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Google Slides Lessons Preview





Manitoba Language Curriculum Reading Comprehension– Grade 8

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 explain how readers use them to make connections, ask questions, infer meaning, predict outcomes, and visualize ideas while reading.

Refocusing / Re-engaging

Put an X in the box for the correct answer.

1) What is a common reason an experienced reader suddenly shifts off while reading a long informational article?	2) When you notice you've read an entire paragraph but can't explain what it means, what should you do?	3) Which of these best shows "active re-engagement" with a difficult science or history text?
<input type="checkbox"/> The sentences are too short.	<input type="checkbox"/> Read faster to "push through" the confusion.	<input type="checkbox"/> Writing a brief margin note that summarizes the author's point.
<input type="checkbox"/> The text contains dense, difficult or complicated material.	<input type="checkbox"/> Skip ahead two pages.	<input type="checkbox"/> Highlighting random words.
<input type="checkbox"/> The title is too interesting.	<input type="checkbox"/> Stop and pinpoint the exact sentence that caused confusion.	<input type="checkbox"/> Waiting for someone else to explain it later.
4) What strategy helps refocus concentration after your mind wanders?	5) When is it most helpful to think a text into smaller parts while reading?	6) What is a strong sign that you have successfully re-engaged with the text?
<input type="checkbox"/> Starting a different assignment.	<input type="checkbox"/> Whenever the text introduces layered ideas.	<input type="checkbox"/> You remember one random fact.
<input type="checkbox"/> Taking a pause, setting a purpose, then rereading the last section.	<input type="checkbox"/> Only during a test.	<input type="checkbox"/> You feel more bored than before.
<input type="checkbox"/> Ignoring the confusion and continuing.	<input type="checkbox"/> Only when reading fiction.	<input type="checkbox"/> You can clearly explain how the new information connects ideas.

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.

Rain lashed against the windows as the midnight train sped through the countryside. Inside, the passengers huddled quietly, the steady rhythm of wheels echoing under the thunder's growl. Lightning flashed across the dark fields, and the lights flickered for a moment. Alex glanced out the window, spotting a faint orange glow near the tracks in the distance. The conductor's radio crackled, "...fallen branch, line ahead..." before cutting out. Passengers exchanged nervous looks. The train slowed, then shuddered to a stop. Through the misty plains, Alex thought he saw a figure moving near the signal light—then it vanished.

Consolidation – The Train Through the Storm

- Making Connections** – (1) What real-life experience, movie, or story does this scene remind you of? (2) Why do you think people often connect storms or travel scenes with mystery or tension?
- Questioning** – (1) What question would you ask the conductor after the radio cut out? (2) What is one question that would help you understand what might happen next?
- Visualizing** – Describe what you "see" and "hear" in this scene using three sensory details.
- Prediction** – (1) What do you think Alex might do next? (2) What do you predict the orange glow near the tracks could be? Explain your reasoning.
- Inference** – Based on the clues in the story, what can you infer about how Alex is feeling? Give two pieces of evidence from the text.



Manitoba Language Curriculum

Reading Comprehension– Grade 8

Q Implicit or Explicit?

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

Explicit

Implicit

Characteristic	Answer
1) The bus route changes every week—it's almost like a guessing game at this point.	
2) Every neighbourhood should have more trees and green spaces.	
3) The café's "fast service" slogan might need a reality check after my 20-minute wait.	
4) It's funny how some people forget to signal until after they've turned.	
5) The movie's plot twist wasn't exactly hard to spot halfway through.	
6) Our local park looks amazing after the clean-up volunteers worked all weekend.	
7) Reading outside in the evening makes the whole day feel calmer.	

Drag the principle to the matching part of the story. One answer can be used twice.

Part from The Gift of the Great Lake

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

Principle Bank

- Reciprocity
- Interrelatedness
- Respect
- Reverence
- Synergy
- Holism
- Responsibility

Q Is...

Some sentences are written in a serious way... to make a point. Look at each statement from the story and...

Characteristic	Answer
1) The mayor declared the town perfect every morning on television.	
2) Citizens smiled exactly 12 times a day because of a government rule.	
3) People were sent to a "Joy Refresher Workshop" for frowning.	
4) The town library was empty because reading made people "too curious."	
5) The mayor banned rain because it ruined people's hair.	
6) Tourists visited once, took photos, and never came back.	



DID YOU KNOW...?

Recycling 10% of recycled glass could tomorrow save glass containers enough to wrap 3.7 million glass bottles.

The average user is responsible for 20 more than recycled aluminum cans.

Every 1 ton of newspaper that is recycled saves 1700 lbs of waste and 1000 lbs of energy.

1 Is the poster effective?

2 What is the main message of this poster?


3 Why does the poster include statistics like "80% of what Americans throw away is recyclable"?

4 How do the images help support the message?

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

6 What audience do you think this poster is targeting?

7 How does the poster encourage people to take action?



Writing Activity – Which One is Haiku?

<p>Silver rain tapping, Echoes ripple through the park, Footsteps blur in mist.</p> <p>Reason: _____</p>	<p>Midnight stars glimmer, Silent phones light sleepy eyes, Dreams fade into screens.</p> <p>Reason: _____</p>
<p>My homework sits there, Judging me with quiet rage, I scroll one more time.</p> <p>Reason: _____</p>	<p>Through subway windows, City lights blink and vanish fast, Stories rush beyond.</p> <p>Reason: _____</p>



Workbook Preview



Grade 8 – 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 monitoring, reflecting on, and discussing processes for making sense of and creating texts.	29-35, 47-53
1.2	Learners are strategically selecting and applying strategies and processes for making sense of and creating different types of text for different purposes and audiences.	10-11, 16-28, 36-208, 215-324
1.3	Learners are using a variety of thinking processes to	36-37, 47-53, 81-82, 140-163,
1.4	Learners are using knowledge of and using various resources for	4-160, 180, 235-241

**Preview of 150 pages from
this product that contains
467 pages total.**

Language as Communication: How do learners use language to read, write, represent, listen, speak, and view?

	Grade Band Descriptors	Pages
2.1	Learners are more consistently and strategically applying knowledge of and using various resources for spelling, grammar, punctuation, and capitalization.	N/A
2.2	Learners are using their understanding of a range of text structures and features to understand and communicate clearly and effectively.	24-25, 55-68, 84-91, 101-105, 133-160, 183-187, 201-204, 217-226, 269-278, 292-300, 310-311
2.3	Learners are assessing and applying their understanding of how the English language works to understand more challenging and unfamiliar texts, as well as for clarity, precision, and accuracy in own creations.	N/A
2.4	Learners are examining, considering, and using knowledge of conventions of a growing range of forms and genres.	237, 320-321

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

	Grade Band Descriptors	Pages
3.1	Learners are participating in, extending, and discussing creative processes for designing.	N/A
3.2	Learners are selecting, assessing, and organizing a variety of sources and information for different purposes.	26-28, 188-193, 195-204, 209-214, 217-226, 227-234, 264-267, 294-300, 310-311, 322-324
3.3	Learners are reconstructing, manipulating, and remixing existing texts or sets of texts to create new ideas, forms, purposes, and messages.	N/A
3.4	Learners are tapping into and combining experiences with ideas, images, and sounds from various sources to create something new.	N/A

Language as Power and Agency:

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

How do learners decide what and whose stories to tell?

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

	Grade Band Descriptors	
4.1	Learners are recognizing that one's identities are influenced by various factors and change over time and contexts.	84-91, 101-105, 135-160, 227-230
4.2	Learners are understanding that texts represent and promote particular beliefs, values, and ideas.	169-181, 269-278
4.3	Learners are exploring multiple perspectives, points of view, and interpretations.	75-79, 269-290
4.4	Learners are exploring their own voices to transform their identities, tell their personal narratives, and critically view their own and others' texts.	84-91, 101-105, 135-160, 169-181
4.5	Learners are collaborating to investigate challenging social issues, moral dilemmas, and possibilities for social justice.	178-181, 231-234

Block 1: Reading Comprehension Strategies - Basics

Focus

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

Understanding Reading Comprehension

What is Reading Comprehension?

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

Strategies for Reading Comprehension

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



1. Before Reading: Pre-Reading

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

2. During Reading: Active Engagement

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

3. After Reading: Reflecting on the Text

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

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

True or False

Is the statement true or false?

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

Question

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

PREVIEW

Matching

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

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

Comprehension Practice – Making Connections

Riverside Tales: The Story of Population Distribution

Once upon a time, in a scenic town cradled by a gentle river, lived a boy named Ethan. Ethan's house was one of many in a neat row along the riverbank. Each morning, he would wake up to the soothing sound of water gently lapping against the shore. His community was a perfect example of linear population distribution, where homes and buildings stretched along the river, following its course.

