



Preview – Information



Thank you for your interest in this Mega Bundle. This product contains multiple Workbooks and Google Lesson Slides. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Lesson Slides for each unit.
- ✓ A selection of worksheets included in each workbook.

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Google Slides Lessons Preview



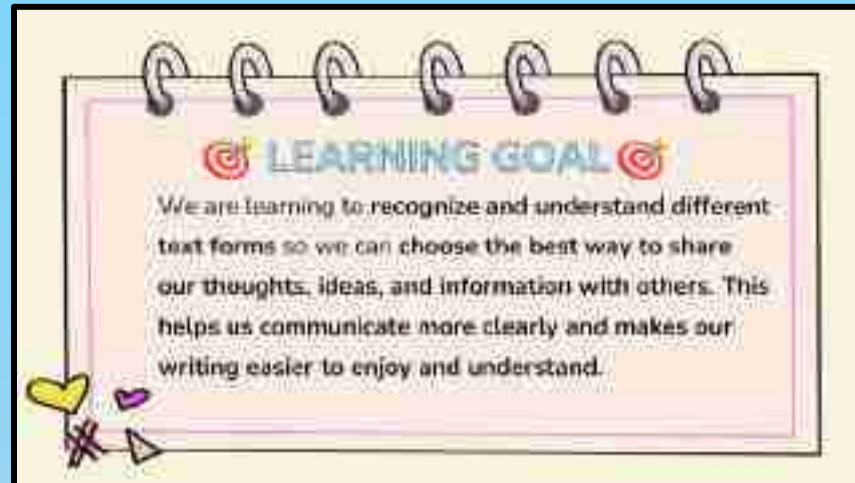


Saskatchewan Language Writing – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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



| Matching Writing Forms | | |
|------------------------|---|----------|
| Text Form | Description | Examples |
| Letter | There are different kinds of letters. Some are for friends and family. Some are for businesses. | |
| Book Review | | |
| Recipe | There are many different recipes. Some are for food. Some are for drinks. | |
| Report | There are many different reports. Some are for school. Some are for work. | |

Text Forms

- Letter
- Book Review
- Recipe
- Report

Examples

- There are many different kinds of letters. Some are for friends and family. Some are for businesses.
- There are many different recipes. Some are for food. Some are for drinks.
- There are many different reports. Some are for school. Some are for work.

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





Saskatchewan Language Writing – Grade 4

Transition Words - Supporting Details

| Sequence | Comparing | Contrasting | Adding | Concluding |
|-----------|-----------------|-------------------|-------------|---------------|
| first | likewise | however | also | finally |
| next | similarly | but | in addition | in conclusion |
| then | equally | on the other hand | furthermore | to sum up |
| last | in the same way | alternatively | moreover | all in all |
| meanwhile | as well as | conversely | plus | in summary |
| afterward | along with | nevertheless | too | in the end |

1) I did my homework. _____ I watched a movie.

2) The stars shined brightly. _____ the moon glows at night.

3) I wanted to play outside. _____ I started to rain.

4) I had a sandwich. _____ ate an apple.

5) I cleaned my room. _____ I was allowed to play.

Writing Conclusion Sentences

Write a conclusion sentence for each story.

Analyzing Informal Emails

Read each email, and say: Decide what emotion or mood the writer is expressing. Then choose the correct letter (A-H) to match the emotion.

| Author's Voice | Emotion |
|---|---------|
| Hey Sam! Guess what? There's a new superhero movie coming out this Friday. I've already got the tickets, and I was hoping you could come with me. It's going to be so much fun! Let me know if you're free. | B |
| Wow, yesterday's beach trip was amazing! The waves were huge, and we built the tallest sandcastle ever. I still feel so relaxed from that coast breeze. | C |
| Haha, last night's sleepover was so funny! I can't stop laughing about the prank you pulled with the flashlight. My cheeks still hurt from laughing. | D |
| Hi Ava, I think I lost my jacket in the gym after PE. I'm so embarrassed because it was brand new! If you see it, can you grab it for me? | E |
| Great! Our soccer game got canceled because of the rain. I was really looking forward to playing. Maybe we can practice at the park tomorrow instead? | F |

Author's Voice: B, C, D, E, F, G, H

Emotion: Disappointed, Relaxed, Scared, Playful, Excited, Worried



Saskatchewan Language Writing – Grade 4

Label the Story Parts

Read each sentence and check if it is the beginning, middle, or ending of a story.

| | Beginning | Middle | Ending |
|--|-----------|--------|--------|
| 1. The cat stretched and a bird while sitting in the tree. | | | |
| 2. She happily played cards on his birthday cake. | | | |
| 3. The basketball team lifted the trophy and cheered together. | | | |
| 4. Gray clouds filled the sky, and thunder rumbled loudly. | | | |
| 5. The magician pulled a rabbit out of the hat, and the crowd gasped. | | | |
| 6. A lost kite got stuck in a tall tree during the windy after noon. | | | |
| 7. Anna put on her backpack and walked to the school bus. | | | |
| 8. At the park, she met a new friend who was also flying a kite. | | | |
| 9. After the movie, the friends shared ice cream and talked about their favourite parts. | | | |
| 10. The runner missed the first bus and waited for the second one. | | | |

The Castle

| | |
|---|---|
| A | The prince hid in the castle when the dragon saw away from the night. |
| B | She lived in a castle with tall stone towers. |
| C | She said, "The castle is safe for now." |
| D | A dragon appeared in the courtyard, breathing fire and roaring loudly for the morning bell. |
| E | |

Spotting Facts, Opinions, and Bias

Read the following sentences and decide if they are facts, opinions, or biased.

| Facts | Opinions | Bias |
|---|--|-------------------------------|
| Canada is a country in North America. | Chocolate is the best flavor of ice cream. | Not all people are smart. |
| There are 100,000,000 people in Canada. | Some people like to eat pizza. | Everyone looks funny. |
| Reading is good for your brain. | Chocolate is the best food in the world. | Everyone looks like a monkey. |
| Canada is a big country. | Some people like to eat pizza. | Not all people are smart. |



Workbook Preview



Grade 4 – Language

Saskatchewan ELA Curriculum



Compose and Create (CC). Students will develop their abilities to speak, write, and use other forms of representations to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

| | Outcomes | Pages |
|-------|---|---|
| CC4.1 | Compose and create a range of visual, multimedia, oral, and written texts that explore: - identity (e.g., Expressing Myself) - community (e.g., Celebrating and Honouring Others) - social responsibility (e.g., Within My Circle) through personal experiences and inquiry. | 8-9, 99-100, 145-148, 151-152, 203-206, 216, 269-266, 310-323 |
| CC4.2 | Create a variety of clear representations that communicate straightforward ideas and information. | 107-108, 159-177, 191-200, 208-209, 211-215, 217-222, 225-300 |
| CC4.3 | | (Unit) |
| CC4.4 | Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence. | 10-26, 29-53, 56-68, 72-80, 83-84, 89-98, 101-106, 109-143, 153-158, 173-177, 180-190, 201-202, 209-215, 225-237, 241-262, 288-291, 301-306 |

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

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

| | Outcomes | Pages |
|-------|---|---|
| AR4.1 | Reflect on and assess own viewing, listening, reading, speaking, writing, and other representing experiences, the selected strategies employed (e.g., using class-generated criteria), and explore possible ways to improve | 27-28, 54-55, 69, 81-82, 85-88, 144, 178-179, 239-240, 263-234, 278, 286-287, 308 |
| AR4.2 | Set and pursue personal goals to improve viewing, listening, reading, speaking, writing, and other representing tasks more effectively. | 70-71, 149-150, 223-224, 307 |

Stamina Writing – Building Stamina

Stamina in writing means being able to write for a long time without getting tired. It's like having strong muscles for writing.

Imagine you are running or playing a game, and you keep going even when it gets hard. With writing, it's the same. You keep making up stories or sharing ideas with your words, even when it feels a bit tough. It's practicing to write more and more so you can become really good at it, just like practicing a sport or a game.

Choose one prompt from the box below and write about it for 8 minutes.

Should everyone have the same amount of time to finish a test?

Do you believe that people should have the same for everyone?

Do you think it's equitable for people to have different healthcare access based on where they live or their job?

Name: _____

9

Curriculum Connection
CC.1.1

Practice

Choose one prompt from the box below and write about it for 8 minutes.

PREVIEW

Count your words. How many words did you write? _____

Count your lines. How many lines of words did you write? _____

Understanding Text Forms

What Are Text Forms?

Text forms are the different styles or structures we can use when writing. Each form helps us share our thoughts, ideas, or stories in unique ways. There are many text forms and understanding them helps us become better writers.

The Purpose of Different Forms

Each text form has a special purpose. Here's a list of some common text forms and what they are used for:

- Narratives: To tell a story.
- Reports: To share information.
- Letters: To send a message to someone.
- Poems: To express feelings in a creative way.
- Persuasive Writing: To convince someone of something.
- Comic Strips: To tell a story using pictures and words.
- Biographies: To tell the life story of someone.
- Instructions: To explain how to do something step by step.



Who Are We Writing For?

When we write, we think about who will be reading our words. This person or group is called the "audience." Knowing who our audience is helps us pick the best way to communicate.

Matching Forms with Audiences

We choose the text form that fits what we want to say and who is reading our work. If we're explaining how to make a sandwich to a younger sibling, we might write instructions. If we are telling our class about a famous scientist, we might write a biography.

Understanding Text Forms

Which Form?

Which text form would you use? Choose one from the reading.

- | | |
|---|--|
| 1) Telling a friend how to bake cookies. | |
| 2) Sharing your feelings about a beautiful sunset. | |
| 3) Convincing parents to get a new pet. | |
| 4) Describing a famous athlete's life journey. | |
| 5) Explaining an experiment to classmates. | |
| 6) Writing to a pen pal about your weekend. | |
| 7) Creating a book with illustrations for younger siblings. | |
| 8) Reporting on a local event for a school project. | |

Questions

Answer the questions.

- 1) What do the terms below mean?

Audience

Purpose

- 2) Why is it important to know your audience before choosing your text form?

- 3) What is your favourite text form? Explain why.

Identifying Purpose of a Text

Texts are written for different reasons. Some texts give us information and teach us things. Other books are for fun; they tell us stories that entertain us.

To Educate: "All About Robots" teaches us how robots work.

To Entertain: "The Secret of the Haunted House" is a spooky story for fun.



Think

Read the story summaries below and circle what their purpose might be.

| | | | |
|----|---|---------|-----------|
| 1 | Book: "The Garden Party" | Educate | Entertain |
| 2 | How-to: "How to Bake a Cake in 5 Steps" | Educate | Entertain |
| 3 | Biography: "Life of Thomas Edison" | Educate | Entertain |
| 4 | Play: "The Adventure of Sherlock Holmes" | Educate | Entertain |
| 5 | Poster: "Recycling Do's and Don'ts" | Educate | Entertain |
| 6 | Book: "The Great Canadian Wilderness" | Educate | Entertain |
| 7 | Comic: "Superheroes of Maple Street" | Educate | Entertain |
| 8 | Manual: "Smartphone User Guide" | Educate | Entertain |
| 9 | Play: "Mystery at the Mountaintop" | Educate | Entertain |
| 10 | Biography: "The Star Hockey Player" | Educate | Entertain |
| 11 | Pamphlet: "Visit the Rockies!" | Educate | Entertain |
| 12 | Magazine: "Fun Times Reader" | Educate | Entertain |
| 13 | Instructions: "Assembling Your Treehouse" | Educate | Entertain |
| 14 | Play: "The Enchanted Forest" | Educate | Entertain |
| 15 | Poster: "Join the Science Club!" | Educate | Entertain |

Think

Think of books you have read lately. Write down the titles of these books in the correct category.

| Books That Educate | Books That Entertain |
|--------------------|----------------------|
| | |

Think

Texts can be used for many purposes. Circle the best reason below.

| | | | |
|----|--------------------------------------|----------|-----------|
| 1 | "Vote for a Greener Tomorrow" | Educate | Entertain |
| 2 | "World War II: A Historical Account" | Instruct | Instruct |
| 3 | "10 Steps to Planting a Garden" | Persuade | Persuade |
| 4 | "The Guide to Stars and Planets" | Inform | Inform |
| 5 | "My Journey Across the Sahara" | Describe | Document |
| 6 | "Reflections on Turning 30" | Reflect | Inform |
| 7 | "Chocolate Cake Recipe" | Instruct | Persuade |
| 8 | "Daily Meditation and Mindfulness" | Reflect | Educate |
| 9 | "Discover the Rainforest" | Describe | Persuade |
| 10 | "City Council Meeting Minutes" | Document | Entertain |
| 11 | "The Art of French Cuisine" | Inform | Instruct |
| 12 | "Sonnet of the Sea" | Express | Instruct |

Personal Voice – Word Choice

People have different writing **voices** because they use different **words**. Your writing voice is how you sound when someone reads your writing. Some people use big, fancy words and sound very formal. Others use simple, everyday words and sound friendly and casual.

For example, someone might write "commence" while another person would just say "start." Or one person might use "astonishing" and another might say "cool." These word choices create a unique voice that makes every writer's style special.

Word Choice Write words you would choose to use when describing the settings below

| | | | | | |
|-----------------|--------|-------------|--------------|--------------|--------------|
| Forest | Green | Woodsy | Flourishing | Enchanted | Whispering |
| Ocean | Big | Fast | Boundless | Mysterious | Sparkling |
| City | Busy | Hectic | Metropolitan | Vibrant | Gleaming |
| School | Fun | Educational | Academic | Adventurous | Inspiring |
| Home | Cozy | Comforting | Domestic | Heartwarming | Welcoming |
| Desert | Hot | Arid | Dry | Open | Expansive |
| Mountain | High | Majestic | Rocky | Alpine | Rugged |
| Park | Pretty | Picturesque | Fun | Idyllic | Whimsical |
| Museum | Quiet | Serene | Neat | Cultured | Historic |
| Space | Dark | Infinite | Awesome | Celestial | Otherworldly |

Think Write the words in your current vocabulary, and some words you'd like to start using

| Words I Use Now | Words I Want To Start Using |
|----------------------------------|----------------------------------|
| | |

Personal Voice – Word Choice

Word Choice

Replace the crossed out boring words with more interesting word choices

| | |
|-----|--|
| 1) | The big _____ cat quickly _____ ran to the house. |
| 2) | She _____ sang a happy _____ song. |
| 3) | He _____ walked to the small _____ store. |
| 4) | The lazy _____ dog happily _____ played with the ball. |
| 5) | They excitedly _____ opened the plain _____ gift. |
| 6) | The small _____ bird _____ across the sky. |
| 7) | She carefully _____ painted the _____ picture. |
| 8) | The young _____ children noisily _____ played in the park. |
| 9) | He nervously _____ spoke in front of the _____ class. |
| 10) | The bright _____ sun warmly _____ on a _____ morning. |

Think

Write synonyms for the words below

| | | | | |
|-------|--|--|--|--|
| Good | | | | |
| Big | | | | |
| Happy | | | | |
| Fast | | | | |
| Funny | | | | |

Varying Sentence Lengths

Varying sentence length in writing helps make stories and explanations interesting. **Short sentences** can make ideas feel quick or important. **Long sentences** can give more detail and let you add more thoughts. It's like mixing fast and slow parts in a dance to make it more fun to watch. Long sentences use **conjunctions** to combine clauses (and, so, etc.)

Examples:

- The cat sat. It was nap time.
- Under a bright, glowing moon, the cat stretched out lazily across the soft, warm blanket, whiskers twitching slightly as it settled into a comfortable position for its evening nap.



Practice writing short and long sentences about the topics below.

| | |
|----------------|--------------------|
| Topic | My Favorite Animal |
| Short Sentence | |
| Long Sentence | |

| | |
|----------------|-------------------|
| Topic | On the Playground |
| Short Sentence | |
| Long Sentence | |

| | |
|----------------|----------------|
| Topic | When I Grow Up |
| Short Sentence | |
| Long Sentence | |

Varying Sentence Lengths

Write

Read the paragraphs below and decide whether to add short or long sentences on the blanks so that there is a good mix.



Rainforests are amazing. _____

In the rainforest, trees grow so close together that their leaves create a green roof over the forest floor. Like monkeys swing from tree to tree, while parrots squawk loudly, the rainforest is full of life and color. It is a place where rainbows: _____

They get lots of rain, which helps every living thing. _____

Volcanoes are powerful. _____

A volcano is a mountain that can erupt, spewing out lava, ash, and gases. Lava is molten rock that glows red hot and flows like a river down the volcano's sides. _____

Some volcanoes have erupted many times in history, like Mount Vesuvius, which buried the ancient city of Pompeii. Others are sleeping. They haven't erupted in a long time. _____

Fluent Writing

Fluent writing is when you write clearly and your ideas flow smoothly, almost like telling a story. It's easy to understand and enjoyable to read. In fluent writing, sentences are well-structured, and ideas are linked together nicely.

Fluent Writing:

The beach was lively and full of excitement. Children built sandcastles near the water's edge, while the sound of waves crashing provided a soothing background melody.

Non-Fluent Writing:

The beach was a lot of fun. Children made sandcastles. Waves were loud.



Think: _____ example fluent or not fluent?

| | | |
|--|------------|------------|
| 1) The cat curled up in the sun, not by the window. | Fluent | Not Fluent |
| 2) Garden has butterflies. Flowers are colorful. | Fluent | Not Fluent |
| 3) Stars twinkled above, creating a beautiful scene in the sky. | Fluent | Not Fluent |
| 4) The sun peeked through the clouds, painting a bright day. | Fluent | Not Fluent |
| 5) Breeze is blowing. Trees and leaves move. | Fluent | Not Fluent |
| 6) Children play. They are at the park. It is sunny. | Fluent | Not Fluent |
| 7) The bookshelf was a rainbow, each holding a different book. | Not Fluent | |
| 8) Old clock making ticking sound. Time passes. | Not Fluent | |
| 9) The river flowed gently, mirroring the sky in its clear, calm waters. | Fluent | |
| 10) Stars are out. Sky looks nice. | Fluent | Not Fluent |

Write

Write an example of a not fluent line of writing and a fluent line.

| | |
|------------|--|
| Fluent | |
| Not Fluent | |

| | |
|------------|--|
| Fluent | |
| Not Fluent | |

Fluent Writing

Revise

The writing below is not fluent. Revise the writing by making it sound fluent when you read it aloud.



Not Fluent The cat. On the mat. Sleeps.

Fluent

Not Fluent Rainy. Went outside. Forgot umbrella.

Fluent

Not Fluent He reads book. Books are

Fluent

Not Fluent She plays piano. It is very loud. Turn it down.

Fluent

Not Fluent We ate dinner. It was tasty. I want seconds.

Fluent

Not Fluent I have homework. I am upset. I play soccer.

Fluent

Exploring the Structure of Paragraphs

What Makes a Paragraph?

A paragraph is a group of sentences that talk about one main idea. It's like a building block in writing. Each paragraph has special parts to make it clear and interesting.

Starting with Topic Sentences

Every paragraph begins with something called a "topic sentence." This sentence tells the reader what the paragraph will be about. It's like opening a door to a new room full of ideas. Here are some things that a topic sentence should do:

- Introduce the main idea of the paragraph.
- Be interesting to make you want to keep reading.
- Connect to the paragraph's main idea.



Why Are Topic Sentences Important?

Topic sentences help the reader understand quickly what a paragraph is about. It's like a guidepost on a road, showing the way. If paragraphs didn't have topic sentences, reading would be like trying to find your way without a map.

Hooking the Reader with a Special Topic Sentence

A hook is a special kind of topic sentence that grabs the reader's attention. It's like a fishing hook that catches a fish. A hook in writing catches the reader's interest so they want to keep reading. Here are some examples of hooks:

- ✓ Have you ever wondered why the sky is blue?
- ✓ BANG! The door slammed shut, and I was alone.
- ✓ Imagine flying like a bird, soaring above the clouds.
- ✓ Dogs can be our best friends and loyal companions.

Exploring the Structure of Paragraphs

Topic Sentence Read the paragraphs below and then write a topic sentence for each one.

Topic Sentence

The Sun is the center of our solar system. It provides light and warmth, making life possible on Earth. Without the Sun, our planet would be cold and dark, and nothing could grow.

Topic Sentence

Ice cream comes in many different flavours like chocolate, vanilla, and strawberry. You can add toppings like sprinkles and syrup to make it even tastier. Many people enjoy ice cream on a hot day.

Topic Sentence

Dolphins are known for their intelligence and playful behaviour. They often perform tricks and interact with humans. These amazing creatures communicate with each other using clicks and whistles.

Hooks

Rewrite the topic sentences below but make them interesting so they hook the reader.

Boring Version Rain is water that falls from the clouds.

Your Version

Boring Version Cats are animals that many people keep as pets.

Your Version

Boring Version Apples are fruits that grow on trees and are often red.

Your Version

Exploring the Structure of Paragraphs

Asking a Question: Starting with a question can make readers curious.

Example: "Have you ever wondered how the tallest trees grow?"



Using an Exclamation: An exciting statement can grab the reader's attention.

Example: "Watch out! Hurricanes are one of the most powerful storms on Earth."

Making a Bold Statement: A strong statement helps the reader understand what the paragraph is about.

Example: "Dinosaurs were the most gigantic creatures to ever walk the Earth."

Adding an Interesting Fact: A fascinating fact can make the reader want to learn more.

Example: "Did you know honey never spoils, even after thousands of years?"

Hooks

Read the topic sentence below using the different strategies.

| | |
|----------------------------|----------------------------|
| Original Version | Soccer is a popular sport. |
| Asking a Question | |
| Using an Exclamation | |
| Making a Bold Statement | |
| Adding an Interesting Fact | |

| | |
|----------------------------|-------------------------|
| Original Version | Pizza is the best food. |
| Asking a Question | |
| Using an Exclamation | |
| Making a Bold Statement | |
| Adding an Interesting Fact | |

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

1) In the morning, you brush your teeth, wash your face, and comb your hair. Breakfast is an important meal, so you might eat cereal or toast. Then, it's time to put on your shoes and head to school.

a) Starting the day with a routine helps us get ready.

b) I do the same thing every morning.

c) Most people start their day with a routine.

2) At the zoo, you can see lions, tigers, and bears. The zookeepers feed them at specific times, and they also perform tricks. There are also gift shops where you can buy souvenirs.

a) Lions are a kind of big cat.

b) The zoo is a place where you can see many different animals.

c) You can see animals perform tricks.

3) In a garden, you can find flowers, trees, and vegetables. People use plant gardens to grow food or to make their yard look pretty. Butterflies, bees, and birds visit gardens.

a) Birds and butterflies visit gardens.

b) Gardens contain plants and attract wildlife.

c) Planting gardens is a fun hobby.

4) Libraries have shelves filled with books on all sorts of subjects. You can borrow books to read at home or read them in the library. They also often have computers and study areas.

a) Reading books is a great way to learn.

b) Libraries offer books, computers, and quiet spaces to study.

c) Books are available on many subjects at the library.

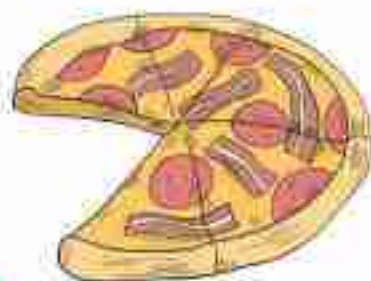
Crafting Perfect Paragraphs

Building Strong Paragraphs

When we write, paragraphs are like containers that hold our thoughts and ideas. Drafting paragraphs involves focusing on supporting details, which help make the sentences fit together like pieces of a puzzle.

Supporting Details: What Are They?

Supporting details are extra information that explains the main idea. They make our writing juicy and interesting. Imagine telling your friend about your favourite game. You wouldn't just say "I love this game." You would explain why you love it, what makes it fun, and how you would play it too!



Let's Explore Examples:

- **Main Idea:** "I love pizza."

Supporting Details: It's cheesy, has delicious toppings, and is just what I need after a long day.

- **Main Idea:** "Winters are fun."

Supporting Details: You can build snowmen, have snowball fights, and enjoy hot chocolate.

Making It Stick: Coherence

Coherence is when your paragraph makes sense, and everything fits together. Think of it like building a tower with blocks. If one block doesn't fit, the whole tower might fall!

Tips for Making Perfect Paragraphs:

- 1) **Start with a Strong Sentence:** This tells what the paragraph is about.
- 2) **Add Supporting Details:** These are like the yummy toppings on a pizza!
- 3) **Finish with a Closing Sentence:** This wraps up your paragraph neatly.

Crafting Perfect Paragraphs

Supporting Details

Write 3 supporting details about the topic sentences below.

| | |
|----------------|--|
| Topic Sentence | Eating a healthy breakfast helps me start the day with lots of energy. |
| 1 | You should start the day with fruits and whole grains. |
| 2 | You need energy for the things you do all day. |
| 3 | Your brain needs brain food to think at school. |

| | |
|-----------------------|--|
| Topic Sentence | Being a pet is a great responsibility and a source of joy. |
| Supporting Detail # 1 | |
| Supporting Detail # 2 | |
| Supporting Detail # 3 | |

| | |
|-----------------------|---|
| Topic Sentence | Recycling helps to protect the environment. |
| Supporting Detail # 1 | |
| Supporting Detail # 2 | |
| Supporting Detail # 3 | |

| | |
|-----------------------|---|
| Topic Sentence | Apples come in many different colours and flavours. |
| Supporting Detail # 1 | |
| Supporting Detail # 2 | |
| Supporting Detail # 3 | |

Supporting Details

When we plan our paragraphs, we sometimes have more than 3 ideas to consider. When this happens, we should group our ideas into 3 big ideas. Check out the example below.

Brainstorm why summer is the best season

Warm weather, no snow, no school, swimming, basketball, soccer, days are longer

3 Big Ideas (1) Better weather (warm weather and no snow), (2) Sports (basketball and soccer), (3) More time to play with friends (no school, days are longer)

Brainstorm the topic and then select 3 big ideas to write about.

1) What is your dream house?

Dream
House

Write the 3 ideas you can pull from your brainstorming.

1)

2)

3)

Transition Words - Supporting Details

| Sequence | Comparing | Contrasting | Adding | Concluding |
|-----------|-----------------|-------------------|-------------|---------------|
| First | Similarly | However | Also | Finally |
| Next | Likewise | But | In addition | In conclusion |
| Then | Equally | On the other hand | Furthermore | To sum up |
| Afterward | In the same way | Alternatively | Moreover | All in all |
| Meanwhile | As well as | Conversely | Plus | In summary |
| _____ | _____ with | Nevertheless | Too | In the end |

Think

go _____ transition word for the supporting details.

- 1) I love dogs and cats. _____, my best friend enjoys spending time with her pets. We often share stories about _____, how many antics.
- 2) I enjoy reading books on rainy days. _____, my sister prefers to watch movies. We always find ways to share our interests with _____.
- 3) Our school garden is full of flowers. _____, we have a vegetable patch where we grow carrots, tomatoes, and lettuce. We all take turns _____ the plants.
- 4) We played games, sang songs, and ate cake at the party. _____, we opened the gifts and thanked everyone for coming. It was a great celebration!
- 5) My brother likes to play soccer on weekends. _____, he does his homework. _____, I like to finish my homework early so I can play with my friends. _____, my cousin prefers to relax and watch TV. _____, he sometimes invites us to join him. _____, we all have different hobbies and ways to enjoy our free time.

Ending With a Bang: Conclusion Sentences

What is a Conclusion Sentence?

A conclusion sentence is the last sentence in a paragraph. It wraps up the ideas you've been talking about and gives a finished feeling to the paragraph. Think of it like putting the lid on a jar – it seals everything inside!

Why are Conclusion Sentences Important?

Conclusion sentences help the reader understand what you were trying to say. They make the main idea of the paragraph clear and remind the reader what the paragraph was all about.

How to Write a Good Conclusion Sentence

Writing a good conclusion sentence is like putting a bow on a gift. Here's a quick list of things to remember:

- **Restate the Main Idea:** Use different words to say what you said at the beginning of the paragraph.
- **Keep it Short:** A conclusion sentence should be short and to the point.
- **Add a Final Thought:** If you can, add something that makes the reader think a little more about what you said.

Examples of Conclusion Sentences

- If you write about your favorite sport, you might end with: "Hockey is more than a game; it's a passion."
- If you write about a trip to a farm, you could conclude with: "The day at the farm was an unforgettable adventure."



Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

| | | |
|--|------|-------|
| 1) A conclusion sentence is always in the middle of a paragraph. | True | False |
| 2) Conclusion sentences wrap up the paragraph's ideas. | True | False |
| 3) Writing a conclusion sentence is like opening a gift. | True | False |
| 4) It's good to state the main idea in a conclusion. | True | False |
| 5) Conclusion sentences should confuse the reader. | True | False |

Think

Circle the conclusion sentence you think is best.

1) In the park, children play on swings, slide, and climbing structures. Parents watch their children and everyone has fun. Picnics are often enjoyed on the green grass, and people relax and read.

- a) Swings are a lot of fun.
- b) Parks bring joy and relaxation to people of all ages.
- c) The pond has fish in it.

2) At a bakery, the delicious smell of fresh bread and pastries fills the air. Bakers work hard to create sweet and savory treats. Customers are served with their chosen delight.

- a) Bakers use magical powers.
- b) Bakeries provide a cozy space to enjoy fresh, tasty treats.
- c) The bakery only sells ice cream.

3) In the classroom, students sit at desks, listening and participating in lessons. Teachers use the whiteboard to explain subjects, and friends help each other learn. Fun projects make learning more exciting.

- a) Teachers never explain anything.
- b) Students only play games in the classroom.
- c) Classrooms are places for learning and collaboration.

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.

1) At the school library, children can find books about dinosaurs, planets, and pirates. They can read at the tables or borrow books to take home. Sometimes, the librarian reads stories to the kids.

2) In the summer, my family goes to the beach. Children build sandcastles and collect seashells. Parents lounge in chairs, and everyone enjoys splashing in the waves.

3) At the community park, there's a garden with colorful flowers and tall trees. People walk their dogs, and children fly kites. On sunny days, artists come to paint the beautiful scenery.

4) During winter, people bundle up in warm coats and scarves. They go ice-skating or have snowball fights. Families enjoy sipping hot chocolate together after playing outside in the cold.

Analyzing Paragraphs

Analyze

Read the paragraphs below. Underline the topic sentence and conclusion sentence (or use highlighters). Then circle the 3 different supporting details. Lastly, write the main idea of the paragraph.

1) Going to a science museum is an educational and fun experience. There are interactive exhibits that teach about space and technology. Kids can participate in hands-on learning while they play. The museum hosts special events with scientists to share their knowledge. The science museum provides a unique opportunity to learn and explore.

Main Idea

2) Keeping a pet fish can be a rewarding hobby for children. Fish tanks with colourful fish can be beautiful. Taking care of fish teaches children responsibility and routine. Children can learn about different fish species and their habitats. Having a pet fish can be an entertaining and educational experience.

Main Idea

3) Reading books helps students to grow their minds and imagination. Books introduce children to new words, improving their vocabulary. Different genres of books help children to understand various cultures and historical events. Reading fosters creativity and helps kids to think critically. Reading is more than just a pastime; it's a pathway to learning and thinking.

Main Idea

Success Criteria - Analyzing Paragraphs

Analyze

Read the paragraph below. Write things you like about the paragraph. Afterwards, share your ideas with the class, so you and your classmates can come up with between 4 – 8 criteria that make a good paragraph.

Planting a garden is a wonderful way to connect with nature and enjoy the outdoors. Choosing the right plants and seeds teaches us about different types of vegetables. Next, caring for the garden by watering and weeding helps plants grow strong and healthy. Finally, watching the garden bloom and thrive brings a sense of accomplishment and joy. Planting and tending to a garden not only teaches us about plants but also nurtures a love for nature and the environment.

| | |
|----|--|
| 1) | |
| 2) | |
| 3) | |
| 4) | |
| 5) | |
| 6) | |
| 7) | |
| 8) | |

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

Describe your favourite animal.

What's the best season of the year?

Write about a visit to the zoo.

Describe a beautiful place you visited.

What do you like to do on a rainy day?

Explain how to make your favourite sandwich.

Explain your favourite hobby.

What is your favourite game? Explain how to play.

Would you like to be invisible?

Describe what you would do on a perfect day.

1) What is your topic?

2) Brainstorm ideas that come to your mind when you think of this topic.

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

Write

Plan your paragraph by brainstorming about your topic below.

5) Write the 3 supporting details you will include in your paragraph.

1

2

3

6) Write your topic sentence of your paragraph below. Include transitions words between your supporting sentences.

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

| Criteria | ✓ | ✗ |
|--|---|---|
| Has a clear topic sentence | | |
| Includes at least three supporting ideas | | |
| Maintains a focus on the main idea | | |
| Uses transition words appropriately | | |
| Uses interesting word choices so it isn't boring | | |
| Has a well-crafted conclusion sentence | | |
| Grammar, spelling, and punctuation are correct | | |
| The paragraph flows and makes sense | | |

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

| Criteria | ✓ | ✗ |
|--|---|---|
| Has a clear topic sentence | | |
| Includes at least three supporting ideas | | |
| Maintains a focus on the main idea | | |
| Uses transition words appropriately | | |
| Uses interesting word choices so it isn't boring | | |
| Has a well-crafted conclusion sentence | | |
| Grammar, spelling, and punctuation are correct | | |
| The paragraph flows and makes sense | | |

Rubric - Paragraph Writing

| Category | 4 Points | 3 Points | 2 Points | 1 Point |
|---------------------------------------|--|---|---|--|
| Topic Sentence | Strong, engaging topic sentence. | Clear topic sentence, but not engaging. | Vague topic sentence. | Missing or unrelated topic sentence. |
| Conclusion Sentence | Strong, effective conclusion. | Clear conclusion, but not engaging. | Vague or weak conclusion. | Missing or unrelated conclusion. |
| Main Idea | Consistently focused on the main idea. | Generally focused on the main idea. | Sometimes strays from the main idea. | Lacks clear focus on the main idea. |
| Supporting Details | Three or more relevant details; may be repetitive. | Two or three relevant details; may be repetitive. | One or two details; may be irrelevant or vague. | Missing or irrelevant supporting details. |
| Transition Words | Smooth transitions throughout. | Some transitions used. | Transitions are lacking or forced. | No transition words used. |
| Word Choice (Interesting) | Rich, vivid word choice. | Some interesting word choices. | Word choices are repetitive or uninteresting. | Word choices are inappropriate or unclear. |
| Grammar/ Spelling/ Punctuation | No errors in grammar or spelling. | Few minor errors. | Several errors that may affect readability. | Numerous errors that affect understanding. |

Teacher Comments

Mark

Student Reflection - How did you do on this assignment? What could you do better?

Reflection Journal

1) Colour the emoji that best describes how you feel about your writing. Are you happy with your finished text?



2) What was your favourite part of your assignment?

3) What did you find challenging while writing?

4) How could you have done better?

5) Did you learn any new words or phrases while writing? Can you share them?

Formal Versus Informal Letters

Formal Letters: A Professional Way to Write

Formal letters are used when you need to write to someone in a professional or serious way. You might write a formal letter to your school principal, a company, or a government official. These letters have specific rules and a clear structure.

- **Opening:** Always use a polite greeting like "Dear Mr. Smith."
- **Body:** Explains your main point or request. Be polite and clear.
- **Closing:** End with words like "Sincerely" or "Yours truly."

Informal Letters: Friendly and Family

Informal letters are casual and friendly. You can write them to friends, family members, or anyone you know. They are relaxed and can have a fun tone.

- **Greeting:** Start with something friendly like "Hi!"
- **Body:** Share news, ask questions, or talk about your day.
- **Closing:** End with something warm like "Love" or "See you soon."

Email Letter Writing: Modern Communication

Emails can be both formal and informal, depending on who you are writing to and why. They have become a common way to communicate.

Formal emails need a clear structure and polite tone, often used for job applications or professional communication. **Informal emails**, on the other hand, are like casual letters sent online, used for writing to friends or family.

Key Parts of an Email

- **Subject Line:** Describe what the email is about.
- **Greeting:** Use a friendly or formal greeting.
- **Body:** Write your main message.
- **Closing:** End with a polite or friendly sign-off.



Formal Versus Informal Letters

True or False

Is the statement true or false?

| | | |
|--|------|-------|
| 1) Formal letters require a clear structure. | True | False |
| 2) Informal letters use a formal greeting. | True | False |
| 3) Emails can be formal or informal. | True | False |
| 4) Emails have a subject line. | True | False |
| 5) Formal letters end with "Love." | True | False |

Think

which type of letter is given in the example.

Dear Principal Jones,

I hope this letter finds you well. I am writing to ask if we can have more books about animals in our library.

Sincerely,
James

- | | |
|--------------------|-------------------|
| a) Formal Letter | c) Formal Email |
| b) Informal Letter | d) Informal Email |

Hi Sammy!

What's up? I got a new puppy! Can't wait for you to meet him.

See you soon,
Sally

- | | |
|--------------------|-------------------|
| a) Formal Letter | c) Formal Email |
| b) Informal Letter | d) Informal Email |

Subject: Inquiry About Science Project

Dear Mrs. Smith,

I need help understanding the water cycle for our science project. Can we meet after school?

Yours truly,
Brian

- | | |
|--------------------|-------------------|
| a) Formal Letter | c) Formal Email |
| b) Informal Letter | d) Informal Email |

Subject: My Soccer Game

Hi Auntie,

We won our soccer game yesterday! You should have seen my goal.

Love,
Kennedy

- | | |
|--------------------|-------------------|
| a) Formal Letter | c) Formal Email |
| b) Informal Letter | d) Informal Email |

Purpose and Audience of Letters

Think

Read the purpose and audience of the email. Then decide if it will be a formal or informal email?

| Audience | Purpose | Formal or Informal | |
|--------------------|--------------------------------------|--------------------|----------|
| School Principal | Requesting a meeting | Formal | Informal |
| Cousin | Sharing vacation photos | Formal | Informal |
| Local Council | Inquiry about community services | Formal | Informal |
| Best friend | Inviting to a sleepover | Formal | Informal |
| Teacher | Asking for clarification on homework | Formal | Informal |
| Customer Service | Complaining about a product | Formal | Informal |
| Grandparent | Updating about activities | Formal | Informal |
| Potential Employer | Applying for a job | Formal | Informal |
| Classmate | Collaborating on a group project | Formal | Informal |
| Favourite Author | Asking a question about a book | Formal | Informal |

Think

Think of 5 emails you might want to send. Write the audience, purpose, and if it is formal or informal?

| Audience | Purpose | Formal or Informal | |
|----------|---------|--------------------|----------|
| | | Formal | Informal |
| | | Formal | Informal |
| | | Formal | Informal |
| | | Formal | Informal |
| | | Formal | Informal |

Analyzing Formal Letters

Analyze

Read the emails below. Underline the subject and closing (or use highlighters). Circle the transition words being used. Then describe the voice used in each email. Is the person happy, sad, scared, etc.?

Happy Valley School

45 School

Toronto, ON M8B 3B6

Dear Mr. Thompson,

I am writing to thank you for the recent sports day. Firstly, it was an amazing event, and I had a wonderful time. In addition, I participated in the relay race and, furthermore, won a ribbon! Thank you once again for making this a great year.

Sincerely,

Addy Rothwell

Author's Voice

Ottawa City Hall

123 City Square

Ottawa, ON K1A 1B2

Dear Mayor Thompson,

I am writing to express my dissatisfaction with the lack of playgrounds in our community. Many children, including myself, are feeling neglected. Furthermore, I urge you to consider our need for outdoor spaces. Moreover, this is an issue that needs immediate attention. Please act on this matter promptly.

Yours faithfully,


Steven Johnson

Author's Voice

Formal Letter Writing

Write

Using what you've learned about formal letters, write a letter below. Use the audience and purpose provided for you.

| Audience | Purpose | |
|---|---|--|
| Principal | To ask for better school yard equipment | |
|  | | |
| | | |
| | | |
| | | |
| | | |
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| | | |
| | | |
| | | |

Success Criteria – Formal Letter

Analyze:

Read the letter below. Write things you like about the letter. Afterwards, share your ideas with the class, so you and your classmates can come up with between 4 – 6 criteria that make a good formal letter.

Windsor Elementary School

456 School

Windsor, ON N2S 2N5

Dear Mr. Walker,

I hope you are well. I am writing to ask about the upcoming science fair. My friends and I are very excited and we have already started planning our project. Secondly, we have some questions about the rules. Additionally, we would like to know the exact date of the event.

