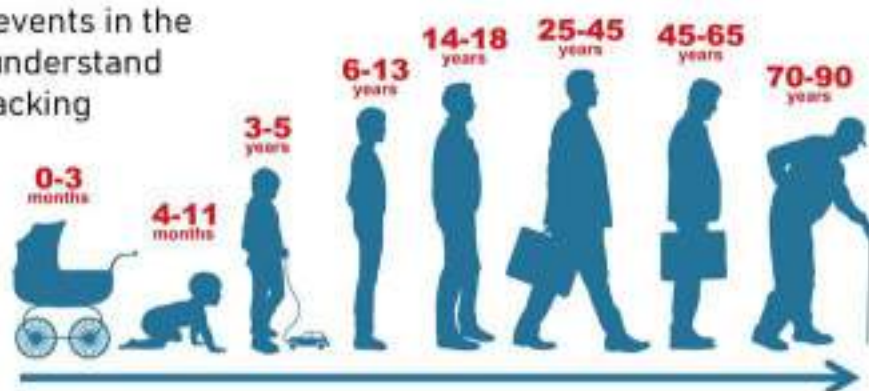
**Examine**

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:** Timelines show when an event happened. They could range from a year to a specific day or hour.
- **Events or Descriptions:** These are descriptions of the significant happenings, for example, "First walk on legs".
- **Lines:** A continuous line that connects the 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 contains several features that improve your understanding of someone's life. Here's a breakdown of these features:

- **Preface:** Where the author explains why they chose to write 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.



**Prereading**

Before reading, answer the questions below.

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

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**Summary**

Summarize the reading – follow the instructions below

Main Idea

Supporting  
Detail # 1Supporting  
Detail # 2Supporting  
Detail # 3

Summary – Write a summary with the main idea and supporting details in graph.

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## 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 **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. He ran over 5,000 kilometers, almost 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 was so tired, but he had already done something awesome. He showed everyone in Canada that it means to be 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 April 21, 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 for his people, 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 remember him for his bravery, and he even led a **provisional government** to talk to 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**.

### 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.



Louis Riel

**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 in 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?

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

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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.

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## Biography – Albert Einstein: The Genius of Physics

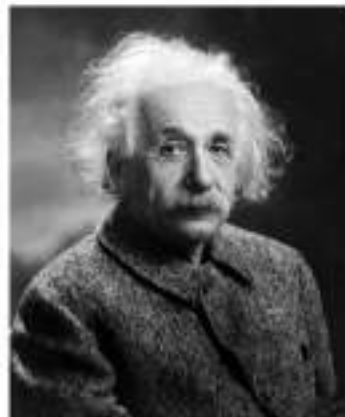
### Albert Einstein: The Genius of Physics

#### 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 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.



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

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**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 showing growing up and labelling the important events in Einstein's life.

PREVIEW