Ethan's friend, Liam, lived in a different part of town. His neighbourhood, known as Maple Grove, was a subdivision with a clustered population distribution. In Maple Grove, houses were grouped together in a neat row, creating a sense of a close-knit community. The streets were lined with maple trees, and children often played in the numerous parks scattered throughout the area.



One day, while Ethan and Liam were playing video games, they decided to visit their friend Ava, who lived in a rural area. Ava's home was different from both Ethan's and Liam's. It stood alone, surrounded by open fields and a dense forest. This was a scattered population distribution, common in rural areas where houses are spread out over large distances.

As they biked towards Ava's house, Ethan noticed the differences in the landscapes. Along the river, houses were aligned like pearls on a string. As they approached Maple Grove, the houses huddled together like a family. As they pedalled through the countryside, the vast open spaces between houses gave them a sense of freedom and tranquility.

Upon reaching Ava's house, they were greeted by her golden retriever, Max, who barked happily. Ava showed them around her family's farm, where they grew various crops and raised a few animals. She explained that living in a scattered population area meant fewer neighbours and more space, but it also meant longer trips to school and the supermarket.

As the day went by, the three friends discussed the advantages and disadvantages of living in different types of population distributions. Ethan liked the beauty and accessibility of living by the river, Liam enjoyed the community feel of his subdivision, and Ava loved the peace and space of the countryside.

That evening, as they watched the sunset from Ava's porch, they realized that no matter where they lived, their friendship was the bridge that connected their different worlds. They promised to always make time for adventures, exploring each other's neighbourhoods and learning about the diverse ways people can live.

Pre-Reading

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

While Read

As you read, stop and make connections to your life.

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

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

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

After Reading

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

Main Idea	
Supporting Detail	
Supporting Detail	
Supporting Detail	

Comprehension Practice – Predicting

The Life-Changing Impact of Access to Clean Water

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



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

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

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

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

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

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

The End

Pre-Reading

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

While Reading

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

1 st Prediction		Correct Prediction?
		Yes No
2 nd Prediction		Correct Prediction?
		Yes No

After Reading

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

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

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

Comprehension Practice – Monitoring

Instructions

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



I understand this part
of the text.



I am confused by this
part of the text.



I am surprised by this
part of the text.



I think this is an important
part of the text.



I learned something new
from this part of the text.



I really enjoyed this
part of the text.

The Life Cycle of a Star: A Cosmic Journey

Introduction

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

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Birth of a Star: The Nebula Stage

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

Key Facts:

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

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The Main Sequence: A Star's Prime

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

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

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The Final Stages: Giants, Supernovae, and Dwarfs

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

Types of Final Stages

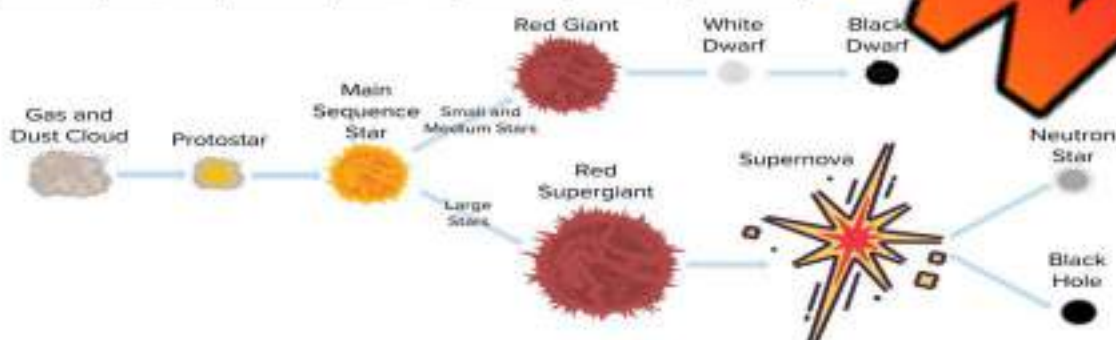
- **Red Giants:** Average stars, like the Sun, expand into red giants, eventually shedding their outer layers to form a planetary nebula, leaving behind a white dwarf.
- **Supernovae:** Massive stars may undergo a supernova explosion, resulting in either a neutron star or a black hole.
- **Black Holes:**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

✓		?		!		*		+		♥	
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Debunking Star Myths

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

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



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

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

Monitoring

Answer these questions.

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

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

Reflection

Answer these questions.

1) Reflect on what you learned about the importance of evidence-based reasoning when exploring Cosmic phenomena.

2) After reading the report, has your understanding of stars and how they are formed improved? If so, how?

Comprehension Practice – Refocusing / Re-engaging

Instructions

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

Animal Adaptations and Habitats

Introduction

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

Understanding Animal Adaptations

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

Common Animal Adaptations

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

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

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



The Importance of Biodiversity

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

Why Biodiversity Matters

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

The Role of Niches in Biodiversity

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

Instructions

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

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

Reflection

Answer these questions.

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

2) Which part was most interesting to you, and why? Did you lose focus and engage with the report?

3) Rank the strategy you used from 1 (not helpful) to 5 (very helpful) based on how it helped you engage with the report. Explain why it was effective for you.

1

2

3

5

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

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 often use 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 Predictions		
Questioning		
Making Connections		
Summarizing		
Making Inferences		

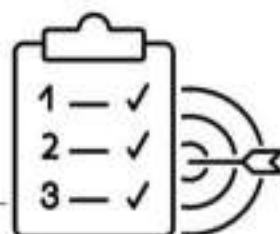
Questions

Answer these questions.

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

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

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:

I am going to work harder at: _____

I will read:

Name: _____

40

Curriculum Connection
1.2.1.4

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 book. What was it 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. What is the main theme?	
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	What does the book make you think about?
Text-to-Self	
Text-to-Text	
Text-to-World	

Day 10

Fill in the organizer below.

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

BINGO

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

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

Block 2: Cultural Text Forms

Focus

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

Inuit Story - Language

Whispers of Inuktitut

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

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



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

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

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

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

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

The End

Before Reading

Answer the questions below before reading

1) Why are you reading this text?

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

Comprehension Answer the statement true or false?

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

Answer

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

Aataa	
Ullaakkut	
Nattiq	
Atigi	
Arsaniq	
Anaanaga	

Indigenous Social Hierarchy

The Circle of the Community

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



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

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

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

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

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

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

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

Pre-Reading

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

Draw _____ that you were visualizing while reading the story.

--

Comprehension Check

Is the statement true or false?

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

Indigenous Norms – Ojibwe Story

A Day with the Ojibwe: The Heartbeat of Tradition

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

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

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



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

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

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

Before Reading

Predicting: What will this story be about?

Comprehension Check

Is the statement true or false?

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

You Choose

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

Why did you choose this strategy?

How did it help you understand the text?

Block 3:

Reading Letters

Focus

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

Letters – Voice in Letter Writing

February 5, 2024
To: Principal Bennett
678 Oak Street
Vancouver, BC



Dear Principal Bennett,

I am writing to share how much I enjoy learning about formal letter writing in class. It's interesting to understand the elements of a professional letter and to practice a new, more formal way of communicating.

As a result, we feel more prepared for future academic and professional tasks. I'm trying to know how to properly address and conclude a letter, and I'm proud of my progress.

Thank you for introducing our curriculum.

Sincerely,
Jamie Lee

February 5, 2024
To: Alex
123 Pine Crescent
Calgary, AB

Hey Alex,

What's up? We started learning how to write informal letters in English class, and guess what? It's pretty cool to write stuff the old-school way. It's way more personal than a text, and you can actually see someone's personality in their handwriting!

We don't have to be super formal or anything, which is nice. It's like writing to a pen pal, remember when we talked about that? I think you'd like it too. We should try sending letters to each other for fun!

Write back soon!

Cheers,
Jordan

P.S. I'm sending you a drawing of that superhero we will create together next time. Get your coloured pencils ready!



True or False

Is the statement true or false?

1) Both letters are written in a formal tone.	True	False
2) The letter to the friend is meant to be casual and personal.	True	False
3) The informal letter to the friend suggests exchanging letters for fun.	True	False
4) The formal letter to the principal is signed with just a first name.	True	False
5) A postscript is included in the formal letter to the principal.	True	False

Question Answer the questions below.

1) Voice writing is when your words sound, like talking to a friend or a teacher. Which letter type has a voice?

2) What voice would you use to write to the people below. Different voices could be: funny, serious, fact-based, bossy, excited. Then circle if it would be a formal or informal letter.

Favourite Author		Formal	Informal
Grandparent		Formal	Informal
City Mayor		Formal	Informal
Favourite Music Band		Formal	Informal
Gym Trainer		Formal	Informal
A Journalist		Formal	Informal
Pen Pal		Formal	Informal

Letter Writing – Bias in Advertising

Hello Mrs. Benjamin,

I'm Jamie Scribble, the head of Jamie's Jumbo Journals. Journals are the ultimate choice over apps for keeping memories, and here's why!