Thank you for taking the time to help us. We appreciate your assistance and will make our project even better. Lastly, we appreciate everything you do for our school.

Sincerely,

Nathan Walkley

1)

2)

3)

4)

5)

6)

Assignment – Formal Letter

Write

Plan your formal letter by brainstorming about your topic below

| Audience | Purposes |
|---------------------------|---|
| School Principal | To request a meeting, discuss school issues |
| Local Government Official | To express concerns, ask for changes in the community |
| Teacher | To thank for support, ask about homework |
| Librarian | To request specific books, give suggestions |
| Company, e.g., Toy | To provide feedback, ask questions about products |
| Police Department | To thank for service, inquire about safety programs |

1) Who will be the audience of your letter?

2) What will be the purpose of your letter?

3) Brainstorm anything that comes to your mind when you think of this purpose. What things could you write about to this audience?

4) What will be the main idea of your letter?

5) Write the greeting you will use.

6) Write the closing you will use.

Write

Plan your letter by brainstorming about your topic below.

7) Write 3 supporting details for your main idea. What three things do you want to tell your audience?

1

2

3

8) What transitions will you use to allow your supporting details to flow.

9) Write your rough draft of _____ below.

PREVIEW

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

| Criteria | ✓ | ✗ |
|--|---|---|
| The date | | |
| Address of the person receiving the letter | | |
| A greeting | | |
| Topic sentence | | |
| Body with main points | | |
| Transition words | | |
| A closing, like "Sincerely" | | |
| Your signature (your name) | | |

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

| Criteria | ✓ | ✗ |
|--|---|---|
| The date | | |
| Address of the person receiving the letter | | |
| A greeting | | |
| Topic sentence | | |
| Body with main points | | |
| Transition words | | |
| A closing, like "Sincerely" | | |
| Your signature (your name) | | |

Name: _____

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Assignment - Letter Writing

Write

Write the final letter below.

PREVIEW

Rubric – Formal Letter Writing

| Category | 4 Points | 3 Points | 2 Points | 1 Point |
|------------------------|---|-----------------------------------|---|--|
| Date/Address/Signature | All three elements are correctly included | Two elements are included | Only one element is included | None of the elements are included |
| Greeting | Greeting is appropriate and creative | Greeting is appropriate | Greeting is somewhat appropriate | Greeting is inappropriate or missing |
| Topic Sentence | Topic sentence is clear and specific | Topic sentence is clear | Topic sentence is vague | Topic sentence is missing or confusing |
| Supporting Details | Details clearly support the topic | Most details support the topic | Some details support the topic | Details are missing or don't support the topic |
| Transition Words | Uses varied fitting transition words | Uses appropriate transition words | Uses few transition words or they don't fit | No transition words are used |
| Closing | Closing is well chosen and creative | Closing is appropriate | Closing is somewhat appropriate | Closing is missing or inappropriate |
| Date/Address/Signature | All three elements are correctly included | Two elements are included | Only one element is included | None of the elements are included |

Teacher Comments

Mark

Student Reflection – How did you do on this assignment? What could you do better?

Understanding a Good Thank You Letter

Read

Read the thank you letter below and write down 6 things you think make Sophia's letter a good thank you letter.

Dear Coach Anderson,

I hope you are doing great! We, the Grade 4 soccer team, want to say a huge thank you for being an awesome coach this season. Your practices were super fun, and we learned a lot about playing better together and never giving up, even when the game was tough.

Thanks for all the support you gave us, teaching us cool soccer moves, and for cheering us on during our matches. We really appreciate how you made us feel like a team and helped us become better players.

You're the best coach ever, and we'll always remember you for making this season so special.

Cheers,

Sophia and the Grade 4 Soccer Team

| | |
|----|--|
| 1) | |
| 2) | |
| 3) | |
| 4) | |
| 5) | |
| 6) | |

Read

Here are 10 criteria that contribute to making a thank you letter good.

| | Criteria |
|-----|--|
| 1) | Personalization: Address the recipient by name and personalize the message to reflect your relationship and the context of their help or gift. |
| 2) | Specificity: Be specific about what you are thanking them for. Mention the gift, favour, or action and how it impacted you. |
| 3) | Sincerity: Express genuine appreciation. Your words should convey heartfelt gratitude, not just a formality. |
| 4) | Timeliness: Send your thank you letter promptly. A timely thank you shows the recipient that you value their gesture and have taken the time to acknowledge it. |
| 5) | Tone: Ensure the tone of your letter matches the nature of your relationship with the recipient, whether formal, friendly, or intimate. |
| 6) | Brevity: Keep the letter concise and to the point. A thank you letter doesn't have to be long to be meaningful. |
| 7) | Clarity: Write clearly and directly. The recipient should understand your message of thanks without confusion. |
| 8) | Positivity: Focus on positive sentiments. Even if the context includes overcoming a challenge, highlight the positive difference their contribution made. |
| 9) | Connection: Mention the future positively. For instance, express hope for future interactions or how you look forward to using or cherishing their gift. |
| 10) | Presentation: Pay attention to the presentation of your letter. Neat handwriting, quality paper, and even the envelope can add a special touch to your message of thanks. |

Community Honouring – Community Heroes**Write**

Answer the following questions.

A) List three community heroes that are in your community. These could be police officers, fire fighters, doctors, or others that you think are heroes.

1

2

3

B) Choose one from a list of 3 things they do that make them a hero.

1

2

3

C) What greeting will you use in your thank-you letter?

D) What signature will you use in your thank-you letter?

Name: _____

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Thank You Letter

Write

Write the final letter below.

PREVIEW

Writing Similes

A **simile** is a way of describing something by comparing it to something else, using the words "like" or "as." It helps us make a picture in our minds about how something looks, sounds, feels, or acts.

Here are some examples of similes:

- The cat is as quiet as a mouse.
- Her smile was as bright as the sun on a summer day.



Directions: Circle the similes in each sentence. The first one is done for you.

1) The ox was so strong. He was like an ox.

2) Last night was so dark. It was as black as a cave.

3) The bath was as hot as the sun. It was far too hot for the children.

4) The leaves were beautiful. They were like little as green as ze.

5) Her blue eyes were like the ocean, so deep and blue.

6) Mandy's car was as fast as a cheetah, maybe a little too fast.

7) Her smile was as bright as the sun.

8) The cake was soft and fluffy, like a cloud.

9) The stars twinkled in the sky like tiny diamonds.

10) The rain fell gently on the roof, like a soft whisper.

Figurative Language - Simile

**Write**

Add a simile to the sentences below.

| | |
|---|--|
| 1 | The frog jumped like _____. |
| 2 | Her eyes as shiny _____. |
| 3 | His hands were as cold _____. |
| 4 | The puppy's tail was as soft _____. |
| 5 | The flowers in the garden smelled _____. |
| 6 | The basketball bounced like _____. |

Write

Finish the similes below.

| | |
|---|----------------------|
| 1 | As hard as a _____. |
| 2 | As sweet as a _____. |
| 3 | As yellow as _____. |
| 4 | Quick like _____. |
| 5 | Strong like _____. |

Figurative Language - Personification

Personification is when you give human qualities to things that aren't human. It's like making objects or animals act like people in your writing. This makes the writing more interesting and helps you imagine the story better.

Here are some examples of personification:

- The wind whispered secrets through the trees.
- The sun smiled down on us.
- The car coughed and sputtered before starting.



Write a sentence that uses personification using the non-human thing and one of the human qualities given.

| Non-Human Thing | Human Quality | Sentence |
|-----------------|------------------------|----------|
| Sun | Smiling Glaring | |
| Wind | Whispering, Howling | |
| Trees | Dancing, Swaying | |
| Clock | Running, Racing | |
| Car | Grumbling, Groaning | |

Figurative Language - Idiom

An **idiom** is a phrase where the words together have a different meaning than the individual words do by themselves. Idioms are used to make writing more colourful and to express ideas in a fun and creative way.

Here are some examples of idioms:

- "Piece of cake" - means something is very easy.
- "Hit the books" - means to start studying.
- "Bark up the wrong tree" - looking for answers in the wrong place.
- "Break the ice" - to start a conversation in a new or awkward situation.



Write one of the idioms above to fill in the blanks below.

Jake was nervous about his math test. When he finished, he realized it _____.

He had studied hard and knew all the answers. Now, _____ confident and happy.

At the new school, Emma wanted to make friends. _____ decided to _____

by sharing her cookies. Soon, she was laughing and talking with a group of _____.

With the science fair next week, Mia knew it was time to _____.

_____ She spent her afternoons at the library,

researching and taking notes. Her hard work paid off, and she felt ready for the fair.

Ben thought his sister took his favourite toy, so he started arguing with her. But he was _____.

_____ his toy was under the bed all along. Once he found it, he apologized to his sister.

Writing Metaphors

A **Metaphor** is a way of describing something by saying it's something else, even though it really isn't. It's like using your imagination to make a picture with words.

For example:

If we say, "The classroom was a zoo," it means the classroom was very noisy and wild, but it wasn't really a zoo with animals. Metaphors help make descriptions more fun and interesting.

Directions: For each sentence, write **S** for simile and **M** for metaphor.

1) The clouds looked like fluffy pillows in the sky.

2) My life is an open book.

3) Time is a thief stealing childhood.

4) He is a bright star in our class.

5) Her laugh is as loud as a hyena.

6) The classroom was as noisy as a beehive.

7) Fear is a monster that grows when you're scared.

8) Life is a rollercoaster with lots of highs and lows.

9) Her eyes shone like stars in the sky.

10) The basketball player was as tall as a giant tree.



Figurative Language - Metaphor

**Write**

Finish the metaphors below

| | |
|----|---|
| 1) | The library is a _____ of knowledge. |
| 2) | Her hair is a _____ that lights up the room. |
| 3) | His work _____ be a _____ to solve. |
| 4) | The park in autumn is a _____ with its many colours. |
| 5) | The old tree in our yard _____ like _____ watching over us. |
| 6) | The world is a _____ everyone plays a part. |

Write

Create your own sentence and complete with a metaphor for it.

| | |
|---|-------------------------|
| 1 | _____ _____ _____ |
| 2 | _____ _____ _____ |
| 3 | _____ _____ _____ |

Stamina Writing – Building Stamina

Have you improved your stamina? Can you focus and write more than you wrote the last time you did this exercise? Let's test your stamina!

Practice

Choose one prompt from the box below and write about it for 8 minutes.

Is it fair for kids to have newer technology in their schools than others?

Can parents have different rules for younger and older kids in a family?

Is it fair that some kids live in places with lots of parks and others don't?

PREVIEW

Practice

Choose one prompt from the box below and write about it for 8 minutes.

PREVIEW

Count your words. How many words did you write? _____

Count your lines. How many lines of words did you write? _____

Narrative Writing – Themes

In a story, the **theme** is the big idea or lesson that the story is trying to share with us. It's like the heart of the story.

For example, in the story of "The Tortoise and the Hare," the theme is that being slow and steady can be better than being fast and careless. The tortoise wins the race by being steady and not giving up.

Write the story summaries below and write the theme of each.

Summary

A little squirrel overcomes its fear of climbing to the top of a tall tree to save a bird stuck on a branch.

Theme

Summary

Different children in a neighborhood work together to create a community garden, learn to work together, and appreciate each other's differences.

Theme

Summary

A girl finds a magic paintbrush and learns that using it for selfish reasons has negative consequences, but using it to help others brings happiness.

Theme

Summary

During a school camping trip, two students who usually don't get along learn to cooperate and help each other when they get lost during a hike.

Theme

Write

Think about what lesson or message you want your story to tell. Then write a short story or summary that reflects your theme.

| | |
|-------------|--|
| Story Title | |
| Theme | |
| | |
| | |
| | |
| | |
| | |
| | |

Match

Match the items in Column A (Things) with their theme in Column B. The first one is done for you.

Column A: Things

Rocket
Garden
School Project
Sharing
Treasure Map
Superhero Cape
Magic Wand
Library Book
Snowman
Secret

Adventure
Winter
Cooperation
Trust
Discovery
Courage
Magic
Learning
Nature
Kindness

Narrative Writing – Identify Conflicts

Conflict in stories is like the main problem that the characters have to solve. It could be a character trying to find a lost treasure, solve a mystery, or even dealing with a misunderstanding with a friend.

For example: In the hidden cave Alex and Jamie need to figure out the secret to find a treasure. They face challenges like solving riddles and escaping traps. The conflict from this story is that Alex and Jamie need to figure out the secret of a hidden cave to find the treasure.



Write a short story summary then, identify the main conflict in the story.

Summary

1) In the town of Maple Ridge, Alex's beloved skateboard goes missing. Searching for it, he discovers it in the neighbour's yard, repaired as a surprise. Alex learns that sometimes, a loss can lead to a happy surprise.

Conflict

Summary

2) At Pine Hill School, someone is taking snacks from the class. The class works together and sets up a friendly trap to catch the thief. It turns out to be a hungry squirrel. They decide to make a special treat for it.

Conflict

Summary

3) In the town library, Sarah finds a book that transports her to a magical land. She faces the challenge of a riddle-speaking dragon. By solving the riddle, she finds her way home, learning the power of wit and courage.

Conflict

| | |
|-----------------|--|
| Summary | 4) On a stormy night, two friends, Jake and Maya, accidentally swap their homework. They fix the mix-up by meeting halfway in the rain, learning about cooperation and the importance of double-checking their work. |
| Conflict | |

Draw _____ scene from a story you've heard recently that shows the conflict.



Write _____ Describe the conflict from the picture above

| | |
|--------------------|--------------------------|
| Story Title | |
|--------------------|--------------------------|

Narrative Writing - Setting

Describe

Imagine the story takes place in the picture. Describe the setting. Make up extra details you can't see using your 5 senses.



See

Feel

Hear

Taste

Smell

Use your notes above to write a paragraph form.

Analyze

The setting below has been written about a pirate ship. Write what the character will see, feel, hear, taste, and smell.

As dawn broke on the wild ocean, young Jack found himself aboard a creaking pirate ship. He felt the ship's wooden planks under his feet and heard the sails flapping in the salty breeze. The smell of fish and brine filled the air, while the taste of seawater lingered on his lips. He saw rough pirates bustling about, treasure maps strewn across tables, and a glimmering horizon ahead. Jack's heart pounded; adventure was calling.

See

Feel

Hear

Taste

Smell

Narrative Writing - Characters

Analyze

Read the character introductions that could be used in different stories. Fill in the organizer.

Sally, with her big glasses and neat brown hair tied in a ponytail, is always seen in her lab coat. Her curiosity is endless and she is never without a notebook. Often she is tinkering with ordinary household items and turning them into something extraordinary.

Wearing a safari hat and a green jacket, Timothy's mischievous smile gives away his adventurous spirit. He's never afraid of a challenge and has a knack for exploring new places. Even without a map, he seems to find his way.

Fiona's colourful clothes and bright blue eyes reflect her creative soul. Gentle and observant, she sees beauty everywhere. Her paintings are so stunning that they often get mistaken for real-life photographs.

| | |
|-------------------------|--|
| Name | |
| Look | |
| Personality | |
| Special Trait or Talent | |

| | |
|-------------------------|--|
| Name | |
| Look | |
| Personality | |
| Special Trait or Talent | |

| | |
|-------------------------|--|
| Name | |
| Look | |
| Personality | |
| Special Trait or Talent | |

Narrative Writing - Plot

Brainstorm

A plot needs a problem or goal. Write as many problems as you can below in this brainstorm activity. There are no bad ideas!



Practice

Choose a plot from above and plan more detail.

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Beginning – How will your characters first discover the problem?

Practice

Fill in the organizer below.

4) Middle - Write the events that will happen in the middle of the story. Describe how the character(s) will try to handle the problem. Write at least 3 different events.

1

2

3

5) End - How will the problem be solved? How will the characters solve the problem?

6) What is a good title for your story?

7) If this was a book, draw the front cover.

Describing Narrative Elements

Describing **narrative elements** means talking about the different parts of a story. This includes the **theme** (the main idea), the **conflict** (the problem), the **plot** (what happens), the **setting** (where and when it happens), and the **characters** (who is in the story). Understanding these elements helps us understand the story better.



Think Read the following story summaries and describe their elements.

| | |
|--------------|--|
| Summary | In "Lost Kitten," a curious kitten named Whiskers finds herself on a farm. Whiskers lives on a cozy farm with rolling hills, but one day she wanders into the dense forest nearby. As night falls, Whiskers faces the challenge of finding her way home. Along her journey, she meets various farm animals who offer clues and encouragement. The plot follows Whiskers as she must escape a pesky owl, using her quick thinking to find a safe path. In the end, Whiskers, guided by the stars and memories of her home, makes it back to the farm, learning the value of home and the help of friends. |
| Theme | |
| Conflict | |
| Plot | |
| Setting | |
| Character(s) | |

Writing Summaries – Different Genres

Write

Use the different story elements to write summaries for the genre below.

| | |
|--------------|-----------------|
| Genre | Science Fiction |
| Theme | |
| Conflict | |
| Setting | |
| Character(s) | |
| Summary | |

PREVIEW

Using Quotations in Narratives

What are Quotations?

Quotations are the words someone says in a story. When you write what a character says, you put those words inside quotation marks. For example: "I love reading," said Emily.



Rules for Quotations

There are a few important rules you need to know when using quotations in your writing. These rules help the reader know who is speaking and what they are saying.

- 1) Start with Capital Letter: Quotations always start with a capital letter. Example: "The cat meowed."
- 2) Use Comma Before the Quote: If you say who is speaking before the quote, use a comma. Example: Mom said, "Time for dinner."
- 3) Punctuation Inside the Quote: Put punctuation like periods and commas inside the quotation marks. Example: "Is it time for bed?" asked Max.
- 4) Quotations for Speaking: Only use quotations for spoken words, not thoughts.
- 5) New Speaker, New Line: Start a new line or paragraph when a different character begins speaking. This helps the reader keep track of who is speaking.
- 6) Use Speaker Tags Wisely: Speaker tags (e.g., "he said") can be placed at the beginning, middle, or end of a quote, but should be used appropriately to make clear who is speaking.

Using Quotations in Narratives

Edit

Fix the mistakes below.

Original "the cat meowed."

Edited

Original said "Time for dinner."

Edited

Original "Is my bed Max."

Edited

Original "I think, therefore I am."

Edited

Original "Are you coming to the party?" Jane asked. "I'll be there."

Edited

Original "Let's go to the park, he said."

Edited

Original "I can't believe it's raining" he said.

Edited

Original "I'm so excited for the trip!" John said "Me too!" said Tom.

Edited

Analyzing a Short Story - Quotations**Treasure Map**

Billy found an intriguing old map in his attic. Excited, he ran to his best friend, Lucy. "Look at this map, Lucy! It says there's a treasure nearby," he said.

Lucy's eyes widened. "Really? Let's go find it!" she exclaimed.

With the map in hand, they ventured into the woods. After a while, Lucy pointed to a spot on the map and said, "It should be right here!"

Billy began to dig, only to find something hard. "I found it!" he shouted, pulling out a small chest filled with shiny stones.

Back home, they examined the treasure. Lucy thoughtfully said, "These may not be gold or jewels, but they're our treasure."

Billy agreed, smiling. "And the best treasure is the adventure we had together." They both knew that the real treasure was their friendship, and they were happy with that day.

**Questions**

Answer the questions below.

1) Write 4 different speaker tags that were used in the story.

2) Write an example of when the speaker tag was before the quote.

3) Write an example of when the speaker tag was after the quote.

4) When you use an exclamation point in a quote, do you need a capital letter after?

Writing Speaker Tags

| | | | | |
|-----------|-----------|----------|------------|----------|
| asked | whispered | shouted | exclaimed | warned |
| replied | muttered | groaned | questioned | pouted |
| announced | cried | cheered | requested | moaned |
| insisted | mumbled | declared | laughed | grumbled |

Fill in the _____s:

Use a different speaker tag for the quotations below.

1) "I'll be late for school," _____ Mom.

2) Sally _____ "I think I see a rabbit."

3) "Can you help me with my homework?" _____ Mike.

4) "I wish it would stop raining," _____ Tim.

5) "You're it!" _____ Emily as she tagged her friend.

6) Lucy _____, "I'll be there for you."

7) "Watch out for that puddle!" _____ Lily.

8) "This is the best ice cream ever," Peter _____.

9) "Do you think it will snow tomorrow?" _____ Sam.

10) "I don't want to go to bed," _____ Lily.

11) "We won the game!" _____ the whole team.

12) "Please pass the salt," _____ Grandpa.

13) Tom _____, "I have finished my painting."

14) "I can't find my shoes," Brian _____.

Character Personality and Dialogue

Think

Characters should have personalities, like brave or shy. Their dialogue should match their personality. Circle the dialogue below that matches the personality.

Personality: Brave

- a) "I'm too scared to go on the adventure. You go without me."
- b) "What if something goes wrong? I don't think I can handle it."
- c) "No matter what happens, I'll always stand up for my friends!"

Personality: Curious

- a) "I wonder what's out there. Let's go explore and find out!"
- b) "I've never really worked before. Let me see how it works."
- c) "I don't really care why things work. It's just important."

Personality: Kind

- a) "I don't have time to help anyone else. I'm too busy with my stuff."
- b) "Why should I share my things? I don't care if others don't have any."
- c) "Are you okay? Here, let me help you with that."

Personality: Funny

- a) "I never joke around. Life is serious and there's no time for laughter."
- b) "Why don't scientists trust atoms? Because they make up everything!"
- c) "I don't understand why people find things funny."

Personality: Adventurous

- a) "Traveling to new places? No thanks, it sounds too risky and uncomfortable."
- b) "I prefer to stay inside where it's safe and do the same old things."
- c) "Let's go on a hike in the unknown forest! It sounds like an adventure."

Writing Using Quotations

Practice

Write dialogue between Superwoman and Superman. **Don't forget the speaker tags!**









Writing Using Quotations

Practice

Think of your favourite celebrity. Is it a hockey player, actor, or painter? Now write dialogue between you and them. What will you say? Will you say it excitedly? What will they say? Use speaker tags.

| | |
|----------------|-------|
| You | _____ |
| You | _____ |
| You | _____ |
| Your Celebrity | _____ |
| You | _____ |
| Your Celebrity | _____ |
| You | _____ |
| Your Celebrity | _____ |

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

| Characters | Plots | Settings |
|------------------|----------------------------|-----------------------|
| Lost puppy | Finds way home | Forest |
| Young artist | Magical paintbrush | Small town art studio |
| Space robot | Befriends aliens | Planets |
| Adventurer | Solve neighborhood mystery | Suburb |
| Elderly gardener | Discover singing garden | Backyard |
| Young chef | Win cooking contest | City kitchen |

Plan

Choose a topic from above and plan it out in more detail.

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Beginning – How will your characters first discover the problem?

Plan

Fill in the organizer below.

4) Middle – Write the events that will happen in the middle of the story. Describe how the character(s) will try to handle the problem. Write at least 3 different events.

1

2

3

4

5

5) End – How will the problem be resolved? How will the character(s) solve the problem?

6) What is a good title for your story?

Name: _____

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Assignment – Narrative Writing

Rough Draft

Write the rough draft of your narrative below.

PREVIEW

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

| Criteria | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|
| Interesting Plot | | |
| Well-Developed Characters | | |
| Clear Beginning, Middle, and End | | |
| Strong Setting - Uses 5 Senses | | |
| Vivid Descriptions - Word Choice | | |
| Appropriate Title | | |
| Story Makes Sense | | |
| Optional: Realistic Dialogue - Use of Quotations | | |

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

| Criteria | | |
|--|--|--|
| Interesting Plot | | |
| Well-Developed Characters | | |
| Clear Beginning, Middle, and End | | |
| Strong Setting - Uses 5 Senses | | |
| Vivid Descriptions - Word Choice | | |
| Appropriate Title | | |
| Story Makes Sense | | |
| Optional: Realistic Dialogue - Use of Quotations | | |

Revision – Take a Closer Look

Instruction

Take a closer look to you previous activity to answer each questions below. Mark "yes" or "no". Make changes in your writing for each question that you marked "no". Then color the box to show you edited your writing.



| Criteria | Yes | No |
|---|-----|----|
| Is the topic clear? | | |
| Are your ideas clear and to the point? | | |
| Do your details tell more about your topic? | | |
| | | |
| Did you use your best spelling? | | |
| Did you use capital letters? | | |
| Did you end each sentence with a punctuation mark? | | |
| | | |
| Did you vary your sentence lengths with long and short sentences? | | |
| Do your words and tone (feelings or attitudes) match your purpose (reason for writing)? | | |
| Do you have a closing to your paragraph? | | |

Revision – Writing Feedback Sheet

Read your friend's writing carefully. Look for different types of mistakes: capital letters, punctuation, spelling, grammar, word choice, and sentence structure. Use the table below to count how many of each mistake you find. If you don't find any, Check '0', if not, check the number that you counted. For word choice, look for words that could be more interesting. Suggest a new word if you can!



Remember to be kind with your feedback. Our goal is to help each other become better writers!

Student Being _____

Reviewer's Name: _____

| Type Of Error | What To Look For | Number Of Errors You Found | | | | | | | | | | |
|-----------------------|--|----------------------------|---|---|---|---|---|---|---|---|---|----|
| Capitalization Errors | Letters that should be capitalized but aren't, like the start of sentences or names. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Punctuation Errors | Missing or wrong marks like periods (.), commas (,), or question marks (?). | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Misspelled Words | Words that don't look right. Check with a dictionary or ask a teacher if unsure. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Grammar Errors | Sentences that sound wrong or are hard to understand. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Word Choice Changes | How many boring word choices did you find? | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Sentence Structure | Look for variety. Do most sentences start the same way or are most of them simple sentences. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Rubric – Story Writing

| Category | 4 Points | 3 Points | 2 Points | 1 Point |
|-------------------------------|--|---|---|---|
| Interesting Plot | The plot is highly engaging and keeps the reader's attention throughout. | The plot is interesting but lacks some details. | The plot is somewhat engaging but needs more development. | The plot lacks interest and is confusing. |
| Characters | Characters are well-developed, with clear traits and motives. | Characters are defined but need more depth. | Characters lack some development and depth. | Characters are one-dimensional or lacking. |
| Beginning, Middle, End | The story has a clear beginning, middle, and end. | The story has a beginning, middle, and end, but one part may be weak. | One or more parts of the story (beginning, middle, end) are lacking or undeveloped. | The story does not have a clear beginning, middle, or end. |
| Setting (senses) | The setting is vividly described using all the senses. | The setting is described but lacks some detail. | The setting lacks detail and does not use all the senses. | The setting is unclear or not described. |
| Word Choice | Word choice enhances the story and is appropriate for the audience. | Word choice is good but lacks some variety or sophistication. | Word choice is basic or repetitive. | Word choice is inappropriate or confusing. |
| Title | The title is engaging, relevant, and adds to the story's interest. | The title is relevant but lacks creativity. | The title is missing or irrelevant. | The title is missing or irrelevant. |
| Quotations | Quotations are used effectively and enhance the story. | Quotations are used but may not always add to the story. | Quotations are used incorrectly or ineffectively. | Quotations are not used or used incorrectly throughout the story. |

Comments

Mark

Personal Identity – Mapping My Identity

Instructions

In the middle circle, write your name because that's where you are in your world. In the circles around it, fill in answers to the questions below.

When I Grow Up

Favourite Food

Where I Live

Favourite Holiday

My Friend

PREVIEW

I Am Who I Am!

Instructions

After completing your Identity Map, answer the following questions to dive deeper into understanding yourself. Use complete sentences and share your thoughts and feelings.

1) How do my interests and dreams shape who I am?

2) What is one new thing I want to learn, and why?

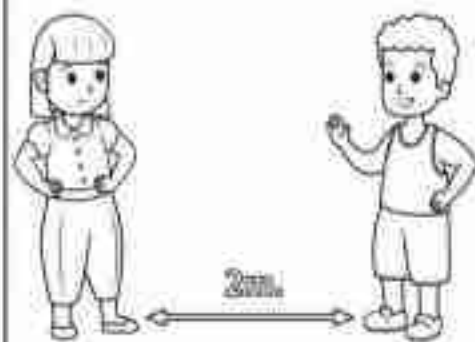
3) Think about what strengths you have that are connected to the different aspects of your identity you explored today.

Understanding Social Responsibility

We all have a social responsibility in our communities to prevent a spread of any virus. There are some things we can do to stop the spread of diseases.

Write

Underneath each image write a description of how we can stop a virus as a community. Colour each image.



Writing Goals

A **writing goal** is like a promise to help you get better at writing. It shows what you can work on to improve!



Ideas

- Edit work for spelling mistakes.
- Practice neater handwriting.
- Try using different types of punctuation.

1) You need 3 writing goals. Choose from below or write your own in question 2.

| | | |
|--|-----|----|
| a) Use different types of punctuation. | Yes | No |
| b) Write down words and their meanings. | Yes | No |
| c) Edit work, look for better adjectives/adverbs | Yes | No |
| d) Edit writing for spelling mistakes. | Yes | No |
| e) Practice writing neat handwriting. | Yes | No |

2) What other writing goal should you have?

3) Write the 3 writing goals and how you will achieve them.

Achieving Our Goals

Goals – Checking In

Did you achieve your goals?

1) Did you achieve your goals? Write the goal and how you think you did.

2) As you worked on your writing this week, did you think of these goals?

3) What can you improve on for your next goals. How can you make sure you reach them?

Activity: Being Persuasive

Objective

What are we learning more about?

Students will practice persuasive speaking by debating various prompts, developing their ability to form arguments and listen to others' perspectives.

Materials

What is needed to complete the activity?

- ☐ Paper
- ☐ Timer or clock



Instructions

How will we complete the activity?

- 1) **Pair Up the Students:** Divide the students into pairs. If there's an odd number, you can have one group of three.
- 2) **Introduce the Activity:** Explain to the students that they will be debating different prompts from the list. One student will choose a side for the first prompt, and the other will choose for the next. They will alternate sides.
- 3) **Start with the First Prompt:** Have the pairs look at the first prompt. One student will pick a side to argue for or against. The other student will argue the opposite side.
- 4) **Think Time:** Give the students 2 minutes to think about their arguments. They may jot down quick notes if they wish.
- 5) **Debate Time:** Let the students debate for 3 minutes. Encourage them to listen to each other's arguments respectfully.
- 6) **Move to Next Prompt:** After debating the first prompt, move to the next one, allowing the other student to choose a side first. Repeat the think and debate time.
- 7) **Repeat Until All Prompts are Debated:** Continue moving through the prompts, alternating sides, until all have been debated.
- 8) **Classroom Debate (Optional):** Ask for volunteers to debate in front of the class. They can choose one of the prompts they have already debated.

Persuasive Writing - Opinions

Opinion

What is your opinion of the topics below? Explain why with 3 reasons each.

| | Topic | Opinion - Yes or No? |
|----------|--|----------------------|
| 1) | Should homework be given every night? | |
| Reason 1 | | |
| Reason 2 | | |
| Reason 3 | | |
| 2) | Are video games good? | |
| Reason 1 | | |
| Reason 2 | | |
| Reason 3 | | |
| 3) | Should school be year-round? | |
| Reason 1 | | |
| Reason 2 | | |
| Reason 3 | | |
| 4) | Should junk food be allowed in school? | |
| Reason 1 | | |
| Reason 2 | | |
| Reason 3 | | |

Quick Look: Learning to Skim and Scan

To **skim or scan** information means to look over a text quickly to find the main ideas or specific details without reading everything word by word.

For Example:

- **Skimming:** Imagine you have a big book about dinosaurs, but you only want to know what they ate. Instead of reading every page, you quickly flip through the book, looking at headings and pictures to find sections about dinosaur diets.
- **Scanning:** Imagine you are searching for a friend's name in a list. You use your eyes to spot the image.



Instruction

Skim through the report below to find the main ideas and answer the questions that follow.

Dinosaurs roamed the Earth for millions of years. There were many types, from the gigantic Brachiosaurus to the tiny Tyrannosaurus Rex. Scientists believe dinosaurs lived during three periods: the Triassic, Jurassic, and Cretaceous. The Brachiosaurus, known for its long neck, lived in the late Jurassic period. The Tyrannosaurus Rex, a meat-eater, roamed during the late Cretaceous period. Paleontologists, scientists who study dinosaurs, use fossils to learn about these ancient creatures. They have found dinosaur fossils all over the world, showing how widespread dinosaurs were. Dinosaurs became extinct about 65 million years ago, but their legacy continues to fascinate us.

1) What is the name of a dinosaur known for its long neck?

2) During which period did the Tyrannosaurus Rex live?

3) What do scientists who study dinosaurs called?

4) How many years ago did dinosaurs become extinct?

Quick Look: Deep Dive (Close Reading)

Instruction

Now, read the report carefully and thoughtfully to answer the more complex questions. Pay attention to all the details in the text.

- 1) Describe two differences between the Brachiosaurus and the Tyrannosaurus Rex based on their living periods and diet.

- 2) Why do you think paleontologists find dinosaur fossils all over the world? What does this tell us about dinosaurs?

- 3) How do fossils help scientists learn about dinosaurs? Give an example based on the report.

- 4) Reflect on the legacy of dinosaurs today. Why do you think they continue to fascinate us?

Research: Discovering New Things

Research is like being a detective, but instead of solving mysteries, you're finding out new things about any topic you're curious about!



For Example: Imagine you want to know why the sky is blue, how plants grow, or what makes a volcano erupt. Doing research means you start looking for answers in books, asking experts, or using the internet to gather information. It's like going on a treasure hunt, where clues are facts and details that help you understand more about a question.

Instruction: The information in the table below about butterflies is correct, and some of it is false. Your mission is to research and discover which facts are true and which are not (false). Use books, the internet (with adult supervision), or ask a teacher to help you find the truth.

| | | |
|-----|--|--|
| 1) | Butterflies taste with their wings. | |
| 2) | A butterfly's wings are covered in tiny hairs. | |
| 3) | The largest butterfly wing-span can reach 10 feet. | |
| 4) | Butterflies can see only two colours. | |
| 5) | Butterflies can live for several years. | |
| 6) | All butterflies live on nectar from flowers. | |
| 7) | A group of butterflies is called a "flutter." | |
| 8) | The Arctic Apollo is the only butterfly known to live in cold climates. | |
| 9) | The Monarch butterfly travels 500 miles every day during its migration. | |
| 10) | Butterflies have four stages in their life cycle: egg, caterpillar, pupa, and adult. | |

Version 3: Activity – Finding Bias in Writing

Tough Job

Imagine you are the principal of your school. You have received a letter today. Respond to the letter by pointing out the bias.

Dear Principal,

I have thought of a fantastic way to make Physical Education classes more fun: turning our gym into a trampoline park! Jumping on trampolines is not only fun but also an excellent workout. It would make PE the most exciting subject ever. Trampolines can help develop coordination, balance, and agility. We'd become the most athletic school around! Every student would love it, and having our gym transformed would make our school the coolest one in the district. I have so many students wanting to join! Please, Principal, think about making this a reality and turning our wonderful dream a reality.

Sincerely,
Dan Parker

1) What is the author's opinion?

2) What reasons did they give? List 3.

3) Why is this a biased opinion? Write the other perspective. Give 3 reasons why this is a bad idea.

Activity – Finding Bias in Writing**Tough Job**

Write your response letter back to Dan.

PREVIEW

Include:

- ☐ A greeting
- ☐ Topic sentence
- ☐ Body with main points



- ☐ Transition words
- ☐ A closing, like "Sincerely"
- ☐ Your signature (your name)

Assignment – Advertising a New Invention

Students, in this assignment, you will create an advertisement for an invention that you will dream up. The focus of this activity is to learn how to use persuasive techniques to convince others that your invention is amazing and a must-have! Let's get started!

Planning

Fill in the graphic organizer below.

1) Brainstorm the creative and helpful products you'd like to invent. Here are some examples:

- A machine that sharpens
- A robot that does homework
- A self-making

2) Which invention will you choose?

3) What is the name of your product?

4) What problem does it solve, or how does it make life better?

Assignment – Advertising a New Invention

Planning

Fill in the graphic organizer below.

5) Who would want to use this product? This will be your audience.

6) What three reasons someone should buy it?

7) How will you describe your product, so it sounds appealing? Your strategies: celebrity endorsement, free prize, say they are limited (offer a sale – buy one get one free, describe the must-have feature, etc.

Assignment – Advertising a New Invention

Planning

Fill in the graphic organizer below.

8) Imagine you have 3 minutes to show your audience how good your product is. Create a PowerPoint presentation for them that highlights all the reasons they should buy. What will you need to add to the PowerPoint? Fill in the information you will include on each slide. Some ideas have been listed for you.

Title Slide

- Eye-catching title
- A tagline or slogan
- Image or illustration of the invention.

Introduction to the Invention:

- Name of the invention.
- What it is and what it does.
- A picture or illustration of the invention.

Why the Invention Is Needed:

- Identify a problem or need that the invention solves.
- Explain how the invention is the solution.

Benefits and Features:

- List of the invention's unique features.
- How those features translate into benefits for the user.

Assignment – Advertising a New Invention

Planning

Fill in the graphic organizer below.

Endorsement or Testimonial (if available):

- Quote or video from someone who has tried the product.
- Celebrity endorsement if applicable.

Special Deal or Promotion:

- Any special offers, discounts, or bonuses available.
- Limited-time offer to create urgency.

Cost and Purchasing Information:

- Price of the invention.
- Where and how it can be purchased.
- Any money-back guarantees or warranties.

Call to Action:

- Strong, persuasive language urging the audience to act now.
- Contact information or a link to a website where the product can be purchased.

Survey

Ask your classmates the following questions and fill in the details below.

1) In order to survey your classmates to find out if your invention is wanted, what will you ask them? Tally your results below.

| Great Idea | Okay Idea | Bad Idea | Worst Idea Ever |
|------------|-----------|----------|-----------------|
| | | | |
| | | | |
| | | | |

2) What do you think of the results?

| |
|--|
| |
| |
| |
| |

3) How does this prove that your invention will help people? Use the data above to make your advertising for your invention more persuasive.

| |
|--|
| |
| |
| |
| |

Rubric – Invention Assignment

| Category | 4 Points | 3 Points | 2 Points | 1 Point |
|---------------------------------|---|--|--|---|
| Title and Introduction | Catchy title, clear intro, appealing image | Good title, intro, image, but more engaging | Title & intro there, not very exciting | Missing title, intro, or image |
| Explanation of Invention | Explains what it is & why needed with pictures | Good explanation, lacks some details/images | Some information but misses details | Unclear or incomplete information |
| Benefits | Lists all features & how they help | Lists most features, some benefits unclear | Mentions some features but misses benefits | Misses many features and benefits |
| Special Deal or Cost | Explains special deal or cost | Shares cost or deal but misses details | Gives some info about cost/deal, but confusing | Missing information about cost or deal |
| Call to Action | Exciting call to action that makes people want to buy | Good call to action but not very exciting | Has call to action but doesn't make people want to act | Missing or unclear call to action |
| Visuals and Design | Great pictures & design help tell the story | Good pictures & design but could be better | Some pictures & design but doesn't help tell the story | Missing pictures or messy design |
| Spelling and Grammar | All words spelled right & sentences sound good | Few small mistakes but reads nicely | More mistakes but still understandable | Many mistakes that make it hard to understand |
| Overall Presentation | Exciting & fun! Tells whole story of the invention | Good job but could be more exciting or clear | Some good parts but some parts confusing | Many mistakes or hard to follow |

Comments

Mark

Activity: Idea Factory

Objective

What are we learning more about?

Students will learn how to generate ideas for an informational report by participating in an assembly-line process, where they will collaborate and build on each other's ideas.

Materials

What is needed to complete the activity?

- ☐ Topic Selection Worksheet
- ☐ Writing utensils
- ☐ Timers (optional)

Instructions

How do we complete the activity?

- 1) Divide into Groups: Divide students into small groups of 3-4.
- 2) Topic Selection: Provide each group with a topic to choose from below.
- 3) Assembly Line Process: Instruct each student to write an idea or fact related to the topic on a separate page, then pass the page to the next student in their group to add another idea or fact.
- 4) Rotation and Collaboration: Continue the process for a set time (5-10 minutes) or until they have a substantial amount of information.
- 5) Presentation: Have each group present their ideas and explain how they collaborated.

Topics

Print out the topics below.

| | | | |
|----------------------|---------------------|-------------------|----------------------|
| The Summer Season | Recycling | The Earth | Winter in Canada |
| Trees | Community Helpers | Types of Weather | Water |
| Canada Geese | Bicycles | Pets | Outer Space |
| Canadian Maple Trees | Taking a Train Ride | School Subjects | Making Cookies |
| Holidays | Earth's Oceans | Canadian Wildlife | Basic Kitchen Safety |

Activity: Idea Factory**Think**

Write your ideas/facts below about your topic.

1) What is your topic?

2) Write your facts below, taking turns.

PREVIEW

Writing a Report - Rocks

Objective

What are we learning more about?

We will be practicing writing a report using the proper formatting.



Instructions

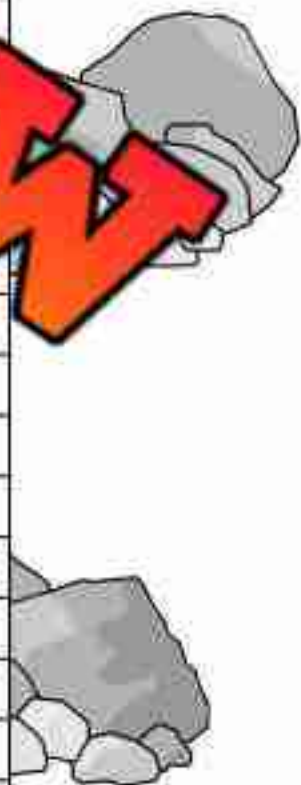
How do we complete the activity?

- 1) Read the facts below.
- 2) Write your report using 1 of 3 main headings: types of rocks (t), how rocks are formed (f), and how rocks are used (u).
- 3) On the next page, write the introduction for the report. Then you'll need 3 headings for the body of your report. You'll also need a conclusion. You don't need to use all the facts for your report, so choose the facts you want to use.

Facts

Organized Facts

| | |
|--|--|
| Igneous rocks form from cooled lava or magma. | |
| Heat and pressure turn shale into slate. | |
| Sedimentary rocks are made from layers of sediment. | |
| Chalk, used in schools, is a type of limestone. | |
| Sedimentary rocks form from compacted sand, clay, or silt. | |
| Rocks are used to build roads and buildings. | |
| Limestone is an example of a sedimentary rock. | |
| Igneous rocks can form above or below the Earth's surface. | |
| Granite is a common type of igneous rock. | |
| Marble is a metamorphic rock formed from limestone. | |
| Over time, rocks can change from one type to another. | |
| Granite is commonly used in kitchen countertops. | |
| Metamorphic rocks form from heat and pressure. | |
| Marble is used for countertops and statues. | |
| Slate is used for roofing and flooring. | |



Writing a Report - Rocks

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

Body – What headings be? What 3 facts will you include about each heading?

Heading #1

Fact 1

Fact 2

Fact 3

Heading #2

Fact 1

Fact 2

Fact 3

Heading #3

Fact 1

Fact 2

Fact 3

Conclusion – Summarize the report in just a few sentences.

How To Research Effectively

Finding Information: How to Start

When you want to know more about something, research helps you find the information.

Choosing the Right Tools: Library, Internet, and Search Engines

Libraries, Internet, and search engines have lots of information. At the library, you can find books and magazines. On the internet, websites and search engines like Google help you find information.

When you use a search engine, use key terms. Here are some examples:

| Good Searches | Bad Searches |
|-----------------------------|---|
| "What do elephants eat?" | "What do elephants eat for dinner?" |
| "How does a rainbow form?" | "How does a rainbow happen, please?" |
| "Canada's tallest mountain" | "What is the name of the tallest mountain in Canada?" |

The Importance of Trustworthy Sources

When you're looking for information, it's really important to know if what you're reading is true. You want to use things called trustworthy sources. Here's what you can do to find good information:

- Ask your teacher or librarian for help.
- Look at websites made by schools, museums, or governments.
- Read books written by people who know a lot about the subject.

Some websites and books can give you wrong information. You might want to avoid:

- Social media posts by people who aren't experts.
- Blog posts without facts or proof.
- Websites that are trying to sell you something without showing why it's good.

How To Research Effectively

Think

Is the search good or bad?

| | | |
|---|------|-----|
| 1) The capital city of France. | Good | Bad |
| 2) What is the name of the really tall mountain in Canada? | Good | Bad |
| 3) Famous Canadian authors. | Good | Bad |
| 4) Tell me some famous people are who write books in Canada? | Good | Bad |
| 5) The life of a butterfly. | Good | Bad |
| 6) I want to know about a butterfly's life from egg to flying around. | Good | Bad |
| 7) How to recycle. | Good | Bad |
| 8) Can you tell me how I can recycle the plastic things at home? | Good | Bad |
| 9) Weather patterns in Canada. | Good | Bad |
| 10) What's the weather like in Canada and how does it that way? | Good | Bad |

Questions

Answer the questions below

| | | |
|--|-----|----|
| 1) Why is it important to use trustworthy sources? | | |
| | | |
| | | |
| 2) How do we know if a website is trustworthy or not? | | |
| | | |
| | | |
| 3) Is the description of the website below trustworthy? Yes or no? | | |
| 1) Government website providing official statistics and data. | Yes | No |
| 2) Blog post with personal opinions but no sources. | Yes | No |
| 3) University research with peer-reviewed articles and studies. | Yes | No |
| 4) Health organization website offering medical advice from doctors. | Yes | No |
| 5) A shop that is trying to sell you something. | Yes | No |

Research Activity - Questioning

Think

For each of the topics, write 5 questions you want to know the answers to. Then look up answers to these questions.

Topic 1: Outer Space – Ex. How many planets are there?

| | Questions | Answers |
|---|-----------|---------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

Topic 2: Animals – Ex. Which mammal has the largest brain?

| | Questions | Answers |
|---|-----------|---------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

How To Research: Online Treasure Hunt

Objective

What are we learning more about?

To enable students to learn how to use search engines and online resources to find answers to simple questions, fostering their research and digital literacy skills.

Material

What is needed to complete the activity?

- ☐ Computer or tablet with internet access
- ☐ Pre-written questions (list below)
- ☐ Paper and pen

**Instructions**

How do we complete the activity?

- 1) **Introduction:** Explain to students that they are going to participate in an online treasure hunt to find answers to exciting questions. They will need to identify the source of the website they found the answer on. So, you will need to determine the name of the website.
- 2) **Divide Students:** Split the class into pairs or small groups and assign each group with access to a computer or tablet.
- 3) **Distribute Questions:** Hand out a list of pre-written questions to each group (on back page)
- 4) **Research Time:** Give students time to research and find the answers to the questions using online resources. Emphasize the importance of finding **trustworthy** sources.
- 5) **Record Answers:** Students should write down their answers on paper, along with the websites where they found the information.
- 6) **Review and Discuss:** Once the activity is complete, review the answers with the class and discuss the sources they used.

How To Research: Online Treasure Hunt

Research

Find answers to the questions below.

| Question | Answer | Source – Website Name |
|--|--------|-----------------------|
| 1) What is the tallest mountain in Canada? | | |
| 2) What is the largest lake in Canada? | | |
| 3) Who was the first Prime Minister of Canada? | | |
| 4) How many provinces are there in Canada? | | |
| 5) What is the largest mammal living in the ocean? | | |
| 6) What is the national bird of Canada? | | |
| 7) How many times bigger is the Sun than the Earth? | | |
| 8) Who wrote the national anthem of Canada? | | |
| 9) Who won the first Stanley Cup? | | |
| 10) What is the distance from the Earth to the Moon? | | |

Report Writing – Conclusions

Writing a good conclusion helps wrap up what you've learned in a report. A strong conclusion should do several things:

- **Summarize the Main Points:** Go over the key things you talked about.
- **Include a Call to Action:** Suggest something the reader might do next, like trying an experiment, reading another book, or asking a question.
- **Connect to the Introduction:** Try to link back to something you mentioned at the beginning, creating a full circle that brings the reader back to where they started. This can make the report feel complete and satisfying.
- **End with something interesting:** You might ask a question, share a fun fact, or say something that makes the reader think more about the topic.

Analyze Read the conclusion and use a checkmark if it meets the criteria.

In this report, we learned about the water cycle. You not try drawing your own water cycle at home? Connecting back to the introduction, we learned that water is always moving!

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

We talked about animals in different places. Animals live everywhere, and there are many kinds. I like animals, and some people have pets. This report was finished.

Summarize the main points

Connect to the introduction

End with something interesting

Cars are fast, and people drive them. They have wheels and engines. Some cars are red, and some are blue. This report was about cars, and now it's done.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Now you know all about the different seasons. You might want to make a weather chart to see how the seasons change where you live. Just like we talked about at the beginning, every season has its special beauty.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Report Writing – Conclusion

Write

Write conclusions for the topics below and then check whether you met the criteria.

Topic: Ontario – The Best Province in Canada

PREVIEW

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Topic: A Day in the Life of a Student at School

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Assignment - Writing a Report

Write

Plan your report by filling in the graphic organizer below.

| Ideas | | |
|---------------------------|-----------------------|---------------------------|
| The Solar System | Recycling | Life Cycle of a Butterfly |
| Famous Canadian Landmarks | How Rain Forms | Local Wildlife |
| Seasons | Traditional Festivals | Simple Machines |

1) Brainstorm report topics that you will choose from. You can use some of the ideas above if you like.

2) What topic did you choose?

3) Write as many main ideas as you can think of about your topic. These will be your headings. Example: if your topic was lions, you might write about their diet, their habitat,

4) Choose three main headings and write them below.

Research

Find information for your report.

5) Now you will need to find facts for your report. For each heading, write 3-5 facts that you can include in your report. Write them alphabetically.

Sources

1

Sources

2

Sources

3

Planning

Finish the planning process.

6) Write the introduction below. Introduce your topic in one sentence. Then explain what the rest of the report will discuss.

7) Write the conclusion below. Summarize your report by restating what you taught the reader.

8) What pictures can you include in your report? Draw 1 or 2 below.

| | |
|--|--|
| | |
|--|--|

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

| Criteria | ✓ | ✗ |
|---|---|---|
| Strong Introduction | | |
| At Least Three Headings in Body | | |
| Use of Lists | | |
| Pictures or Diagrams | | |
| Strong Conclusion | | |
| Includes Facts/Statistics | | |
| Cites Trustworthy Sources | | |
| Logical Flow - The Report Is In The Correct Order | | |

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

| Criteria | ✓ | ✗ |
|---|---|---|
| Strong Introduction | | |
| At Least Three Headings in Body | | |
| Use of Lists | | |
| Pictures or Diagrams | | |
| Strong Conclusion | | |
| Includes Facts/Statistics | | |
| Cites Trustworthy Sources | | |
| Logical Flow - The Report Is In The Correct Order | | |

Rubric – Report Assignment

| Category | 4 Points | 3 Points | 2 Points | 1 Point |
|-------------------------------------|---|------------------------------|----------------------------|-------------------------|
| Introduction/ Conclusion | Clear, engaging, and concise | Clear but lacks interest | Unclear or incomplete | Missing or irrelevant |
| Cites Trustworthy Sources | Properly cites accurate, reliable sources | Mostly accurate sources | Some unreliable sources | Uses unreliable sources |
| 3 Headings | More than three headings, some clarity | Three headings, some clarity | Less than three headings | No clear headings |
| Pictures/ Diagrams | Many pictures, well-chosen and relevant | Some pictures, relevant | Few and not fully relevant | Missing or irrelevant |
| Facts/Statistics | Accurate, well-chosen facts and stats | Some accurate, relevant | Some inaccuracies | Incorrect or irrelevant |
| Use of Lists | Effective use of lists or bullet points | Some effective use of lists | Minimal use of lists | No use of lists |

Teacher Comments

Mark

Student Reflection – How did you do on this assignment? What could you do better?

Reconstructing Text: News Article to Letter

Science Fair Extravaganza Hosts

Published on March 10, 2024

Exciting news for all young scientists and inventors at Windows Elementary! Our school is proud to announce the annual Science Fair Extravaganza is happening on April 5th from 9am to 12pm in the school gymnasium.

This year, we're inviting all students from grades 3 to 6 to participate and showcase their amazing science projects. Whether you're interested in plants, stars, robots, or volcanoes, we want to see what fascinating questions you've been exploring.

The best part? There will be awards for the most creative, informative, and impactful projects. Categories include "Best Environmental Project," "Most Innovative

Invention," and "Young Scientist of the Year."

Mr. Hughes, the science teacher organizing the event, said, "The Science Fair is a fantastic opportunity for students to get hands-on with science, learn something new, and maybe even spark a lifelong

If you're interested in participating, make sure to sign up by

March 20th. You can find sign-up sheets and more information outside Mr. Hughes' classroom.

Get ready to experiment, discover, and have fun at the Science Fair Extravaganza.



Name: _____

222

Curriculum Connection
CC.4.2

Instructions

Write a personal letter to a friend who was home sick from school and missed the newspaper article. Make sure to include all the details the friend will need so they can participate in the science fair.

PREVIEW

What is a Haiku?

**Write**

Finish the Haiku poems below:

Topic: Autumn Leaves Falling

| | |
|--------|------------------------------------|
| Line 1 | Red, gold leaves descend, |
| Line 2 | Trees are bare and winds are cool, |
| Line 3 | |

Topic: A Sunny Beach Day

| | |
|--------|---------------------------|
| Line 1 | Waves crash on the shore, |
| Line 2 | |
| Line 3 | It's all day long. |

Topic: Building a Snowman

| | |
|--------|-------------------|
| Line 1 | Snow is a button, |
| Line 2 | |
| Line 3 | Smiles in winter. |

Topic: Watching Fireworks

| | |
|--------|--|
| Line 1 | |
| Line 2 | |
| Line 3 | |

Topic: First Day of School

| | |
|--------|--|
| Line 1 | |
| Line 2 | |
| Line 3 | |

How to Write a Rhyming Poem

Getting Started with Rhyming Poetry

Rhyming poetry is a fun way to play with words. When words rhyme, they sound the same at the end. Poets use rhymes to create rhythm and make their poems more interesting. Let's explore how to write rhyming poetry!

What is a Rhyme?

A rhyme is when two words have the same sound at the end. For example, "cat" and "hat" rhyme because they both end with the "-at" sound. Rhymes can make a poem sound musical.

Steps to Write a Rhyming Poem

- 1) **Pick a Topic:** Think about something you like or find interesting.
- 2) **Choose a Rhyme Scheme:** Decide how your rhymes will work. A common pattern is AABB, where the first two lines rhyme and the next two lines rhyme.
- 3) **Write Your Poem:** Using the rhyme scheme, write your poem. You may have to change words around to make them rhyme.

Example of AABB Rhyme Scheme:

- Line 1: I have a furry cat (A)
- Line 2: She likes to wear a hat (A)
- Line 3: She purrs and takes a nap (B)
- Line 4: Right on my cozy lap (B)



Tools for Finding Rhymes

- **Rhyming Dictionaries:** Help you find words that rhyme.
- **Online Rhyming Tools:** Websites that help you find rhyming words.

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

| Original Word | Rhyming Word 1 | Rhyming Word 2 | Rhyming Word 3 |
|---------------|----------------|----------------|----------------|
| Cat | | | |
| Dog | | | |
| Cake | | | |
| Play | | | |
| Rain | | | |
| Sun | | | |
| Boat | | | |
| Light | | | |

Write:

Finish the poem below using rhyming words.

AABB Poems

The cat sat on a soft mat (A)
 It purred and wore a funny hat (A)
 The dog wagged its tail with glee (B)

AABB Poems

A smiling face and a warm hug (A)
 Make me feel snug as a bug in a rug (A)
 I love to read and write at school (B)

ABAB Poem

I see a rainbow high and far (A)
 With colours bold, it greets us every day (B)
 It arcs across the sky just right (A)

ABAB Poem

The sun shines down, it's time to play (A)
 With friends around and games to share (B)
 A brand new chance to learn today (B)

Children's Book**Illustrate**

Illustrate the children's book by drawing pictures that go with the poems.

Jamie had a brand new day,
She had come to hear a ray!
Flowers bloomed and birds sang,
Spring brought everything new.

Summer arrived with a golden smile,
Beaches and picnics, fun in style,
Jamie played in the sun's warm ray,
Every day was a perfect playday.

Children's Book**Illustrate**

Illustrate the children's book by drawing pictures that go with the poems.

Leaves and air grew cool,
Back to school we had to go,
Yet Jamie loved the autumn
Pumpkins and apples hanging from the trees.

Winter came with snow so white,
Days were short, long was the night,
Jamie built snowmen, skated on ice,
Hot cocoa and fires, oh, so nice!

Assignment – Writing a Children’s Book

Plan

Write a plan for your children’s book.

| Ideas | |
|-----------------------|----------------|
| Journey Through Space | Crazy Pet |
| Having Superpowers | Life at School |
| Lost Toys | Life as an Ant |

1) Brainstorm a list of story topics from which you will choose. You can use some of the ideas above if you like.

2) What topic did you choose?

3) What will happen in your story? Write some details below.

4) Choose 4 ideas related to your main story topic. For example, if your story is about a crazy pet, idea 1 might describe the pet. Idea 2 might be that the pet likes to eat ice cream.

Assignment – Writing a Children’s Book

Write

Write your rough draft of your poems below.

5) Write your 4 poems below.

1)

2)

3)

4)

PREVIEW

Activity Title: "Poem Editing Teams"

Objective

What are we learning more about?

To help students collaborate in small groups and focus on different aspects of proofreading and revising their poems.



Instructions

How do we complete the activity?

- 1) Introduction Activity:** Begin by explaining the importance of proofreading, editing, and revising poems. Emphasize that each group member will have a special role to play.
- 2) Student Writing Prompt:** Students use the poems they have written for their children's book.
- 3) Create Editing Teams:** Students form groups of 4. In each group, assign the following roles:
 - Punctuation and Capitalization Expert: Focuses on punctuation and capitalization.
 - Proofreader: Focuses on spelling mistakes.
 - Word and Rhyme Choice Artist: Concentrates on word choice and rhyme that could be improved.
 - Appreciation Analyst: Writes down one thing they loved about the poem.
- 4) Exchange Poems in the Group:** Students will pass their poems to each member of the group, so everyone gets to perform their assigned role on each poem.
- 5) Collaborative Revision:** Give students a set amount of time (e.g., 5-7 minutes) to work on each poem in their role. Encourage them to write their feedback on a separate sheet of paper or the back of the poem so that the original author can see all the comments.
- 6) Group Discussion:** After all members have completed their roles on all the poems, allow time for the group to discuss the feedback. Each member should explain their comments, and the original author can ask questions or clarify their intentions.
- 7) Final Revision:** Give students time to revise their poems based on the feedback received from their group members.

Activity Title: "Poem Editing Teams"**Feedback**

Fill in the organizer below to collect feedback about your book.

1) The author of this story is...

2) Proofreader comments:

3) Punctuation and Capitalization comments:

4) Word and Rhyme Choice Artist comments:

5) Appreciation Analyst

PREVIEW

PREVIEW

Rubric – Poetry Children’s Book Assignment

| Category | 4 Points | 3 Points | 2 Points | 1 Point |
|-------------------------------------|--|---|-------------------------------------|--|
| Content & Theme | Clear, engaging theme in all poems. | Clear theme in most poems. | Inconsistent theme. | Unclear or inappropriate theme. |
| Rhyming Patterns | Flawless AABB or ABAB pattern. | Minor deviations in pattern. | Inconsistent patterns. | Unclear or missing patterns. |
| Illustrations | Original, vibrant, theme-supporting. | Mostly theme-supporting. | Lacks coherence with theme. | Missing or unrelated. |
| Grammar & Spelling | It has no errors, it is perfect. | Minor mistakes. | Several errors. | Numerous errors, affects understanding. |
| Creativity & Originality | Original, creative, original. | Some creativity, but may be derivative. | Some creativity, may be derivative. | Lacks creativity or originality. |
| Organization & Layout | Exceptionally well-organized, 1 poem/page. | Well-organized, 1 poem/page. | Somewhat confusing. | Confusing layout, detracts from reading. |

Teacher Comments

Mark

Student Reflection – What helped you the most in this assignment? Was it the revision activity, the graphic organizer, reading the model children’s book? Explain.

What is a Limerick Poem?

What is a Limerick Poem?

Limericks are fun and playful poems that often make people laugh. They have a special rhythm and rhyme that makes them unique.



The Pattern of a Limerick

Limericks have a particular pattern. They have five lines, and the rhyme scheme is usually AABBA. They also have a specific rhythm as well – think Hickory Dickory Dock.

- Lines 1, 2, and 5 rhyme with each other (A) and are typically longer (~8 syllables)
- Lines 3 and 4 rhyme with each other (B) and are typically shorter (~5 syllables)

Examples of Limericks

Funny Raccoon

A funny raccoon in Quebec,
Wore glasses that sat on his neck,
He'd read and he'd write,
In the pale moonlight,
His poems were all top-notch and dreck.

Running Bear

In the deep chilly winter,
A bear was running a sprinter,
He was fast and he was strong,
He was a real show,
And warmth in his paws.

Write

Finish the Limerick poems below

Topic: Skiing Squirrel

| Line | Topic: Skiing Squirrel |
|--------|---|
| Line 1 | A squirrel in the Calgary trees, |
| Line 2 | Skiing down the slopes with great ease, |
| Line 3 | With a swish and a swoop, |
| Line 4 | In a never-ending loop, |
| Line 5 | |

What is a Limerick Poem?

Write

Finish the Limerick poems below.

Topic: Fun in the Sun

| | |
|--------|-----------------------------------|
| Line 1 | In the Maritimes, under the sun, |
| Line 2 | A whale had a tonne of great fun, |
| Line 3 | With a splash and a dive, |
| Line 4 | He was so alive, |
| Line 5 | |

Topic: Winter Fun

| | |
|--------|--|
| Line 1 | In the winter, you know it's a-coming, |
| Line 2 | Building snowmen, or trying to keep warm, |
| Line 3 | Kids are bundled for fun, |
| Line 4 | |
| Line 5 | Even though winter's chill is quite numbing, |

Topic: Windy Day

| | |
|--------|---|
| Line 1 | When autumn's wind blows, leaves take flight, |
| Line 2 | They twist and they turn out of sight, |
| Line 3 | The trees they do sway, |
| Line 4 | |
| Line 5 | |

What is a Limerick Poem?

| | | | | |
|---------|--------|-------|-------|--------|
| land | strive | play | grand | remain |
| heard | same | word | reign | say |
| thrived | vain | claim | bland | stay |

Write

Use the word bank words to fill in the limericks with equity, inclusion, and diversity themes.

| | |
|--------|---------------------------------|
| | _____ where fairness did _____. |
| Line 2 | _____ chance, none in _____. |
| Line 3 | _____ |
| Line 4 | So that _____ |
| Line 5 | All together, the toy _____. |

| | |
|--------|--|
| Line 1 | Our school's _____ where all kids _____. |
| Line 2 | No matter what others may _____. |
| Line 3 | Each voice it is _____. |
| Line 4 | Inclusion's our _____. |
| Line 5 | Together, we laugh, learn, and _____. |

| | |
|--------|---------------------------------------|
| Line 1 | In a garden with flowers so _____. |
| Line 2 | Many colours spread across the _____. |
| Line 3 | No blossom the _____. |
| Line 4 | Diversity its _____. |
| Line 5 | Our garden grows bright, never _____. |

Examining Bias In Reviews

Understanding Bias in Reviews

Bias in reviews means when someone's personal feelings or opinions affect how they talk about something. It's like if your favourite colour is blue, you might say that a blue hockey stick is better than the red one beside it, even though the colour has no impact on its performance.



When you read a review, you might see bias.

Bias can be found in places like book reviews, movie reviews, or restaurant reviews. Here's how you might see it:

- A reviewer gives a good review because their favourite actor is in it.
- Someone says a book is bad because they don't like the topic, even if it's well-written.
- A reviewer doesn't like a toy because it's not something they usually play with.

Why It's Important to Recognize Bias

Knowing about bias helps you understand what's really going on and not just what someone says about something. It helps you make your own opinion and not just believe what you read.

Tips to Spot Bias:

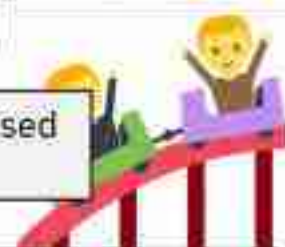
- Look for words that show strong feelings, like "I love this because..."
- See if the reviewer is only talking about things they like or dislike.
- Think about what the reviewer is saying and ask yourself if it makes sense or if it seems like just their opinion.

Remember, everyone has different opinions, and that's okay! Knowing about bias can help you understand why people think the way they do, and it can help you make your own decisions about what you like and don't like.

Examining Bias In Reviews

Examine

Read the reviews closely. Explain why the reviews are biased and whether you should believe what they are saying.



Movie Review – Superhero Film: "This movie is the worst thing I've ever seen. I just can't stand superhero movies, so the entire plot was ridiculous to me. Don't waste your time on this one."

Amusement Park Review – The ThrillLand is a terrible amusement park. I get motion sickness, so I only rode one ride. I don't know why people like this place. Stay away!"

Product Review – Brand X Cola: "I have always been a fan of Brand Y. When I tried Brand X Cola, it tasted horrible. Nobody should ever buy Brand X Cola. I do."

Book Review – Fantasy Novel: "I don't understand why anyone reads fantasy books. This one was full of dragons and magic, things that aren't even real. This genre is silly, and this book was a waste of time."

Examining Bias In Reviews

Examine

Read the reviews closely. Explain why the reviews are biased and whether you should believe what they are saying.

Technology Review - Touchscreen Phone: "I've always used a phone with physical buttons, and this touchscreen phone was so hard to use. I couldn't type anything right. It's a terrible design, and nobody should switch to this."

Restaurant Review - "I'm a meat-lover, and this vegetarian restaurant was a total disappointment. Not at any price, the entire menu was tasteless. I don't recommend this place."

Write

Write your own biased review of something

Why is it biased? Should others believe what you are saying?

Assignment – Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

1) What book will you be reviewing?

2) Who is the author of the book?

3) Summarize the book without giving away any surprises.

4) What are your thoughts on the book? Fill in the boxes below.

Did You
Like/ Dislike
it?
Explain why.Favourite
PartLeast
Favourite
Part

PREVIEW

Assignment – Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

5) **Rating:** How many stars out of 5 do you want to give the book? Explain why – is there a different similar book that might be better?

6) Who would recommend this book? Who would you recommend it to? Who might not like this book?

Write

Write your introduction below

Introduction: Now that you have reflected on how you feel about this book, you can write your introduction. Grab the reader's attention by stating your overall feelings about the book in a creative way. You could ask a question or make a strong statement.

Name: _____

261

Curriculum Connection
CCA.4

MY BOOK REVIEW

Title: _____

Author: _____

Summary

My Thoughts

PREVIEW

My Rating ★ ★ ★ ★ ★

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

| Criteria | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|
| Tells the book's title and author's name | | |
| Has an exciting start that grabs the reader's interest | | |
| Shares a brief summary without giving away the ending | | |
| Gives an unbiased recommendation | | |
| Includes a rating | | |
| Makes it clear who would enjoy the book | | |
| Author's voice comes through in the writing | | |
| Is interesting and informative | | |

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

| Criteria | |
|--|--|
| Tells the book's title and author's name | |
| Has an exciting start that grabs the reader's interest | |
| Shares a brief summary without giving away the ending | |
| Gives an unbiased recommendation | |
| Includes a rating | |
| Makes it clear who would enjoy the book | |
| Author's voice comes through in the writing | |
| Is interesting and informative | |

Rubric – Book Review

| Category | 4 Points | 3 Points | 2 Points | 1 Point |
|--|---|---|---|---|
| Title/Author's Name | Includes the title and author's name accurately | Title and author's name mentioned but may have minor errors | Only title or author's name is provided | Both title and author's name are missing |
| Exciting Introduction | Introduction is engaging and grabs the reader's attention | Introduction is interesting but lacks excitement | Introduction is bland and does not attract interest | Introduction is missing or unrelated |
| Brief Summary (No Spoilers) | Provides a brief summary without giving away the ending | Summary is brief but may reveal minor spoilers | Summary is either too detailed or too vague | Summary is missing or contains major spoilers |
| Rating | Clear and helpful rating | Rating is given but lacks clarity | Rating is vague or confusing | Rating is missing |
| Clear What They Liked and Didn't Like | Clearly states what was liked and disliked | Mentions what was liked and disliked | Vague about what was liked and disliked | Does not mention likes or dislikes |
| Voice of the Review's Author | Review's voice is distinctive and engaging | Voice is present but lacks personality | Voice is inconsistent or lacks interest | Voice is not evident or engaging |
| Is Interesting and Informative | Review is both interesting and informative | Review is either interesting or informative but not both | Review is neither interesting nor informative | Review is neither interesting nor informative |
| Provides Recommendations | Provides clear recommendations for other readers | Recommendations are present but lack detail | Recommendations are vague and general | Recommendations are missing |

Teacher Comments

Mark
Student Reflection – How did you do on this assignment? What could you do better?

All About Comic Strips

BLACK DUCKS BY GOR ZAKOVICH



Examine

Read the comic and answer the questions.

- 1) How many speech bubbles are there?
- 2) How many thought bubbles are there?
- 3) In the 3rd frame, what expression does the duck's face show?
- 4) Explain the joke.

- 5) What sound effects could be added to the comic? Explain.

Writing A Comic Strip

**Examine**

Look at the comic closely to plan the dialogue.

1) What is happening in the comic according to the pictures?

2) Before writing in the comic, write a rough draft below by writing what the duck will say in each frame.

1)

2)

3)

4)

5)

6)

Onomatopoeia in Comic Strips

Colour

Colour the onomatopoeia below



Writing Comic Strips – The Cave

Instructions

Use the dialogue below to write a 3-panel comic strip. Read the story so you know how to draw the setting/characters. Then write their dialogue.

Panel 1:

- Character A (kid, thinking, thought bubble): "I wonder what's in that mysterious cave?"
- Character B (dog, speech bubble): "Woof! Woof!" (Onomatopoeia: "Woof!")
- Character A (speech bubble): "You want to explore it too, Spot? Let's go!"

Panel 2:

- Character A (thinking, thought bubble): "It sure is dark in here..."
- Character B (dog, speech bubble): "Grrr..." (Onomatopoeia: "Grrr!")
- Sound Effect: "Drip!" (Onomatopoeia: "Drip!")
- Character A (speech bubble): "Don't worry, Spot, I have a flashlight!"

**Panel 3:**

- Character A (thinking, thought bubble): "What's that shiny thing?"
- Character B (dog, speech bubble): "Bark!" (Onomatopoeia: "Bark!")
- Character A (speech bubble): "You found it, Spot! We're real explorers!"
- Sound Effect: "Sparkle!" (Onomatopoeia: "Sparkle!")

What is a Biography?

Learning About Biographies

A biography is a true story about someone's life. It's a special kind of book that tells us all about a person, such as what they did, where they lived, and why they are important. Authors write biographies to share interesting facts and stories about other people.



What's in a Biography?

A biography is usually written in parts to make it easy to read and understand. Here's what you might find:

- **Introduction:** Tells us about the person and why they're important.
- **Early Life:** About their childhood and family.
- **Achievements:** Big things they did or created.
- **Later Life and Legacy:** What happened later in life and what they are remembered for.

Elements That Make a Great Biography

A well-written biography has some special elements that make it more interesting. Here's a list of some of them:

- **Facts:** Real details about the person's life.
- **Photos or Pictures:** To show what they looked like or places they've been.
- **Quotes:** Words that the person actually said.
- **Timeline:** A line that shows when things happened in their life.

Biographies are a wonderful way to learn about the lives of people who have made a difference in the world. They tell us about their struggles, successes, and the things that made them special. An **autobiography** is when someone writes a biography about themselves.

What is a Biography?

True or False

Is the statement true or false?

| | | |
|--|------|-------|
| 1) A biography is a fictional story. | True | False |
| 2) Biographies are about people's lives. | True | False |
| 3) A biography is written by the person it is about. | True | False |
| 4) Biographies can have quotes that share the person's thoughts. | True | False |
| 5) Biographies show the struggles and successes of people. | True | False |

Questions

Answer the questions below

| |
|---|
| 1) What is the purpose of the biography? |
| |
| |
| |
| 2) Name four elements we should include in any biography we write. |
| |
| |
| |
| 3) What is the difference between a biography and a fictional story? |
| |
| |
| |
| 4) Explain what a timeline in a biography shows. |
| |
| |
| |
| 5) What voice do you think a biography should be written in? Formal or informal? Explain. |
| |
| |
| |

Biography – Thomas Edison

Introduction: Meet the Inventor

Thomas Edison, born on February 11, 1847, was an incredible inventor who brought light to our world. He was not only an inventor but also a scientist and businessman. He once said, "I have not failed. I've just found 10,000 ways that won't work."



Early Life

Growing up in Milan, Ohio, Edison was very curious but struggled in school. He was homeschooled by his loving mother and started working at a young age, selling newspapers on trains.

Achievements: Lighting Up the World

Edison's inventions changed our lives. He invented the practical light bulb, the phonograph, and the motion picture camera. With over 1,095 patents, he held more patents than any other inventor in his time!

Later Life and Legacy: Remembering a Legend

Edison continued inventing and working in his laboratory until he passed away on October 18, 1931. His work still impacts our daily lives, and we remember him for his creativity, hard work, determination, and never giving up on his dreams.

Timeline: Important Dates

- 1847: Born in Milan, Ohio
- 1877: Invented the phonograph
- 1879: Invented the practical light bulb
- 1889: Created the motion picture camera
- 1931: Died in West Orange, New Jersey



Biography – Thomas Edison

Questions

Answer the questions below

1) Who was the biography about?

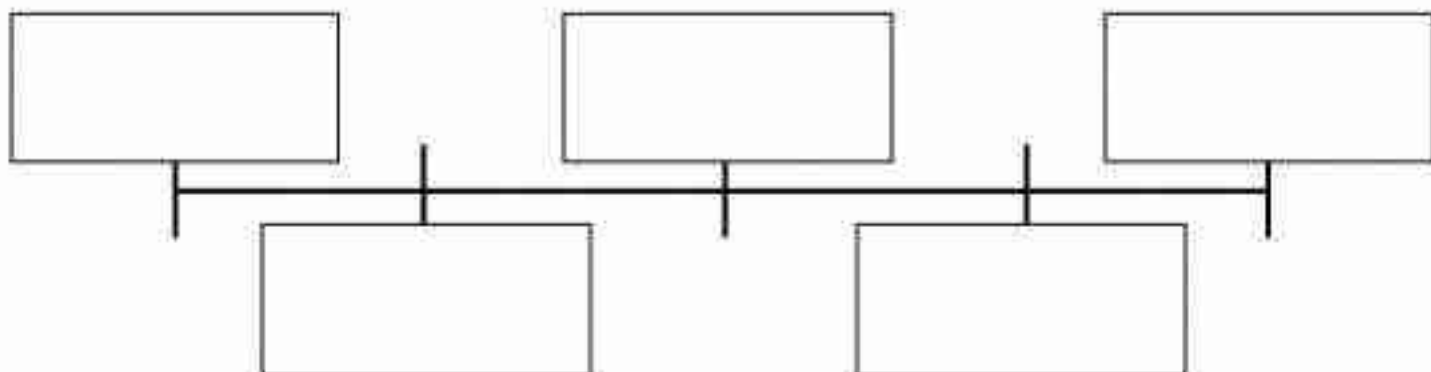
2) Write 3 facts from the biography.

3) What quote from Edison is in the biography? Write it below.

4) What achievements did Edison have?

Timeline

Fill in the timeline below using the timeline from the biography



Cursive Writing Activities

Cursive Writing Activities

Practice

Trace the cursive letters below.

PREVIEW

Cursive Writing Activities

Practice

Write the letters in cursive in each of the boxes.

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| U | | | | | | | | |
| u | | | | | | | | |
| V | | | | | | | | |
| v | | | | | | | | |
| W | | | | | | | | |
| w | | | | | | | | |
| X | | | | | | | | |
| x | | | | | | | | |
| Y | | | | | | | | |
| y | | | | | | | | |
| Z | | | | | | | | |
| z | | | | | | | | |

Cursive Writing Activities

Practice

Trace the cursive sentences and then write them on your own below.

Cats love to chase mice.

Dogs bark very loudly.

Trees grow big and tall.

Birds fly in the sky.

Fish swim in water.

PREVIEW

Cursive Writing Activities

Practice

Trace the cursive stories below.

When I go camping, I love sitting by
the fire, reading my book, and
telling stories under the stars.

Our class has a small, fluffy rabbit
named Whiskers who makes
everyone laugh and smile.

During science class, we learned about the
planets, and I was amazed by
their giant, icy rings.

On rainy days, I enjoy sitting by the
window with my cat, listening to the
raindrops and reading.

Cursive Writing Activities

Questions

Answer the questions below using cursive writing.

Where is your dream vacation?

What's your favourite vegetable?

What colour is your hair?

What's your favourite candy?

What's your favourite pizza topping?

What's your favourite type of weather?

What's your favourite cartoon character?

What's your favourite thing to draw?

PREVIEW



Google Slides Lessons Preview





Saskatchewan Language Curriculum

Reading Comprehension – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

What are Text Forms and Reading Comprehension Strategies?

We are learning to understand different text forms and reading comprehension strategies so we can explain an author's purpose, identify fiction and non-fiction genres, and use strategies like summarizing, predicting, and visualizing to make meaning from what we read.

Match The Text To Its Purpose!

Put each message on the left. Then, draw a line to match it to the correct purpose on the right.

| Text Types | Purpose of the Text |
|---------------------|--|
| A newspaper article | To explain how to make something step by step. |
| A fairy tale | To make you laugh or enjoy a short story through pictures. |
| A guide book | To share true facts and information about real events. |
| An advertisement | To persuade you to buy or try something. |
| An action report | To entertain the reader with make-believe stories. |
| A comic strip | To teach people how to live the world. |

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Read the story carefully and think about what is happening and what might happen next.

Olivia and Marcus had been exploring the edge of the forest near their camp when they spotted something unusual. Hidden between tall oak trees was a small treehouse, its wooden ladder leaning gently in the corner. The door was slightly open, and a faded sign above it read: "Keep Out! Inhabitants warned to stay as far away, but Olivia hesitated. "What if someone told you it was welcome? The sound of distant bells filled the air as they peered inside past the ground. There were many boxes, an old lantern, and a box covered in cobwebs. "Do you think we should go in?" Marcus asked. Olivia glanced at the sign again and let her lip unsure what to do next.

Consolidation – The Mysterious Treehouse

Questions

- Making Connections** – Have you ever discovered something mysterious or unexpected? How did it make you feel?
- Questioning** – What question do you have to understand the story?
- Visualizing** – Draw what you see in your mind from the story.
- Prediction** – Do you think they will go inside or walk away? Why?
- Inference** – What might the faded "Keep Out" sign suggest about the treehouse's history?



Saskatchewan Language Curriculum

Reading Comprehension – Grade 4

Who Said It? – Creation Story Voices

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

People **Sky Spirit**

| | Who Said It? | Answer |
|---|--|--------|
| 1 | "The world is too dark—we cannot see!" | |
| 2 | "I will place a glowing ember in the sky." | |
| 3 | "Then I will give you gentle light for the night." | |
| 4 | "It is too bright! We cannot rest." | |
| 5 | "Now we can live in balance." | |

Cohesive Ties

Dear Elham,

Yesterday, our history club visited Heritage Village for a special workshop. We explored old houses and learned about how people lived 200 years ago. I wanted to take lots of photos, but my camera battery died halfway through the tour. We watched a blacksmith at work, and he showed us how tools were made by hand. The guide shared fascinating stories, and many of them came from his own family's history. It started to rain suddenly, so we moved into the barn to finish the activities. I've collected so many cool facts to share with you.

From,
Clara

Opinion Letter

After reading the opinion letter, then decide whether you agree or disagree with each opinion in the table below.

| Characteristic | Agree | Disagree |
|---|-------|----------|
| 1) Schools should have a Mindful Morning. | | |
| 2) Calm students learn better. | | |
| 3) Students always feel relaxed before school. | | |
| 4) Quiet reflection can help students focus. | | |
| 5) A Mindful Morning would make the school more peaceful. | | |
| 6) Kids never rush to school feeling worried. | | |
| 7) Starting the day calmly is helpful. | | |
| 8) Ten minutes of mindfulness is not useful. | | |



Saskatchewan Language Curriculum

Reading Comprehension – Grade 4

Point of View

Read each sentence carefully and decide which point of view is being used. Check the correct box: First Person, Second Person, or Third Person.