Firstly, journals never run out of batteries. You open them up, and they're ready to go. No charging needed, ever. Secondly, journals are private. No worrying about passwords or hackers. Your secrets are safe. Plus, journals are reliable. No glitches or updates to worry with, just smooth page turning. Also, writing by hand makes memories stick better. Not so much. And look at this – my journals have cool stickers for every memory. Memories pop!

I know I might sound a tad partial. But journals beat apps any day! Want to give them a try? Give me a ring!

Cheers,

Jamie Scribble

Jamie's Jumbo Journals



Questions

Answers

1) Is Jamie Scribble biased in his opinion that his journals are the best? Explain.

2) Is Jamie Scribble giving you the full story, or just his own opinion?

3) Why do you think Jamie Scribble wrote this letter?

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

Letter Writing – Inferences

Bay Street, Toronto
October 2, 2023

Dear Cousin Frederic,

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



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

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

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

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

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

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

Riding the rails of history,
Harper

P.S. Do you like my train sketch?

Letter Writing – Inferences

Local Inferences

Make inferences from the sentences below.

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

"When the last spike being hammered in at Craigellachie, our class erupts with the spirit of the nation, we are witnessing the birth of modern Canada."

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

Global Inferences

Make four inferences from the entire

Block 4:

Narratives

Focus

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

What is Indigenous Storywork?

Introduction to Indigenous Storywork

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



Seven Principles of Indigenous Storywork

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

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

How Stories Are Shared

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

The Importance of Storywork

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

True or False

Is the statement true or false?

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

Questions

Answer the questions below.

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

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

Respect	
Responsibility	
Reciprocity	
Reverence	
Holism	
Interrelatedness	
Synergy	

Indigenous Storywork - Narrative**The Circle of the Cedar Tree**

Long ago, in a lush valley surrounded by whispering woods, there was a thriving Indigenous community known for their cedar trees. Among them lived a young girl named Aiyana. She had a spirit as pure as the sparkling streams and a heart full of respect for all living things.



One day, the community's wise elder, Grey Owl, called Aiyana to him. "Aiyana," he said, "the time has come for you to take on the responsibilities that come with being a part of our community. I am giving you a small, perfectly round cedar seed. These cedar trees stand tall because they are nurtured with respect, cared for with responsibility, and their growth is intertwined with our lives."

Aiyana accepted the seed, knowing the promise made. She planted it near the river, where the land was fertile and the water pure. She was told to sing. With each day, Aiyana visited the seed, watering it with love and whispering words of encouragement. She learned to respect the seed's pace, never rushing, understanding that growth takes time.

As moons passed, the seed sprouted into a sapling. Aiyana's sense of responsibility grew with it. She guarded the sapling from the harsh winds, sheltered it from the heavy rains. She spoke to it of the community's stories, their struggles, and their triumphs, making it a part of their shared history.

Eventually, the sapling grew into a magnificent cedar tree. The community gathered around, marveling at its beauty and strength. Aiyana shared her journey, explaining how her respect and responsibility, along with the tree's interrelatedness to their lives, helped it flourish.

The cedar tree became more than just a tree; it was a testament to the principles that Aiyana held dear. It provided wood for their homes, leaves for their medicines, and a gathering place for the community. In return, they honoured it, a circle of gratitude and life that would go on for generations.

And so, Aiyana's story became a legacy, teaching others the importance of living with respect, fulfilling responsibilities, and acknowledging the interrelatedness of all life, just like the circle of the cedar tree.

Questions

Answer the questions below.

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

2) Why are stories like this told by elders to the younger kids in Indigenous communities?

3) Why are stories like this more effective than just plain explanations?

Storywork Traits

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

Narrator's Point of View

In literature, the narrator's point of view refers to the perspective from which a story is told. This perspective shapes how the reader experiences the events and understands the characters.

1. **First Person:** The first-person point of view involves the narrator being a part of the story, often as the main character. This view uses pronouns like "I" and "we." For example, "I couldn't believe what I was seeing as I entered the ancient castle."
2. **Second Person:** The second-person point of view directly addresses the reader as "you," making them the subject of the story. It's less common in fiction. An example is, "You opened the door slowly, feeling the lock click open."
3. **Third Person:** The third-person point of view means the narrator is not a character in the story and refers to characters by their names or as "he," "she," or "they." For example, "He watched the boat crash against the shore, lost in thought."

Instructions

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

1) Every morning, I jog past the willow tree.	First	Second	Third
2) You find a hidden door in your room, behind the mirror.	First	Second	Third
3) He watched the sunset, feeling a sense of profound peace.	First	Second	Third
4) I felt the rain on my face and I smiled widely.	First	Second	Third
5) You think you see a shadow move, but it's gone now.	First	Second	Third
6) When I opened the book, its secrets spilled out like water.	First	Second	Third
7) Oliver thought he was alone, until he heard the footsteps.	First	Second	Third
8) Emma looked at the map, her heart racing with excitement.	First	Second	Third
9) With each step, you feel the floorboards creak beneath you.	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

Eco-Friendly Homes – Different Points of View

First Person

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

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



Second Person

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

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

Third Person

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

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

Questions

Answer the questions below.

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

2) Which is your favourite version? Explain why.

Visualize

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

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Advantages/Disadvantages of Points of View

First Person

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



Second Person

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

Third Person

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

Analyze

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

Advantages of the Point of View**First Person****Second Person****Third Person****First Person****Second Person****Third Person****Reflect**

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

Narrator's Point of View - Types

Types of Narrators

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

Omniscient Narrators

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

- Example:

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

Limited Narrators

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

- Example:

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

Unreliable Narrators

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

- Example:

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

Narrative Importance

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



Analyze

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

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

Type of Narrator

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

Type of Narrator

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

Type of Narrator

Narrator's Point of View - Types

Omniscient Narrator

The Greenwood village fair was filled with laughter and the sweet smell of treats. Clara, who helped in her family's bakery, stood by her apple pie, her hands covered in flour. She bit her lip, hoping the judges would love her pie.

Not far away, Frederick, who also entered the contest, watched her. He secretly thought Clara's pie was the best, even better than his own. The judges, Mrs. Abigail and Mr. Barnaby, tasted each pie. Mrs. Abigail, who knew a lot about baking, loved Clara's pie. Mr. Barnaby, who just loved sweets, thought Frederick's was better. Both judges agreed that Clara's pie was superior.



Limited Narrator

I stood there in my floury apron, watching the judges taste my apple pie. I kept peeking at Frederick's pie, which looked as good as mine, and I had a knot in my stomach. I really wanted to win. The judges, Mrs. Abigail and Mr. Barnaby, tasted the pie carefully.

Mrs. Abigail's face didn't give away anything, but I noticed her eyes were smiling. I was enjoying all the pies. I tried to guess what they thought about mine, but it was hard to tell. The whole fair was buzzing around me, but all I could think about was my pie and the decision.

Unreliable Narrator

You see, at the Greenwood fair, it seemed like my pie had its own spotlight, while Frederick's pie just sat there, looking ordinary. I'm sure the judges had already made up their minds. Mrs. Abigail, she's tough on everyone, and Mr. Barnaby, well, he just loves anything that's sweet.

They should just give me the prize already. But you know how these things go, sometimes it feels like they're just guessing. I mean, my pie is clearly the winner – at least that's what I think, but what if the judges don't see it?

Analyze

Read each passage again and answer the following questions. Think about how the narrator's point of view changes the way the story is told and how it influences your understanding of the events.

Passage 1

How can you tell this passage is told from an omniscient narrator's perspective?

What might the story look like from Clara's limited point of view? Explain one reason why this might affect the story's impact.

Passage 2

What words or phrases indicate this passage is told from a limited narrator's perspective?

How would the story differ if it were told from the omniscient narrator's perspective? Give one reason how this could affect the reader's experience.

Passage 3:

What elements in the passage show that the narrator might be unreliable?

If this story were told by a limited narrator, what information or details might be different?

Hyperbole & Idiom

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

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

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



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

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

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

"Don't look a gift horse in the mouth," Benny advised. "You need something none of us have: patience!" Just then, a gust of wind whooshed by, turning the bright day dark. It looked like midnight at noon. "Oh no, I forgot my umbrella!" Benny shouted. "Cats and dogs!" Benny exclaimed.

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

Hyperbole	
Hyperbole	
Hyperbole	
Idiom	
Idiom	
Idiom	

Hyperbole - Visualizing

Visualize

Draw what you are picturing when you read the hyperboles below

Her smile was as bright as a thousand
suns.

His backpack weighed a ton.

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

The tree was so tall it touched the sky.

PREVIEW

Simile

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

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



Think!

Read the story below and find examples of simile.

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

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

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

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

Simile**Instructions**

Write a sentence with each simile below.

1) as strong as an ox

2) as tough as leather

3) as white as an egg

4) spread like wildfire

5) glow like a lantern

6) as gentle as a lamb

7) swing like a pendulum

8) as quick as lightning

9) flow like a river

10) as sharp as a blade

Metaphor

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

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



Think about the story below and find examples of metaphors.