A

Miles sprinted to the top of the hill and waved at his friends below.

| | | |
|--------------------------|--------------------------|--------------------------|
| First Person | Second Person | Third Person |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B

Layla and Victor planted flowers while the birds chirped above them.

| | | |
|--------------------------|--------------------------|--------------------------|
| First Person | Second Person | Third Person |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C

You step onto the stage and take a deep breath before starting your speech.

| | | |
|--------------------------|--------------------------|--------------------------|
| First Person | Second Person | Third Person |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

D

I watched the sunset turn the sky orange and pink.

| | | |
|--------------------------|--------------------------|--------------------------|
| First Person | Second Person | Third Person |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Cause and Effect

| | | | |
|---|--------------------------|--|--------------------------|
| 1) Marcus forgot to save his project on the computer. | <input type="checkbox"/> | His project was lost. | <input type="checkbox"/> |
| 2) Zoe planted sunflower seeds in spring. | <input type="checkbox"/> | The sunflowers grew tall and bright. | <input type="checkbox"/> |
| 3) A tree branch fell during a windy night. | <input type="checkbox"/> | Nothing was on the road. | <input type="checkbox"/> |
| 4) Calan left the freezer door open. | <input type="checkbox"/> | The ice cream melted. | <input type="checkbox"/> |
| | <input type="checkbox"/> | The ground stayed empty. | <input type="checkbox"/> |
| | <input type="checkbox"/> | The road was blocked. | <input type="checkbox"/> |
| | <input type="checkbox"/> | Everything stayed frozen. | <input type="checkbox"/> |
| | <input type="checkbox"/> | His project was lost. | <input type="checkbox"/> |
| | <input type="checkbox"/> | He had to start over. | <input type="checkbox"/> |
| | <input type="checkbox"/> | He couldn't pull it down. | <input type="checkbox"/> |
| | <input type="checkbox"/> | He was full of energy all morning. | <input type="checkbox"/> |
| | <input type="checkbox"/> | He felt sleepy in class. | <input type="checkbox"/> |
| | <input type="checkbox"/> | She missed every basket. | <input type="checkbox"/> |
| | <input type="checkbox"/> | She became the best shooter on her team. | <input type="checkbox"/> |

Story Part Matching Table

Read each part of stories on the left. Then, draw a line to match it to the correct name on the right.

| Part from the Story | Name |
|--|----------------------|
| "Tall, windy trail leading upward" | a) Underground River |
| "A narrow pathway hidden behind a bush" | b) Pathway |
| "A dark space glowing with blue crystals" | c) Mountain |
| "A rushing body of water under the ground" | d) Bridge |
| "A wooden walkway crossing the water" | e) Pathway |
| "A stone stand holding a golden box" | f) Treasure Box |
| "A small golden box they discovered" | g) Cave |



Workbook Preview



Grade 4 – Language

Saskatchewan ELA Curriculum



Comprehend and Respond (CR). Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

| | Outcomes | Pages |
|-------|--|---|
| CR4.1 | Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address identity (e.g., | 15-166, |
| CR4.2 | maps, multimedia DVD, websites, television programs, advertisements, posters), explaining the creator's technique and the impact on viewers. | 68-74, 84-87, 94-99, 135-141, 144-152, 167-169, 235-268 |
| CR4.3 | Listen, summarize, paraphrase, and evaluate what was heard and draw conclusions. | 74, 81-82, 100-123, 137-141, 159-166, 182-198, 221-223, 252-268 |
| CR4.4 | Read for various purposes and demonstrate comprehension of grade-appropriate fiction (including stories and novels), scripts, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations and Métis and countries (including Canada). | 18-31, 47-66, 75-101, 124-136, 140-158, 167-219, 235-268 |

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

Compose and Create (CC). Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

| | Outcomes | Pages |
|-------|---|-------|
| CC4.1 | Compose and create a range of visual, multimedia, oral, and written texts that explore identity (e.g., Expressing Myself), community (e.g., Celebrating and Honouring Others), social responsibility (e.g., Within My Circle) through personal experiences and inquiry. | N/A |
| CC4.2 | Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings. | N/A |
| CC4.3 | Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes. | N/A |
| CC4.4 | Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence. | N/A |

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

| | Outcomes | Pages |
|-------|--|---------|
| AR4.1 | Reflect on and assess own viewing, listening, reading, speaking, writing, and other representing experiences, the selected strategies employed (e.g., using class-generated criteria), and explore possible ways to improve. | 157-158 |
| AR4.2 | Set and pursue personal goals to improve viewing, listening, reading, speaking, writing, and other representing tasks more effectively. | 32-42 |

Block 1: Text Forms and 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 Texts – Purpose of Texts

What are Texts?

Texts are anything written, like stories, articles, or even signs. They are a way to share ideas, tell stories, or give information. Let's find out why people write texts.

Sharing Information

One big reason for writing is to share information. This can be facts, instructions on how to do something, or news about what's going on. Here are some examples:

- A science book tells you about plants and animals.
- A cookbook gives you steps to make a yummy dish.
- A newspaper article tells you about a recent event.



Telling Stories

Many texts are written to tell stories. These can be for fun or to teach. Storytelling is a fun way to entertain and share adventures. Here are some examples of storytelling texts:

- Fairy tales, like "Cinderella."
- True stories, like a biography of a famous person.
- Comic books with exciting adventures.

Persuading People

Sometimes, writers want to persuade or convince you about something. They use words to make you think or feel a certain way. For example:

- An advertisement might persuade you to buy a new toy.
- A letter to the editor gives opinions about community issues.

Texts are powerful! They can teach us, entertain us, and even change our minds about things. That's why writing and reading are such important skills to learn.

True or False

Is the statement true or false?

| | | |
|--|------|-------|
| 1) Texts can only be found in books. | True | False |
| 2) A cookbook is an example of a text that shares information. | True | False |
| 3) Newspapers help us learn about what's happening in the world. | True | False |
| 4) Texts are only for entertainment, not for learning. | True | False |
| 5) Letters to the editor in newspapers share opinions. | True | False |

Answer

Answer the following questions.

| |
|--|
| 1) Name the type of text that shares information and describe what it might include. |
| _____ |
| _____ |
| _____ |
| 2) What are the three main reasons why _____ |
| _____ |
| _____ |
| _____ |

Write

Write a short news article to inform people about an event.

| |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |

Understanding Reading Comprehension

Understanding Reading Comprehension

Reading comprehension is the ability to understand, remember, and apply what you have read. It's not just about reading words but grasping their meaning and the whole message. This skill is essential in all areas of learning, and here's why:



The Importance of Reading Comprehension

- **Building Knowledge:** Reading helps you learn about different topics and ideas.
- **Improving Language Skills:** Reading enhances how you understand and use language.
- **Enhancing Critical Thinking:** Reading helps you think critically by connecting with various stories and information.

Strategies to Enhance Reading Comprehension

A) Before You Read: Prereading

- **Activate Prior Knowledge:** Think about what you already know about the topic.
- **Identify the Purpose of Reading:** Decide why you are reading the text.

B) While You Are Reading

- **Making Predictions:** Guess what might happen next and check if you were right.
- **Questioning:** Ask yourself questions about the text to think deeper.
- **Making Connections:** Link what you read to your own life, other books, or the world around you.

C) After You've Finished Reading

- **Summarize the Main Idea:** Think about the most critical points and supporting details.
- **Making Inferences:** Use clues in the text and what you know to figure out something the author doesn't directly tell you.

True or False

Is the statement true or false?

| | | |
|--|------|-------|
| 1) Reading comprehension is just about reading words. | True | False |
| 2) Making connections links reading to your life. | True | False |
| 3) Summarizing the main idea is done before reading. | True | False |
| 4) Questioning while reading makes you think deeper. | True | False |
| 5) Reading comprehension only helps in Language class. | True | False |

Questions Write how reading comprehension and why is it important?

Matching

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

| Answer | Strategy | Description |
|--------|--------------------------|---|
| | Activate Prior Knowledge | A) Creating a brief summary of main ideas after reading |
| | Purpose of Reading | B) Asking questions during reading to understand better |
| | Making Predictions | C) Finding the reason for reading a particular text before starting |
| | Questioning | D) Connecting what you read to your own life, other texts, or the world |
| | Making Connections | E) Activating what you already know before reading |
| | Summarizing | F) Making educated guesses about what will happen next in the text |
| | Making Inferences | G) Drawing conclusions from what you've read using both direct information and your own reasoning |

Making Connections

Making connections is like being a detective while you're reading. It means linking what you read to things you already know or have experienced. This helps you understand the story or information better!

- **Connection to Text:** This is when something in what you're reading reminds you of another book, movie, or story you know.
- **Connection to World:** This is when something in the book reminds you of something that happens in the real world.
- **Connection to Self:** This is when something in the book reminds you of your own life.



Making Connections Make connections to the short passages below.

1) Emily found a mysterious box in her grandmother's attic. It was torn at the corners but promised to lead to hidden treasures.

Text-to-Self

Text-to-Text

Text-to-World

2) Polar bears have a thick layer of blubber that keeps them warm in cold Arctic temperatures. They are excellent swimmers and can cover long distances in water.

Text-to-Self

Text-to-Text

Text-to-World

Comprehension Practice – Making Connections

"Max's Winter Wonders: Simple Machines at Work"

Once upon a time, in a small Canadian town, lived a clever inventor named Max. He loved tinkering with tools and building things. Max's favourite creations were simple machines.

One winter, his neighbour, Mrs. Thompson, found shoveling her driveway very hard. Max had an idea and decided to help her using a simple machine.

First, he used a long board and placed it on a fulcrum (a rock). He pushed down on one end and snow on the other end flew off the driveway. Mrs. Thompson was amazed!

Next, Max used a wheel and axle. He attached a small wheel to a smaller rod and made a rolling snow cleaner. With a gentle push, he rolled snow away and cleared the snow even faster.



Then, he used an inclined plane. He helped Mrs. Thompson move her heavy groceries from her car to her house by making a simple ramp, and she could slide them down easily without lifting them.

Finally, Max used a pulley to hang bird feeders in Mrs. Thompson's garden. The birds chirped joyfully as they enjoyed their winter feast.

Mrs. Thompson thanked Max for making her life easier with simple machines. Max smiled, happy to have used his knowledge to help a friend.

"Simple machines can do amazing things," he said, "They make hard work much easier!"

With a wave goodbye, Max went home, already thinking about his next invention. His love for simple machines had brought joy to his neighbour and warmth to the cold winter day.

Comprehension Practice – Making Connections

Pre-Reading

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

| |
|--|
| |
| |
| |

While Reading As you read, stop and make connections to your life

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

| |
|--|
| |
| |
| |

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

| |
|--|
| |
| |
| |

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

| |
|--|
| |
| |
| |

After Reading

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

| | |
|-------------------|--|
| Main Idea | |
| Supporting Detail | |
| Supporting Detail | |
| Supporting Detail | |

What is an Inference?

When we read or hear something, our brain is adding the new information to what we already know. Then, we can use the new information to make new ideas, thoughts, or conclusions. Many times, we use the new information to make **inferences**, which are new ideas we have that were not directly told to us, but that we can assume based on what we just learned and what we already know.

**Example:**

- **New Information:** A group of penguins huddled together to keep their eggs warm.
- **Inference:** (1) The penguins live in the cold. (2) Eggs need to be warm to survive.

Infer the inferences below by answering the questions

1) Emily wore her rain boots and carried an umbrella. She was humming a cheerful tune as she stepped outside.

How is Emily feeling about the rain?

2) The Sun is setting, and the sky is turning pink and orange. It will be dark outside.

What time of day is it?

3) The teacher turned on the projector and opened a slideshow about photosynthesis. All the students listened attentively.

Is the teacher a good teacher?

4) The farmer woke up early and went to the barn. He started to feed the animals and clean their living spaces.

What kind of work ethic does the farmer have?

5) The old tree's leaves were falling off, and its branches were bare.

What season is it likely to be?

Comprehension Practice – Predicting

Takoda's Day: Life Before Canada Became A Country

Once upon a time in the lush forests of what is now known as Canada, lived a young Indigenous boy named Takoda. Takoda's life was filled with the rich traditions and values of his people.

Every morning, Takoda would rise with the sun and give thanks to the Creator. His sense of responsibility, and reverence were deeply rooted in his community. Every action, together with his family, they would ensure that they only took what they needed from the earth, leaving no waste.

Takoda's father was skilled in teaching him how to craft bows and arrows from the natural materials around them. His mother was a talented artist, creating beautiful woven baskets that held their daily essentials.

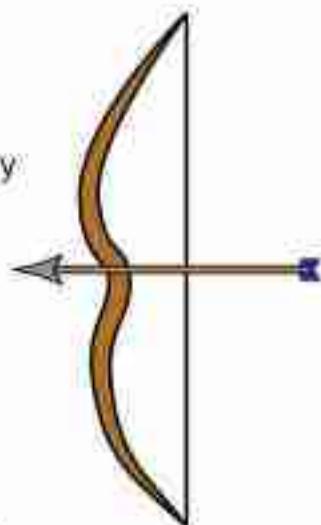
In the afternoons, Takoda and his friends would run through the fields, playing games that were more than just child's play. Their favourite, symbolizing unity and conflict resolution. They also engaged in hopscotch, where they sharpened their running and aiming skills.

But it wasn't all play for Takoda. He would also listen attentively to the elders, learning about the values of respect, reciprocity, interrelatedness. The stories they told were filled with lessons and morals that guided his life.

As the sun would set, the community would gather around the fire. Elders would share tales from their ancestors, and songs would fill the air, echoing their rich culture and history. Takoda would often lose himself in these stories, envisioning the adventures of his forefathers.

Among the artifacts and sports, the values and the community gatherings, Takoda's life was a beautiful tapestry of traditions and teachings. It was a time before the world changed, a time when the connection to the land was sacred, and the community was one.

And so, through the eyes of a young boy named Takoda, we catch a glimpse of a world filled with wisdom, simplicity, and a profound understanding of life's delicate balance. A world that continues to inspire and teach us to this day.



Comprehension Practice – Predicting

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

| |
|--|
| |
| |
| |
| |

While Reading

Make predictions as you read. For example, in paragraph 3, it starts by saying "My father was a skilled hunter." You could stop after that sentence and predict what they used to hunt with.

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

After Reading

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

| |
|--|
| Was hunting easier or harder for Indigenous people? |
| |
| |
| Did kids have fun before Europeans came to what is now Canada? |
| |
| |

Comprehension Practice – Visualizing

July 23, 1632

To: Sister Marie
12 Rue de l'Église
Paris, France

Dear Sister Marie,

I hope this letter finds you well. I am writing to you from a new land I have set foot upon, full of wonders and beauty.

Upon arriving, the landscape was breathtaking. Vast forests with towering trees, sparkling rivers, and open fields are everywhere. The air is so fresh, and the land seems perfect for farming.

Our King has sent us here with hopes of finding new resources such as furs and metals, and to establish trade with the local people. The people here are skilled in ways we have never seen before. They've taught us how to hunt and live off the land.

Our aim in coming to this uncharted territory is not only to find wealth but also to learn and explore. The beauty of the land and the kindness of its people make me feel like we have discovered something truly special.

I long for the day when I can show you this incredible place and share with you the adventures I've experienced.

With all my love,

Your brother, Jacques the Explorer

Comprehension Practice – Visualizing**Pre-Reading**

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

While Reading

Draw 2 different pictures of what you are visualizing while reading

Reflecting

How does drawing what you were picturing while you were reading help you understand the story? Does it force you to pay attention? Explain.

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: _____

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Curriculum Connection
AR.2.2

READING LOG

Instructions:

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

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

Total books read in school year: _____

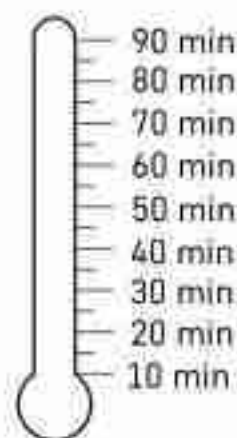
READING STAMINA CHART

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

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

My goal is to read _____ minutes without losing focus.

I want to reach my goal in _____ days.



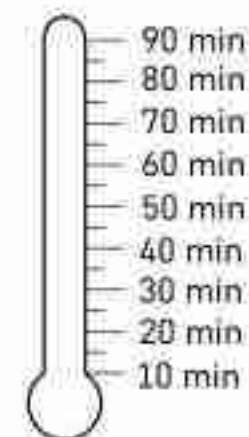
Date: _____



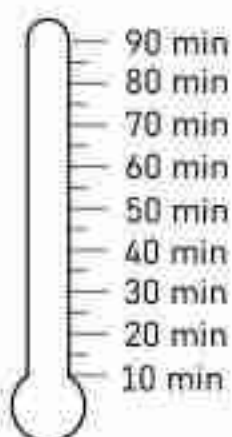
Date: _____



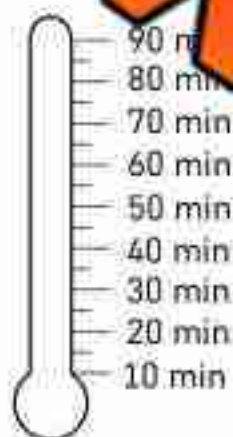
Date: _____



Date: _____



Date: _____



Date: _____

Did you reach your goal?

Yes

No

Almost

Activity: Writing Goal-Setting

Objective

What are we learning more about?

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

Instructions

How do we complete the activity?



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

Reflection

Answer these questions.

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

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

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

Instructions

Choose a writing goal that you want to focus on. Choose a different goal, then write it below.

Expand Vocabulary

Enhance Descriptive Writing

Improve Spelling

Develop Storytelling Skills

Practice Punctuation

Organize Thoughts Clearly

Experiment with Different Genres

Build Writing Stamina

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

Action Plan

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

| Action Items | Expected Completion Date | Actual Completion Date |
|--------------|--------------------------|------------------------|
| | | |
| | | |
| | | |

Action Plan

Write down the obstacles you may face while working towards your goal. Are there any potential solutions for these problems?

| Potential Obstacles | Potential Solutions |
|---------------------|---------------------|
| | |
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| | |

Monthly Check-in

Now we give you directions to complete your regular monthly goal progress check.

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

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

INDEPENDENT READING ACTIVITIES

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 2 questions you have while you read.

1) _____

2) _____

After Reading: Summarize the story. What was it all about?

How did using the strategies _____ help _____ and the text?

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. Explain.

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.

Day 9

Fill in the organizer below

| | |
|--|--|
| Name of Book | |
| Author | |
| Fiction/Non-Fiction | |
| Making Connections – what are you reminded of when you read this book? | |
| Text-to-Self | |
| Text-to-Text | |
| Text-to-World | |
| How did making connections help you understand the text? | |
| | |
| | |

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? | |
| | |
| | |
| | |
| | |
| | |

Independent Reading BINGO

BINGO

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

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

Block 2: Cultural Text Forms

Focus

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

Creation Story – Haida First Nation: The Raven

Oral Stories

For Indigenous communities, hieroglyphs are used to record important events so they can be remembered. These events can also be passed down by storytelling.

The elders in a community have the job of sharing important stories of their history. This way the stories are not forgotten. The same stories are being told for thousands of years so that we can learn about the history of a community.

Storytelling – The End of Haida Gwaii

The story about how the islands of Haida Gwaii were formed begins with a Raven.

According to the story, a Raven was flying over the ocean when he saw a clamshell. He became curious and decided to open the clamshell, revealing a beautiful young woman inside. The Raven was immediately smitten and decided to marry the woman, who became known as the Mother of the Haida.



The Mother of the Haida was unhappy living in the clamshell and asked the Raven to find her a place to live. The Raven searched the ocean and eventually found a large rock, which he pulled up from the bottom of the ocean and placed on the surface.

The rock became the first of the islands of Haida Gwaii. The Raven and the Mother of the Haida then had many children, who became the ancestors of the Haida people.



Before Reading Read the title and headings and then predict what the text will be about.

| |
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| |

Comprehension Check

Is the statement true or false?

| | | |
|---|------|-------|
| 1) The Raven is part of the Haida Gwaii creation story. | True | False |
| 2) Stories help us remember our history. | True | False |
| 3) The Raven is not a part of Haida culture. | True | False |
| 4) The Raven made the islands of Haida Gwaii himself. | True | False |
| 5) The Raven married a beautiful woman named Lamshell. | True | False |

Question

How do many Indigenous communities remember their history?

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Making Connections

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

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How does making a connection help you understand the text?

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Traditional Literature – Inuit Story

Kalla and the Lost Seal Pup

Long ago in the icy lands of the Inuit, there lived a young girl named Kalla. She loved exploring the snow-covered hills and frozen shores with her friends. One day, as they walked along the coastline, they spotted a small seal pup all alone on the ice.

Kalla's friend Akiak wanted to take the pup home, but Kalla stopped her. "Wait," she said, "we must ask the elder for advice."

They rushed to find Elder Ukiuk, a wise woman who knew many ways of life. Kalla explained the situation.



Elder Ukiuk nodded, understanding the children's hearts. She told them a story about the importance of patience and respect for nature. "Long ago," she began, "our ancestors taught us to only take what we need from the land and sea. If we disrupt the balance, it can bring hardship to our people."

Kalla and Akiak listened closely, absorbing the wisdom. Elder Ukiuk continued, "The seal pup's mother might be nearby, searching for her pup. We must give her a chance to find her baby."

The children returned to the pup, leaving it where they found it. Kalla's heart swelled with worry. But one morning, as the sun peeked over the horizon, they saw a joyful sight – the seal pup was playing with its mother in the water.

Kalla and Akiak learned a valuable lesson that day. They realized that their ancestors' teachings of patience, respect, and balance with nature were crucial for their community's well-being. From then on, they followed these teachings, ensuring that their actions were in harmony with the world around them.

And so, the story of Kalla and the lost seal pup became a cherished tale, passed down through generations, reminding all Inuit children of the importance of living in harmony with nature and upholding the values of their people.

Before Reading

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

| |
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Question

Answer the question below.

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

| |
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| |

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

| |
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| |

Comprehension Check

Is the statement true or false?

| | | |
|---|------|-------|
| 1) The Inuit value patience, wisdom, and respect. | True | False |
| 2) The Inuit believe in taking more than they need. | True | False |
| 3) The Inuit value money more than the environment. | True | False |
| 4) Kalla learned the importance of patience that day. | True | False |
| 5) Kalla and Akiak respected their elders and trusted their wisdom. | True | False |

Traditional Literature – First Nation Story

Visualizing

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

The Sacred Drum

Once upon a time in our Saugeen First Nation village, Grandmother Willow gathered young kids around a warm fire. "Listen carefully, my little ones," she began a story to tell about the Sacred Drum."

"A long time ago, our ancestors made the Sacred Drum from the skin of a deer and wood from the forest. Every drum; it carried the heartbeat of our nation."

One day, Crow, a sneaky bird, thought he could become powerful by stealing the Sacred Drum. He snatched it while everyone was away. Crow didn't know was that the drum was magical only in the hands of our people.

Our warriors noticed the drum was missing and were very worried. How could they connect with their ancestors without it?

Little Sparrow, a young girl no older than you, decided to find Crow and bring back the Sacred Drum. She remembered the lessons of her grandmother about the plants of the forest and the tracks of the animals.

After days of searching, she found Crow. He was trying to drum, but he could not. "You don't understand the power of the Sacred Drum," Little Sparrow said. "It's not just an artifact; it's part of our community."

Feeling ashamed, Crow brought back the Sacred Drum. When it was played in the village, its sound was loud and more beautiful than ever.

"Remember, children," Grandmother Willow concluded, "our artifacts like the Sacred Drum are not just things; they hold the spirit and stories of our people. Respect them, and they'll respect you."

Block 3:

Reading Letters

Focus

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

Email Writing – New Vocabulary

Subject: Get Ready for a Fun and Earth-Friendly Adventure!

Hey Cool Kids,

Guess what? We're about to become planet-saving heroes! 🌍 We're diving into ecology, learning how nature, animals, and us humans all hang out together.

In the next few weeks, let's team up and make our community garden super-awesome! This is our chance to synthesize everything we've learned about Mother Earth.

First off, you'll be inquiry-based detectives. Yup, we're going to come up with hypotheses on what plants and animals like, and how to love them right!

Hold on to your hats! A real-live biologist will join us. They'll spill the beans on how to garden like a pro.

At the end, it's show time! We'll wrap up with a presentation and share our amazing discoveries with everyone.

Got questions or need more information?

Catch you later,
Mr. Strickland

P.S. Can't wait to see you all turn into little sustainability superheroes! 🦸🦹

Vocabulary

Read the email and write any words you don't know to your list. Then look up their meaning.

| Word | Meaning – Use Context Clues or Look Up |
|------|--|
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| | |

Letter Writing – Sentence Structure

- 1) **Greeting Line:** Start with "Dear [Name]."
- 2) **Opening:** Say why you're writing - Ex: "I hope you're well."
- 3) **Body:** Use short, clear sentences - Ex: "I loved the zoo trip."
- 4) **Connective Words:** Use "and," "so," "because." - Ex: "I liked the monkeys because..."
- 5) **Ask:** Make your question clear - Ex: "Can we go again?"
- 6) **Closing:** Wrap up or say thanks - Ex: "Thanks for the trip!"
- 7) **Sign:** Sign off with "Sincerely," and your name.



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

Dear Mayor Johnson,

I hope you are doing well. I am Hunter, a grade 4 student. I'm writing to ask for more parks in our city.

Having more parks is essential because they offer a peaceful retreat for families. Then, there's the benefit of beautifying our city with green spaces. Besides, parks don't just have to be playgrounds; they could also feature garden beds, art installations, and walking trails.

Therefore, could you please consider creating more parks? These green spaces would make residents like me very happy.

Thank you for your time. I'm sure you want the best for our community.

Sincerely,
Hunter

1) Is a formal or informal voice used?

2) What cohesive ties were used?

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

4) How did Hunter close the letter?

Letter Writing – Bias in Advertising

Dear Awesome Students,

Hey there! I'm Sparkle Star, the world's most amazing singer, dancer, and movie star! Guess what? I've got something UNBELIEVABLE for you! It's the Sparkle Star Super Duper Toy, and trust me, this toy is the best thing you will ever own.

This toy isn't just cool, it's life-changing! It can make you the most popular kid in school! Oh, you're interested in science? With this toy, you'll basically become a genius overnight. It's 1,000,000 times better than any other toy in the universe. Everyone who is anyone will have one. Don't want to be the only one without it.

Don't miss out! Rush to the store now! Owning the Sparkle Star Super Duper Toy is the first step to being as cool and successful as me, Sparkle Star!

See you on the red carpet!

Your soon-to-be best friend,
Sparkle Star ✨

Questions

Answers

1) Did Sparkle Star explicitly state their perspective on this toy?

2) Is Sparkle Star biased in their letter? Do they have a biased opinion on this toy?

3) Why do you think Sparkle Star wrote this letter?

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

Letter Writing – Inferences

Thebes, Upper Egypt

Year 5 under the reign of Pharaoh Ramesses II (1275 BC)

Dear Aunt Nefertari,

I hope this finds you in good health. Life by the Nile River has been busy as always. The annual flooding of the Nile just ended, and it has once again left fertile black soil for planting. I am out there with the workers, sowing barley and flax seeds. We've been using the shadoof to irrigate the land.

Mother continues to bake bread in our clay oven. She uses emmer wheat, and sometimes adds figs and dates to make it sweeter. I take the bread to the market in our reed baskets. People still use the barter system, trading goods like bread for other items like cloth or pottery.

Did you know Pharaoh Ramesses II has commissioned a new temple? It is astonishing! The artisans are carving massive limestone blocks, transported from quarries. The temple will be decorated with hieroglyphs and dedicated to the god Amun.

I've started lessons with the scribe at the temple. We use papyrus scrolls and write with reed brushes. They say being a scribe is an honourable job, one that doesn't require physical labour under the sun.

Please send my regards to Uncle Ahmose. May the gods keep you in good health.

Sincerely,

Akhen

Letter Writing – Inferences

Local Inferences

Make inferences from the sentences below.

"People still use the barter system, exchanging goods like bread for other items like cloth or pottery."

"The Nile just ended, and it has once again left fertile black soil for planting."

"They say being a scribe is an honorable job. It doesn't require physical labour under the sun."

Global Inferences

Make three inferences from the entire letter.

How does this letter make you feel? What in the letter makes you feel that way?

Letter Writing – Opinions

Dear Editor,

I hope this letter finds you well. My name is Rowan, and I am writing to share my thoughts on an important topic that affects all of us: justice, equity, and fairness.



Justice means everyone gets treated the way they should, following rules that are fair to everyone. Equity means making sure each person gets what they need to be successful, even if it is different from what others might need. Fairness is about making sure everyone has the same chances and opportunities.

Imagine a game where one player starts with advantages than the others. That wouldn't be fair, right? In the same way, our world should work to make sure everyone starts the game of life with the same chances to succeed. This means that sometimes, we have to give extra help to those who need it so everyone has the same opportunities as everyone else.

I believe that everyone deserves to be treated with kindness and respect, no matter where they come from or what they look like. It's important for us to listen to each other and understand different points of view. When we do this, we can help make the world a better place for everyone.

Thank you for taking the time to read my letter. I hope it makes us think about how we can all help to make sure justice, equity, and fairness are a part of everyone's life.

Sincerely,

Rowan

Opinions

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

| | | | |
|----|---|-------|----------|
| 1) | "Each person should get what they need to be successful." | Agree | Disagree |
|----|---|-------|----------|

| | | | |
|----|--|-------|----------|
| 2) | "Fairness makes sure everyone has the same chances." | Agree | Disagree |
|----|--|-------|----------|

Answer

Do you agree or disagree? Write ideas and opinions about justice, equity, and fairness. Why or why not? Write a few sentences to share your thoughts.

Imagine

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

Block 4:

Narratives

Focus

- Indigenous storytelling – norms, sports, values, artifacts, music
- Include cultural text forms – indigenous story telling, songs
- Identify narrators' point of view
- Indigenous Storywork - Indigenous Storywork is built on the seven principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and synergy.
- Major and minor characters
- Subplots and flashbacks
- Figurative language – personification, idiom, analogy
- Sequencing the events of multiple plots in a story, explaining the cause and effect

Structure of Narrative Texts

What is a Narrative Text?

Narrative texts are stories that can be either made-up (fiction) or real (non-fiction). They are like journeys made with words, taking us through exciting, funny, or even sad



The Basic Story

Most narrative texts follow a certain order. Here's a simple way to look at it:

- **Beginning:** This is where the story starts. You get to know the setting (where and when the story happens) and the characters (the people or animals in the story).
- **Problem:** Every good story has a problem or challenge that needs to be solved. This problem makes the story interesting.
- **Events:** These are things that happen in the story as characters solve the problem.
- **Solution:** This is how the problem gets solved. It often happens near the end of the story.
- **Ending:** The story wraps up, and we see how things have changed or stayed the same.

Special Story Elements

Sometimes, stories have extra parts that make them even more exciting.

- **Flashbacks:** These are parts of the story that jump back in time to explain something.
- **Subplots:** These are like mini-stories within the bigger story. They usually involve minor characters.
- **Major Characters:** These are the main people (or animals) the story is about.
- **Minor Characters:** They are less important but still add interesting details to the story.

Narrative texts, whether they are books, movies, or plays, take us on adventures through their words. By understanding their structure, you can enjoy these stories even more and maybe even write your own one day!

True or False

Is the statement true or false?

| | | |
|---|------|-------|
| 1) The setting is where and when the story happens. | True | False |
| 2) Every good story must have a problem or challenge. | True | False |
| 3) Flashbacks are used to tell what will happen in the future. | True | False |
| 4) Major characters are the most important people in the story. | True | False |
| 5) Subplots are mini-stories within the main story. | True | False |

Questions

Answer the questions below.

1) Why do you think setting is important in a narrative text?

2) How do minor characters add to a story? Do you know of a minor character from a book or movie who made the story more enjoyable?

Summarize

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

What is Indigenous Storywork?

What is Indigenous Storywork?

Indigenous Storywork is a special way of telling stories that comes from First Nations, Metis, and Inuit people. It's not just about telling a story, it's also about teaching important lessons and values. It's a way to keep old traditions alive and to share wisdom.

The **Indigenous Storywork** has seven main ideas, which are like rules to make the story meaningful. These are:

- **Respect:** Being polite and listening.
- **Responsibility:** Doing what you should do.
- **Reciprocity:** Sharing and giving back.
- **Reverence:** Treating something as special.
- **Holism:** Seeing the whole picture, not just a part of it.
- **Interrelatedness:** Understanding how everything is connected.
- **Synergy:** Working together to make something better.



Why Is It Important?

Indigenous Storywork helps us understand how to be better people and how to live in a good way. It teaches us about respect for the earth, animals, and each other. It's also a fun way to learn new things!

How Do We Learn It?

We can listen to stories from people in these communities. Sometimes, these stories are told during special ceremonies or family gatherings. Other times, you can read them in books or hear them in school.

What is Indigenous Storywork?

True or False

Is the statement true or false?

| | | |
|---|------|-------|
| 1) Indigenous Storywork comes from First Nations people only. | True | False |
| 2) There are seven principles in Indigenous Storywork. | True | False |
| 3) Respect is not a principle of Indigenous Storywork. | True | False |
| 4) Indigenous Storywork is just storytelling. | True | False |
| 5) Synergy is working alone. | True | False |

Questions

Answer the questions below:

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| 1) What is Indigenous Storywork? |
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| 2) What 7 principles are taught in Indigenous storywork? |
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Summarize

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

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The Adventure of Soaring Eagle and Gentle Doe

In a serene valley surrounded by tall mountains, two friends lived in harmony with nature: Soaring Eagle and Gentle Doe. Soaring Eagle loved to fly high and see the world from above, while Gentle Doe enjoyed exploring the meadows and forests.

One fine day, a terrible storm destroyed many nests and homes. Soaring Eagle said, "We must do something to help our friends."



Gentle Doe replied, "Yes, but we should not just give; we should also receive and rebuild."

This was a lesson in Reciprocity and Reverence, giving and receiving in a way that benefits everyone. So, they decided to hold a gathering, teaching their friends how to make stronger homes.

However, before they started, Soaring Eagle flew up to the sky and spoke, "Great Spirit, guide us as we work in harmony with nature."

Gentle Doe bowed to the earth, showing deep respect for all living things, "May our actions honour the sacredness of our home."



During the gathering, the animals learned how to weave stronger nests and build more secure burrows. Soaring Eagle shared feathers to strengthen the walls, while Gentle Doe showed how to use twigs and leaves to create roofs.

Once the work was done, they shared a feast of berries and fresh water. Everyone was grateful and vowed to uphold the teachings of Reciprocity and Reverence in their daily lives.

"We've not just rebuilt our homes, but we've also learned to live better with nature and each other," said Soaring Eagle.

Gentle Doe nodded, "Yes, and may we always remember to give back as much as we take, respecting the beauty and wisdom of the land that sustains us."

So, children, this story reminds us to always give and receive with an open heart, and to show deep respect for the world around us. By living the principles of Reciprocity and Reverence, we make the world a better place for everyone.

Name: _____

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Questions

Answer the questions below.

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

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2) What was the setting in this story?

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3) What was the problem in the story? What was the problem?

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

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Storywork Traits

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

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Fictional Text – Fantasy Story

The Adventure in Whispering Woods

In the mystical Whispering Woods, where trees talked and animals wore hats, there was a small village named Glitter Glen. The most magical part of Glitter Glen was its legend of the Hidden Star, a treasure said to grant wishes.



Long ago, the bravest knight of Glitter Glen, Sir Rufus, had set out to find the Hidden Star. He journeyed through the Whispering Woods, meeting various creatures like Mr. Hoot, the owl, and Bella, the dancing bear. But Sir Rufus was never seen again, and the villagers always wondered about his fate.

Now, two curious children, Ellie and Max, decided to solve the mystery. Along with their pet raccoon, Rascal, they embarked on an adventure through the Whispering Woods. They met many characters on their journey: the butterfly who loved to gossip, the Mumbling Moles who always knew their glimmers, and Leo the Lizard, who was an expert in riddles.

One night, as they camped under the starry moon, Ellie found a glowing, rusty sword. Touching it, she was suddenly whisked into a flashback. She saw a young and brave, fighting a shadowy figure. He defeated the figure but was trapped in a crystal by a mysterious spell.

Ellie awoke from the flashback, realizing that the sword belonged to Sir Rufus. Determined to free him, they journeyed deeper into the woods. They met the giggling Giggles, the laughing river, and Lolly, the laughing river, who gave them clues.

As they neared the heart of the forest, they encountered Giggles, the giggling grasshopper who offered to lead them through a maze of tall grass. Finally, they reached a clearing where a crystal stood, glowing softly.

Inside the crystal, they saw the silhouette of Sir Rufus. Remembering the words of Leo the Lizard, Ellie raised the sword and chanted, "Bravery shines and darkness fades, free the knight from timeless shades." A beam of light shot from the sword, shattering the crystal.

Sir Rufus emerged, thanking Ellie and Max for their bravery. He led them to the Hidden Star, which granted each of them a wish. Ellie wished for the Whispering Woods to always be safe, Max wished for endless adventures, and Rascal, with a twinkle in his eye, wished for an endless supply of tasty treats. The children returned to Glitter Glen as heroes, with tales of their adventure and the knowledge that the magic of Whispering Woods was safe once again.

Questions

Answer the questions below.

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

2) List all the characters in the story that helped understand the plot of the story.

3) **Personal Wonder** If you were in the story, what would you have done differently? Why?**Reflection**

Answer the following questions.

1) How did the flashback help you in understanding the story? Did it make the story more interesting?

2) How did the flashback help Ellie and Max in their journey?

Traditional Literature - The Tortoise and the Hare

In a sunny field next to a big, cool forest, there lived a tortoise named Tilly and a hare named Harry. Tilly was a calm and kind tortoise who liked to take her time and look at the clouds. She always finished what she started, even if it took a while. Harry was a fast and bouncy hare who loved to race the wind and brag about how quick he was to anyone who would listen.

Nearby, there were three friends: a squirrel named Sam, a sparrow named Sally, and a butterfly named Benny. Sam was always busy collecting acorns, Sally chirped all day, and Benny fluttered about looking for flowers.

One bright day, while Harry was showing off how fast he could run, he was plodding along, steady and slow. He could run a mile around the old oak tree and back before you could sneeze. He laughed.



Tilly just smiled and thought, "My how time could be fun."

As Harry went to sleep, he dreamt about a big race from last spring. He had zoomed and zoomed, but he decided to take a nap mid-race. But in his dream, when he woke up, he didn't see Tilly crossing the finish line, slow and steady, while he was still sleeping! He woke up with a jump. "That won't happen," he said to himself. "I'm too fast to lose!"

The day of the race came, and all the animals gathered. Sam had a little side adventure going on. He had made a bet with Sally for 100 acorns before the race ended. He scurried around, his little paws full of acorns, darting back and forth across the field.

"Ready, set, go!" shouted Sally, and the race began. Harry zoomed like he always did, leaving Tilly far behind. Tilly didn't mind. She moved slowly, enjoying the warmth of the sun on her shell.

Harry, confident he'd win, decided to rest under a tree, thinking about the dream he had. But he didn't go to sleep this time. He watched the clouds and waited. He thought Tilly would never catch up.

Meanwhile, Tilly kept going, step by step, passing Harry as he lounged by the tree. The crowd cheered for Tilly as she went by, and Harry, hearing the cheers, suddenly remembered his dream. He jumped up and raced after Tilly with all his might.

As Tilly neared the finish line, Harry was catching up. But she didn't hurry or worry. She just kept going, steady and sure. And just like in Harry's dream, Tilly reached the old oak tree first. Everyone cheered, especially Sam, who had just gathered his 100th acorn.

Harry couldn't believe it, but he smiled. "Well done, Tilly," he said. "You've taught me that being steady is just as important as being fast."

Comprehension

Answer the questions below.

1) Describe the flashback in the story. What did the character see?

2) Who were the minor characters in the story? Describe their roles.

3) What was the subplot in the story? What did it add to the story?

About the Story

Answer the following questions.

1) Why do you think the author included the subplot in the story?

2) Traditional literature includes fables, legends, folktales, myths, and fairy tales that often teach a lesson. What lesson is taught in this folktale?

Traditional Literature - The Boy Who Cried Wolf

In the little village, nestled between green fields and whispering woods, there was a young boy named Alex. Alex had a big job for a boy: he was the shepherd. Every day, he watched the sheep, making sure they were safe.

Alex liked to have fun, maybe too much fun. In the village, there was Mrs. Ella, who baked the yummiest bread, and his best friend Lily, who could make a flower crown in less than a minute.

One sunny day while the sheep nibbled on grass, Alex had a naughty idea. He wanted to play a trick. He yelled, "Wolf! Wolf!" just to see what would happen.

Mrs. Ella ran to the help, and Lily dropped her flowers. They ran to help Alex, but when they got there, it was all a joke. Alex laughed, but his friends did not.

He played this trick a few times, and fewer friends came to help. Mrs. Ella said, "If you tell lying tales, no one will come when you really need help."

That night, Alex remembered something his grandpa told him a story about a boy who cried wolf, and the star dimmed until it was gone. Alex now he thought maybe it was important.

While this was happening, Lily had a problem. Her flower crown had gone missing. She looked everywhere, in the meadow, by the stream, even in Mrs. Ella's bakery. She was sad because it was special, made from the first flowers of spring.

The next day, a real wolf sneaked out of the trees. Alex said, "Wolf! Wolf! A real wolf this time!" But the villagers were tired of his tricks. They didn't come.

Alex had to be brave. He clapped and shouted, and the wolf ran away. The sheep were safe, but Alex felt alone.

When the villagers found out there was a real wolf, they felt sorry. They told Alex they should have helped. Alex felt sorry too, because he knew he had made a mistake.

Together, they fixed the fence to keep the sheep safe. And while they worked, Lily found her flower crown! It was in the field. The sheep had found it and were using it to play a game. Lily laughed. She wasn't sad anymore because now she had a funny story to tell.

From that day on, Alex was honest. And when he said something, everyone listened. Mrs. Ella gave him the first slice of bread from the oven, and Lily made him a new flower crown, one with extra colours.

And Alex, with his honest words, was like a bright star in the village, never dimming again. Lily's flower crowns became famous, and the villagers knew they were all safer and happier when they worked together and told the truth.



Questions

Answer the questions below.

1) Who was the major character in the story? Describe his personality.

2) List the two minor characters in the story. What roles did they play?

3) Describe the _____ in the story. How did it connect to the main story?

4) What lesson did you learn from this fable?

Visualizing

Draw what you were picturing while you were reading. Explain the picture.

The Story of Marathon – Different Points of View

First-Person

My name is Pheidippides, and I'll never forget the day General Miltiades called me into his tent. He looked at me with grave eyes. "Pheidippides, we've won the Battle of Marathon, but the Persians have set sail to attack Athens. You must warn the city!" My heart sank, but I nodded, understanding the urgency.

With my sandal straps fastened, I sprinted down the path from Marathon to Athens. Each step was a mix of agony and urgency, my legs heavy but my mind even heavier. I couldn't let my city down.



Second-Person

Imagine you're in my place. You feel the urgency, the need to protect your loved ones back in Athens becomes your driving force. Each stride you take is a Herculean effort, but the thought of Athenian children playing under the olive trees of the city spurs you on.

Your legs are aching, your throat is dry, but you can't stop. You must deliver, a city to save.

Third-Person

As Pheidippides' feet pounded the earth, his eyes glimpsed the distant Athens skyline. The Parthenon stood tall, a beacon calling him home. He thought of his family and friends who were unaware of the looming threat.

His muscles screamed in agony, but his determination was unbreakable. Bursting into Athens, he shouted, "Prepare for battle! The Persians are coming by sea!" His voice echoed across the agora, ringing the alarm for all to hear. Exhausted but relieved, Pheidippides collapsed, knowing he had saved his city.

Questions

Answer the questions below.

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

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

**Personality
Traits**

Describe Pheidippides personality - ambitious, curious, trustworthy, confident, empathetic, brave, etc.

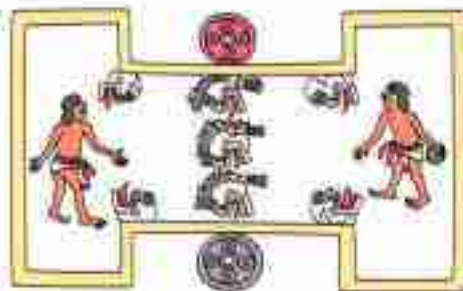
Advantages/Disadvantage of Points of View

Version 1: First-Person Point of View

Hi, I'm Maya! Guess what? My favourite game in the whole wide world is Ulama! It's not just any game; it's a really, really old one that people have been playing for thousands of years! My friends and I play it every Saturday.

Last weekend, we had the most exciting match ever. I was on Team Jaguar, and we were up against Team Monkey. The ball was super heavy, but I pushed it with my hips as hard as I could. "Maya!" my friends cheered. I felt like a real Ulama champion! We won by just one point, and I couldn't believe it.

So, if you're looking for a game to play, why not try Ulama? Maybe you'll like it just as much as I do!



Version 2: Second-Person Point of View

Imagine you're Maya, a kid who loves playing Ulama more than any other game. It's Saturday, your favourite day of the week. You're on Team Jaguar, and you're playing against Team Monkey.

The ball feels heavy, but you're ready. Using your hips, you push the ball toward the goal. Your friends are cheering, "Go, Maya!" and it makes you feel like you're doing it; you're really playing Ulama like the champions from old times. Your team wins by a single point, and you can't help but smile. You're a part of something so old and meaningful, and it feels amazing.

Version 3: Third-Person Point of View

Maya is a young girl who absolutely loves playing Ulama, an ancient game that has been around for thousands of years. Every Saturday, she and her friends gather for a match. This Saturday is special; Maya's Team Jaguar is going head-to-head with Team Monkey.

The ball is heavy, but Maya is determined. She uses her hips to push the ball toward the goal. Her friends cheer her on, shouting, "Go, Maya!" Their cheers fill her with pride and excitement. In a nail-biting finish, Team Jaguar wins by just one point. Maya can't contain her smile; she feels like a true Ulama champion.

Playing Ulama makes Maya feel connected to a rich history, and she can't wait for next Saturday to do it all over again.

Advantages/Disadvantage of Points of View**Analyze**

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

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

Which story is your favourite version? Explain why.

| |
|----------------------|
| |
|----------------------|

Simile

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

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



Think: Read and underline examples of similes, then write them below.

Once upon a time, in a small village, as a silent night, there lived a young boy named Felix. Felix was as curious as a cat, always seeking new adventures.

One sunny morning, bright as a polished mirror, Felix discovered a hidden path in the forest. The trees stood tall like guardposts in a secret world. As he walked, the leaves rustled like whispers of ancient stories.

Suddenly, he saw a bird with feathers as blue as the sky, singing a song as sweet as honey, leading Felix to a clearing. There, in the middle of the clearing, was a sparkling pond, clear as a crystal.

Felix realized that beauty and wonder were all around, just like a clear night sky. He promised to explore as much as the endless ocean and share his adventures, inspiring others to find their own paths.

Scavenger Hunt

Find books that have examples of similes.

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

Matching

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

| Column A | Column B |
|-------------|------------|
| As loud as | a clown |
| As funny as | water |
| As slow as | a tortoise |
| As blue as | thunder |
| As clear as | the sky |



Metaphor

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

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

**Think**

Read the story below and find examples of metaphors.

Once upon a time, in a village nestled between rolling hills, lived a young girl named Clara. Her heart was as big as the open sky, and her dreams soared like an eagle in the sky.

One day, Clara found a tiny, trembling kitten hidden under a bush of flowers. Its fur was as soft as clouds, and its eyes sparkled like stars. Clara's heart melted like snow in spring.

She named the kitten Leo, and they became inseparable. They danced in the rain, and Leo taught Clara to purr with happiness. Together, they created a symphony of joy, playing sweet music that echoed through the village.

As the seasons changed, their friendship bloomed like a flower in the sun. Clara and Leo showed the village that love and kindness are golden keys that unlock the treasure chest of happiness. And so, their story became a legend, a whispering wind of warmth and light in every heart.

Name: _____

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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. |
| | |
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Match The Column

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

| Column A | Column B |
|-------------------------|--|
| Heart of a lion | Brings happiness and brightness |
| Time is a thief | Very brave |
| Life is a rollercoaster | Time passes quickly, taking moments away |
| She is the sunshine | Pleasant to listen to |
| Her voice is music | Full of ups and downs |

Figurative Language - Idiom

An **idiom** is a phrase where the words together have a different meaning than the individual words. It's like a special code! When you hear an idiom, you can't understand it just by looking at each word. You have to know what the whole phrase means together.

For example:

1. "Break a leg" doesn't mean to actually break someone's leg. It's a fun way to wish someone good luck.
2. "Cry over spilled milk" is not about crying about actual milk. It means to worry about something that can't be changed or fixed.



Think _____ Try below and find examples of idiom. Write them below.

In the heart of a busy city lived a young boy named Max who always had a lot on his plate. He was a bundle of energy, jumping from one activity to another. One sunny day, Max decided to bake a cake for his mother's birthday. He knew it wouldn't be a piece of cake, but he was up for the challenge.

Max started by breaking a few eggs, but he slipped up when he accidentally dropped one! He didn't cry over spilled milk; instead, he cleaned up and continued. Mixing the batter, he realized baking was not his forte, but he was in too deep to back out now.

After what felt like ages, the cake was finally in the oven. Max paced the kitchen and hoped for the best. To his surprise, the cake turned out great. His mother smiled upon. "You've really outdone yourself," she beamed.

That day, Max learned that even if something isn't your forte, giving it your best shot can lead to sweet success.

Scavenger Hunt: Idiom**Scavenger Hunt**

Find books that have examples of idiom.

| Book Name | Example – Describe or quote the example. |
|----------------------------------|--|
| Timothy's Time-Tangled Adventure | "Bite off more than he could chew" – When Timothy decides to fix history, he realizes he's taken on a huge task. |
| | |
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| | |

Choose

Circle the correct meaning of the

| |
|-----------------------------|
| 1) Piece of cake |
| A slice of dessert. |
| Something very easy to do. |
| 2) Spill the beans. |
| To drop beans on the floor. |
| To reveal a secret. |
| 3) Out of the blue |
| Out in the open air. |
| Something blue in colour. |
| 4) Hit the books |
| Literally hitting books. |
| To begin studying. |

| |
|--------------------------------------|
| 5) When pigs are in a pen |
| Something that will happen. |
| When pigs are in a pen. |
| 6) A penny for your thoughts |
| Asking someone about their thoughts. |
| Buying something for one penny. |
| 7) The ball is in your court |
| You have the basketball. |
| It's your decision or turn to act. |
| 8) Hold your horses |
| To physically hold horses. |
| To wait a moment or be patient. |

Sequencing the Plot of a Story

A) Emily couldn't believe her eyes. There, half-buried in the dirt, was a bone—no ordinary bone, but a dinosaur bone! Her heart raced with excitement as she carefully began to brush away the dirt surrounding it.

B) Emily had always loved dinosaurs. She read books about them, watched documentaries, and even visited museums just to see their massive skeletons. Her room was like a mini-museum filled with dinosaur posters and models.

C) "You're on to something, Emily!" said Mr. Johnson, her science teacher and the club supervisor. "Make sure you document everything." Emily nodded, jotting down her findings in her science teacher's notebook.

D) Armed with her field kit—a small shovel, brushes, and a journal—Emily had joined the after-school paleontology club. Today was their first field trip, and they had come to a site where a dinosaur bone had been found before.

E) With the bone finally unearthed, Emily carefully placed it in a protective box. She couldn't wait to get it back to the school for further examination.

F) At school the next day, Emily and Mr. Johnson cleaned and examined the bone. "It's definitely from the Cretaceous period," Mr. Johnson said, looking through a microscope. "Probably from a Triceratops."

G) As Emily got off the school bus, her eyes immediately began scanning the ground. She was full of hope but also nervous. What if she didn't find anything? All her worries evaporated when her eyes met the ground.

H) Emily presented her findings to the paleontology club the following week. Her classmates listened in awe as she described her discovery and its importance. Emily felt proud; she had uncovered a piece of history, and her dream of becoming a paleontologist was one step closer to reality.



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 – Inferencing: Cause and Effect

In stories, "cause and effect" means one thing happens because of another thing. It's like a chain of events.

- **Cause:** It rains. **Effect:** You get wet.
- **Cause:** You study hard. **Effect:** You get good grades.
- **Cause:** The dog barks. **Effect:** The cat runs away.



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

| | | |
|--|-------|--------|
| The <u>storm</u> came, so the lights went out. | Cause | Effect |
| You <u>don't water</u> the plants, so they die. | Cause | Effect |
| She reads a book every day, and <u>she becomes a better reader</u> . | Cause | Effect |
| Because he didn't tie his shoelaces, <u>he tripped and fell</u> . | Cause | Effect |
| It's <u>your birthday</u> , so you get presents from everyone. | Cause | Effect |
| She feels sick, so <u>she goes to bed early</u> . | Cause | Effect |
| He <u>practices the piano daily</u> , and he becomes good at it. | Cause | Effect |
| If you feed the dog, <u>the dog wags its tail</u> . | Cause | Effect |
| The <u>teacher explains the lesson</u> , so the students understand it better. | Cause | Effect |

Think: Think of either the cause or effect that matches below.

| Cause | Effect |
|--------------------------------|------------------------|
| She studies hard, | |
| | so now you are hungry. |
| They didn't follow the recipe, | |
| | so you slept in. |

The First Printing Press Adventure

The First Printing Press Adventure

Once upon a time in a quiet, little village, a brilliant man named Mr. Gutenberg showed his newest invention: the first-ever printing press. "With this incredible machine," he declared, "books and ideas can be shared with everyone in the village!"

His daughter Emily was beyond thrilled. She had always dreamed of creating a storybook for her little brother Tim's upcoming seventh birthday. "What a chance!" Emily thought with excitement. She gathered her quills, ink, and an abundance of parchment to begin drafting.



At the same time, Mr. Thompson, the village elder, had heard whispers of this groundbreaking invention. "A printing press, you say? It could revolutionize our village!" He approached Mr. Gutenberg and proposed, "Could you print our village laws? It would help our citizens be more informed and responsible."

Emily was deep in the creative zone, her imagination running wild. One day, while sitting at her desk by a river, when disaster struck. Her elbow accidentally knocked over the bottle of ink on the table. The ink spilled across her draft, ruining her hard work. "This is terrible!" she wept. "Now I'll have to rewrite everything."



Her father, Mr. Gutenberg, agreed to Mr. Thompson's request and began preparing the press. It took some time to get the laws. This meant Emily had to wait.

After what seemed like an eternity, Emily finished her new, improved draft. Mr. Gutenberg had also completed the printing of the village laws. Together, they fed Emily's pages into the press, and her beautiful storybook was printed just in time for Tim's birthday.

The impact was immediate and astonishing. Villagers found it much easier to understand the laws, now that they were clearly printed and posted in the town square. As for Tim, he was overjoyed with his special storybook, hugging Emily tightly.

And so, the invention of the printing press brought joy, understanding, and a sense of community to everyone in the village.

Cause/Effect

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

1) Finish the effects of the causes below.

Mr. Gutenberg makes a printing press,

Emily wants to write a story,

Mayor Thompson hears about it,

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

so she has to re-write her story

so Emily has to wait

so they print Tim's book

Think

Write any causes you can think of from the story.

Plots

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

Story – Comparing Identities

Max's Marvelous City Adventure

Once upon a time in a bustling city filled with towering skyscrapers and colourful parks, there lived a curious boy named Max. Max was known for his adventurous spirit and knack for solving puzzles. He had bright, inquisitive eyes and a smile that could light up the darkest alley.

One day, Max decided to embark on a city adventure. He put on his favourite sneakers and his trusty backpack, and set out to explore the unknown corners of his city. As he wandered through the streets, he encountered various challenges.

First, he came across a black cat stuck up a tree in the park. Without hesitation, Max climbed the tree and carefully carried the kitten down to safety. His bravery and kindness were evident in his actions, just like his smile.

Next, Max stumbled upon a group of friends arguing over a lost treasure map. Using his problem-solving skills, Max helped them piece together the torn parts of the map. His cleverness and patience helped restore harmony among the friends.

As the day turned to dusk, Max found himself in front of a grand mural that depicted the city's history. He stood there, mesmerized, soaking in the stories of the past. His love for learning and appreciation for art were evident to anyone who passed by.

Max's city adventure was more than just a day of exploration. It was a journey that showcased his bravery, kindness, cleverness, patience, love for learning, and appreciation for beauty. As he headed home, his heart was full, knowing that his unique traits made his adventure truly marvelous.

And so, Max's story teaches us that we all have special qualities that make us who we are. Now, think about your own adventures and the traits that make you unique. What kind of journey will you embark on?



Compare

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

Similarities**Differences**

Identity
Comparison

PREVIEW

Métis Story – Comparing Life Experiences

A Day with Marius: A Métis Adventure

Once upon a time, in a vibrant Métis community nestled by a sparkling river, lived a young boy named Marius. Marius had a spirit as lively as the jigs and fiddle tunes that filled the evening air in his village.

Each morning, Marius greeted the day with the sun, helped his family by drawing water from the river and gathering wild berries in the woods. He wore a sash, brightly coloured to reflect his Métis heritage, which swayed as he moved.



One day, Marius set out on an adventure with his trusty companion, a small, energetic dog named Remy. Together, they explored vast lands, tracing the paths of their ancestors. Marius was eager to learn a special line, just like his grandparents taught him, to catch rabbits using bare willow branches.

As the sun began to dip below the horizon, painting the sky in shades of orange and pink, Marius and Remy returned home. The aroma of bannocks, baked by his grandmother, filled the air. Marius shared stories of his day, his eyes twinkling with excitement, as his family listened intently, their hearts swelling with pride.

That evening, as Marius lay down to sleep, he felt a deep connection to his ancestors and the land. He knew that his traditions were a bridge to the past and a guide for the future.

Now, think about your own day. How does it compare to Marius's? What adventures do you have, and how do you help your family? Let's share and celebrate the uniqueness of our lives!

Name: _____

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Curriculum Connection
ORA.1, ORA.4

Compare

Answer the following questions.

1) Marius starts his day by fetching water and gathering wild berries. What do you do in the morning?

2) Marius's evenings are filled with family stories and the aroma of freshly baked bannock. What does your family do in the evenings?

3) Marius wears a beaded necklace, a special part of his Métis heritage. Do you have something special that represents your family traditions? Write a few sentences about its significance.

Draw

Create a side-by-side drawing of Remy, Marius's dog, and your pet or your dream pet on an adventure. If you don't have a pet, draw a companion you'd like to have.

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

Persuasive Writing Advertisement

🌟 Come Join Our Persuasive Writing Class! 🌟

Hey Awesome Grade 4s! Ever wanted to be a word superhero? Get people to see things your way? We have the perfect class for you! 📄



👉 What You Will Learn:

- ✓ Winning Arguments: Be like a word lawyer and make your case!
- ✓ Sentence Structure: Learn to build strong sentences that people can't ignore!
- ✓ Power Vocabulary: Use cool persuasive words like "must," "should," and "important!"

🌈 Why Persuasive Writing is Awesome:

- ✓ Share Your Ideas: Make people understand why your thoughts are the best!
- ✓ Become a Word Artist: Paint pictures with your words to win people over!
- ✓ Friendly Debates: It's like having a super fun argument!
- ✓ Boost Confidence: Feel super sure of yourself when you write persuasively!

👉 Who Should Join?

- ✓ Anyone who loves sharing their ideas!
- ✓ Kids who like convincing others that their opinion is best.
- ✓ Future politicians, company owners, advertisers, or lawyers!



So what are you waiting for? Come and join our Persuasive Writing Class and become a word superhero!



Sign up today and let your words do the talking! 💬 🌟

Persuasive Writing Advertisement

True or False

Is the statement true or false?

| | | |
|--|------|-------|
| 1) Only a formal voice is used in persuasive writing. | True | False |
| 2) Persuasive Writing is boring. | True | False |
| 3) This class will teach you to be a "word lawyer." | True | False |
| 4) Being persuasive sometimes means friendly debates. | True | False |
| 5) Choosing the right words isn't important in persuasive writing. | 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 |
|---------------|----------|----------|----------|----------|
| Good | | | | |
| Bad | | | | |
| Happy | | | | |
| Smart | | | | |
| Small | | | | |

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

| | |
|---------------|--|
| Politician | |
| Company Owner | |
| Lawyer | |
| Advertisers | |

Persuasive Writing – Multiple Perspectives

Smartphones Should Be Allowed in Class

Did you know that smartphones can be educational tools? According to research, smartphones can be used to access information quickly and efficiently during class. Teachers can use apps to help with interactive learning, and students can look up facts or definitions in real-time. With parental controls and educational apps, the distractions can be minimized. A study by the University of Toronto showed that students who used educational apps scored higher on tests than those who didn't. So, allowing smartphones in class, when used responsibly, can actually benefit our education.

Smartphones Are Too Distracting for Class!

I can't count the times I've seen kids glued to their screens, ignoring the teacher completely. Smartphones are way too distracting and make it hard for anyone to focus. It's not just about one person; if one kid starts giggling at a funny video, the whole class gets distracted. And what about the temptation to text or play games? Sure, smartphones have some educational uses, but they have no place in the classroom. We're here to learn, not to get distracted by social media!

Think Critically

Answer the questions below.



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

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

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

Persuasive Writing – Thinking Critically

Hey everyone, I'm Sammy, and I've got something super important to tell you: kids should absolutely be allowed to choose their own bedtime! I mean, come on, bedtime is just so unfair! Why do parents get to stay up late and we don't? It's like they don't even trust us!

Honestly, staying up late is super fun and missing out on it is just the worst thing ever. Parents say it's because of "school" or "health," but let's be real here. They just don't want us to have fun!

And guess what? When I'm up late, I can play more video games, chat with my friends, and even sneak some extra snacks. I mean, that's way better than going to bed and doing NOTHING!

So, let's make a rule: I want to tell all the grown-ups that kids should pick their own bedtime. Trust me, it would be so much better!



Think Critically

Answer the questions below.

1) We should ask questions when we read something or hear an argument. Answer the questions below.

a) Who is the source of the writing? Are they biased?


b) Are their arguments true? Did they make up any lies?

c) Is this person a trustworthy source of information? Explain.

2) Sammy didn't use any statistics/facts. What facts/stats would have helped his argument?

Inferences - Persuasive Writing Advertisement

Revolutionize Your Landscaping Business with Our Ultra-Durable Wheelbarrows!

Hey there, landscaping pros! Tired of back-breaking work and time-consuming projects? Say hello to efficiency and goodbye to sore muscles with our top-of-the-line wheelbarrows! 

Why Choose Our Wheelbarrows?

- Massive Capacity: Hold up to 500 pounds! That's like moving 10 large bags of soil in a single trip.
- Safety: Studies show that using wheelbarrows reduces the risk of back injury by a whopping 15%.
- Time-Saver: Cut your work time up to 25% by eliminating constant back-and-forth trips.
- Longevity: Our wheelbarrows are built from high-grade materials that can withstand the test of time.

Stats Don't Lie!

- 95% of our customers reported increased efficiency.
- 89% experienced reduced muscle fatigue!
- An impressive 100% said they would recommend our wheelbarrows to other landscape owners!


Think About the Time and Money You'll Save!

If you finish jobs 25% faster, you could take on an extra 1 or 2 projects every week! More jobs = more profits!

A Wise Investment

The cost of our wheelbarrow pays for itself in just a few jobs, thanks to the time and effort you'll save!

So why settle for less? Elevate your landscaping business today with our unbeatable wheelbarrows!

 Call Now and Take Your Business to the Next Level!



Local Inferences

Make inferences based on the sentences below.

"Studies show that using wheelbarrows reduces the risk of back injuries by a whopping 25%!"

"If you finish jobs 25% faster, you could take on an extra 1 or 2 projects every week!"

"Long-lasting. Our wheelbarrows are built to last, made from high-grade materials that can withstand the toughest conditions."

"Massive Capacity. Hold up to 500 pounds!"

Global Inferences

Make 4 inferences based on the advertisement.

Reflect

Why is it important to think critically about advertisements?

Inferences - Persuasive Writing Advertisement

Dear Students,

I hope you are all doing well and enjoying your time at school. I wanted to talk to you about something very important: being inclusive and celebrating diversity.

Our school is a special place because it is like a big, colourful garden. In a garden, different types of flowers bloom side by side, making it more beautiful. Just like flowers, each one of you is unique and brings something special to our school community.

It is important to include everyone, even if they look or act differently than you. When we all play together, share our ideas, and treat each other kindly, we learn so much more.

Have you ever noticed the wobbly bench in the playground? It is there to help kids who are feeling lonely. If someone is sitting there, it's a good chance to make a new friend.

Please remember that differences are what make us special. By including everyone, our garden—our school—can be a beautiful and amazing place to be.

Thank you for listening, and for helping our school be the best it can be!

Sincerely,
Principal McGuire



Local Inferences

Write 3 things the principal is subtly saying. For each thing, write the first piece of evidence that supports your inference. Then draw a picture of each thing.

| | |
|------------|--|
| Evidence | It is important to include everyone... |
| Conclusion | |

| | |
|------------|--|
| Evidence | |
| Conclusion | |

| | |
|------------|--|
| Evidence | |
| Conclusion | |

Local Inferences

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

| | |
|-------------------|---|
| Implicit Evidence | "In a garden, different types of flowers bloom side by side, making it more beautiful." |
| Inference | |
| Conclusion | |

| | |
|-------------------|--|
| Implicit Evidence | "If you see someone sitting there, it's a good chance to make a new friend." |
| Inference | |
| Conclusion | |

| | |
|-------------------|--|
| Implicit Evidence | "Please remember, differences are what make us special." |
| Inference | |
| Conclusion | |

Global Inferences

Make 3 inferences based on the entire text.

| |
|--|
| |
| |
| |

Reflect

Why is it helpful to understand bias in persuasive texts?

| |
|--|
| |
| |
| |

Persuasive Writing Advertisement – Métis Art

🌟 Discover the Magic of Métis Beadwork! 🌟

Hey, students! Get ready to dive into a world of colour and culture with our amazing Métis Beadwork Kits! 🧵🌟

Why You'll Love It! ❤️

- **Create Your Own Masterpiece:** With these kits, you can design and craft your very own beautiful piece, just like the skilled Métis artisans of Canada!
- **Easy, Easy Fun:** Comes with step-by-step instructions, making it super easy and fun! Perfect for beginners and artists like you. 📖✏️
- **Learn & Grow:** Not only will you create something beautiful, but you'll also learn about the rich Métis culture and traditions. It's all in one! 📖🧵

Cool Facts! 📊

- Did you know? Métis beadwork is known for its vibrant colours and intricate designs, inspired by nature and storytelling. 🌸🐦
- Over 10,000 kids across Canada have already enjoyed learning the art of beadwork with our kits! 🌍👥

🌈 What's Inside? 🌈

- Colourful Beads Galore! 🌟
- Easy-to-Use Tools! 🔧
- Fun Templates! 📄
- A Cool Booklet about Métis Culture! 📖

Don't Miss Out! 🚀

Join the fun and become a young Métis artist today! Create, learn, and share your art with friends and family. Your masterpiece is just a kit away! 🌟



Evaluation

Answer the questions below.

1) Describe how the colours and pictures in the advertisement make you feel. Do they make you want to learn more about Métis beadwork?

2) What part of the advertisement makes you most interested in the Métis Beadwork Kits? Is it the colours, the pictures, the text, or something else? What do you want to learn, or something else?

3) What icons (like stars, paw prints, or other symbols) do you see in the advertisement? How do they help tell you what the beadwork kit is for?

Evaluation

If you were to make your own advertisement for a Métis Beadwork Kit, what would you definitely include? Think about colours, pictures you would use.

Block 6: Informational Reports

Focus

- ✓ Text features like bold, hyperlinks, etc.
- ✓ Diversity, inclusion, and accessibility themes - facts
- ✓ Making inferences after reading
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Summarizing and Synthesizing
- ✓ Problem/Solution Reports

Comprehension – Text Features in Reports

The Rock Cycle: Nature's Recycling System

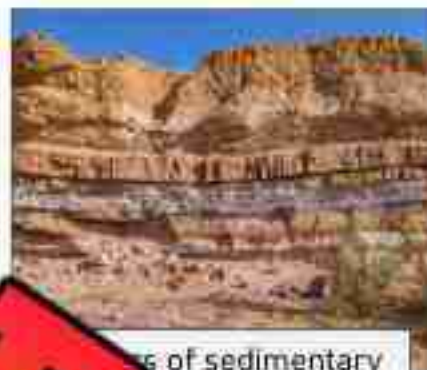
Rocks are all around us, and they go through an amazing journey called the **rock cycle**. This cycle changes rocks from one type into another through processes like **melting**, **cooling**, and **erosion**.

Meet the Rocks

Igneous rocks form when **magma** cools and hardens. The speed of the cooling affects the size of the crystals. **Basalt** has small crystals because it cools quickly, while **granite** has large crystals because it cools slowly.

The Layered World of Sedimentary Rocks

Sedimentary rocks come from materials like sand, shells, and even old plant matter. These materials are pressed together over time to form rocks like **limestone** and **sandstone**.



Transformation into Metamorphic Rocks

Metamorphic rocks used to be either igneous or sedimentary rocks but changed because of heat and pressure. If you've ever seen marble, you've seen a metamorphic rock.

The Journey of Rocks

Throughout their life, rocks can change into different types thanks to the rock cycle. Here are some steps rocks might go through:

- 1) **Weathering**: Breaks down igneous rocks into smaller pieces.
- 2) **Forming Sedimentary Rocks**: These small pieces can later gather and form sedimentary rocks.
- 3) **Becoming Metamorphic**: With heat and pressure, any rock can change into a metamorphic rock.

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) What subheadings are used in the report?

3) Why is the caption helpful to the reader?

Making Connections

Make connections to your world, and to other texts.

Text-To-Self: What does the report remind you of about your life?

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

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

Compare and Contrast Report – Arch or Beam Bridge

Comparing Engineering Marvels: Arch Bridge vs Beam Bridge

Introduction

Bridges are essential for connecting places separated by water, valleys, or other obstacles. Two of the most commonly used bridge designs are arch bridges and beam bridges. This report aims to compare and contrast these two types of bridges to help you understand their unique features and applications.



Essential Components: What Makes Them Stand?

Both arch and beam bridges serve the fundamental purpose of providing a passageway over an obstacle. However, their structural designs are quite different.

- **Arch Bridges:** Rely on a curved structure that distributes weight onto the foundations at each end. They are naturally strong and can bear heavy loads.
- **Beam Bridges:** Simplicity is key. They consist of a horizontal beam supported at each end by piers. The weight of the bridge and any additional load is transferred down the supporting piers.

Advantages and Limitations: What Works Where?

Arch bridges and beam bridges have their own set of advantages and disadvantages:

- **Longevity:** Arch bridges often last longer and require less maintenance.
- **Load Capacity:** Beam bridges can usually handle less weight in comparison to arch bridges.
- **Construction Time:** Beam bridges are quicker and less expensive to build.
- **Aesthetic Appeal:** Arch bridges usually offer more visual appeal.

Making the Choice

The decision to build an arch bridge or a beam bridge depends on various factors like the location, purpose, and available resources. In terms of longevity and aesthetic value, an arch bridge usually wins out. However, if speed of construction and cost-effectiveness are primary concerns, a beam bridge may be the better option.



True or False

Is the statement true or false?

| | | |
|---|------|-------|
| 1) Arch bridges have a curved structure that helps distribute weight. | True | False |
| 2) The aesthetic appeal is usually greater in beam bridges. | True | False |
| 3) Speed of construction is a big concern when building an arch bridge. | True | False |
| 4) Beam bridges are generally more expensive and take longer to build. | True | False |
| 5) Arch bridges require more frequent maintenance than beam bridges. | True | False |

During Reading

Write 3 questions that come to mind while you read.

| | |
|----|--|
| 1) | |
| 2) | |
| 3) | |

Compare

Fill in the table with the advantages and disadvantages of both types of bridges

| Criteria | Arch Bridges | Beam Bridges |
|--------------|--------------|--------------|
| Longevity | | |
| Load | | |
| Construction | | |
| Look | | |

Problem and Solution Report

Understanding Climate Change: Our Role in Making a Difference

What is Climate Change?

Climate change is a big problem where the Earth gets warmer and the weather changes a lot. This happens because of things like cars and factories putting too much gas into the air, which traps heat from the sun. This is making our planet warmer, causing problems like melting ice and weird weather.



Solutions From An Environmentalist – Has An Expert Opinion

- 1) Plant More Trees: Trees are like Earth's air filters. They take in bad gases and give out oxygen, which we need to breathe. Planting more trees can help clean the air.
- 2) Use Renewable Energy: Renewable energy comes from things that won't run out, like the sun and wind. Using solar panels and wind turbines instead of burning coal or oil can reduce the bad gases.
- 3) Protect Our Oceans: The oceans take in a lot of carbon dioxide, a gas that causes climate change. Keeping oceans clean and healthy helps them do this job better.

Solutions From A Child – Wants To Save The World For A Future

- 1) Walk or Bike More: Instead of using cars, we can walk or bike. It's fun and good for our health, and it also means less gas goes into the air.
- 2) Recycle and Reuse: By recycling things like paper and plastic, we can make so much new stuff. This saves energy and reduces waste.
- 3) Spread the Word: We can tell our friends and family about climate change and how to help. The more people know, the more they can do to help.

Solutions From A Teacher – Can Educate Students Who Can Make A Big Difference

- 1) Educate About Climate Change: As a teacher, I can teach you about climate change and how we can help. Understanding the problem is the first step to solving it.
- 2) School Projects: We can do projects like planting a garden at school or making posters about saving energy. This helps us learn and make a difference.
- 3) Encourage Eco-Friendly Habits: I can encourage habits like turning off lights when not in use or not wasting water. Small changes in our daily routine can have a big impact.

Reflection

Answer the questions below.

1) Write one solution from each perspective that you like the best and explain why.

Environmentalist

Child

Teacher

2) **Inferencing:** Think about what would happen if many people started following the solutions given by the child. List two changes you think could happen.3) **Personal Wondering:** If you could add one more solution to fight climate change, what would it be? Explain why you think it would be helpful.4) **Cause/Effect Relationship:** If we don't take action against climate change, what are some negative effects you think might happen in the future? List two.

Activity – Summarizing Reports

Objective

What are we learning more about?

To summarize a 4-part report, understand the main ideas, and work together as a team.

**Instruction**

How do we complete the activity?

- 1) Form Groups: Divide students into groups of 4. Each group receives a 4-part report.
- 2) Assign Parts: Each student in the group picks one part from the report to read and summarize.
- 3) Read and Summarize: Each student reads their part carefully and writes a short summary on a piece of paper. The summary should be 2-3 sentences and capture the main idea of their section.
- 4) Share Summaries: Once everyone has finished writing, each student shares their summary with the rest of the group.
- 5) Create the Big Summary: After hearing all the summaries, work together to combine them into one big summary that captures the main points of the entire report. You can write this on a separate piece of paper.
- 6) Discuss: Talk about how each student's summary contributed to the overall understanding of the report. Were there any surprises? Did summarizing help you understand the report better?

Activity – Summarizing Reports

Instructions

Cut out the sections of the report below

1)

The Climate Zones: Earth's Weather Patterns

Our planet Earth has different climate zones that make each part of the world unique. The zones have special types of weather, and they help to create the habitats where plants and animals live. Let's explore these fascinating zones!

Hot and Wet: The Tropical Zone

In the tropical zone, it's all hot and rainy all year long. This zone is near the equator. The rainforests are a big part of this zone, filled with lots of trees, colourful birds, and interesting animals like monkeys and toucans. The heavy rain and warm temperatures are a perfect home for many creatures.

Warm Summers, Cold Winters: The Temperate Zone

The temperate zone has seasons like summer, autumn, winter, and spring. This is where you'll find forests with trees that lose their leaves in autumn, and animals like deer and squirrels. The changing seasons make it a fascinating place for different kinds of plants and animals.

3)

Cold and Icy: The Polar Zone

In the polar zone, it's very cold almost all the time. You'll find ice and very few trees. The animals here, like polar bears and penguins, have special adaptations like feathers to stay warm. It's a challenging place to live, but these animals have adapted to it.

4)

Hot and Dry: The Desert Zone

Deserts are places with very little rain and a lot of heat. Cacti, snakes, and camels are some of the plants and animals you'll find here. They've adapted to survive with very little water.

So, as you can see, the climate zones play a huge role in shaping the habitats around the world. Each zone has its own unique weather and creatures, making our Earth an incredibly diverse and interesting place to live!

Name: _____

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Curriculum Connection
CRA.3

Activity – Summarizing Reports

Instructions

Write your summary below.

Final Summary

groups final summary below

Comprehension – Text Features in Reports

A Shining Example: Maple Leaf Elementary School's Inclusive Journey

Maple Leaf Elementary is a special school that believes in making every student feel welcomed and included. This school is doing some fantastic things to make sure all students get to participate and learn in a supportive environment. Let's learn about how they are making a difference!

Why Maple Leaf Elementary Stands Out

Maple Leaf Elementary School goes above and beyond to make sure all students feel part of the community. One of their biggest goals is to have an **inclusive environment** where everyone feels welcome and supported.

Creating Safe Spaces

The school has special quiet rooms where students can go if they feel overwhelmed. These **safe spaces** have soft pillows and calming lights to help students relax.

Different Learning Tools

Maple Leaf offers various **learning tools** like audiobooks, large print books, and adaptive technology. These tools make sure every student can learn in a way that suits them best.

Teachers with Special Training

Teachers at Maple Leaf have gone through training on how to be inclusive. They know how to adapt their teaching styles to meet the needs of every student.

Activities That Make a Difference

Maple Leaf is also big on activities! From sports to art, there's something for everyone. A quick list of inclusive activities includes:

- Unified sports teams, where everyone plays together
- Art classes with materials for all abilities
- Musical shows that include sign language

Thanks to Maple Leaf Elementary, students are experiencing what a truly inclusive school looks like, and they are better for it!



Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) What subheadings are used in the report?

3) Define key words.

Summarize

Determine the main idea and supporting details of the report.

1) What is the main idea of the report?

2) Write 4 supporting details that make the main idea stronger.

Report – Oceans

Introduction

Our Earth is mostly covered by large bodies of saltwater known as oceans. They cover about 71% of the Earth's surface.



The Five Major Oceans

1) Pacific Ocean

The Pacific Ocean is the largest, covering more than 63 million square miles. It has the deepest point, the Mariana Trench, at about 36,000 feet (nearly 11,000 meters) deep.

2) Atlantic Ocean

The Atlantic Ocean is the second largest, covering over about 41 million square miles. It has the world's largest ocean current, the Gulf Stream, which keeps the climate mild in Northern Europe.

3) Indian Ocean

The Indian Ocean ranks third in size, covering around 29 million square miles. It is home to many unique wildlife species and beautiful coral reefs, including the Maldives and Sri Lanka.

4) Southern Ocean

Surrounding Antarctica, the Southern Ocean covers about 7.8 million square miles. It's known for its powerful currents that help distribute heat around the Earth, despite being the coldest ocean.

5) Arctic Ocean

The smallest and shallowest, the Arctic Ocean spans over 5.4 million square miles. Much of it is covered by sea ice that changes in size with the seasons.

The oceans are vast and filled with mysteries, holding most of Earth's water and supporting a rich variety of life. They play a crucial role in our climate, weather, and the air we breathe. Protecting them is essential for our future.

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

Skim And Scan

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

| Questions | | Answers |
|-----------|--|---------|
| 1) | How many oceans are there? | |
| 2) | What is a deep pool called? | |
| 3) | Which ocean is the largest? | |
| 4) | What is the world's largest ocean current? | |
| 5) | Where are coral reefs prominent in the Indian Ocean? | |
| 6) | What ocean surrounds Antarctica? | |
| 7) | How much area does the Arctic Ocean cover? | |
| 8) | What percentage of Earth's water do oceans hold? | |
| 9) | How deep is the Mariana Trench? | |
| 10) | Where does the Gulf Stream affect the climate? | |

Sequential Report – The Road to Confederation

Before Confederation

Long ago, what we now know as Canada was home to many Indigenous peoples, each with their own unique cultures and histories. Later, explorers from Europe arrived and started to set up colonies. The main areas were called "Upper Canada" and "Lower Canada," along with other regions like Nova Scotia and New Brunswick.