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

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

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

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

Metaphor

Scavenger Hunt

Find books that have examples of metaphors

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

Match The Column

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

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

Imagery

Imagery in stories is when the writer uses words to create pictures in your mind. It's like painting with words so you can see, hear, smell, taste, or touch what's happening in the story without being there. Here are three examples:

- **Sight:** The full moon cast a silver glow over the lake, turning the water into a shimmering mirror that reflected the night's serene beauty.
- **Sound:** The crunch of dry leaves underfoot was the anthem of autumn, each step creating a symphony of crisp, rustling notes that whispered of change.
- **Taste:** That bite of the apple was like a burst of autumn, its tangy sweetness mingled with a hint of chill, awakening memories of orchard visits.
- **Smell:** The scent of rain on hot pavement was a refreshing perfume, a blend of earthy notes and clean air that heralded the storm's passing.
- **Touch:** The sun kissed the skin like a warm blanket, its gentle touch promising the comfort of a lazy summer day.

**Think**

Read the story and identify examples of imagery. Then write them below

In the heart of a dense forest, a path led to an ancient oak. Its gnarled branches, like the arms of a wise elder, stretched out, dripping with glistening droplets of early morning dew. A carpet of vibrant moss and delicate ferns blanketed the ground, whispering secrets of the earth with every gentle breeze.

Sunbeams pierced the dense canopy, casting a kaleidoscope of light as they danced upon the forest floor. In this enchanted woodland, a small, crystal-clear stream meandered lazily, its waters singing melodies of ancient times. Along its banks, wildflowers in hues of azure, gold, and crimson nodded their heads to the rhythm of nature's symphony.

Amidst this natural splendour, a young fox named Finley ventured, wide-eyed with wonder, his russet fur aglow in the dappled sunlight, embarking on a journey of discovery and adventure.



Imagery

Instructions

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

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



Instructions

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

Sensory Language – My Favourite Place

Instructions

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

1) What is this place?

2) Where is this place?

What do you see there?


What do you smell there?

What do you hear there?

What do you touch there?

What do you taste there?

PREVIEW



Irony

Literary devices are special techniques that writers use to make their writing more interesting and to help readers understand their stories and messages better. Think of them like the secret ingredients in your favourite dish that make it taste amazing.

Irony is a literary device where words are used in a way that their intended meaning is different from the actual meaning of the words. It's like saying, "Oh, great!" when you actually mean something is not great at all. It's important because it can add a twist of humour or help to highlight differences between appearances and reality.

For example, if a fire station burns down, that's ironic because you wouldn't expect a place that is supposed to catch on fire itself. Or in a story, if a character says "I just love doing housework!" when they actually don't, that's also irony. It helps us see the difference between what is said and what is really meant.

Think

Read the passage below and find examples of irony.



Jamie spent weeks reading a book called "How to Win Friends," but somehow, he still had no one to sit with at lunch. He was in a bad mood all week because the weather report insisted it would pour, yet not a single drop fell from the cloudless sky. And on the day he forgot his coat, the skies opened up during his walk home. Finally, his cat, Chaos, won a 'Best Behaved Pet' award the very day she tore apart the cushions in their couch.

List 3 examples of irony used in the passage.

In a small town, there lived a baker named Julien who didn't like sweets at all. Julien decided to enter a baking contest, hoping to win with his savoury bread. However, during the contest, he accidentally swapped the salt with sugar, resulting in a surprisingly sweet bread. In the end, Julien won the contest for the best sweet treat. He boasted to everyone that he proved savoury was better, before learning that his bread was actually sweet.

List 3 examples of irony used in the passage.

Satire

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

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



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

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

List 3 examples of satire used in the passage.

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

List 3 examples of satire used in the passage.

Allusion

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

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



Think Read the passage below and identify examples of allusion.

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

List 3 examples of allusion used in the passage.

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

List 3 examples of allusion used in the passage.

Sequencing the Plot of a Story

A) The schoolyard was abuzz with students admiring the autumn leaves, but Layla's thoughts were on the old story her grandmother had told her. She had spoken of a hidden treasure in the heart of the oldest maple tree in their town, a story passed down for generations but never confirmed.

B) As she approached the tree, she noticed the initials 'L.M.' carved into the bark, her grandmother's initials. Layla's heart raced with excitement as she wondered if there was any truth to the tales she had grown up hearing.



C) As she and her friends Gavin and Rhea looked on in awe, the old story came true after all. The treasure wasn't just coins; it was a connection to her past, wrapped in the memories of a beautiful autumn.

D) It was a crisp autumn morning when Layla noticed the maple tree's leaves had turned a fiery red overnight. The tree, known as a centerpiece in the town's folklore, and this morning, its vibrant colors seemed to be calling to her.

E) Suddenly, Rhea's hand hit something hidden among the leaves to reveal a small, rusted metal box. It looked ancient, its edges worn as if it had been touched by many hands over the years.

F) Eagerly, they pried the box open to find a collection of old coins and a note that read, "For Layla, when the leaves turn red..."

G) After school, Layla's curiosity got the best of her, and she sneaked back to the tree, which stood alone at the top of a small hill in the park.

H) With her friends Gavin and Rhea at her side, they began to search around the base of the tree. They moved through the fallen leaves, their laughter and chatter a stark contrast to the silent anticipation that filled Layla.

Sequence

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

Plot Sequence

Narrative Writing - Cause and Effect

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

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



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

Instruction: Write the underlined part of the sentence the cause or effect?

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

Think

Think of either the cause or effect that matches below.

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

Freshwater Ecosystems – Cause and Effect

The Ripple Effect

In the heart of Cedar Valley, Willow Creek wound its way through the land, a vital freshwater ecosystem that was more than just a stream. Because the creek flowed freely, it provided essential hydration to the fields, leading to bountiful harvests each year.



Willow Creek was a diligent boy with a keen interest in nature. He noticed that as the beavers built their dams, it created a habitat which became homes to frogs and newts, causing the biodiversity in the creek to increase.

Due to the clean water flowing through the creek banks flourished, which attracted various insects, providing ample food for fish. This meant that the fish population grew healthy and strong. Because the fish thrived, they became a vital food source for the local bear population, which helped keep the ecosystem balanced.

During the autumn months, when leaves fell into the creek, they decomposed and became nutrients for the aquatic plants, resulting in lush water environments.

The creek's health was put to the test when a plan for a new road arose. If the creek was redirected, Finn understood the fields would dry up, causing crops to fail, which would lead to a shortage of food for the community.

Finn, equipped with his observations and knowledge, spoke at the town meeting. His compelling explanation of the consequences swayed the town's people to reconsider the road's design, thus preserving the creek's natural path.

As a direct result of the town's decision, the fields remained fertile, and Willow Creek continued to sustain not just the land but the community's way of life. The choice to save Willow Creek allowed the children of Cedar Valley, like Finn, to grow up understanding the irreplaceable value of their local freshwater ecosystem.

This understanding promised that the creek would be cherished and protected for many years, ensuring that the whispers of the flowing water would be heard by future generations.

The End

Cause/Effect

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

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

The creek flowed freely

The beavers built their dams

Because these fish thrived,

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

resulting in lush underwater environments.

a shortage of food for the community.

Willow Creek continued to sustain not just the land but the community's way of life.

Think

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

Plots

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

Story Structure

Understanding Story Structure

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

Linear Structure

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

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

Cyclical Structure

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

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

Iterative Structure

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

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

Non-Linear Structure

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

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



Answer

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

Instructions

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

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

Humour Story – Cyclical Structure

Quentin's High-Flying Mishap

Once upon a time in the quaint town of Templetown, there lived an eccentric inventor named Quentin. Quentin had wild, untamed hair that seemed to have its own personality and a penchant for creating the most bizarre gadgets. His latest invention was a pair of boots designed to make the wearer jump extraordinarily high, which he dubbed the "Sky-High Hoppers."

One sunny day, Quentin decided it was time to test his new creation. With a confident smirk, he strapped on the boots, took a deep breath, and pushed the big red button on the side. To the astonishment and the amusement of the onlookers, Quentin shot up into the sky like a rocket, his arms and legs flailing comically as he tried to maintain control.



As Quentin soared over Templetown, he landed directly in the middle of Henrietta, the town's notoriously grumpy baker, who was in the middle of feeding a flock of pigeons for stealing breadcrumbs. Suddenly, a misfired leaf blower from a nearby shop sent him plummeting directly into Henrietta's giant mixing bowl, causing an explosion of flour that blanketed the entire square in a ghostly white.

The townsfolk erupted into laughter as Quentin, looking a bit frazzled, emerged from the bowl with a sheepish grin. Henrietta, though grumpy, couldn't help but chuckle at the absurdity of the situation. In the end, she playfully chased Quentin around the square with a rolling pin, threatening to turn him into a human pie.