A Big Idea

In the 1800s, leaders from these colonies thought it would be a good idea to join together. They believed this would make them stronger and help them with trade and defense. So, in 1867, they started a series of important meetings to discuss this idea. The most famous meeting was in Charlottetown, Prince Edward Island.

Why Unite?

Here are some reasons why the colonies wanted to join together:

- To be stronger against any threats
- To make trading between colonies easier
- To build a big railway that would connect them all

Making It Official

After many discussions and agreements, the British North

America Act was passed by the British Parliament. On

July 1, 1867, the act came into effect, and that's how the Dominion of Canada was born!

The first provinces were Ontario, Quebec, Nova Scotia, and New Brunswick.

A Growing Family

After 1867, more areas decided to join this new country. This was the start of Canada growing into the big and diverse country we know today. And that's the story of how Canada came to be, from many separate colonies to one united nation!

Fill in the blanks Fill these blanks with the correct word to complete the sentences.

- 1) Long before explorers from Europe arrived, the land was inhabited by _____.
- 2) The famous meeting about joining the colonies together was held in _____.
- 3) The colonies wanted to unite to become _____ and protect themselves.
- 4) On July 1, 1867, the _____ was formed.
- 5) One of the Confederation was to build a _____ to connect the provinces.

Sequencing Arrange the events in the correct order by numbering them from 1 to 5.

- | | |
|--|--|
| | The British and American colonies came into effect, creating the Dominion of Canada. |
| | Indigenous people were the original inhabitants of the land. |
| | More areas joined Canada, making it bigger country. |
| | Leaders from the colonies met in Charlottetown to form the Confederation. |
| | European explorers arrived and set up colonies. |

About the Text

Answer the questions below.

- 1) What were the names of the two main areas formed by the European colonies before Confederation?

- 2) Where was the most famous meeting about Confederation held?

Comparing Information – Blogpost #1

Discovering Zoos and Aquariums: Heroes of Conservation

What's the Buzz About Conservation?

Hey there, young explorers! Have you ever wondered how zoos and aquariums help our planet? Well, they're not just places to see amazing animals; they're champions of conservation. Conservation means protecting and taking care of our natural world and the wonderful creatures in it.



Zoos: More Than Just a Zoo

Zoos are like safe havens for animals that are in danger of disappearing from the Earth. By providing a secure home, nutritious food, and medical care, zoos help these animals live longer, healthier lives. But that's not all! Zoos also teach us how to protect animals in the wild by showing us the challenges they face.

Aquariums: Guardians of Aquatic Life

Aquariums are magical places where we can discover the mysteries of the underwater world. They play a huge role in saving aquatic animals and their homes, like coral reefs and rivers. Aquariums also help by cleaning the water and making it perfect for fish and other sea creatures to thrive.

Every Visit Helps!

Guess what? Every time you visit a zoo or an aquarium, you're helping animals! The money from tickets goes towards taking care of the animals and supporting conservation projects around the world. So, next time you're at a zoo or aquarium, remember you're a part of something big – protecting our planet's amazing wildlife!

Comparing Information – Blogpost #2

Zoos and Aquariums: Are They Really Fun for Animals?

Hello, young explorers! Today, we're diving into an important topic: the truth behind zoos and aquariums. You might love visiting these places to see animals up close, but have you ever wondered how the animals feel about living there?

A Closer Look at Animal Homes

Animals just like us need freedom. In the wild, elephants roam across savannas, and whales swim across oceans.

However, in zoos and aquariums, they live in spaces much smaller than their natural homes. Imagine spending your whole life in a small room!



The Numbers Tell a Story

Studies show that in captivity, many animals live shorter lives compared to their wild relatives. For example, elephants in the wild can live up to 60 years, but in zoos, their lifespan can be much shorter. This is often because they don't get as much exercise or a healthy diet.

The Big Question

The big question we need to ask is: Is it fair to keep animals in captivity just for our entertainment? Some people argue that zoos and aquariums help us learn about animals. However, with all the technology we have today, there are many ways to learn without keeping animals away from their natural homes.



What Can We Do?

As young protectors of the planet, we can make a difference! Choosing not to visit places that keep animals captive is a start. We can also learn and spread the word about the importance of wildlife conservation.

Block 6: Procedural Writing

Focus

- ✓ Prereading – what is the purpose of reading?
- ✓ Text features of procedural writing
- ✓ Visual aids used in procedural writing
- ✓ How to craft traditional Indigenous objects
- ✓ Comparing procedural texts – which is easier to understand?
- ✓ Non-Fiction Genre – Sub-form: instructions
- ✓ Linear Sequencing – Linear sequencing presents information in a straight, progressive line

Linear Text - Recipes – Ordering Steps

Examine

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



| Order | Information |
|-------|--|
| | Stir in vanilla extract and red food coloring. |
| | Red Velvet Cupcakes Recipe |
| | Preheat the oven to 350°F (175°C). Place cupcake liners in the |
| | cupcake pan and bake for 20-25 minutes. You can check if |
| | they are done by inserting a toothpick in a cupcake. If it comes out clean, |
| | they are ready. |
| | Ingredients |
| | <ul style="list-style-type: none"> ➤ 1 1/2 cups of flour ➤ 1 cup of sugar ➤ 1/2 cup of butter (softened) ➤ 2 large eggs ➤ 2 tablespoons cocoa powder ➤ 1 1/4 teaspoons baking powder ➤ 1/4 teaspoon baking soda ➤ 1/2 teaspoon salt ➤ 1/2 cup buttermilk ➤ 1 teaspoon vanilla extract ➤ 1/2 teaspoon red food coloring ➤ 1 cupcake pan ➤ 1 mixing bowl ➤ 1 mixer |
| | In a bowl, mix together flour, cocoa powder, baking powder, baking soda, and salt. |
| | Use a spoon to fill the cupcake liners with batter, about 3/4 full. |
| | Add eggs to the butter mixture, one at a time, mixing well. |
| | Let the cupcakes cool before eating. You can even add frosting if you like. Enjoy your cupcakes! |
| | In another bowl, beat the butter and sugar together until fluffy. |
| | Slowly mix the dry ingredients into the wet ingredients. |

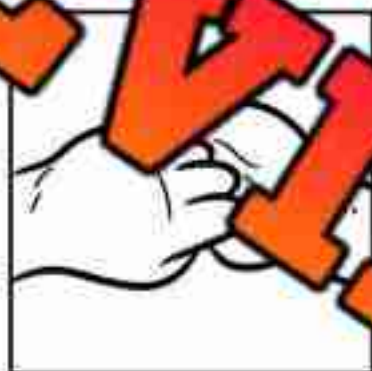
Graphics in Procedural Writing – Handwashing

Label

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



Rub back of hands



Wash palms



Graphics in Procedural Writing – Drawing

Label

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



Label


Describe what to do at each step

| Step | Instruction |
|------|--|
| 1 | Draw a big circle with two small circles on top of it. |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |

Following Read Aloud Instructions

Draw

Carefully listen to the instructions your teacher is giving. Draw the monster and then check if your drawing matches the instructions.

| Title | Drawing a Monster | |
|-----------|--|---|
| Materials | Blank sheet of paper Pencil Coloured pencils (optional) |  |
| Step 1 | Start by drawing a round circle in the middle of your paper. This will be the monster's head. | |
| Step 2 | Inside the circle, draw two large oval shapes for eyes. Make sure they're a bit apart. | |
| Step 3 | Under the eyes, draw a wiggly line for a mouth. You can add a few square shapes along the line to look like teeth. | |
| Step 4 | Below the head, draw a rectangle for the body. It doesn't need to be perfect, as monsters come in all shapes. | |
| Step 5 | On each side of the body, draw two long wiggly lines for arms. | |
| Step 6 | At the end of each arm, add a hand by drawing a circle coming out for fingers. Make 8 fingers in each hand for the monster. | |
| Step 7 | Under the body, draw lines for legs. Make the monster have three legs. It will look more like a monster if it has zigzag legs. | |
| Step 8 | At the bottom of each leg, draw a shape that looks like a boot for the feet. Monsters usually have big, stumpy feet! | |
| Step 9 | On top of the head, add some squiggly lines for hair. Make them wild and rough to look like a monster. | |
| Step 10 | Now, the fun part! Colour the monster how you like. Make it bright and colourful. Let your imagination run wild! | |

Following Instructions – Drawing a Monster**Draw**

Draw the monster below.

PREVIEW

Comparing Instructions – Playing Hide and Seek

Compare Read both instructions. Which is easier to understand?

Option 1:

How To Play Hide and Seek

Hide and seek is a fun game where one person, the "seeker," closes their eyes and counts to a certain number while everyone else hides. When the seeker finishes counting, they open their eyes and start looking for everyone. If you're found, you're out. The last person found wins!



| Step | Instructions |
|--------|--|
| Step 1 | Everyone decides who will be the seeker first. The seeker is the person who looks for others. |
| Step 2 | The seeker closes their eyes and counts to a number while everyone else is standing in one spot. |
| Step 3 | While the seeker is counting, everyone else finds a place to hide. |
| Step 4 | After counting, the seeker opens their eyes and starts looking for everyone who is hiding. |
| Step 5 | When the seeker finds someone, that person is out of the game. |
| Step 6 | The game ends when everyone is found. The last person to be found is the winner and becomes the seeker in the next game. |

Before Reading

Make a Connection

Background knowledge - Read the title and look at the pictures. What do you know about this already?

Sum _____ could you explain how to play to someone? Write 6 steps.

After Reading

Answer the question below

Which set of instructions were easier to understand? Explain what made it easier to understand.

Block 7: Poetry

Focus

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

Types of Poems

Exploring Types of Poems

Poetry is a wonderful way to express emotions, ideas, and stories in a creative form. There are many types of poems, and each has its own unique characteristics.

Haiku: The Nature Poem

Haiku is a type of poem from Japan and it's all about nature! This poem has only three lines. The first line has 5 syllables, the second line has 7 syllables, and the third line has 5 syllables.

Snowflakes gently fall
Covering the ground in white
Winter's soft blanket



Acrostic: The Hidden Message

In an Acrostic poem, the first letter of each line spells a word or message when read from top to bottom. This is a fun way to hide a message in a poem. Here's how it looks with the word "Sun":

Sunny days are here
Under clouds, the rain has gone
No more rain, it's time to play!



Limerick: The Funny Poem

A Limerick is a funny poem with five lines. The first, second, and fifth lines rhyme with each other, and the third and fourth lines rhyme too. Limericks are short and snappy, and they make people laugh.

Cinquain: The Five-Line Poem

Cinquain poems have five lines and each line has a specific job. The first line is one word that's the title; the second line describes the title in two words; the third line tells an action in three words; the fourth line shares a feeling in four words; and the fifth line is another word for the title.

Dog
Furry, playful
Running, barking, wagging
Always happy to see me
Pooch



Name: _____

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Paraphrase

Rewrite the rules for each poem in your own words.

| | |
|----------|-------------------|
| Acrostic | <hr/> <hr/> <hr/> |
| Haiku | <hr/> <hr/> <hr/> |
| Limerick | <hr/> <hr/> <hr/> |
| Cinquain | <hr/> <hr/> <hr/> |

Visualizing

Read each poem aloud, and draw what you're picturing

| Haiku | Cinquain |
|---------------------------------|----------|
| <div>Acrostic</div> <div></div> | |

Haiku Poetry – First Nation Reflection

Haiku Poetry – First Nation Reflection

Long ago, the First Nations people lived on the land we now call Canada. They had their own ways of living, speaking, and celebrating. Then, people from Europe came to the land. These new people and the First Nations did not always get along. Things changed a lot.

Here are short poems called haikus that help us think about what it was like for the First Nations during that time.

PREVIEW



Whisper,
Europe on horizon—
World's new day.

River used to be
Steel and smoke now cloud
Still, the salmon leap.



Ancestors' stories,
Drowned out by foreign muskets—
Echoes in the wind.



Beaver, elk, and pine,
Traded for some shiny beads—
Lands lost, what's the cost?

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) "Worlds start to collide"

2) "Ancestors, Drowned out by foreign muskets"

3) "River used to smile and now it cloud its voice"

4) "Lands lost, what's the cost?"

Visualizing

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

| Haiku 1 | Haiku 2 | Haiku 3 | Haiku 4 |
|---------|---------|---------|---------|
| | | | |

Acrostic Poems – Canada's Regions

Acrostic Poems – Canada's Regions

Canada is a big country with many different places to see! One of these places is called the "Canadian Shield." It has lots of rocks and lakes. Another is the "Western Cordillera," with tall mountains and beautiful views. We're going to learn about these regions through special poems called "acrostic poems." Each letter in the name of the region will be the start of a line in the poem!

Acrostic Poems



Canadian Shield

C - Creeks and lakes abound
A - Ancient rocks on the ground
N - Northern lights dance around
A - Animals like moose are found
D - Deep forests spread all around
I - Icy winters are quite renowned
A - All seasons have their own sound
N - Nature's beauty truly unbound

S - Sprawling lands far and wide
H - Hiking trails where adventures reside
I - Indigenous history we cannot hide
E - Every lake like a sapphire, side by side
L - Loons call across waters far and wide
D - Dense forests where secrets abide

Western Cordillera

W - Where the mountains touch the sky
E - Eagles soar and freely fly
C - Streams and rivers, never dry
R - Ranges reach up high
E - Everywhere oh my, oh my!
C - Rocky mountains goats pass by
N - Nature's beauty catches the eye

C - Canyons deep and wide
O - Open spaces far and wide
R - Ranges of mountains side by side
D - Downhill skiing, a slippery ride
I - Incredible views that can't hide
L - Lakes that shimmer like a bride
L - Landscapes that fill hearts with pride
E - Every sunset a colourful glide
R - Rivers that through valleys slide
A - Adventure waits, so come outside

Name: _____

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CRA.4

Visualizing

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

PREVIEW

Captain Shield

Western Cordillera

Cinquain Poems – Critical Thinking

Cinquain Poetry – Life in an Inuit Community

A cinquain is a short poem with five lines. Each line has a special job, like describing or showing action. Want to make your cinquain extra special? Use similes and metaphors!

A simile compares something using "like" or "as," such as saying a kayak is "as agile as a fish." A metaphor says something is something else, like calling snow "Earth's winter blanket." Look at the Inuit themed cinquains below that use similes and metaphors.

Drum

Drum

Round, loud

Tapping, booming, echoing

The heartbeat of community

Rhythm



Northern Lights

Lights

Bright, dance

Glowing, waving, twinkling

Like a night rainbow

Aurora

Seal Hunt

Seal

Quick, smooth

Swimming, diving, hiding

Fast as a dart

Prey



Night Sun

Sun

Bold, warm

Glowing, lighting

A never-ending campfire

Daylight



Whale

Whale

Massive, deep

Diving, surfacing, singing

Ocean's gentle giant

Mammal

Kayak

Kayak

Long, sleek

Gliding, paddling, floating

As agile as a fish

Vessel



Critical Thinking

Answer the questions below.

1) In "Drum Beat," why do you think the drum is described as the "heartbeat of the community"? What does that metaphor tell you about the drum's importance?

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

3) Personal Preferences: Which poem did you like the best?

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

Quote

Explain

Visualizing

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

Seal Hunt

Midnight Sun

Rhyming Poems – Critical Thinking

Rhyming Poetry – Simple Machines

Have you ever wondered what makes a rhyming poem so catchy? It's all about the words at the end of each line sounding the same! There are different ways to make these rhymes. One way is ABAB, where the first line rhymes with the third, and the second with the fourth. Another way is AABB, where the first two lines rhyme with each other and the next two lines rhyme too. Rhyming makes poems so easy to remember!



The Lever

A lever sits on a fulcrum,
Balancing objects with all its might.
Left and right, in day and night,
It makes lifting things so light.

Pulley

Up in the sky, so high and free,
A pulley works with great ease.
Lifting loads without a plea,
Moving heavy things a gentle breeze.

Wheel and Axle

Round and round the wheel will spin,
Connected to an axle within.
They work as one, a perfect twin,
Moving loads, that's how they win.

The Inclined Plane

An inclined plane helps us carry a load,
We walk right up, no need to strain,
Easier work, that's what we gain.

Gears

Teeth meshing close in twos and threes,
Clocks and bikes, in both of these,
They transfer force with such great ease,
Gears make work feel like a breeze.

Wedge

A wedge can split a log in two,
Making hard tasks easy to do.
It dives right in, a helpful friend,
Easing work from start to end.

Critical Thinking

Answer the questions below.

1) In "The Inclined Plane," the phrase "no need to strain" is used. What does this tell you about the purpose of an inclined plane?

2) The "Gear" poem mentions different applications like clocks and bikes. Can you think of another place where gears are used and explain how they make work easier there?

3) Personal Preferences: Which poem did you like the best?

4) Personal Preferences: What was your favourite poem? Quote it and explain why it was your favourite.

Quote

Explain

Visualizing

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

Wedge

Pulley

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

Implicit and Explicit Perspectives – Book Reviews

Book Review: "The Magic Treehouse: Dinosaurs Before Dark"

Wow, "The Magic Treehouse: Dinosaurs Before Dark" was a real adventure! You'll feel like you're jumping back in time with Jack and Annie, the two brave kids in the story. The book is a roller coaster from the first page to the last. If you like mysteries and dinosaurs, this book is perfect for you. It's packed with close calls that keep you guessing what's going to happen next. There are also laugh-out-loud moments that make it super fun to read. I won't spoil the ending, but let's just say it wraps things up in a surprising way. I really loved this book and think other kids my age will too!

Rating: _____

Perspectives

Answer the questions below.

1) Write 3 explicit perspectives from the review. These are the perspectives that are stated.

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

Finding Bias in Reviews

What is Bias in Reviews?

Bias in reviews means the person writing the review has a strong opinion or feeling that affects what they say. For example, if someone loves superhero stories, they might say all superhero books are amazing, even if some are not that good. Or if someone doesn't like talking animals, they might say a book about talking animals is bad, even if other people love it. So, it's good to read different reviews to get a full picture.

Bias

Read the reviews below and answer the questions.



Review: "The Adventures of SuperCat"

Wow! "The Adventures of SuperCat" is the best movie ever made in the history of movies! If you don't watch it, you're missing the most amazing thing in the world. It has a superhero cat, so obviously cats are the best animals ever, and finally, there's a movie that gets it right: cats are perfect because they're all cats or cat-lovers. The villain, DogMan, could never beat SuperCat because dogs are just not as cool as cats. Honestly, I don't even know why anyone would make movies without cats in them anymore. You have to see this movie to have a life-changing experience!

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

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

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

Our Voice in Review Writing

What is Voice in Writing?

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

Voice

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

A) I loved the funny parts and the big explosions! But there were people talking a lot and that was boring. I saw a lot of the robot doing funny stuff! Robots are the best part of any movie.

B) I really enjoyed the new acting family members in the movie. The bond between the characters was touching and I loved it. But for someone who doesn't like violence, I found the action scenes too intense and scary. A bit of a letdown for me.

C) Yo, this movie was kinda cool but also kinda lame. The action scenes were hype, but why did they have to throw in all that cheesy family stuff? It was kinda boring. If you're into action, you'll dig half of it.

D) The cinematography in this film was absolutely stunning. As an action movie, the packed sequences, I was delighted by the intense fight scenes. The story, however, was rather cliché. As someone who appreciates complex narratives, this was a letdown for me. But overall, a thrilling watch for action enthusiasts.

1) Which family member wrote which review?

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

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

Our Voice in Review Writing

Voice

Read the different reviews below that are written using different voices.

"Absolutely Amazing, You Can't Miss This!" (5/5 Stars)

Wowee, this book is like a roller coaster of fun and adventure! Every chapter feels like opening a surprise gift on your birthday. The characters are super awesome, and they feel like your friends by the end. Seriously, if you don't read this book, you're missing out on something really special! You'll be so excited you won't be able to put it down!

"Eh, It's Alright, No Big Deal" (3/5 Stars)

So this book is kinda okay. The beginning is pretty neat, like a fun playground. But then it gets kinda boring. The characters are sorta like classmates you see every day but don't really talk to. If you're out of other books, this one could be a good guess.

"Kinda Disappointing to Be Honest" (2/5 Stars)

Okay, you know when you're excited to go to a party, but it turns out to be boring? This book feels just like that. It had a couple cool moments, sure, but mostly it was just feeling blah. The characters are like background noise you wanna tune out. You won't miss much if you skip this one.

"Don't even bother, seriously" (1/5 Stars)

u really shouldnt read this book trust me. its like being stuck in a super boring room with nothing at all to do. the characters are so foolish i cant even, the story? What story lol it makes zero sense its so boring i'd rather clean my room or do homework. dont waste ur time or money on this one



1) Describe the person who wrote the first review. Read the review carefully, looking for clues that tell you more about the characteristics below. Explain your answers.

Age

Mood
- happy
- excited
- upset

**Education
Level**

2) Describe the person who wrote the second review. Read the review carefully, looking for clues that tell you more about the characteristics below. Explain your answers.

Age

Mood
- happy,
excited,
upset, etc.

**Education
Level**

Understanding Hyperbole in Review Writing

Hyperbole is used in reviews to make things sound super exciting and interesting. It's like using extra-big words to show that something is really, really good or amazing. For example, saying a book is "the best thing since sliced bread" means it's awesome!

Review

Read the hyperbole below and answer the questions.



1) This book is so gripping, you'll forget to eat or sleep!

What It
Means

Why Is It A
Hyperbole

How Does
It Improve
Writing?

2) The characters in this story are so real, they practically jump off the pages.

What It
Means

Why Is It A
Hyperbole

How Does
It Improve
Writing?

3) The plot twists come at you like a freight train, totally unstoppable!

What It
Means

Why Is It A
Hyperbole

How Does
It Improve
Writing?

Literary Devices in Reviews

Literary devices like personification, analogy, and idiom make writing more interesting.

- **Personification** gives human traits to things that aren't human, like "The wind whispered."
- An **analogy** compares two things, like "Life is like a box of chocolates."
- An **idiom** is a phrase with a special meaning, like "Piece of cake" for something easy. These make reviews fun to read!

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



Soaring High in 'Skybound Adventures'

Jumping into 'Skybound Adventures' is like opening a door to a world where the sky's the limit! In this thrilling tale, young Emily and her pet parrot, Skyler, find a mystical hot air balloon. It's not just any balloon; it's a gateway to the clouds!

As Emily and Skyler soar through the sky, they embark on a journey filled with breathtaking views and sky-high escapades. The clouds swirl around them like joyful spirits, guiding their way. Each chapter feels like a burst of fresh air, bringing new adventures that are as bright as the sun in the sky.

This book truly spreads its wings and flies off the shelves, capturing the essence of adventure. The story's charm is as infectious as a giggle in a secret room. It's like finding a pot of gold at the end of a rainbow – an absolute delight!

I give this book a 5/5 star rating. It's a page-turner that keeps you on the edge of your seat, floating in suspense!

| | |
|-----------------|--|
| Personification | |
| Analogy | |
| Idiom | |

Review Writing - Inferences

Title: "Exciting Escapades in 'Space Cadet Sally's Stellar Journey'"

Introduction

Greetings, space enthusiasts! Ready to embark on an out-of-this-world adventure? "Space Cadet Sally's Stellar Journey" is a galactic rollercoaster ride of fun! Perfect for those who love stars, planets, and interstellar adventures, this book sings to space lovers.

Summary

This thrilling tale follows brave young space cadet, who discovers a mysterious map leading to hidden worlds. Her journey takes her across the cosmos, meeting extraordinary friends and dodging space pirates. Sally faces cosmic challenges and solves space mysteries, uncovering an ancient star secret.

Thoughts

This book is like launching into space in a rocket! The characters are as vibrant as comets streaking across the night sky. The author's use of vivid descriptions makes every scene sparkle brighter than a supernova. This book is more exhilarating than a meteor shower on a clear night!

Rating

I'm awarding "Space Cadet Sally's Stellar Journey" a dazzling 5/5 stars for its sheer brilliance! It's impossible to put down. A must-read for every young astronaut-in-training who gazes at the stars and wonders about the vast universe.



Examine

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

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

Personification

Analog

Idiom

Inferencing

Answer the questions below to show your understanding.

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

2) Local Inference: What did the author mean when they wrote, "The characters are as vibrant as comets streaking across the night sky?"

3) Local Inference: What did the author mean when they wrote, "The characters are as vibrant as comets streaking across the night sky?"

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

Types of Graphic Texts

Understanding Graphic Texts

Graphic texts are a fun way to read because they use both words and pictures to share information or tell a story. You might see them in comic books, maps, or even in science diagrams! These texts help make complicated ideas easier to understand.



Different Kinds of Graphic Texts

There are many different kinds of graphic texts you can find. Here are some common ones:

- **Comic Books:** These use pictures and speech bubbles to tell a story.
- **Infographics:** These use words and pictures to explain something, like how a plant grows.
- **Maps:** These show you places and how to get from one place to another.
- **Timelines:** These help you understand events in the order they happened.

Key Features in Graphic Texts

Graphic texts have special parts, or 'features,' that make them different from regular books. Here are a few:

- **Titles:** Found at the top, they let you know what you're about to read or learn.
- **Pictures or Images:** These are spread throughout the text and match up with what the words are saying.
- **Captions:** These are small sentences under pictures that tell you more about what's in the image.
- **Speech Bubbles:** Found in comics, these show you what the characters are saying.
- **Labels:** These are words placed close to a picture or diagram to identify its parts.



Prereading

Before reading, answer the questions below.

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

| |
|--|
| |
| |
| |
| |

Making Connections

After reading, make the connections below.

Text-to-Self

Text-to-Text

Text-to-World

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

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

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

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

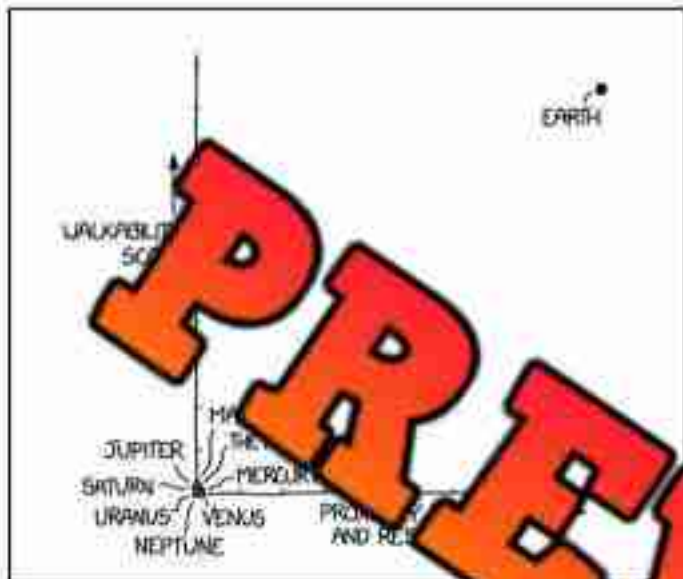
2) Is the joke explained explicitly, or is it implicit? Explain.

3) Global Inference: After reading the comic carefully, explain the joke.

Understanding Graphic Texts

Analyze

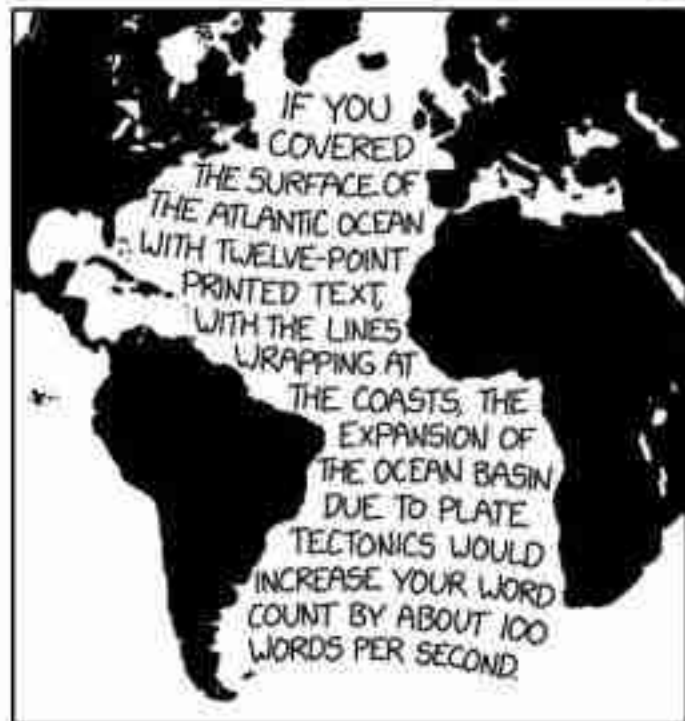
Read the comic and answer the questions.



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.

What is the comic about?

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

Text Features in Infographics

Infographics are special pictures that give you information in an easy-to-understand way. They might talk about how animals live, how to recycle, or even how your favourite game was made!

In infographics, you'll find:

- 1) Titles to tell you the main idea.
- 2) Pictures or icons that show what the words mean.
- 3) Labels to point out parts of the pictures.
- 4) Short sentences or bullet points to give you facts.

Exam. _____ infographic and answer
_____ questions

1) What is the title of this infographic?

2) What are the 3 types of rock?

3) How does sedimentary rock transform into metamorphic rock?

4) How does metamorphic rock transform into igneous rock?

5) How does igneous rock transform into sedimentary rock?

6) Were you able to learn a lot from this infographic? Was this easier to understand than a paragraph? Explain.

ROCK CYCLE



Text Features in Infographics

Examine

Answer the questions.

Canada Food Guide

1) What is the title of the infographic?

2) Summarize the food guide.

Have plenty of
vegetables and fruits

Eat protein foods

Make water
your drink
of choice

Choose
whole grain
foods

3) Does the infographic have more text or pictures?

4) Does the text and arrows help you understand the infographic? Explain.

5) List 4 things you can infer from reading this infographic. Remember, an inference isn't directly stated, so draw conclusions from the information provided.

Block 10: Biographies

Focus

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

Biography – Jane Goodall

Jane Goodall: A Friend to Chimpanzees

P1- Early Life

Jane Goodall was born on April 3, 1934, in London, England. Ever since she was a little girl, she loved animals. She dreamt of going to Africa to see wild animals in their homes. She worked hard, saved her money, and at the age of 26, her dream came true!

P2- Amazing Discoveries in Ethology

Jane went to Gombe Stream National Park in Tanzania. She became an ethologist, which is a scientific study of animal behaviour. She studied chimpanzees and made friends with them. She gave them names like David Greybeard and Flo. She found out that they use tools to get food, which was groundbreaking in the field of ethology.

P3- Conservation Efforts and Honors

Jane has won many honours for her work. Conservation is all about protecting nature and animals. She travels the world teaching people how to care for animals and the planet. In her late 80s, she is actively involved in conservation efforts.

P4- Timeline

- 1934: Born in London, England
- 1960: Went to Gombe, Tanzania
- 1960s: Discovered chimps using tools
- 1977: Started the Jane Goodall Institute
- 2002: Received a special UN award



Jane Goodall

Index

- [A] : Africa, P1, Animals, P1
- [C] : Chimpanzees, P2, Conservation efforts, P3
- [E] : Ethologist, P2
- [G] : Gombe Stream National Park, P2
- [H] : Honors and awards, P3
- [J] : Jane Goodall Institute, P3
- [L] : London, birthplace, P1
- [T] : Timeline of life, P4, Tool use in chimps, P2
- [U] : United Nations award, 2002, P4

Prereading

Before reading, answer the questions below.

Prediction: After reading the title and headings, make 2 predictions about Jane Goodall.

| |
|--|
| |
| |

During Reading

Stop and write questions about what you are reading.

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |

Questions

Answer the questions below.

1) What is an index? Why are they helpful when reading a report or a book?

| |
|--|
| |
| |

2) How does the picture of Jane Goodall help you understand her better?

| |
|--|
| |
| |

3) What big discovery did Jane Goodall make?

| |
|--|
| |
| |

Biography – Hiawatha: The Peacemaker's Helper

Hiawatha: The Peacemaker's Helper

Hiawatha's Beginnings

Hiawatha was an Indigenous leader from the Mohawk First Nation, born around the year 1525. He faced hardship early in life when he lost his family due to fighting between First Nations. This event shaped his goal to bring **harmony** among nations.

Major Accomplishments

Hiawatha worked with the Great Peacemaker and together, they worked to create the Haudenosaunee Confederacy. This was a powerful **alliance** of five, later six, nations. Hiawatha used his skills in **oratory** to convince chiefs from other nations to join and created a **constitution** called the **Great Law of Peace**, which helped nations live together without fighting. This achievement was so important it influenced Canadian leaders much later.

Life After the Confederacy

After successfully forming the Haudenosaunee Confederacy, Hiawatha retired and lived the rest of his life in peace. His **legacy** of unity and peace lives on, and the Haudenosaunee Confederacy lasted for centuries.

Timeline

- Born around 1525 in a Mohawk First Nation
- Lost his family in early life due to fighting between nations
- Met the Great Peacemaker and started to work on unity
- Formed the Haudenosaunee Confederacy with the Great Law of Peace
- Retired and lived a peaceful life



Glossary

- **Harmony:** Living peacefully without conflict.
- **Oratory:** Skill in public speaking.
- **Great Law of Peace:** The constitution of the Haudenosaunee Confederacy.
- **Alliance:** A partnership for mutual benefit.
- **Constitution:** A set of laws and principles.
- **Legacy:** Something left behind by a person for future generations to remember them.

Understanding

Is the statement true or false?

| | | |
|--|------|-------|
| 1. Hiawatha was from the Apache First Nation. | True | False |
| 2. Hiawatha was born around 1525. | True | False |
| 3. Hiawatha lost his family due to a natural disaster. | True | False |
| 4. He wanted to bring harmony among nations. | True | False |
| 5. Hiawatha met a man called the Great Warrior. | True | False |
| 6. The Haudenosaunee Confederacy was an alliance of three nations. | True | False |
| 7. Hiawatha was a skilled orator. | True | False |
| 8. The Great Law of Peace was a song. | True | False |
| 9. Hiawatha retired from the Haudenosaunee Confederacy. | True | False |
| 10. Hiawatha's legacy is still alive and well today. | True | False |

Critical Thinking

Answer the questions below.

1) **Inference:** How do you think Hiawatha's skills as an orator helped him achieve his goal?

2) **Inference:** How do you think an alliance would help the Haudenosaunee Confederacy?

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

Biography – Charles Darwin: Father of Evolution

Charles Darwin: The Father of Evolution

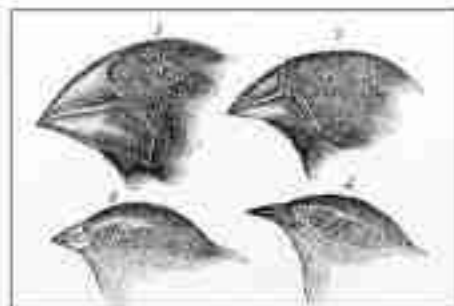
P1- Charles Darwin's Beginnings

Charles Darwin was born in England on February 12, 1809. He came from a family of doctors and naturalists, which means people who study nature. As a young boy, he loved being outdoors, collecting bugs, and observing animals.

P2- Darwin's Experiments

Darwin's most famous experiment was his theory of evolution, which he developed during a long trip on a ship called the HMS Beagle. The ship travelled around the world, and Darwin studied the plants, animals, and fossils.

He made an amazing discovery on the Galápagos Islands where he saw finches with different shaped beaks. He thought that the birds had adapted over time to better survive in their environment. This is known as "natural selection," and it helped him understand how animals adapt to live better in their surroundings. Darwin's book, "On the Origin of Species," changed the way we think about the world.



The differently shaped beaks meant they could eat the food on their island.

P3- Life After the HMS Beagle and Legacy

After his long journey, Darwin continued to research and write about his findings. His ideas were not quickly accepted, but today they are the foundation of modern biology. Darwin passed away in 1882, but his discoveries continue to help scientists understand life on Earth.

Index

- [B]:** Biology, P3, Bugs, P1
- [E]:** Early life, P1, England, birthplace, P1, Evolution, P2
- [F]:** Finches, P2
- [G]:** Galápagos Islands, P2
- [H]:** HMS Beagle, P2,
- [N]:** Natural selection, P2, Naturalists, P1
- [P]:** Plants and animals, P1, P2

Name: _____

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Curriculum Connection
CR4.2, CR4.3, CR4.4

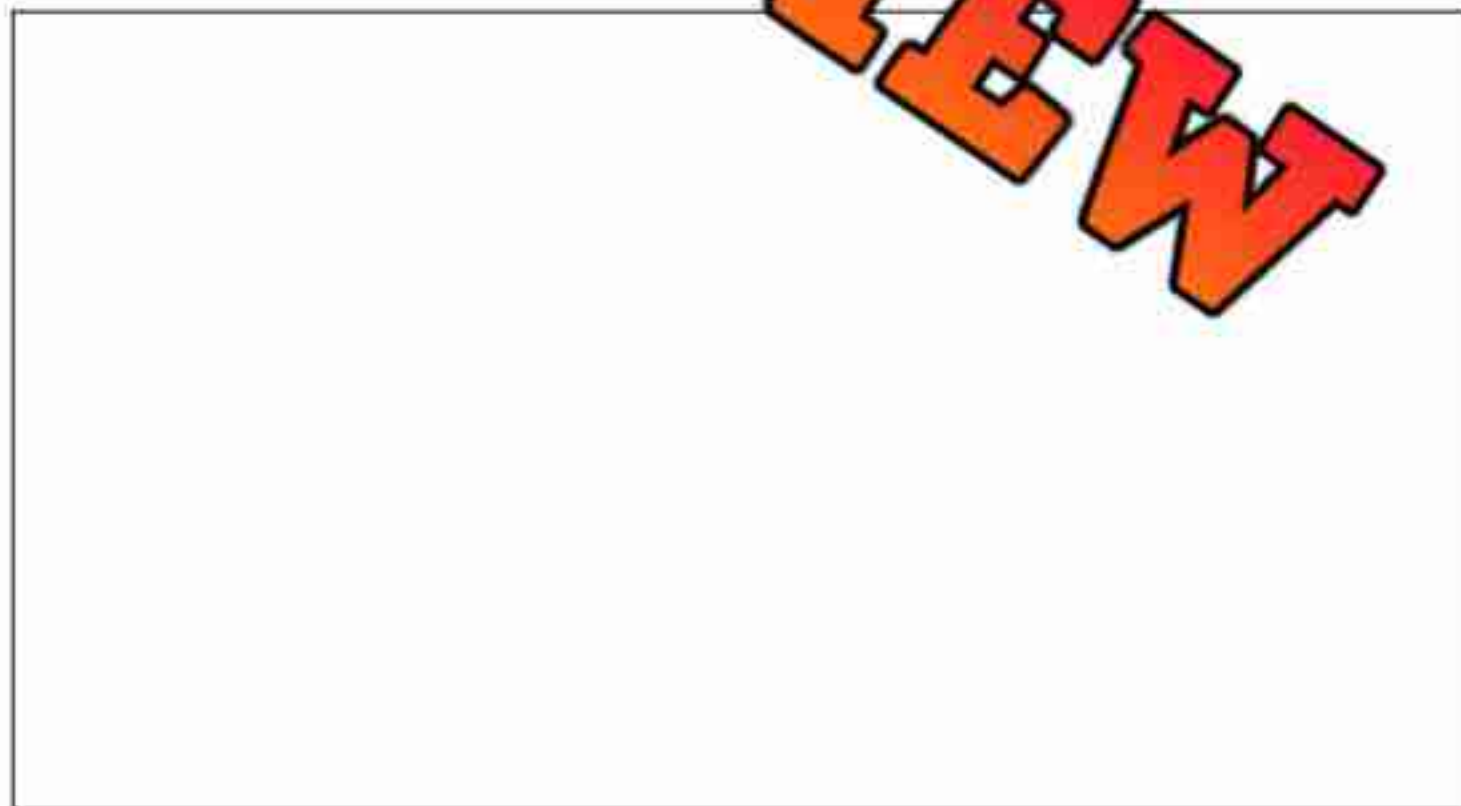
**During
Reading**

While you read, stop and jot down 6 notes about his accomplishments and things he did. When you're done, order them from first event to sixth.

| Accomplishments - What Darwin Did | Order (1-6) |
|-----------------------------------|-------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Timeline

Make a timeline by drawing a graphic and telling the important events in Darwin's life.