As the day came to an end, Quentin, still covered in flour, made his way back to his workshop. He carefully placed the Sky-High Hoppers back on their shelf, right next to his other quirky inventions. With a chuckle, he pondered the day's events, realizing that sometimes, the greatest adventures come from the most unexpected mishaps.

And so, in the heart of Templetown, life went on as usual, with Quentin already dreaming up his next grand invention, unknowingly preparing for another round of laughter-filled escapades that would once again bring the community together in a most humorous way.

Analysis

Answer the following questions.

1) The story has a cyclical structure. How does the story return to where it started? Consider the inventor's actions and the town's response.

2) How does the cyclical structure contribute to the humour and overall impact of the story? Use specific examples from the text.

3) Describe Quentin's personality and appearance. How do these traits contribute to the story's humour?

4) Identify and describe three key plot points that contribute to the story's humour.

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Fantasy Story – Iterative Structure

Alaric's Lesson: The Unrepeatable Magic of Time

In the mystical land of Eldoria, there existed a village where magical beings, known as the Aeloria, lived. Among them was a young magician named Alaric, who possessed the unique ability to control time. However, Alaric was still learning to master his powers.

One fateful evening, Alaric awoke to find the village square bustling with excitement. Today was the Festival of Eldoria, a day when the Aeloria celebrated their culture and time. Eager to prove himself, Alaric decided to use his powers to make the festival even more memorable.



As the festival began, Alaric closed his eyes and concentrated. He intended to make the night last just long enough to allow the villagers to relive their favorite moments of the celebration. His first intervention was subtle; the fireworks that marked the festival's commencement exploded twice as brilliantly, eliciting gasps and applause from the crowd.

Encouraged by his success, Alaric grew bolder. As the festival's laughter and music filled the air, he again twisted time, allowing everyone to savor their favorite dishes a second time. However, this repetition, though delightful at first, began to give the villagers an odd sense of déjà vu.

As the day progressed, Alaric's interventions became more frequent. The ancient oak tree, a sacred tradition, was repeated thrice. Each iteration was slightly different: the first was filled with energy, the second with more grace, and the third with a blend of both. But with each repetition, the villagers' initial joy waned, replaced by confusion and weariness.

As night fell, Alaric, drained from overusing his powers, realized the consequences of his actions. The festival's magic lay not in the grandeur of its events, but in their fleeting nature. Understanding this, Alaric used his powers one last time, not to repeat a moment, but to gently stretch the final minutes of the festival, allowing everyone to reflect on the day's beauty and its unique, unrepeatable moments.

The next morning, as Eldoria returned to its peaceful rhythm, Alaric promised to respect the natural flow of time. The Aeloria, in turn, learned to cherish each moment, knowing it would never come again in quite the same way.

Analysis

Answer the following questions.

1) Did you notice the repeating events in the story? How did these repetitions contribute to the overall message of the story? Provide examples.

2) How does the story's structure (like a spiral staircase, with events repeating but slightly changing) affect your understanding or enjoyment of the story?

4) Describe Alaric's character at the beginning of the story. What changes did you observe in his understanding of his power and how he affected others?

5) What do you think is the main message of the story?

6) How does the story's message relate to real life? Can you think of any personal experiences that connect with the theme of the story?

Drama Story

The Unseen Canvas

In the heart of a bustling city, there was an unremarkable building where Alex, a young and talented muralist, had his studio. His life was a canvas of vibrant colours and bold strokes, but beneath the surface, Alex wrestled with an unseen challenge: his diminishing eyesight.

Alex's world was gradually fading, a fact he kept hidden, for it would end his budding career. He poured his heart and soul into his art, creating murals that captivated everyone. The city streets became galleries of his art, but no one knew the silent battle he was fighting.

His best friend, Mia, a budding photographer, noticed subtle changes in Alex. The lines weren't as sharp, the colours slightly off. One day, she approached Alex. Initially, he brushed her off, but the weight of his secret became too much to bear. One evening, under the soft glow of streetlights, Alex confessed his fear of going blind.

Mia was shocked but stood by Alex, encouraging him to seek help. Despite his reluctance, he visited a doctor, only to receive news that his condition was irreversible. Devastated, Alex decided to give up mural painting. His art would no longer be the same.

Mia, however, saw things differently. She believed in Alex's talent regardless of his eyesight. To show him, she organized an exhibition of his work. At the exhibit, the city came alive with Alex's art. People were moved, not just by the beauty of the murals but by the story behind them.

Among the crowd was a renowned artist, Elena, who was visually impaired herself. She shared her own journey, how she adapted her techniques to continue her passion for art. Inspired, Alex realized that his career wasn't over; it was just taking a different path.

The story culminates with Alex starting a new mural, guided by touch and memory, with Mia and Elena by his side. The mural wasn't perfect, the lines a bit uneven, the colours blending in unexpected ways. But it was a testament to his resilience, a bold statement that his creativity wasn't bound by his sight.

Alex's journey wasn't just about loss; it was about finding new ways to express his art and embracing change. His story left a lasting impression on the community, reminding everyone that even in the face of adversity, one can create something beautiful and meaningful.



Character Analysis

Answer the following questions.

1) Why do you think Alex chose to keep his diminishing eyesight a secret? What emotions might he have been feeling during this time?

2) Can you identify a trait that Alex displays throughout the story? (e.g., determined, secretive) Provide an example from the story to support your answer.

3) How did Mia's actions impact Alex's feelings and outlook on his situation?

4) Identify and discuss two different emotions that Alex experienced in the story. What events or interactions led to these emotions?

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5) If you were in Alex's situation, would you have made the same decisions he did? Why or why not?

Narrative Structure

Understanding Narrative Structure

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

Starting Off: The Introduction

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



Building Up: Rising Action

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

The Peak: Climax

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

Coming Down: Falling Action

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

Wrapping Up: Resolution

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

Answer

Which part of the narrative structure is described?

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

Identify

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

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

Story Mapping - Desert of Stars

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

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

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



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

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

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

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

Instructions

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

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

Characterization

Understanding Characters in Stories

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

What is Characterization?

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



Types of Characterization

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

How to Analyze Characters

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

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

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

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

Questions

Answer the questions below.

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

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

Instructions

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

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

Block 5:

Persuasive Texts

Focus

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

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Our Expert Educators

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

Workshop Features

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


Exclusive Workshop Perks



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

Session Schedule

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

Reserve Your Seat Now

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

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

True or False

Is the statement true or false?

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

Questions

Answer the questions below.

1) What is persuasive writing?

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

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




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

Real Estate Agent	
Advertising Executive	
Recruitment Consultant	
Copywriter	




Inferences - Persuasive Writing Advertisement

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Curriculum Connection
1.2, 1.3, 4.2, 4.3

Local Inferences

Make inferences based on the sentences below.

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

Thousands of 5-Star reviews from book lovers everywhere.

Protects your eyes during longest reading marathons.

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

Global Inferences

Make 4 inferences based on the entire text.

Propaganda – Critical Analysis

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

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

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

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

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

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

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

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

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



Critical Analysis

Answer the questions below.

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

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

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

Reflection

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

Block 6:

Expository Texts

Focus

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

Comprehension – Text Features in Reports

Preface

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

Understanding Plant Cells

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



Key Structures and Functions

Several key structures within a plant cell have specific functions:

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

Unique Features of Plant Cells

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

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

Glossary

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

True or False

Is the statement true or false?

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

Text F

Answer the questions below.

1) What main idea was stated in the report?

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

Summarize

Determine the main idea and supporting details of the report.

1) What is the main idea of the report?

2) Write 4 supporting details about the main idea.

Cause and Effect Report

Introduction to the Issue

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

The Root Cause: Digital Intrusion

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

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



Effects on Learning

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

- Decreased Focus

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

- Lowered Academic Performance

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

- Impact on Mental Health

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

Bibliography

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

Evaluate

Evaluate the report based on the text features used.

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

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

2) Was the cause and effect clearly written in the report? Explain.

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

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

4) Give the report a suitable title.

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

Problem and Solution Letter

Dear Editor,

I am writing to address a concern that is affecting many students in our community, which is the lack of access to healthy food options in our school cafeterias. It has come to my attention that the choices available during lunch are often high in sugar and low in nutritional value, which is not conducive to the learning and health of our students.

The problem arises with the limited budget for school food programs, which results in the purchase of cheaper, processed food items. Additionally, there is a lack of education about healthy eating habits among students, which further exacerbates the issue. Students are more likely to choose less nutritious options when they are available.



The solution to this problem requires a multi-faceted approach. Firstly, increasing the budget for school food programs would allow for the purchase of fresher, healthier food items. Introducing lunchtime activities and games can be a game changer for the health of our students. Secondly, incorporating nutrition education into the curriculum can empower students to make better food choices. Lessons on how to read nutrition labels and understanding the benefits of fruits over processed ones would be particularly beneficial.