Autobiography – Justin Trudeau

Justin Trudeau: Canada's Prime Minister

Hello! My name is Justin Trudeau. I was born on December 25, 1971, in Ottawa, Canada. My dad, Pierre Trudeau, was also the **Prime Minister** of Canada once! As a kid, I loved learning and exploring new things. I always believed in helping others and making a difference in the world.

Before I became a politician, I was a teacher. I taught French and drama. Teaching was my chance to help kids learn and watch them grow. I believe that **education** is very important for everyone.

In 2008, I decided to become involved in politics. **Politics** is about leading the country and making decisions that help people live better lives. I wanted to make Canada a great place to live. So, I worked hard and talked to many people about how we can make things better.

In 2015, something amazing happened. I was elected the Prime Minister of Canada. As Prime Minister, my job is to work with other leaders and make laws that are good for Canadians. I also travel to different countries to meet with other leaders and talk about how we can work together.

I hope my story shows you that if you care about something and work hard, you can achieve your dreams. You can be a leader in your **community** and make a difference in the world!

Timeline

- **1971:** Born in Ottawa
- **1998:** Became a teacher
- **2008:** Entered politics
- **2015:** Elected Prime Minister

Glossary

- **Community:** A group of people living in the same area or having similar interests.
- **Education:** Learning in school and gaining knowledge and skills.
- **Politics:** The activities involved in leading a country or area.
- **Prime Minister:** The leader of the government in Canada.



Justin Trudeau

Reflection

Answer the questions below.

1) If you were the Prime Minister for a day, what would you do to make your school or community better?

2) Imagine you have the chance to interview Justin Trudeau. Write down two questions you would like to ask him about his life or job:

3) Justin Trudeau became Prime Minister because he wanted to make a difference. What are some qualities you think a good leader should have?

Timeline

Create a timeline of your own life so far. Include important events and achievements, just like in Justin Trudeau's timeline.

| Date | Event |
|------|-------|
| | |
| | |
| | |
| | |
| | |

Autobiography – Bill Gates

Bill Gates: My Journey

Hello, young readers! My name is Bill Gates, and I want to share my story with you. I was born on October 28, 1955, in Seattle, Washington. As a child, I loved reading and learning, especially about computers.

When I was 13, I found my passion for computers. I spent many hours learning how to program. This was the start of my big dream!

In high school, my friend Paul Allen and I enjoyed creating **software**. We were like a great team, always coming up with new ideas.

In 1975, when I was 20, Paul and I started a company called **Microsoft**. We wanted to make software that was easy for everyone to use. This was a big step in my life, and it was a challenge, but we worked hard.

Microsoft grew and became very successful. We created **Windows**, a program that changed how people use computers. It was like opening a window to a world of possibilities!

I also believe in helping others. So, I started the Bill & Melinda Gates Foundation to help people all over the world with their health and education.

I hope my story inspires you to dream big and work hard for your goals. Every big journey starts with a small step!

Timeline

- 1955: Born in Seattle.
- 1968: Found my love for computers.
- 1975: Started Microsoft with Paul Allen.
- 1985: Launched Windows.
- 2000: Started the Bill & Melinda Gates Foundation.

Glossary

- **Microsoft**: The company I co-founded.
- **Program**: Instructions that tell a computer what to do.
- **Software**: The programs used to operate computers.
- **Windows**: A popular software created by Microsoft.



Bill Gates

During Reading

Stop and write questions about what you are reading.

1

2

3

After Reading

You pictured when you finished reading. Explain the picture.

Reflection

Answer the questions below.

1) Write a short reflection on how Bill Gates' story makes you feel. Do you think it's important to have big dreams? Why or why not?

2) Why would Bill Gates write an autobiography?



Google Slides Lessons Preview







Saskatchewan Language Curriculum Conventions & Vocabulary – Grade 4

Week 2 - Vocabulary List

Find 10 words in the word search and circle each one. Look at the word list to help you!

Word Search:

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| W | S | E | U | S | P | E | C | H | A | R | E | G | R | E | T | S |
| P | H | E | T | H | I | L | C | H | O | B | S | A | X | C | Y | |
| R | U | G | A | G | E | N | D | A | V | C | U | T | S | C | O | |
| P | H | E | T | A | C | T | I | N | E | N | T | Y | V | O | X | H |
| E | E | X | T | H | L | E | M | O | N | A | D | E | S | E | H | P |
| N | E | O | C | L | E | M | O | N | S | C | E | C | E | E | A | H |
| H | F | B | E | S | S | T | A | B | L | E | E | Q | U | I | D | S |
| I | A | L | T | E | L | E | P | H | A | N | T | S | G | E | R | |
| E | E | H | E | S | V | E | G | E | T | A | B | L | E | S | E | S |
| S | R | I | S | P | Y | T | R | I | S | E | D | E | S | S | E | |
| H | T | H | E | L | O | N | E | Q | U | I | D | S | E | S | | |

| | | | |
|--------|------------|---------|---------|
| apex | vestibule | quest | quester |
| apical | vestibular | quester | quester |
| apical | vestibular | quester | quester |
| apical | vestibular | quester | quester |
| apical | vestibular | quester | quester |
| apical | vestibular | quester | quester |
| apical | vestibular | quester | quester |
| apical | vestibular | quester | quester |
| apical | vestibular | quester | quester |
| apical | vestibular | quester | quester |

Spelling Patterns - VVCCC Words

Drag each word into the basket if it follows the VVCCC spelling pattern. Drag it to the bin if it does not.

Basket:

| | |
|--------|---------|
| apex | quest |
| apical | quester |
| apical | quester |
| apical | quester |
| apical | quester |
| apical | quester |
| apical | quester |
| apical | quester |
| apical | quester |
| apical | quester |

Bin:

| | |
|--------|---------|
| apex | quest |
| apical | quester |
| apical | quester |
| apical | quester |
| apical | quester |
| apical | quester |
| apical | quester |
| apical | quester |
| apical | quester |
| apical | quester |

Drag the correct person to the box.

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |

| | | |
|---|--|---|
| Mr. Smith is the principal of the school. | Ms. Jones is the vice principal of the school. | Mr. Brown is the teacher of the school. |
| Ms. Davis is the teacher of the school. | Mr. Green is the teacher of the school. | Ms. White is the teacher of the school. |



Saskatchewan Language Curriculum Conventions & Vocabulary – Grade 4

Prefix - Mis-

Drag the letters to fill the crossword boxes. Use the clues to help you make the words!

Across

- 1) a person or thing that doesn't succeed or is
- 2) to read something the wrong way
- 3) to not something properly
- 4) to do something the wrong way

Down

- 1) to not know something
- 2) to read something the wrong way
- 3) to give someone the wrong idea
- 4) to tell a word incorrectly

Shade the box that matches the definition.

| | | | |
|--|------------------------------|--|----------------------------------|
|  Tall, thin, brown | to reveal a secret |  Bright idea | a fact that starts a reaction |
|  Pair of eggs | to throw things on the floor |  When she is | a fact used in playing cards |
|  On the table | something very easy |  Piggy bank | just actually learning to fly |
|  On the table | a slice of dessert | | something that will never happen |
| | flying in the sky literally | | |
| | extremely happy | | |

Vocabulary List

Look for these words in the word search and circle each one. Look at the word list to help you!

Words to Find:

| | | | |
|--------|--------|----------|--------|
| happy | secret | idea | fact |
| easy | floor | card | fly |
| slice | throw | reaction | never |
| bright | light | learning | happen |
| jump | table | word | list |



Workbook Preview



Grade 4 – Language

Saskatchewan ELA Curriculum



Comprehend and Respond (CR). Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

Preview of 109 pages from this product that contains 489 pages total.

Included are weeks 1 - 8 and 29 - 30.

There are 30 weeks total.

CR4.4

Read for various purposes and demonstrate comprehension of grade-appropriate fiction (including stories and novels), scripts, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations and Métis and countries (including Canada).

52, 55-56, 62, 64-66, 73, 75-77, 85, 87-88, 97-98, 104-105, 114-116, 123-125, 132-133, 140-141, 147-148, 154-156, 162-164, 170, 172-173, 177, 180-181, 189-190, 194, 197-198, 207-208, 215-217, 231, 255, 260-261, 277-278, 284-285

Compose and Create (CC). Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

| | Outcomes | Pages |
|-------|---|--|
| CC4.1 | Compose and create a range of visual, multimedia, oral, and written texts that explore identity (e.g., Expressing Myself), community (e.g., Celebrating and Honouring Others), social responsibility (e.g., Within My Circle) through personal experiences and inquiry. | 81, 223 |
| CC4.2 | Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings. | N/A |
| CC4.3 | Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes. | 258, 267 |
| CC4.4 | Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence. | 13-18, 23-30, 35-42, 46-54, 57-63, 67-74, 78-80, 82, 85-86, 89-92, 94, 96, 99-103, 107-113, 117-122, 126-131, 134-139, 142-146, 149-153, 157-158, 160-161, 165-167, 169, 171, 174-175, 178--179, 182-183, 186-188, 191-193, 195-196, 199-206, 209-214, 218-222, 224, 228-230, 232, 235-241, 244-248, 250, 253-254, 257, 259, 262-266, 268, 271-276, 279-281, 283 |

Assess and Reflect (AR). Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewer's, listeners, readers, representers, speakers, and writers, and set goals for future improvement.

| | Outcomes | Pages |
|-------|--|---------------------|
| AR4.1 | Reflect on and assess own viewing, listening, reading, speaking, writing, and other representing experiences; the selected strategies employed (e.g., using class-generated criteria), and explore possible ways to improve. | 12, 22, 34, 45, 106 |
| AR4.2 | Set and pursue personal goals to improve viewing, listening, reading, speaking, writing, and other representing tasks more effectively. | N/A |

Name: _____

READING PROGRAM - OVERVIEW

The **Science of Reading** Program requires explicit instruction of phonological, orthographic, and morphological knowledge so students can decode and encode regular words and irregular words.

In grade 4, the focus in the curriculum is on decoding and understanding affixes (prefixes and suffixes). Students will learn about word origins as well to improve their understanding and spelling of new vocabulary.

Therefore, our reading program will be broken down into 30 word lists that align with the outcomes in the grade 4 language curriculum. Each week, teachers will focus on one affix and two graphemes.

The other words in the word list will align with the vocabulary skills and procedures, which state that tier 2 and 3 words should be used. **Tier 2 words** are found in written language as well as in oral language in the classroom and are useful across many different content areas. **Tier 3** words are specific to subject areas. Both are included to round out the word lists.

Weekly Plan

Week 1: Introduce the suffix -ed and schwa 'a' (as in about)

Week 2: Introduce suffix -s and schwa 'e' (as in pencil)

Week 3: Introduce suffix -ing and schwa 'i' (as in pencil)

Week 4: Introduce suffix -y and schwa 'o' (as in son)

Week 5: Introduce suffix ish and schwa 'u' (as in circus)

Week 6: Introduce prefix dis- and 'il' and 'al' sounds

Week 7: Introduce suffix -er, -est and 'ile' sounds

Week 8: Introduce prefix mis- and 'el', 'al' sounds

Week 9: Introduce prefix non- and pattern -ure

Week 10: Introduce suffix -ly, -ily and patten -cher

Week 11: Introduce prefix pre- and the letter blends: shr, spl, spr, str

Week 12: Introduce prefix post- and diagraphs: ph and mb

Name: _____

READING PROGRAM - OVERVIEW

Weekly Plan

Week 13: Introduce suffix -ful, -less and digraph: wh, ch

Week 14: Introduce prefix anti- and digraph: sh, th

Week 15: Introduce prefix multi- and digraph: ng, ck

Week 16: Introduce suffix -tion, -sion and digraph: ck, ll

Week 17: Introduce prefix auto- and digraph: dd, bb

Week 18: Introduce prefix bio- and digraph: rr, cc

Week 19: Introduce suffix -less, and digraph: gg, mm

Week 20: Introduce prefix inter- and diphthong ai

Week 21: Introduce suffix -ant, -int and diphthong ay

Week 22: Introduce suffix -able, -ible and diphthong ee,

Week 23: Introduce prefix micro- and diphthong au

Week 24: Introduce prefix semi- and diphthong ea

Week 25: Introduce prefix ex-, in- and diphthong ee

Week 26: Introduce suffix -ous, -ious and diphthong ei

Week 27: Introduce prefix under-, over- and diphthong oa

Week 28: Introduce suffix -ence, -ance and diphthong ou

Week 29: Introduce prefix sub-, super- and diphthong ui

Week 30: Introduce suffix -yze, -ize and random fun words

READING PROGRAM - OVERVIEW

| Weeks | Lesson 1 | Lesson 2 |
|---------|--|---|
| Week 1 | Complete Sentences Vs. Fragments | Simple Vs Compound Sentences |
| Week 2 | Parts Of Speech: Nouns, Verbs, And Adjectives | Types Of Sentences |
| Week 3 | Parts Of Speech: Nouns, Verbs, And Adjectives | Independent/Dependent Clauses |
| Week 4 | Coordinating Conjunctions (FANBOYS) And Abbreviations | Morphemes: Prefixes And Suffixes |
| Week 5 | More Parts Of Speech- Adverbs, Prepositions, Etc. | Morphemes: Prefixes And Suffixes |
| Week 6 | Interjections And Conjunctions - Punctuation | More Parts Of Speech And Subject-verb Agreement |
| Week 7 | Cursive Writing And Personification | Relative Pronouns And Analogy |
| Week 8 | Capitalizing Proper Nouns And Proper Adjectives As Well As Idioms | Perfect Verb Tense - Figurative Language Review - Analogy, Personification, And Idiom |
| Week 9 | Punctuating Interjections | Perfect Verb Tense |
| Week 10 | Use Of Commas In Direct Address | Capitalizing Proper Adjectives/Nouns And Capitalizing Abbreviations |
| Week 11 | Use Of Commas In Direct Address And To Indicate Pause In Between Sentences | Punctuating Conjunctions |
| Week 12 | Identifying And Correcting Run-on Sentences | Decoding Strategy - Syllable Splitting |
| Week 13 | Introduction To Complex Sentences | Decoding Strategy - Chunking |
| Week 14 | Introduction To Complex Sentences | Use Of Apostrophes In Possessives |
| Week 15 | Introduction To Compound-complex Sentences | Types Of Sentences: Interrogative |

READING PROGRAM - OVERVIEW

| Weeks | Lesson 1 | Lesson 2 |
|---------|---|---|
| Week 16 | Literal Versus Figurative Meanings Of Words | End-of-sentence Punctuation |
| Week 17 | Similes And Using Dictionary and Encyclopedia | Homophones |
| Week 18 | Metaphors And Using A Thesaurus | Homonyms |
| Week 19 | Idioms, Imagery And Verb Tenses | Antonyms |
| Week 20 | Other Figures Of Speech - Alliteration, Ellipsis | Determiners: Articles |
| Week 21 | Synonyms - Exact Versus Near-synonyms And Active Voice | Spelling: Commonly Misspelled Words |
| Week 22 | Use Of Apostrophes In Contractions And Passive Voice | Synonyms: Identifying And Creating |
| Week 23 | Introduction To Commas In A List | Contractions and Using Maps and Atlas |
| Week 24 | Using Colons To Introduce A List | Figurative Language: Onomatopoeia |
| Week 25 | Interrogative And Imperative Verbs | Spelling: Words With Silent Letters |
| Week 26 | Pronouns As Adjectives As Well As Understanding Subjects And Objects In Sentences | Analogies: Understanding And Creating |
| Week 27 | Fluency Readings - Providing A List Of Sentences That Get More Difficult To Read | Figurative Language: Personification And Possessive Adjectives |
| Week 28 | Introduction To Quotation Marks In Dialogue And Degrees Of Comparison In Adjectives | Vocabulary: Context Clues: What Do You Think The Underlined (Challenging Word) Means? |
| Week 29 | Using Quotation Marks In Dialogue | I Before E And Exceptions |
| Week 30 | Capitalization Of Quotation - Only Complete Sentences | Figurative Language: Oxymorons |

NAME: _____

LANGUAGE



Spelling Goals

- ☐ I want to learn _____ new words this week.
- ☐ I want to spell _____ words correctly in this week's spelling quiz.
- ☐ I want to improve spelling for _____ word(s) I find tricky.



| Do you think these strategies will help you with your spelling? | YES | NO |
|---|-----|----|
| ✓ Write words in a spelling notebook. | | |
| ✓ Use flashcards for spelling words. | | |
| ✓ Draw pictures to represent words. | | |
| ✓ Play spelling games online. | | |
| ✓ Sing spelling words to yourself. | | |

Pre-Reflection

Share your thoughts on learning spelling words this week.

- ☐ I feel _____ about learning new words this week.
- ☐ Learning new spelling words is _____ because _____.
- ☐ A challenge I anticipate with this week's spelling words is _____, but I plan to overcome it by _____.
- ☐ A strategy I want to try for learning my spelling words this week is _____ because _____.
- ☐ By the end of the week, I want to be able to _____ with my new spelling words.

WEEK 1 – VOCABULARY LIST**Think**

Underline the suffix -ed in each word.

| | | | | |
|---------|----------|----------|-----------|----------|
| laughed | wanted | baked | showed | finished |
| caramel | camera | alphabet | drama | tricked |
| jumped | hiked | opened | picked | banana |
| chocol | elevator | animal | astronaut | sofa |

Write the past tense of the verb. Write a sentence changing the tense.

| | |
|---------------|--|
| Present Tense | He <u>laughs</u> when he watches funny cartoons. |
| Past Tense | |

| | |
|---------------|--|
| Present Tense | I <u>want</u> a puppy for my birthday. |
| Past Tense | |

| | |
|---------------|--------------------------------------|
| Present Tense | We <u>bake</u> cookies every Sunday. |
| Past Tense | |

| | |
|---------------|--|
| Present Tense | She <u>shows</u> her artwork to her parents. |
| Past Tense | |

| | |
|---------------|---|
| Present Tense | He <u>jumps</u> high on the trampoline. |
| Past Tense | |

Spelling Patterns - VVCC Words

VVCC words are words that have two vowels next to each other, followed by two consonants. The 'VV' part is a vowel team where two vowels work together to make one sound, like 'ea' in 'leaf'. The 'CC' part is when two consonants come next, like 'f' and 't' in 'leaf'.

Examples of VVCC words

Each - The 'ea' makes the vowel sound and the 'ch' are the consonants.

Toast - The 'oa' makes the vowel sound, and 'st' are the consonants.



Think _____ Do the words below follow the VVCC spelling pattern?

| | | |
|---------|-----|----|
| beach | yes | no |
| sheep | yes | no |
| mount | yes | no |
| dream | yes | no |
| float | yes | no |
| brain | yes | no |
| boast | yes | no |
| peach | yes | no |
| screech | yes | no |

| | | |
|--------|-----|----|
| touch | yes | no |
| yeast | yes | no |
| leech | yes | no |
| feast | yes | no |
| glance | yes | no |
| leaves | yes | no |
| cruise | yes | no |
| reach | yes | no |
| least | yes | no |

Think _____

Write your own VVCC words below

Complete Sentences Vs Fragments

A complete sentence is like a full meal - it has all the parts it needs. It has a **subject** (who or what the sentence is about) and a **predicate** (what the subject is doing or how it is). So, a complete sentence tells a whole thought. For example, "The cat sleeps."

A fragment is like a snack, it's missing something. It might be missing the **subject** or the **predicate**. So, a fragment doesn't give us a full thought. For example, "Sleeps in the sun." Who sleeps in the sun? We don't know, so it's a fragment!

Complete Sentence?

Is the sentence complete or is it a fragment?

| | | |
|-----------------------------------|----------|----------|
| 1) Astronauts landed on the moon. | Complete | Fragment |
| 2) I wanted to go to the beach. | Complete | Fragment |
| 3) Baked a chocolate cake. | Complete | Fragment |
| 4) On the sofa. | Complete | Fragment |
| 5) She opened the camera. | Complete | Fragment |
| 6) Alphabet and numbers. | Complete | Fragment |

Subject or Predicate?

Is the underlined word the subject or the predicate?

| | | |
|--|---------|-----------|
| 1) <u>They</u> acted in the drama at school. | Subject | Predicate |
| 2) I <u>finished</u> my homework. | Subject | Predicate |
| 3) <u>We</u> were in the elevator. | Subject | Predicate |
| 4) <u>The animal</u> tricked the hunter. | Subject | Predicate |
| 5) The sofa <u>is comfortable</u> . | Subject | Predicate |
| 6) The alphabet <u>is easy to learn</u> . | Subject | Predicate |

Write

Write 2 complete sentences. Circle the subject and underline the predicate

| |
|--|
| |
| |

Simple Vs Compound Sentences

A **clause** is a part of a sentence that contains a subject (who or what the sentence is about) and a predicate (what the subject is doing). In a **simple sentence**, like "The bird sings," the clause is the whole sentence. The bird is the subject, and sings is the predicate. Simple sentences have just 1 clause.

A **compound sentence** has two or more clauses. For example, in "The bird sings, and the cat meows," there are two clauses: 'The bird sings' and 'the cat meows'. Each clause has its own subject and predicate. The two clauses are joined together with the coordinating conjunction 'and'.

Simple Sentence Is it a simple sentence or compound sentence?

| | | |
|---|--------|----------|
| 1) She baked a cake. | Simple | Compound |
| 2) The astronaut floated high in zero gravity. | Simple | Compound |
| 3) I laughed at the joke, and then picked up the book. | Simple | Compound |
| 4) He tricked me once, but I won't let it happen again. | Simple | Compound |
| 5) The drama was intense, yet I couldn't watch. | Simple | Compound |
| 6) We rode the elevator up, and then sat on the roof to rest. | Simple | Compound |

Coordinating Conjunction Compound sentences are connected by FANBOYS (for, and, nor, but, or, yet, so). Write the FANBOYS in the blank.

| | |
|---|--|
| 1) He picked the banana, but it slipped and fell. | |
| 2) They wanted the chocolate, yet they knew they should not have it. | |
| 3) The animal hiked up the hill, and it then rested at the top. | |
| 4) The elevator was slow, so we decided to take the stairs. | |
| 5) The astronaut ducked down, for she saw an asteroid coming her way. | |

Write Write 2 compound sentences. Circle the coordinating conjunction you used

| |
|--|
| |
| |

Edit My Work – Using Capital Letters

We use capital letters in these cases:

- 1) Start of a sentence: "Dogs are friendly."
- 2) Proper nouns: Names of specific people, places, or things, like "Sarah" or "New York."
- 3) Titles: Important words in titles of books, movies, etc., like "Harry Potter."
- 4) Proper adjectives: Adjectives from proper nouns, like "French" in "French fries."

Edit _____ capitalization errors below and the misspelled word list words

Jimmy wanted to be an astronaut. He laughed as he jumped on the sofa, imagining it was his space. His brother, Steven, didn't think he could be an astronaut. But Jimmy was determined.

One day, he hid to the library and found a book about space. It was filled with drama and exciting tales of astronauts. Jimmy didn't put it down. He finished the book in just one day.

Then, he baked banana chocolate muffins for his family. He tricked Steven into thinking they were 'space muffins'. Jimmy saw a picture of an astronaut eating similar muffins.

He opened his laptop and turned on a virtual space elevator tour. The room seemed to shake as the virtual elevator rose. They even had to wear 3D glasses for it.

His mom gave him a camera to document his 'space adventures'. Jimmy loved the idea. He clicked a photo of his astronaut alphabet – a code language he had created.

In all the excitement, he forgot about his caramel popcorn. It was his favourite. Before bedtime, he sat on the sofa, enjoying the popcorn and relishing his adventurous day.

Word Search

Word Search

Find the word bank words in the puzzle

| | | | | |
|------------------------------------|-----------------------------------|-----------------------------------|------------------------------------|-----------------------------------|
| <input type="checkbox"/> laughed | <input type="checkbox"/> wanted | <input type="checkbox"/> baked | <input type="checkbox"/> showed | <input type="checkbox"/> finished |
| <input type="checkbox"/> caramel | <input type="checkbox"/> camera | <input type="checkbox"/> alphabet | <input type="checkbox"/> drama | <input type="checkbox"/> tricked |
| <input type="checkbox"/> jumped | <input type="checkbox"/> hiked | <input type="checkbox"/> opened | <input type="checkbox"/> picked | <input type="checkbox"/> banana |
| <input type="checkbox"/> chocolate | <input type="checkbox"/> elevator | <input type="checkbox"/> animal | <input type="checkbox"/> astronaut | <input type="checkbox"/> sofa |

U I C A T E O B Q V M O E R H Q N L Q
 U I C A T E O B Q V M O E R H Q N L Q
 E X O S B I G I O P E N E D S Q U W
 F I N I S H A T O R T A A O D G A
 G M P Y X V E Z E D U F N A F E H N
 C A M E R A I D G K X I M A W E T
 B A K E D P J R D R A S D B M R V O D E
 B P I C K E D T R I C K E B N A H Z D
 U S O A R B A S T R O N A T S W S K Y
 D Q M N J U M P E D A L P H T Z G C

Word Search

Make your own word search using 8 of the words

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
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Word Bank

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Week 1 – Fluency Readings

Read

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

| | Sentence | # of Mistakes | | Time (sec) | |
|----|--|---------------------|---------------------|---------------------|---------------------|
| | | 1 st Try | 2 nd Try | 1 st Try | 2 nd Try |
| 1) | T jumped high on the moon. | | | | |
| 2) | I wanted to feel before I went up the hill. | | | | |
| 3) | She laughed as she opened the box with chocolate on her finger. | | | | |
| 4) | He baked alphabet cookies and showed them at school. | | | | |
| 5) | They finished their drama play and picked flowers for the cast. | | | | |
| 6) | The monkey tricked the zookeeper and stole a banana near the elevator. | | | | |
| 7) | After building a sofa out of blocks, the clever animal decided it was time for a cozy nap. | | | | |

Visualization

Visualize

As you read, pause and visualize the characters, setting, event, and objects. Then underline the words/sentences that help you visualize. Draw what you visualized.

PREVIEW

As the astronaut laughed, floating above Earth, he wanted to capture every star with his camera. He remembered hiking on Earth, where the sweet scent of baked cookies filled the air. He had opened his grandmother's old recipe book, the alphabet of ingredients leading to delicious treats. He showed his family photos of space, where the drama of the cosmos unfolded. He finished his spacewalk, tricked once by the silence of the void. Back inside, he enjoyed a banana, dreaming of a soft sofa, and chocolate, his heart jumping with joy for home.

WEEK 1 – VOCABULARY QUIZ

Spelling

When your teacher reads the word, spell it below.

| | | | |
|-----|--|-----|--|
| 1) | | 11) | |
| 2) | | 12) | |
| 3) | | 13) | |
| 4) | | 14) | |
| 5) | | 15) | |
| 6) | | 16) | |
| 7) | | 17) | |
| 8) | | 18) | |
| 9) | | 19) | |
| 10) | | 20) | |

Complete or Fragment?

Is the sentence complete or is it a fragment?

| | | |
|--------------------------------------|----------|----------|
| 1) Ran to the park. | Fragment | Complete |
| 2) My dog loves to play fetch. | Fragment | Complete |
| 3) The pizza in the oven. | Fragment | Complete |
| 4) We are going to the zoo tomorrow. | Fragment | Complete |

Simple or Compound

Is it a simple sentence or compound sentence?

| | | |
|--|--------|----------|
| 1) The dog rests on the rug. | Simple | Compound |
| 2) The coach completed the roster. | Simple | Compound |
| 3) I enjoy oranges, and my sister prefers grapes. | Simple | Compound |
| 4) She unfolded her map, and she began to trace the route. | Simple | Compound |

Name: _____

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Curriculum Connection
AR4.1

Achieving Goals

Spelling Quiz
ScoreHow do you feel about your
score? Colour it

Spelling Adventure

Select two activities to practice your spelling

| | | |
|--|------------------------------|--|
| | Word Story Creator | Pick 5 words and draw a picture for each that helps you remember its spelling |
| | Word Story | Write a short story using at least five of your spelling words |
| | Word Detective | Choose 3 words and find out their origins. Write a sentence about what you learned. |
| | Word Builder | For each word, list a prefix or suffix you could add to make a new word. |
| | Spelling Bee Practice | With a partner, practice spelling each of your words out loud. One is the speller and the judge. |

What was the most fun activity? Why?

Which words were the most challenging to spell?

What strategy works best for you when spelling?

How will you practice your spelling next week?

WEEK 2 – VOCABULARY LIST**Think**

Underline the suffix -s in each word.

| | | | | |
|---------|---------|--------|-----------|-----------|
| boxes | trips | melons | pets | elephants |
| lemons | stables | hedges | compasses | echoes |
| pennies | twenty | horses | lemonade | befriend |
| pretz | select | regret | agenda | vegetable |

Write a sentence using a word to be plural – more than one. Write a sentence changing singular underlined words to be their plural form.

| | |
|----------|--|
| Singular | The <u>phant</u> is a mythical creature. |
| Plural | |

| | |
|----------|--|
| Singular | The <u>family</u> is planning a trip to the beach. |
| Plural | |

| | |
|----------|---|
| Singular | The <u>horse</u> is eating in the <u>stable</u> . |
| Plural | |

| | |
|----------|--|
| Singular | The <u>echo</u> in the canyon was very loud. |
| Plural | |

| | |
|----------|--|
| Singular | I found a <u>penny</u> under the <u>sofa</u> . |
| Plural | |

Spelling Patterns - VVCe Words

VVCe words have two vowels together (VV) making a specific sound, followed by a consonant (C), and ending with a silent 'e' (e). Unlike other patterns, the silent 'e' here doesn't change the sound of the vowel team.

Examples

- Weave (the 'ea' stays as it is, not affected by the silent 'e')
- Goose (the 'oo' sound remains the same)
- House (the 'ou' makes its own sound)



Think: Do the words below follow the VVCe spelling pattern?

| | | |
|----------|-----|----|
| weave | yes | no |
| quite | yes | no |
| goose | yes | no |
| river | yes | no |
| house | yes | no |
| mountain | yes | no |
| slice | yes | no |
| acre | yes | no |
| throne | yes | no |

| | | |
|---------|-----|----|
| course | yes | no |
| breeze | yes | no |
| circle | yes | no |
| cancel | yes | no |
| noise | yes | no |
| age | yes | no |
| globe | yes | no |
| moose | yes | no |
| giraffe | yes | no |

Think

Write your own VVCe words below

Making Words Plural – Adding S

Why We Add "s" – Most Common Cases

- To make plural: We add "s" to a noun to show there is more than one, like "cats."
- To show possession: We add "'s" to a noun to show something belongs to it, like in "Tom's book."

How To Add "s"

- Usually, just add "s" at the end.
- For words ending with s, x, z, ch, sh, add "es".
- If a word ends with a consonant and y, change "y" to "i" and add "es".
- If a word ends with a vowel and y, just add "s".



Make Plural

| | | | |
|----------|--|-----------|--|
| 1) cat | | 11) peach | |
| 2) dog | | 12) tree | |
| 3) box | | 13) tray | |
| 4) brush | | 14) dish | |
| 5) baby | | 15) baby | |

Fill in the Blanks

Fill in the blanks with the plural form of the word in parentheses.

- 1) The children saw several _____ (butterfly) in the _____ (garden).
- 2) The children had a lot of fun at the _____ (stable).
- 3) She made a refreshing _____ (melon) salad for the picnic.
- 4) She saved all her _____ (penny) to buy a new book.
- 5) My sister has many different _____ (story) about her _____ (trip).
- 6) The _____ (elephant) in the zoo are very friendly.
- 7) He hangs his _____ (picture) in the _____ (gallery).

Parts of Speech – Nouns, Verbs, Adjectives

Parts of speech are groups we put words into based on what job they do in a sentence. Here are some of them:

- **Nouns:** Names of people (teacher), places (park), things (book), or ideas (freedom).
- **Verbs:** Action words (run, think) or state of being words (is, am).
- **Adjectives:** Words that describe nouns (happy, blue).

Identify the underlined word a noun, verb, or adjective

- | | |
|---|--|
| 1) We <u>needed</u> two <u>cars</u> for our trip. | |
| 2) My <u>pets</u> love to <u>chase</u> their <u>bones</u> . | |
| 3) The elephants enjoy <u>eating</u> <u>bananas</u> and <u>lemons</u> . | |
| 4) After riding, we left the <u>park</u> at the <u>end</u> of the <u>day</u> . | |
| 5) I befriended a girl who has a <u>collection</u> of <u>stamps</u> . | |
| 6) I select a <u>pretzel</u> from the bakery every <u>morning</u> . | |
| 7) We enjoyed the <u>sour</u> lemonade at the fair. | |
| 8) Our agenda for the day includes a <u>visit</u> to the <u>vegetable</u> <u>market</u> . | |
| 9) The <u>tall</u> hedges were finally trimmed. | |
| 10) James feels old because he <u>turned</u> 20 yesterday. | |

Write

Write 3 sentences with a noun, verb, and adjective. Underline the noun, circle the verb, and put a rectangle around the adjective.

| |
|--|
| |
| |
| |

Four Types Of Sentences

There are four types of sentences:

- **Declarative Sentence:** Makes a statement or expresses an opinion.
Example: "I love reading books."
- **Interrogative Sentence:** Asks a question.
Example: "Do you like pizza?"
- **Exclamatory Sentence:** Shows strong emotion or surprise.
Example: "Wow, that's amazing!"
- **Imperative Sentence:** Gives a command or makes a request.
Example: "Please open the door."



Sentence Type _____ Type of sentence is written below?

- | | |
|---|--|
| 1) The box of melons was so heavy he | |
| 2) Where did the echo come from? | |
| 3) Wow, this lemonade is so refreshing! | |
| 4) I regret not bringing my compass on the trip. | |
| 5) Please select a box and place it on the counter. | |
| 6) These hedges are beautifully trimmed! | |

Write _____

Write 1 example of each of the types of sentences.

| | |
|---------------|--|
| declarative | |
| interrogative | |
| exclamatory | |
| imperative | |

How Punctuations Are Used as Cues in Reading

Punctuation marks are like secret codes that tell us how to read sentences. They help us understand when to pause, stop, change our tone, and even notice important names. They are like road signs for reading!

Period (.)

- Use: Tells us to stop.
- Example: I have a cat.

Comma (,)

- Use: Signals a short pause and can list things or separate ideas.
- Example: I like apples, bananas, and oranges.

Question Mark (?)

- Use: Shows a question is being asked.
- Example: What is your name?

Exclamation Mark (!)

- Use: Shows strong feelings.
- Example: Wow! That's amazing!

Instructions

Read the sentences out loud. Read them: silently, aloud, and with a friend. After each reading, circle the punctuation marks and count them in the table.

| | |
|---|-------|
| 1) Sarah's birthday party is on Saturday. | ☆ ☆ ☆ |
| 2) What's your favourite subject in school? | ☆ ☆ ☆ |
| 3) My family and I went on a fun vacation last summer. | ☆ ☆ ☆ |
| 4) I can't believe it's already snowing outside! | ☆ ☆ ☆ |
| 5) We found a hidden treasure in the old, dusty attic! | ☆ ☆ ☆ |
| 6) The forest teems with squirrels, rabbits, and birds! | ☆ ☆ ☆ |
| 7) Wow, it's cold outside, isn't it? | ☆ ☆ ☆ |

| | |
|------------|--|
| Period (.) | |
| Comma (,) | |

| | |
|-----------------------|--|
| Question Mark (?) | |
| Exclamation Point (!) | |

Edit My Work – Using Capital Letters

We use capital letters in these cases:

- 1) Start of a sentence: "Dogs are friendly."
- 2) Proper nouns: Names of specific people, places, or things, like "Sarah" or "New York."
- 3) Titles: Important words in titles of books, movies, etc., like "Harry Potter."
- 4) Proper adjectives: Adjectives from proper nouns, like "French" in "French fries."

Edit _____ capitalization errors below and the misspelled word list words

my friend, tom and i. one day, we decided to visit a stable with twenty horses. at the stable we saw a lot of vegetabels, metens, and lemons. We even befriended an elephant named lucy! how we laughed when lucy tried to pick up a pretzel with her trunk.

my pet dog, max, loves lemonaid, which is so funny. He even likes the sour taste. we sometimes sit near the hedges, sip from the lemonade to the echos from the hills. it's one of our favourite things to do.

i have an agenda, it includes a trip to the penny Arcade. i like to collect pennys and this place is like heaven for me. it's a place full of memories and stories.

one time we got lost, we didn't have a compass. we felt regrete for not bringing one. luckily, we found our way back home. i still remember that adventure. tom and i always select our tripes carefully now. we learned a lot from our journeys and the memories they created. we'll never forget lucy the eliphant and our echo-filled lemonade breaks.

Word Search

Word Search

Find the word bank words in the puzzle

| | | | | |
|-----------------------------------|----------------------------------|---------------------------------|------------------------------------|------------------------------------|
| <input type="checkbox"/> boxes | <input type="checkbox"/> trips | <input type="checkbox"/> melons | <input type="checkbox"/> pets | <input type="checkbox"/> elephants |
| <input type="checkbox"/> lemons | <input type="checkbox"/> stables | <input type="checkbox"/> hedges | <input type="checkbox"/> compasses | <input type="checkbox"/> echoes |
| <input type="checkbox"/> pennies | <input type="checkbox"/> twenty | <input type="checkbox"/> horses | <input type="checkbox"/> lemonade | <input type="checkbox"/> befriend |
| <input type="checkbox"/> pretzels | <input type="checkbox"/> select | <input type="checkbox"/> regret | <input type="checkbox"/> agenda | <input type="checkbox"/> vegetable |

R E L E W X L N T T P L U W P E P P R E
 V E S E T L Z O U G R Z E Q E X H E E L
 J S T V O S S E S C F T B B N D V
 S E L E P H E T F H M S E T N A B
 N L S N D J B O Z G O A T F C I N O
 O B A M L E M O S E S W R E E O X
 L A J C C C U I W H E S P E I L S M E
 E T F K S W F D K Y D A I E E W E S
 M S H O R S E S O S A H L S O L F
 T P N X H E D G E S G F M V Y A A W

Word Scramble

Read the clue and then unscramble the word

| | | | |
|--------|--|-----------|--|
| deesgh | | yentwt | |
| stpir | | aphneelst | |
| sesroh | | gaaend | |
| solemn | | esobx | |
| lecest | | seipnen | |
| eosehc | | derifneb | |

Week 2 – Fluency Readings

Read

Today, you are going to measure your reading speed. You will do this by calculating how many words you read per minute.

Passage – Word Count = 128 Words

In a small village, a boy named Timmy saved twenty pennies to buy a pretzel at the fair. As he walked past lemon trees and stables, counting the boxes stacked beside them. When he arrived, he saw a stand selling fresh lemonade. Timmy couldn't resist, so he bought his first cup. With his lemonade, he took trips around the fair, looking at the games and watching the horses jump over hedges. He heard the echoes of children laughing and the trumpet of elephants in the parade. Timmy wished to befriend everyone he met. He plans to see the melons grow in the garden and to learn more about the village history. It was a day full of adventure, and he didn't regret spending his pennies.

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count – at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

Calculation: $(1,140 \text{ words} \div 330 \text{ seconds}) \times 60 = 207.2 \text{ WPM}$.

| Time Taken To Read |
|--------------------|
| |
| |
| Divide 128/seconds |
| |
| WPM |
| |

Visualization

Visualize

As you read, pause and visualize the characters, setting, event, and objects. Then underline the words/sentences that help you visualize. Draw what you visualized.

PREVIEW

In the village, twenty boxes full of lemons sat on the tables. Horses peered over the hedges, their echoes filling the air and the ground. A pretzel vendor befriended all, giving pets tiny treats. Naturally, children sipped lemonade, giggling at melons shaped like elephants. Pennies jingled in jars, saved for future trips. Compasses in hand, they'd select adventures, maybe even to vegetable farms. But no one had an agenda today, except to enjoy the simple joy of sun, smiles, and the promise of never having to regret a day spent in happiness.