Moreover, schools could collaborate with local farmers or establish school gardens, which would not only provide fresh produce but also offer educational opportunities for students. Lastly, creating a student-led committee to give input on the cafeteria menu could ensure that the food is both appealing and nutritious.

These solutions, though requiring initial effort and investment, could have long-lasting positive effects on student health, well-being, and academic performance. Ensuring our students have access to nutritious food is paramount, and with the cooperation of our school community, it is an achievable goal.

Sincerely,
Professor Sandra Jules

Evaluate

Evaluate the letter based on the text features used.

1) What was the problem stated in the letter?

2) An expository letter exposes facts. Did this letter have facts? Give examples.

3) Would you rather read a problem solution report or letter? Explain.

Reflection

Answer the questions now.

1) Do you agree or disagree with the points made in the letter? Explain your reasoning.

2) How did the layout of the letter help you understand? Would it be better if the solutions were stated before the problem in the letter?

Essays – Text Features

Understanding Essays

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

Key Features of an Essay

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

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

Different Kinds of Essays

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

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

True or False

Is the statement true or false?

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

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

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

Think

Think of topics you would want to write an essay for.

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

Compare and Contrast Essay – Educational Systems

Comparing Educational Systems: Canada vs. United States

Introduction

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

Curriculum Control

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



Teaching and Evaluation

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

Structure and Stages

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

Social Context and Inclusivity

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

Conclusion

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

True or False

Is the statement true or false?

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

Evaluate

Answer the following questions.

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

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

Compare

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

Canadian Educational System	US Educational System

Chronological Essay – Indigenous Groups

Indigenous Groups in Canada: A Brief History

Introduction

Canada's Indigenous peoples have a long and rich history that predates the arrival of Europeans by thousands of years. They are not one homogenous group but rather comprise First Nations, Inuit, and Métis, each with distinct cultures, languages, and traditions.

Pre-Contact

Before European contact, Indigenous groups thrived across what is now Canada. They lived in diverse societies, practicing hunting, fishing, and farming, with societies structured around complex systems of governance. For example, the Iroquois Confederacy, known for its sophisticated political system, was established long before Europeans arrived.

European Contact

The arrival of Europeans in the 15th century marked a significant change. Initial interactions involved trade, which was sometimes beneficial. However, as more Indigenous lands were taken, and populations were decimated by diseases brought by Europeans.



Treaties and the Indian Act

In the 18th and 19th centuries, various treaties were signed to define the rights and land of Indigenous peoples. Unfortunately, many of these treaties were not honoured. The Indian Act of 1876 imposed government control over many aspects of Indigenous lives.

Residential Schools and Reclamation

The late 19th and 20th centuries saw the introduction of residential schools to assimilate Indigenous children into European-Canadian culture. This had devastating effects on Indigenous languages and cultures. It wasn't until the late 20th century that Indigenous groups began to reclaim their rights, culminating in the recognition of existing Aboriginal rights in Canada's Constitution Act of 1982.

Current Times

Today, there is a growing recognition of the injustices faced by Indigenous peoples. Efforts are ongoing to preserve Indigenous cultures and languages, and steps are being taken towards reconciliation, working towards a more equitable future.

Conclusion

The history of Indigenous groups in Canada is a tale of resilience and strength. Despite the adversities, Indigenous peoples have maintained their distinct cultures and continue to contribute to the fabric of Canadian society, aiming for a future that respects treaties and their inherent rights.

True or False

Is the statement true or false?

1) Indigenous peoples in Canada are all part of a single group.	True	False
2) The Indian Act was established in the 18th century.	True	False
3) Residential schools were intended to assimilate Indigenous children.	True	False
4) The Constitution Act of 1982 recognized Aboriginal rights in Canada.	True	False
5) European contact initially included beneficial trade relationships.	True	False

Evaluate

Answer the following questions.

1) List the three groups that comprise Canada's Indigenous peoples.

2) What was the purpose of the Indian Act in the 18th and 19th centuries?

3) In your opinion, what is the significance of acknowledging the wrongs towards Indigenous peoples?

4) How does the chronological structure of the essay help in understanding the history of Indigenous peoples in Canada?

5) How easy was it is to understand the essay due to the text pattern?

<input type="checkbox"/> Very easy	<input type="checkbox"/> Easy	<input type="checkbox"/> Neutral	<input type="checkbox"/> Somewhat difficult	<input type="checkbox"/> Very difficult
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Five Paragraph Essay – Thesis Statement

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

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



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

Find

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

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

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

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

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

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

Five Paragraph Essay – Thesis Statement

Write

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

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

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

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

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

5-Paragraph Essay – Comparing Lifestyles

Diverse Cultures, Diverse Lifestyles

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

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

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

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

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

Questions

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

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

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

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

4) Thesis statement: Write the thesis statement here.

5) How is a 5-paragraph essay organized?

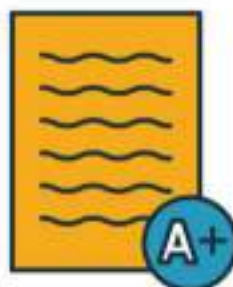
6) Write 3 ideas for essays you might be interested in writing about.

1)	
2)	
3)	

Blog Post – Listing Information

10 Effective Strategies to Boost Your School Grades

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



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

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

Text Forms

Answer the questions below.

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

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

Synthesize

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

Evaluate

Evaluate the blog post by answering the following questions.

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

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

Study Strategy – Read, Recite, Review

Mountains of the World

Types of Mountains

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

Mountain Statistics

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

Mountains in Canada

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

Mountains and Climate

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

Mountains and Biodiversity

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

Mountains and Recreation

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

Mountains and Resources

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



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

Read

Follow these instructions.

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

Recite

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

PREVIEW

Review

Follow these instructions.

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

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

Quiz

Multiple Choice

Circle the correct answer.

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

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

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

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

3) How high is Mount Everest?

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

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

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

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

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

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

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

7) Which is Canada's highest peak?

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

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

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

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

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

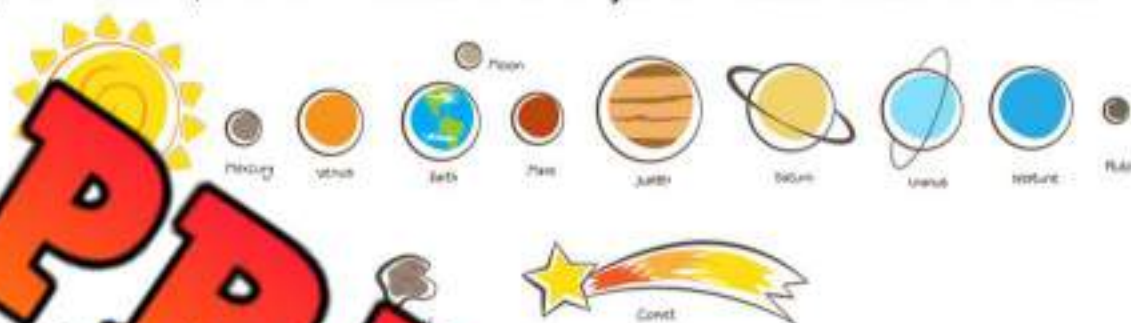
10) How old are the Canadian Rockies?

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

Report – Our Solar System

Our Cosmic Neighbourhood

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



The Mighty Sun

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

Planets Galore

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

Amazing Dwarf Planets

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

Comets: Cosmic Snowballs

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

A Journey to Remember

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

The Fascinating Kuiper Belt

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

Research

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

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

PREVIEW

Blog Post: School Cafeteria Food

3 Comments/ Posted on Date:
February 5, 2024

Nourishment Over Nickels

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

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

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

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

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

User Comments:

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

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

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



Evaluation

Answer the questions below.

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

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

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

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

Reflection

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

Report – Justice, Equity And Fairness

Introduction to Core Values

Justice, equity, and fairness are foundational pillars that support the structure of a compassionate and functional society. These principles ensure that every individual receives fair treatment and equal opportunities regardless of their background.



Global Justice Overview

- The World Justice Project's Rule of Law Index reveals that countries with higher levels of justice report stronger economies and better public health.
- A 2023 report from the United Nations indicates that over 4 billion people lack access to basic services, highlighting a global justice gap.

Equity in Education

- UNESCO's Report shows that in some countries, only 4% of the poorest 20% complete upper secondary school, compared to 36% of the wealthiest.
- Gender disparities remain significant, with 130 million girls worldwide out of school, according to UNICEF.

Fairness in Healthcare Analysis

- The WHO emphasizes that in some regions, children from the poorest households are twice as likely to die before age 5 compared to those from the wealthiest.
- A Lancet Global Health study estimates that increasing access to primary healthcare could prevent up to 8.6 million deaths a year in low and middle-income countries.

Income Inequality and Employment

- The International Labour Organization highlights that the global unemployment rate is expected to remain above pre-pandemic levels until at least 2023, disproportionately affecting lower-income countries.
- The World Bank notes that 10% of the world's population lives on less than \$1.90 a day, underlining the severity of income inequality.

Environmental Justice Concerns

The United Nations Environment Programme reports that 75% of the global population live in areas where particulate pollution exceeds healthy levels, often in lower-income neighborhoods and countries.

Steps Forward

- Advocate for equal opportunities in education, healthcare, and employment.
- Support grassroots organizations that work towards closing the justice gap.
- Practice inclusivity and kindness in our communities to encourage fairness.

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 – World's Most Unique And Rare Animals

Introduction

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

1. Okapi

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

2. Kakapo

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

3. Axolotl

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



4. Gharial

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

5. Saola

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

6. Tuatara

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

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

Skim And Scan


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

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

Following Instructions – Drawing an Inuksuk

Draw

Follow the procedural text below to draw an inuksuk.

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

Following Instructions – Drawing an Inuksuk

Draw

Draw the inuksuk below.

PREVIEW

Comparing Instructions – Cooking BBQ Meal

Compare

Read both instructions. Which is easier to understand?

Step 1	Gather your materials.
Step 2	Use charcoal and professional tools to make barbecue.
Step 3	Heat your grill 15-20 minutes before cooking.
Step 4	Put raw or pre-marinated meat, sausages, fish or chicken on grill.
Step 5	Cook meat for 5-20 minutes depending upon its thickness.
Step 6	Remember that vegetables are cooked faster than meat, about 3-7 minutes.
Step 7	Put meat and vegetables on a plate and enjoy your barbecue meal.



Name: _____

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Curriculum Connection
1.2.1.4

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 question below

1) Which set of instructions were easier to understand?

2) Make a connection: Have you ever cooked a barbecued meal before? Or do you know someone who cooks it? Explain.

Block 7: Poetry

Focus

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

Haiku Poetry – Types of Animals

Haiku Poetry – Types of Animals

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

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

Mammal

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



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

Reptile

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



Amphibian

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



Inferences

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

1) "Hearts beat in rhythm"

2) "Nests of life's start"

3) "Silent, they bask"

4) "Dual lives intertwined"

Visualizing

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

Haiku 1	Haiku 2	Haiku 3	Haiku 4

Cinquain Poems – Critical Thinking

Cinquain Poetry – Exploring Indigenous Communities Through Cinquain Poetry

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

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

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

Mohawk

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

Mi'kmaq

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

Inuit

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



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



Haida

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



Rhyming Poems – Critical Thinking

Rhyming Poetry – Important Landmarks of Canadian Geography

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

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

Rocky Mountains

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



Niagara Falls

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



Great Bear Rainforest

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



Bay of Fundy

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



Canadian Shield

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



St. Lawrence River

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



Critical Thinking

Answer the questions below.

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

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

AAAA

ABCB

3) Which poem did you like the best?

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

Quote

Explain

Visualizing

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

Canadian Shield

Niagara Falls

Identifying Poems and Literary Devices

Instructions

Name the type of poem and then circle the literary devices used.

Trees whispering "Shush,"
Leaves mock the silent forest,
Nature's hushed gossip.

Poem Type

Literary Devices Used

Satire Irony
Allusion



A baker who feared getting stout,
Ate salads to lessen his doubt,
But when night came around,
In cookies he drowned,
His diet was in, then it sprouted out.

Poem Type

Literary Devices Used

Satire Irony
Allusion Metaphor

Eagle
Mighty as Zeus

Soaring, hunting, ruling,

Like thunderbolts through the night sky,
Griffin.

Poem Type

Literary Devices Used

Satire Irony
Allusion Simile



Heave as a lion in the night,
Loud as the sky so wide,
Loud as the powerful stride,
Dance the tide.

Poem Type

Literary Devices Used

Satire Irony
Allusion Simile

Hercules flexed at dawn's first light,
Achilles' heel hidden, out of sight,
Cleopatra's grace in the river's flow,
Odysseus' wit, the winds did blow.

Poem Type

Literary Devices Used

Satire Allusion
Irony Rhyme



Winter's warm embrace,
Sun blazes on icy face,
Spring's cold, out of place.

Poem Type

Literary Devices Used

Satire Allusion
Irony Idiom

Block 8: Book Reviews

Focus

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

Finding Bias in Reviews

What is Bias in Reviews?

Bias in review writing is when the reviewer lets their personal opinions or preferences unfairly influence their review.

For example, if I love everything about space and write a book review about a space adventure, my bias might make me say the book is awesome just because it's about space, even if the story isn't that good.

Bias

Read the reviews and answer the questions.

Book Review: "The Joy of Cooking Brussels Sprouts" – 1/10

As a connoisseur of all things food and anything deep-fried, "The Joy of Cooking Brussels Sprouts" had me reaching for my fork. The author, Kale P. Turnipson, gushes over these little green grenades as the most delicious culinary discovery since sliced bread. Come on, who in their right mind wouldn't want to learn the best ways to season and sauté Brussels sprouts?

The entire book is a monotonous ode to Brussels sprouts. Kids at my school's cafeteria leave behind on their plates. The pictures are of sad, wilted sprouts, which don't help their unappealing reputation. It attempts to gloss over the negative health benefits and "divine" taste of this notorious veggie.

But let's be real – no amount of fancy seasoning can disguise the true nature of Brussels sprouts. If you're after a book that satisfies the taste buds, this isn't it. My advice? Skip the sprouts and grab a cookbook on desserts instead. That's where the real joy of cooking is at.



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?

Literary Devices in Reviews

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

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

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

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

"Watching Paint Dry: A Study in Colour" is an absolute thriller of a documentary, perfect for those who find joy in adrenaline. The film explores the chromatic variety. The film takes you on a wild ride through the nuances of various surfaces. And let's talk about the suspense; will the eggshell finish crack under pressure, or will the matte remain stoically smooth? It's a rollercoaster of emotions, from dizzy to flat.

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

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

Review Writing - Inferences

Title: "A Towering Tale of Decisions"

Introduction

Embark on a journey with "The Tower of Choices," a book that cleverly disguises real-life history as an exciting tale, using smart jokes and surprises to make you think and laugh.



Summary

Here, you'll meet Lily, a student you might know, and Marcus, as reliable as the truth. They face a big test. They find a tower where each level is a different point in time, asking them to make choices that teach them about the past—like a fun quiz in a giant museum.

Thoughts

The author uses allusion, making the tower feel like a real book, with each floor a chapter full of exciting lessons. The phrase "Choose Wisely" is threaded through the book like advice from famous leaders, with Lily flipping a coin and Marcus making tough decisions. The story's fun twists—the trapped animal points to a dangerous choice, the mirror pokes fun at how much people can love looking at themselves, and the tower's path is like the pattern of our DNA, full of human ups and downs.

This book is like a brain workout. It uses satire, making fun of our modern world in a friendly way, while irony hides in the story, showing us that even as times change, people often stay the same.

Rating

"The Tower of Choices" is a brain-teasing adventure, mixing history and tough decisions with the thrill of a climb. It's full of clever hints and jokes that will make you think and giggle. This book gets five stars for making the old stories of history help us with choices we face today.



Examine

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

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

Allusion

Satire

Irony

Inferencing

Answer the questions below to show your understanding.

1) Global Inference: Describe what you think the author's view based on the word choice, sentence structure, and punctuation used (if any). What do you infer about them?

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

3) Local Inference: What did the author mean when they wrote, "while irony hides in the story, showing us that even as times change, people often stay the same."

Assignment: Book Review

Objective

What are we learning more about?



To enhance students' understanding and appreciation of different literary genres and text forms through personalized exploration and critical analysis. This activity aims to develop their analytical and writing skills while encouraging them to delve into genres that spark their personal interest.

Instructions

How do we complete the activity?

Step 1: Choose a Genre or Text Form

Students select a genre or text form that interests them. This could include mystery, science fiction, historical fiction, biographies, classic novels, or works by specific writers, storytellers, or filmmakers.

Step 2: Select a Book/Film

Each student picks a book or film from the chosen genre or text form. They should ensure it is age-appropriate and approved by the teacher.

Step 3: Research

Students research the context of their chosen work, including the author's background, the genre's characteristics, and the work's historical or cultural significance.

Step 4: Experience and Analyze

Students read the book or watch the film. They should take notes on the plot, characters, themes, and how these elements are influenced by the genre.

Step 5: Write the Review

Students write a book/film review. The review should include:

- A brief summary of the plot/story/theme without giving away major spoilers.
- Personal reflections on what they enjoyed or found challenging.
- Analysis of how the work fits within its genre and any unique aspects it brings to it.
- A recommendation for who might enjoy this work and why.

Step 6: Share and Reflect

- Students present their reviews to the class or in small groups, discussing their chosen genre and the work they reviewed.
- Classmates ask questions and share their thoughts, fostering a collaborative learning environment.

Write

Write your review here. On a scale of 1 to 5 stars, how would you rate this work? Colour the stars.

PREVIEW

**Questions**

Answer the following questions.

1) What is the title of the book/film you are reviewing?

2) Who is the author/writer/filmmaker of this work?

3) What genre does this work belong to?

4) Why did you choose this particular genre and work?

5) Did anyone recommend this book/film/ to you? If yes, what did they say about it?

6) From what perspective is the story told (first-person, third-person, etc.)?

7) Who are the main characters, and are they flat or round characters?

8) Were there any plot twists or developments? How did they affect your reading/viewing experience?

9) How does the work fit within its genre? Does it follow the conventions of the genre, or is it different?

10) After experiencing this work, has your opinion about the genre changed in any way?

11) Would you recommend this book/film to others? Why or why not?

Block 9:

Graphic Texts

Focus

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

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

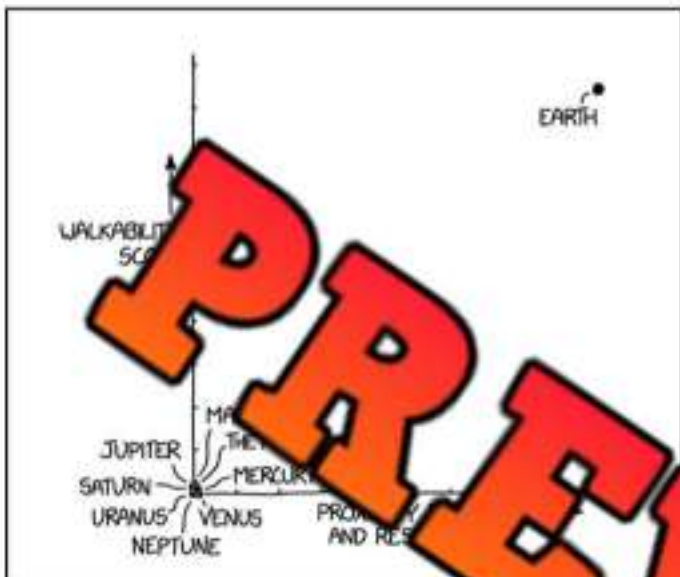
2) Is the joke explained explicitly, or is it implicit? Explain the joke.

3) **Literary Device: Satire** – What is satirical in the comic?

Understanding Graphic Texts

Analyze

Read the comic and answer the questions.



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

1) What is the comic about?

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



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

3) What is the comic about?

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

Understanding Comics

Analyze

Read the comic and answer the questions.

**Circle the text features used:**

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

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

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

Reading Maps – Text Features

Reading a Map Made Easy

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

- Country Names: Look for big, capitalized words like CANADA.
- Provinces and Territories: Smaller, but still capitalized words are provinces, like ONTARIO.
- Cities and Towns: Names with only the first letter capitalized are cities or towns, like Toronto. Ottawa, being the capital of Canada, is capitalized.
- Red Dots: The smaller red dot is for cities, and a bigger red dot is for the capital of Canada.



Reading Maps – Text Features

Questions

Answer the questions below.

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

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

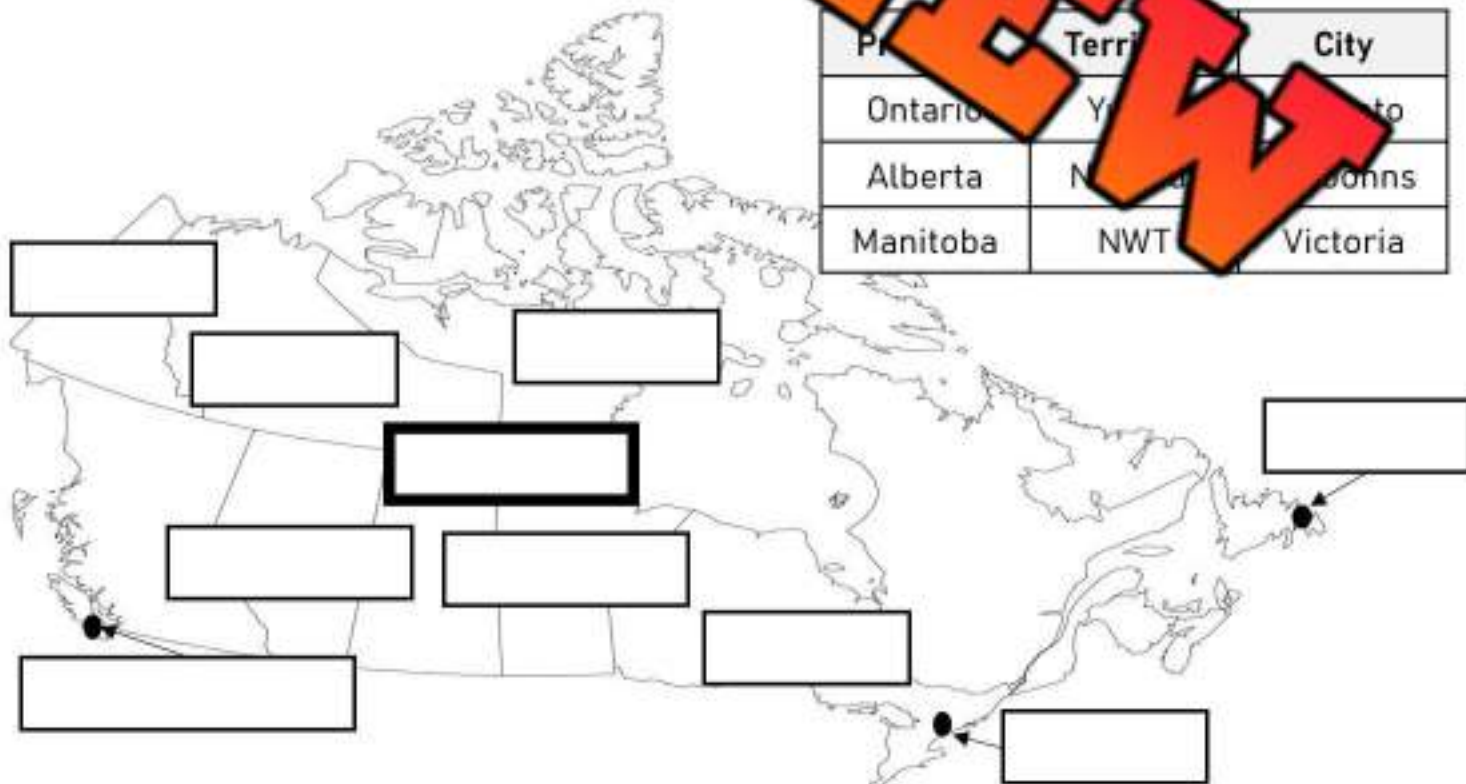
3) How do you identify cities on a map?

4) What do black dots on the map represent?

Think

Label the provinces/territories and cities using the word bank. Use the correct capitalization. Label Canada in the rectangle with the thick border.

Province	Territory	City
Ontario	Yukon	Toronto
Alberta	Newfoundland	St. John's
Manitoba	NWT	Victoria



Graphic Text - What's a Timeline?

What's a Timeline?

Timelines are a way to show events in the order they happened, usually from oldest to newest. They help us understand the sequence and timing of important events. In timelines, you'll often see:

- **Dates:** These tell you when something happened.
- **Events:** Short descriptions of what occurred on those dates.
- **Labels:** Words that clarify or categorize the events.
- **Arrows:** These show the direction of time, like past to present.
- **Pictures:** These can add more detail and make the timeline interesting.



Analyze

Look closely at the timeline and answer the questions.

1) What features are part of this timeline?

2) How has communication changed? Explain what you've learned from the timeline.

3) Did the timeline help you learn about communication? 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

Biography – Samul De Champlain

Samuel De Champlain: Father of New France

Preface

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

Early Life and Settlements

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

Partnerships with Indigenous Peoples

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

Expansion of New France

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

Timeline

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

Glossary

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



Samuel De
Champlain

Prereading

Before reading, answer the questions below.

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

During Reading

Stop and write questions about what you are reading.

1

2

3

Questions

Answer the questions below.

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

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

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

Biography – Alexander Graham Bell

Alexander Graham Bell: Inventor of the Telephone

Alexander Graham Bell's Early Innovations

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

Invention of the Telephone

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

Other Contributions and Legacy

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

Timeline

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



Alexander Graham Bell

Glossary

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

Understanding

Is the statement true or false?

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

Critical Thinking

Answer the questions below.

1) Inference: How is Bell's legacy viewed today? Fully in2) Inference: Why is the invention of the telephone so important to our lives today?3) Personality trait: Use one word to describe Alexander. Then explain why you chose that word. Examples – brave, creative, loyal, curious, confident, ambitious, calm, etc.