WEEK 2 – VOCABULARY QUIZ**Spelling**

When your teacher reads the word, spell it below.

| | |
|-----|--|
| 1) | |
| 2) | |
| 3) | |
| 4) | |
| 5) | |
| 6) | |
| 7) | |
| 8) | |
| 9) | |
| 10) | |

| | |
|-----|--|
| 11) | |
| 12) | |
| 13) | |
| 14) | |
| 15) | |
| 16) | |
| 17) | |
| 18) | |
| 19) | |
| 20) | |

Make Plural

Change the words from singular to plural.

| | |
|-------------|--|
| 1) elephant | |
| 2) brush | |
| 3) church | |
| 4) city | |
| 5) baby | |

| | |
|-----------|--|
| 6) berry | |
| 7) boy | |
| 8) valley | |
| 9) hobby | |
| 10) chair | |

Identify

Is the underlined word a noun, verb, or adjective

| | |
|------------|--|
| 1) teacher | |
| 2) banana | |
| 3) fast | |

| | |
|----------|--|
| 4) hike | |
| 5) write | |
| 6) tired | |

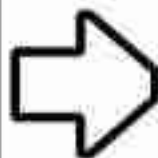
Name: _____

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Reading Goals

| Date | |
|----------------------|--|
| What I can do today? | |
| | |



| Date | |
|-----------------------------|--|
| What I can do by this date? | |
| | |

What I can do to reach this goal?

At school I will:

At home I will:

WEEK 3 – VOCABULARY LIST**Think** Underline the suffix -ing in each word. Circle the words with a short i sound.

| | | | | |
|----------|----------|---------|----------|----------|
| smiling | insect | visit | creating | window |
| running | pillow | music | dancing | inside |
| thinking | clapping | jumping | animal | pencil |
| sign | writing | family | noticing | visiting |

Write Write sentences that use all 20 words. You'll need to use 2 words per sentence

| | |
|-----|--|
| 1) | |
| 2) | |
| 3) | |
| 4) | |
| 5) | |
| 6) | |
| 7) | |
| 8) | |
| 9) | |
| 10) | |

Spelling Patterns - VCe Words

VCe words contain a vowel (V), followed by two consonants (CC), and end with a silent 'e' (e). In these words, the silent 'e' does not typically alter the vowel sound.

Examples

- Wedge (the 'e' after 'd' and 'g' is silent and doesn't affect the vowel sound)
- Badge (the 'a' sound stays the same, the silent 'e' is not pronounced)
- Bulge (the 'u' sound remains consistent, with the 'e' at the end being silent)



Think: Do the words below follow the VCe spelling pattern?

| | | |
|-------|-----|----|
| wedge | yes | no |
| force | yes | no |
| slice | yes | no |
| brace | yes | no |
| chase | yes | no |
| price | yes | no |
| dance | yes | no |
| flame | yes | no |
| grace | yes | no |

| | | |
|-------|-----|----|
| drive | yes | no |
| wince | yes | no |
| snipe | yes | no |
| tute | yes | no |
| pride | yes | no |
| ridge | yes | no |
| smoke | yes | no |
| lodge | yes | no |

Think

Write your own VCe words below

Adding -ing

Why Add -ing?

We add "-ing" to a word to show an action is happening now, which is called the present tense. (jump → jumping).



Adding "-ing" to Words

General rule: Just add -ing at the end of the word (play → playing)

Words Ending in "e": If the word ends in "e", remove the "e" and add -ing (bike → biking).

Words Ending in Vowel + Consonant: If the word is a one-syllable verb that ends in a vowel + consonant, double the consonant before adding -ing (run → running).

Add -ING Change words to the present tense by adding -ing

| | | | |
|--------|--|-------|--|
| Write | | Give | |
| Smile | | Trade | |
| Dance | | Shine | |
| Notice | | | |
| Think | | | |

Fill in the Blanks

Fill in the blanks with the -ing form of the verb.

- The dog is _____ (run) in the park and _____ (chase) the cat.
- My family loves _____ (visit) new places and _____ (try) new food.
- She was _____ (think) about her homework while _____ (listen) to music.
- They are _____ (read) their books while _____ (sit) under the tree.
- He is _____ (write) a letter to his friend and _____ (drink) a cup of coffee.
- The cat is _____ (chase) the mouse and _____ (make) a mess in the house.
- The bird is _____ (sing) a song while _____ (fly) in the sky.

Parts of Speech – Nouns, Verbs, Adjectives

Parts of speech are groups we put words into based on what job they do in a sentence. Here are some of them:

- **Nouns:** Names of people (teacher), places (park), things (book), or ideas (freedom).
- **Verbs:** Action words (run, think) or state of being words (is, am).
- **Adjectives:** Words that describe nouns (happy, blue).

Identify Is the underlined word a noun, verb, or adjective

- | | |
|---|--|
| 1) I ran on a path as a <u>small</u> insect crawled by. | |
| 2) Gazing out of the window, she <u>watched</u> the sunset. | |
| 3) We went inside the house <u>before</u> our next visit to the park. | |
| 4) The signal changed, guiding all <u>cars</u> across the road. | |
| 5) I love the <u>music</u> that our family listens to during our rides. | |
| 6) With a sharp pencil, the boy created a beautiful <u>picture</u> . | |
| 7) She was writing a letter, <u>smiling</u> at her thoughts. | |
| 8) The <u>excited</u> crowd clapped and danced to the beat. | |
| 9) They sprinted and <u>leapt</u> around the park, visiting favourite spots. | |
| 10) Spotting the sunset through the <u>window</u> was our family's highlight. | |

Write

Write 3 sentences with a noun, verb, and adjective. Underline the noun, circle the verb, and put a rectangle around the adjective.

| |
|--|
| |
| |
| |

Four Types of Sentences

There are four types of sentences:

- Declarative Sentence: "I love reading books."
- Interrogative Sentence: "Do you like pizza?"
- Exclamatory Sentence: "Wow, that's amazing!"
- Imperative Sentence: "Please close the door."



Sentence

Which type of sentence is written below?

1) The insect on the wall is yellow.

2) Is that your pencil?

3) This music the barbers play is faint.

4) Open the window.

5) My family loves visiting the beach.

6) Do you have an extra pencil?

7) Watch out for that running animal!

8) Please stop dancing on the sofa.

Write

Write 1 example of each of the types of sentences.

declarative

interrogative

exclamatory

imperative

How Punctuations Are Used as Cues in Reading

Quotation Marks (" ")

- Use: Show exactly what someone said.
- Example: She said, "Hello."

Apostrophe (')

- Use: Shows something belongs to someone or represents missing letters in contractions.
- Example: It's John's book.

Capital Letters

- Use: Start sentences and proper nouns (names of people, places, etc.), showing importance.
- Example: Canada is a country. Toronto is a city in Canada.

Instructions: Read the sentences three times: silently, aloud, and with a friend. After each reading, place a star next to the punctuation mark. Next, circle the punctuation marks and count the number of stars.

| | |
|---|-------|
| 1) "Do you think we'll see a bear?" he asked quietly. | ☆ ☆ ☆ |
| 2) "I can't believe it's already snowing," remarked the child. | ☆ ☆ ☆ |
| 3) "Let's explore the Rockies!" exclaimed Liam. | ☆ ☆ |
| 4) The teacher announced, "We'll have a visitor tomorrow." | ☆ |
| 5) "Whose hat is this?" the boy wondered, looking around. | ☆ ☆ ☆ |
| 6) "Vancouver is on the west coast," she explained, "while Halifax is on the east coast." | ☆ ☆ ☆ |

| | |
|----------------|--|
| Period (.) | |
| Comma (,) | |
| Apostrophe (') | |

| | |
|-----------------------|--|
| Question Mark (?) | |
| Exclamation Point (!) | |
| Quotation Marks (" ") | |

Independent and Dependent Clauses

An **independent clause** is like a complete sentence. It has a subject (who or what the sentence is about) and a verb (an action or a state of being), and it can stand alone as a complete thought. For example, "The dog barked."

A **dependent clause** also has a subject and a verb, but it doesn't make sense on its own. It needs an independent clause to complete the thought. For example, "because the mailman was at the door." This doesn't tell us the full story until we add an independent clause: "The dog barked because the mailman was at the door."

This is _____ clause a dependent or independent clause?

1) Because the pillow is soft.

2) When the music is playing.

3) She was not listening to details.

4) Is the pudding?

5) Jumping over the puddle.

6) My family is visiting.

Write

Write the sentences below using the words given.

Use the words: insect, smiling

independent

dependent

Use the words: family, visiting

independent

dependent

Use the words: music, thinking

independent



dependent





































































































































Crack the Code

Directions

Use the code below to reveal each spelling word

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|--|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| a | b | c | d | e | f | g | h | i | j | k | l | m |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|--|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| n | | | | | | | | | | | | |

| Code | | Code | Answer |
|--|--|---|--------|
|         | |        | |
|         | |         | |
|         | |         | |
|         | |        | |
|         | |        | |
|         | |        | |
|         | |        | |
|         | |        | |
|         | |        | |
|         | |        | |

Week 3 – Fluency Readings

Read

Read each passage 3 times at different speeds. Change how long you pause for commas and stop for periods. Read it slow, medium, and fast. Check once you have completed each reading.

| | Sentence | Slow | Medium | Fast |
|----|--|-------------------------------|---------------------------------|-------------------------------|
| 1) | I can't wait to see my family. We visit the zoo and see animals. Sometimes we talk about... | <input type="checkbox"/> Slow | <input type="checkbox"/> Medium | <input type="checkbox"/> Fast |
| 2) | Running is fun, and I'm enjoying it. I notice when people are clapping. It feels good like a soft pillow. | <input type="checkbox"/> Slow | <input type="checkbox"/> Medium | <input type="checkbox"/> Fast |
| 3) | When it's raining outside, I sit by the window. I think about creating my own music. Then, I start dancing inside. | <input type="checkbox"/> Slow | <input type="checkbox"/> Medium | <input type="checkbox"/> Fast |
| 4) | I found an insect in our house today. My mom was writing and didn't see it. I drew it with my pencil. | <input type="checkbox"/> Slow | <input type="checkbox"/> Medium | <input type="checkbox"/> Fast |
| 5) | During music, we were visiting other lands in our minds. The teacher had us pretending to fly. We were animals with wings. | <input type="checkbox"/> Slow | <input type="checkbox"/> Medium | <input type="checkbox"/> Fast |

WEEK 3 – VOCABULARY QUIZ

Spelling

When your teacher reads the word, spell it below.

| | |
|-----|--|
| 1) | |
| 2) | |
| 3) | |
| 4) | |
| 5) | |
| 6) | |
| 7) | |
| 8) | |
| 9) | |
| 10) | |

| | |
|-----|--|
| 11) | |
| 12) | |
| 13) | |
| 14) | |
| 15) | |
| 16) | |
| 17) | |
| 18) | |
| 19) | |
| 20) | |

Add -ING

Change the words to the present progressive by adding -ing

| | |
|---------|--|
| read | |
| whisper | |
| shout | |
| chase | |
| imagine | |

| | |
|-------|--|
| climb | |
| hike | |
| paint | |
| cook | |
| sing | |

| | |
|-------|--|
| talk | |
| swim | |
| write | |
| draw | |
| sing | |

Identify

Is the word most commonly a noun, verb, or adjective

| | |
|-------------|--|
| 1) strong | |
| 2) loud | |
| 3) thinking | |

| | |
|-------------|--|
| 4) book | |
| 5) laughing | |
| 6) school | |

My Reading Reflection

Do you feel you accomplished your goal?

- ☐ Yes!
- ☐ Almost!
- ☐ Over Half Way!
- ☐ I'm Still Working On It!

Explain your choice. What could you have done differently?

1. I read

- ☐ Alone
- ☐ With a partner
- ☐ In a group

2. The reading was

- ☐ Easy
- ☐ Just Right
- ☐ Challenging

3. My reading speed was

- ☐ Too slow
- ☐ Just Right
- ☐ Too fast

4. Reading aloud, I felt

- ☐ Confident
- ☐ Okay
- ☐ Nervous

5. The words

- ☐ Easy to read
- ☐ Sometimes hard
- ☐ Often tricky

6. I think my emotion was

- ☐ Really good
- ☐ Good
- ☐ Not too good

What was your favourite part of your reading and why?

What is one thing you want to work on for your next reading practice?

- ☐ Reading faster
- ☐ Understanding more words
- ☐ Using better expression
- ☐ Other: _____

Explain your choice.

WEEK 4 – VOCABULARY LIST**Think** Underline the suffix *y-* in each word. Circle the words with a short 'o' sound.

| | | | | |
|--------|---------|---------|---------|--------|
| solid | sponge | monkey | spooky | crispy |
| common | october | blossom | fluffy | frosty |
| wonder | doctor | collar | windy | dusty |
| rock | grumpy | spotty | healthy | soggy |

Fill in Choose the best word that matches each sentence.

| | | | |
|----------|-----------|----------|-----------|
| a) salty | b) grumpy | c) lucky | d) chilly |
| e) soggy | f) spotty | g) soggy | h) sleepy |

| | |
|--|---------------------------------------|
| The kitten was so _____ at the cat. | She felt _____ and needed a nap. |
| It's quite _____ outside; take a coat. | The soup is too _____ add some water. |
| He acted very _____ at the joke. | Mr. Hall's _____ house looked _____. |
| The grass is _____ due to the rain. | He _____ from _____ of clover. |

Write Write 5 sentences that use all the short 'o' sound words.

| | |
|----|--|
| 1) | |
| 2) | |
| 3) | |
| 4) | |
| 5) | |

Spelling Patterns - VCCC Words

The **VCCC** spelling pattern consists of a word that starts with a vowel (V), followed by three consonants (CCC).

Examples

- Trench (the 'e' is the vowel, followed by the consonants 'n', 'c', and 'h')
- Width (the 'i' is the vowel, followed by the consonants 'd', 't', and 'h')
- Match (the 'a' is the vowel, followed by the consonants 't', 'c', and 'h')

Think _____ Do the words below follow the VCCC spelling pattern?

| | | |
|--------|-----|----|
| jungle | | no |
| depth | yes | |
| thrust | | no |
| angst | yes | no |
| plank | yes | no |
| catch | yes | no |
| sprint | yes | no |
| script | yes | no |
| length | yes | no |

| | | |
|----------|-----|----|
| crisp | yes | no |
| prompt | yes | no |
| strength | yes | no |
| booth | yes | no |
| skate | yes | no |
| cliff | | no |
| scratch | | |
| draft | | no |

Write _____

Choose 3 words that match the VCCC pattern and use them in a sentence.

| |
|--|
| |
| |
| |

Name: _____

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Word Origins

Explore

Choose four words from the list and research the origins and meaning of each word. Record your findings and an interesting fact about each.

| | | | | |
|--------|---------|---------|---------|--------|
| solid | sponge | monkey | spooky | crispy |
| common | october | blossom | fluffy | frosty |
| wonder | doctor | collar | windy | dusty |
| rock | grumpy | spotty | healthy | soggy |

| Word | Year Originated | Language of Origination | Interesting Fact |
|--------|----------------------------------|-------------------------|---|
| spooky | fright and scary 19th century | english | The use of "spooky" has become more popular during Halloween. |
| | | | |
| | | | |
| | | | |
| | | | |

What are Prefixes and Suffixes?

What Are Prefixes and Suffixes

A **morpheme** is the smallest unit within words. There are 3 main parts of words - prefixes, suffixes, and root words.

Prefixes and Suffixes: **Prefixes** and **suffixes** are parts we add to the beginning or end of a word (root word) to change its meaning. For example, 'happy' becomes 'unhappy' when we add the prefix 'un-'. **Prefixes** go before the root word, while **suffixes** go after.

Prefix "un-" means 'not'. So, when we add 'un-' to a root word, it changes the meaning of the word. 'Unhappy' means 'not happy'.

Morpheme Write the morphemes underlined in the words below - root, prefix, suffix

| | | | |
|--------------|--|------------|--|
| unfairly | | rebuilding | |
| misplace | | historic | |
| unthinkable | | unite | |
| unsuccessful | | unful | |
| unstoppable | | posc | |

Write

Prefix "un-" changes a word to mean not the word. Write the words below, changing the meaning of the sentence to not the word.

| | |
|-------------|--|
| Not Meaning | Your behaviour towards your friends was <u>unfair</u> . |
| Yes Meaning | |
| Not Meaning | The path was <u>uneven</u> , making it hard to ride our bikes. |
| Yes Meaning | |
| Not Meaning | After the storm, the park was <u>unclean</u> with litter everywhere. |
| Yes Meaning | |

Coordinating Conjunctions - FANBOYS

FANBOYS is an acronym used to remember the seven coordinating conjunctions in English: For, And, Nor, But, Or, Yet, So. These words are used to connect individual words, phrases, or complete sentences together, making your writing smoother and more coherent. For example, "I love apples, but I don't like oranges."

We use FANBOYS to make compound sentences, when a simple sentence isn't a good option.

Write **F** the boring simple sentences using an interesting compound sentence

| | | |
|----------|------------------------------|-------------------------------|
| Simple | The room was uneven. | He felt unlucky. |
| Compound | | |
| Simple | The room was uneven. | That's unfair! |
| Compound | | |
| Simple | It was an unfortunate event. | He should have known. |
| Compound | | |
| Simple | The rocket launched. | No one was allowed to see it. |
| Compound | | |
| Simple | The stone wasn't solid. | It wasn't heavy either. |
| Compound | | |
| Simple | Was it raining? | Was it snowing? |
| Compound | | |

Abbreviations

Abbreviations are shorter versions of words or phrases to make them quicker to write and read.

For example, "St." stands for Street, "Mr." for Mister, and "Dec." for December. They often use the first few letters and sometimes include a period at the end.

Identify

Identify the correct abbreviation of the words below.

| | | | | | |
|--------------|----------------------------------|--------------------------------|-------------|-------------------------------|------------------------------|
| 1. thursday | <input type="checkbox"/> Thursd. | <input type="checkbox"/> Thu. | 6. square | <input type="checkbox"/> Sq. | <input type="checkbox"/> Sr. |
| 2. minute | <input type="checkbox"/> Min. | <input type="checkbox"/> Min. | 7. liter | <input type="checkbox"/> L. | <input type="checkbox"/> Lt. |
| 3. ounce | <input type="checkbox"/> Ounc. | <input type="checkbox"/> Ounc. | 8. mountain | <input type="checkbox"/> Mnt. | <input type="checkbox"/> Mt. |
| 4. february | <input type="checkbox"/> Feb. | <input type="checkbox"/> Feb. | 9. march | <input type="checkbox"/> Mar. | <input type="checkbox"/> Mr. |
| 5. boulevard | <input type="checkbox"/> Blvd. | <input type="checkbox"/> Blvd. | 10. avenue | <input type="checkbox"/> Ave. | <input type="checkbox"/> Av. |

Write

Fill in the blanks with the correct abbreviation for each word in parentheses.

- The appointment is scheduled for _____ (day) morning.
- The recipe calls for 5 _____ (tablespoon) of sugar.
- Please respond by _____ (September) 1st.
- The package was sent via _____ (United Parcel Service).
- The total amount comes to 20 _____ (dollars).
- The temperature was 10 degrees _____ (Celsius).
- I moved to _____ (Saint) Louis last year.
- His report card is due in _____ (February).
- He weighed 7 _____ (pounds) at birth.
- The library is closed on _____ (Sundays).

How Punctuations Are Used as Cues in Reading

Instructions

Read the passage and notice how each punctuation functions as a cue while you read. Colour each using this code: (.) – red; (,) – green; (?) – blue; (!) – yellow; (') – purple; (" ") – orange. Count how many you find and write them in the boxes.

Grandma's house always smelled of cinnamon and love. Lily would skip down the path, push open the door, and there was Grandma, arms outstretched. "How's my little artist today?" Lily would ask. Inside, they'd sit by the fire, and Grandma would listen to



Lily would tell her cool stories, nodding and asking at all the right times. When the clock chimed, Grandma would tuck a cookie into Lily's hand and whisper, "Remember, my dear, you are loved," and give her a kiss to her forehead. With a cookie in one hand and a treat from Grandma in the other, Lily knew she carried a piece of that boundless love wherever she went.

| | |
|----------------|--|
| Period (.) | |
| Comma (,) | |
| Apostrophe (') | |

| | |
|-----------------------|--|
| Question Mark (?) | |
| Exclamation Point (!) | |
| Quotation Marks (" ") | |

Write

Can you write a sentence using these two punctuations: (?) and (')

| |
|--|
| |
| |
| |

Edit My Work – Using Capital Letters

Edit

Circle the capitalization errors below and the misspelled word list words.

october was always a month of wonder for jake. he loved how the leaves would change and fall, painting the streets with the colours of autumn. one day, he was walking home from school when he spotted a monkey near the blossoms of an old tree. it was the first time he had ever seen one there, the sight was so unexpected and unknown in his small town.

Seeing the monkey reminded him of a story from school. it was about an unlucky monkey who got an unfortunate accident when it got stuck in a rocket that went to space. he thought about the unfortunate monkey as he looked at the creature before him. he tried to unravel the mystery, but everything seemed unclear. the reason for the monkey's appearance remained unknown.

after a few minutes of watching, he realized something unpleasant. the monkey looked unclean, its fur was matted and dull. Jake felt that was unfair. No animal should have to live like that. he decided to tell his parents about it and maybe they could call a doctor, or someone who could help.

As he walked away, his path was filled with common and solid objects. His mind was still filled with wonder, but his heart was a little bit heavy. He knew he was doing the right thing, but he wished he could do more for the monkey.

Word Search

Word Search

Find the word bank words in the puzzle

| | | | | |
|---------------------------------|----------------------------------|----------------------------------|----------------------------------|---------------------------------|
| <input type="checkbox"/> solid | <input type="checkbox"/> sponge | <input type="checkbox"/> monkey | <input type="checkbox"/> spooky | <input type="checkbox"/> crispy |
| <input type="checkbox"/> common | <input type="checkbox"/> october | <input type="checkbox"/> blossom | <input type="checkbox"/> fluffy | <input type="checkbox"/> frosty |
| <input type="checkbox"/> wonder | <input type="checkbox"/> doctor | <input type="checkbox"/> collar | <input type="checkbox"/> windy | <input type="checkbox"/> dusty |
| <input type="checkbox"/> rocker | <input type="checkbox"/> grumpy | <input type="checkbox"/> spotty | <input type="checkbox"/> healthy | <input type="checkbox"/> soggy |

P O R H E A L T H Y P A U V F X P B
 N R I Z F F H G E U C P Q B H U J R H
 N I B H T O P C G S T E K C O R X Z C
 O S L Y M A N Y G G O S W I N D Y
 M P O T V S C G R U M P Y C S A G
 M Y S S M R E B T O S T Y W P T A
 O K S U C W K E Q Y S O N K E Y O A X
 C U O D D I L O S B E F F Y Q T D D
 H W M A J Y V Q P C C D O V T F T
 R T H A M V J S C B C U V E M K Y A Q

Word Search

Make your own word search using 8 of the words

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
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Word Bank

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Week 4 – Fluency Readings

Read

Read each passage using a different voice. Choose from one of the voices in the table and circle when you have read it using that voice.

| | Passages | Voices | |
|----|---|------------|----------|
| 1) | I went to the doctor today and it's a wonder how a check-up can make you feel so healthy. | Angry | Happy |
| 2) | In October, the leaves are crispy and frosty. I like to jump on them because they make a solid sound. | Frustrated | Serious |
| 3) | The spooky shadows are roaming the halls at night. But my fluffy teddy bear makes me feel safe. | Curious | Joyful |
| 4) | My grumpy cat looks at me with her spots. She doesn't like the windy days much. | Grumpy | Calm |
| 5) | Common sense says not to touch a hot stove. But my curiosity sometimes makes me wonder. | Worried | Amused |
| 6) | I built a rocket out of old boxes, it's not sponge-soft. Pretending to fly it makes me feel healthy and strong. | Suspicious | Annoyed |
| 7) | I wore my collar up when it was dusty outside. It helped me not to sneeze and stay clean. | Cheerful | Relieved |

WEEK 4 – VOCABULARY QUIZ

Spelling

When your teacher reads the word, spell it below.

| | |
|-----|--|
| 1) | |
| 2) | |
| 3) | |
| 4) | |
| 5) | |
| 6) | |
| 7) | |
| 8) | |
| 9) | |
| 10) | |

| | |
|-----|--|
| 11) | |
| 12) | |
| 13) | |
| 14) | |
| 15) | |
| 16) | |
| 17) | |
| 18) | |
| 19) | |
| 20) | |

Morpheme

Which morpheme is underlined in each word? Write the prefix, suffix

| | |
|------------------------|--|
| <u>un</u> happiness | |
| dis <u>loyal</u> ty | |
| unusable | |
| un <u>forget</u> table | |
| <u>mis</u> understood | |

| | |
|--------------------|--|
| unfriendly | |
| unacceptable | |
| preheat | |
| unc <u>lear</u> ly | |
| overgrown | |

Write

Rewrite the boring simple sentences using an interesting compound sentence

| | | |
|-----------------|-------------------|------------------|
| Simple | The rain stopped. | He felt unlucky. |
| Compound | | |

WEEK 5 – VOCABULARY LIST**Think** Underline the suffix *-ish* in each word. Circle the words with a short 'u' sound.

| | | | | |
|----------|----------|------------|----------|----------|
| justice | childish | foolish | selfish | struggle |
| greenish | bookish | thunder | puncture | juggle |
| bluish | feverish | underneath | shuttle | subtract |
| stylish | sheepish | ticklish | plunge | humble |

Comp' Complete the appropriate word from the vocabulary list above.

1) Space _____ launches are exciting.

2) Let's _____ to the pool!

3) His hat is very _____.

4) Her eyes are _____.

5) He looked _____ looking.

6) He's _____; he loves reading.

7) She's home sick, feeling _____.

8) My sister is very _____.

9) _____ is fair and unbiased.

10) Don't make _____ choices.

11) _____ scares my dog.

12) Stop being _____; share the toys.

Spelling Patterns – VVCe Words

VVCe words contain two vowels together (VV), making a specific sound, followed by two consonants (CC), and ending with a silent 'e' (e). In these words, the silent 'e' sometimes changes the sound of the vowel team, making the first vowel say its name (a long vowel sound) and the second vowel is silent.

Examples

- Bounce – the vowel team 'ou' makes a 'ow' sound in this word.
- Court – the 'ou' says the long 'o' sound, followed by 'r' 's' as the consonants)
- Fierce – the 'ie' says the long 'e' sound, followed by 'r' 'c', with a silent 'e' at the end.)

Think: Do the words below follow the VVCe spelling pattern?

| | | |
|----------|-----|----|
| bounce | yes | no |
| house | yes | no |
| endorse | yes | no |
| force | yes | no |
| curve | yes | no |
| plunge | yes | no |
| announce | yes | no |
| store | yes | no |
| mouse | yes | no |

| | | |
|---------|-----|----|
| hoarse | yes | no |
| merge | yes | no |
| ounce | yes | no |
| sour | yes | no |
| spore | yes | no |
| remorse | yes | no |
| pounce | yes | no |
| swerve | yes | no |

Think

Write your own VVCe words below

Suffix ish–

The suffix "-ish" is added to words to describe something similar to or like something else. Examples: "greenish" (like green), "smallish" (like small), "foolish" (like a fool).



Morpheme Which morpheme is underlined in the words below – root, prefix, suffix

| | |
|--------------|--|
| unselfish | |
| unstable | |
| improved | |
| preestablish | |
| overstylish | |

| | |
|-----------------|--|
| unfinished | |
| undistinguished | |
| embellishing | |
| outlandish | |
| unfoolish | |

Write

Write 6 sentences using the words below with suffix -ish. Use compound and simple sentences.

| | | | | |
|----------|---------|---------|-----|---------|
| childish | foolish | bookish | ish | selfish |
|----------|---------|---------|-----|---------|

| | |
|----------|--|
| Simple | |
| Compound | |
| Simple | |
| Compound | |
| Simple | |
| Compound | |

More Parts of Speech

Other than nouns, verbs, and adjectives, English also includes:

- **Adverbs:** Modify verbs, adjectives, or other adverbs. Example: quickly.
- **Pronouns:** Replace nouns. Example: he, it.
- **Prepositions:** Show relationships in time or space. Example: under, before.
- **Conjunctions:** Connect words, phrases, or clauses. Example: and, but, because, as.
- **Interjections:** Express strong emotion. Example: Oh!

Think Is the underlined word an adverb, pronoun, preposition, conjunction, or interjection?

| | |
|---|--|
| 1) Wow, that's a big dog! | |
| 2) I wanted to go outside, but it was raining. | |
| 3) The cat is <u>under</u> the table. | |
| 4) He is my best friend. | |
| 5) It is a sunny day. | |
| 6) John <u>happily</u> ate his ice cream. | |
| 7) You can have cake <u>or</u> ice cream. | |
| 8) She placed the book <u>on</u> the shelf. | |
| 9) She likes apples <u>and</u> oranges. | |
| 10) <u>Oh</u> , I didn't see you there! | |
| 11) He jumped <u>over</u> the fence. | |
| 12) She <u>carefully</u> painted the picture. | |
| 13) <u>We</u> are studying for the test. | |
| 14) <u>Yikes</u> , that was a close call! | |
| 15) The picture hangs <u>above</u> the fireplace. | |

Dependent Clauses - Conjunctions

Understanding Dependent Clauses

Dependent clauses are groups of words in a sentence that have a subject and verb but don't make complete sense on their own. They need another clause (independent) to make a full sentence. **Independent clauses** can stand on their own.

Example: Because it was raining. (dependent clause).

Correct Sentence: I wore my raincoat because it was raining.

Popular conjunctions for dependent clauses: because, since, if, and although.



Write the conjunctions for the dependent clauses below. The first one is done for you. Write the conjunction for the independent clause to start a sentence with a conjunction but switch it up.

1) Because I need to recycle my waste:

I had to take a break to go outside and recycle my waste.

2) While the thunder roared:

3) Before the thunder starts.

4) Even though it's a struggle:

5) If we decide to rebuild:

6) After you refresh the page:

7) Since it's underneath the desk:

8) Although the plunge was scary:

How Punctuations Are Used as Cues in Reading

Instructions

Read the passage and notice how each punctuation functions as a cue while you read. Colour each using this code: (.) – red; (,) – green; (?) – blue; (!) – yellow; (') – purple; (" ") – orange. Count how many you find and write them in the boxes.

In the bright morning, Mum said, "Pack your suitcase, we're off!" My heart leaped. Airports buzzed with languages I didn't know. "Croissant?" a baker asked. "Oui!" I replied, pointing to the croissant. "It's like a dream." At night, the city twinkled. Dad declared, "That's the Eiffel Tower!" It seemed so right. "I'll remember this forever." When we left, I promised, "I'll be home!" clutching my ticket like a treasure. My first trip abroad was magical.



Period (.)

Comma (,)

Apostrophe (')

Question Mark (?)

Exclamation Point (!)

Quotation Marks (" ")

Write

Can you write a sentence using these two punctuations: (!) and (" ")






















































































Crack the Code

Directions

Use the code below to reveal each spelling word

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|--|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| a | b | c | d | e | f | g | h | i | j | k | l | m |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|--|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |  |  |
| n | | | r | s | t | u | v | w | x | y | z |

| Code | | Code | Answer |
|---|--|--|--------|
|     | |      | |
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|     | |   | |
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|      | |     | |
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|      | |      | |
|     | |    | |

Week 5 – Fluency Readings**Read**

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

| | Sentence | # of Mistakes | | Time (sec) | |
|----|--|---------------------|---------------------|---------------------|---------------------|
| | | 1 st Try | 2 nd Try | 1 st Try | 2 nd Try |
| 1) | The green frog hopped by my bookish | | | | |
| 2) | My child, her love, the three balls. | | | | |
| 3) | We heard thunder from undern bluish blankets. | | | | |
| 4) | She felt a bit feverish, but her smile was still stylish. | | | | |
| 5) | He acted sheepish after his selfish choice to not share. | | | | |
| 6) | The space shuttle took a plunge back to Earth, brave and humble. | | | | |
| 7) | I struggle not to be selfish when I subtract my share of the cookies. | | | | |

Questioning

**Instruction**

Read the passage and answer the questions that follow.

Just as the school bell rang with a thunderous echo, signaling the end of the day, a sheepish boy named Tim, with his bluish backpack, shuffled out of the gate. It was a feverish Tuesday afternoon, and the air had a greenish tint from the leaves reflecting the sunlight. Tim, known for his bookish nature, had just learned of justice in a story where a stylish but selfish queen learned to be humble. As he walked home, he pondered this question, kicking stones in a childish, yet thoughtful manner. Suddenly, a gust of wind caused him to juggle his books, and one of them fell under a nearby bush. Reaching to retrieve it, he felt a ticklish sensation as his hand brushed against the leaves.

1) **What** did Tim carry that was bluish?

2) **When** did Tim leave school?

3) **Where** did Tim's book fall?

4) **Why** did Tim think about kindness and struggle?

5) **How** did Tim react to the gust of wind?

WEEK 5 – VOCABULARY QUIZ

Spelling

When your teacher reads the word, spell it below.

| | |
|-----|--|
| 1) | |
| 2) | |
| 3) | |
| 4) | |
| 5) | |
| 6) | |
| 7) | |
| 8) | |
| 9) | |
| 10) | |

| | |
|-----|--|
| 11) | |
| 12) | |
| 13) | |
| 14) | |
| 15) | |
| 16) | |
| 17) | |
| 18) | |
| 19) | |
| 20) | |

Morpheme

Which morpheme is underlined in the word? root, prefix, suffix

| | |
|------------|--|
| reassuring | |
| recoded | |
| rebranded | |
| rechecked | |

| | |
|------------|--|
| redesign | |
| rephrases | |
| rereading | |
| reinvested | |

Think

Is the underlined word an adverb, pronoun, preposition, conjunction, or interjection?

| | |
|--|--|
| 1) <u>Hurray!</u> It's the weekend. | |
| 2) <u>She</u> is the best player in the team. | |
| 3) The ball went <u>under</u> the table. | |
| 4) The teacher <u>frequently</u> assigns homework. | |
| 5) We can go to the beach <u>or</u> the park. | |

WEEK 6 – VOCABULARY LIST**Think**Underline the prefix *dis-* in each word. Circle the words with an *il/al* blend

| | | | | |
|---------|------------|------------|------------|----------|
| reveal | disagree | disapprove | dishonest | normal |
| utensil | metal | dislike | detail | disobey |
| pencil | disconnect | neutral | distract | partial |
| fossil | stencil | disappear | discomfort | disallow |

Write

Write a sentence that uses all 20 words. You'll need to use 2 words per sentence

| | |
|-----|--|
| 1) | |
| 2) | |
| 3) | |
| 4) | |
| 5) | |
| 6) | |
| 7) | |
| 8) | |
| 9) | |
| 10) | |

Spelling Patterns – VVCCC Words

VVCCC word pattern consists of two vowels (VV) followed by three consonants (CCC). In this pattern, the two vowels often work together to produce a single sound, and the three consonants follow.



Examples

- Health: the 'ea' makes a long 'e' sound, followed by the three consonants 'lth'.
- Breadth: In this word, 'ea' makes a short 'e' sound, followed by the consonants 'dth'.
- Growl: the 'ow' makes a long 'o' sound, followed by the consonants 'rth'.

Think: Do the words below follow the VVCCC spelling pattern?

| | | |
|--------|-----|----|
| health | yes | no |
| launch | yes | no |
| pencil | yes | no |
| gauze | yes | no |
| wealth | yes | no |
| garden | yes | no |
| sheath | yes | no |
| fought | yes | no |
| window | yes | no |

| | | |
|---------|-----|----|
| freight | yes | no |
| brought | yes | no |
| bottle | yes | no |
| raft | yes | no |
| can | yes | no |
| height | yes | no |
| sought | yes | no |
| preach | yes | no |

Challenge

In a popular TV gameshow, you get the letters R, S, T, L, N, and E to guess a puzzle. Use these letters and then choose 5 more to make words that follow a VVCCC pattern. You may use the same letter twice in a word.

| Letters You Chose | Words You Can Make Using Your Letters + R, S, T, L, N, E |
|----------------------|--|
| | |

Prefix - dis

The prefix "dis-" changes the meaning of a word to the opposite or negative. For example, "like" means to enjoy something, but "dislike" means not to enjoy. Other examples include "agree" to "disagree", "appear" to "disappear", "connect" to "disconnect", showing how "dis-" reverses the meaning.

Opposites

Write the opposite of the words below

| | | | |
|------------|--|------------|--|
| agree | | allow | |
| dislike | | dishonest | |
| disconnect | | comfort | |
| obey | | disrespect | |
| like | | approve | |

Write

Write 4 sentences using the dis- words below. Use all four types of sentences.

Declarative Sentence: "I love reading books."
Interrogative Sentence: "Do you like pizza?"
Exclamatory Sentence: "Wow, that's amazing!"
Imperative Sentence: "Please close the door."

| | | | | | |
|---------|------------|----------|------------|-----------|------------|
| dislike | disapprove | disagree | discomfort | disappear | disconnect |
|---------|------------|----------|------------|-----------|------------|

| | |
|---------------|--|
| Declarative | |
| Interrogative | |
| Exclamatory | |
| Imperative | |

More Parts of Speech

Other than nouns, verbs, and adjectives, English also includes:

- **Adverbs:** Modify verbs, adjectives, or other adverbs. Example: quickly.
- **Pronouns:** Replace nouns. Example: he, it.
- **Prepositions:** Show relationships in time or space. Example: under, before.
- **Conjunctions:** Connect words, phrases, or clauses. Example: and, but, because, as.
- **Interjections:** Express strong emotion. Example: Oh!

Think Is this underlined word an adverb, pronoun, preposition, conjunction, or interjection?

- | | |
|--|--|
| 1) She <u>ran</u> to the store to buy a pencil. | |
| 2) <u>Before</u> you <u>go</u> to work, make sure everyone is ready. | |
| 3) <u>Oh</u> , stencil your name on the door. | |
| 4) They don't want to discuss the details of the project yet. | |
| 5) <u>During</u> lunch, she likes to draw with her friends. | |
| 6) She <u>quickly</u> picked up the fossil. | |
| 7) <u>Although</u> he felt some discomfort, he continued to work. | |
| 8) <u>Wow</u> , that's a cool fossil! | |
| 9) <u>Slowly</u> , he moved the metal statue. | |
| 10) The dog got <u>into</u> the bin and distracted everyone. | |

Write

Write sentences by following the instructions below.

- | |
|--|
| 1) Write a sentence with the interjection: <u>wow</u> and the pronoun: <u>it</u> . |
| |
| 2) Write a sentence with the adverb: <u>slowly</u> and the preposition: <u>between</u> . |
| |
| 3) Write a sentence with the conjunction: <u>however</u> and the interjection: <u>surprise</u> . |
| |

Subject-Verb Agreement

Subject-Verb Agreement in Sentences - When we make sentences, the subject (who or what the sentence is about) and the verb (the action or state of being) must agree in numbers.

- ✓ **Singular Subject with Singular Verb:** When the subject of a sentence is a single person, place, thing, or idea, the verb should also be singular.

Example: "The cat sleeps on the mat."

- ✓ **Plural Subject with Plural Verb:** If the subject is plural, meaning there's more than one person, place, thing, or idea, then the verb should be plural as well.

Example: "The cats sleep on the mat."

- ✓ **"I" and "You" with Verbs:** The pronouns 'I' and 'You', even though singular in form, always take a singular verb.

Example: "I run every morning" and "You run every morning."

Think

Choose the correct verb that agrees with the subject to fill in each blank.



1) The dog _____ (bark/barks) at strangers.

2) Birds _____ (fly/flyes) in winter.

3) He _____ (play/plays) ball.

4) Apples _____ (taste/tastes) good.

5) She _____ (walk/walks) to school every day.

Write

Write sentences using each word pair, ensuring correct subject-verb agreement.

1) Use "butterflies" and "flutter" to write a correct sentence.

2) Use "team" and "win" to write a correct sentence.

3) Use "I" and "construct" to write a correct sentence.

Punctuation – Interjections and Conjunctions

Interjections

Interjections show strong emotion. Use a comma after mild interjections and an exclamation mark for strong ones.

Example: "Wow! That's amazing." or "Well, it's time to go."

Conjunctions

Conjunctions join words or clauses. Use a comma before coordinating conjunctions joining two independent clauses.

Example: "I love bananas, but I don't like bananas."

For subordinating conjunctions at the start, use a comma after the clause.

Example: "After I was tired, I finished my homework."



Punctuation

Add punctuation to the sentences below.

- 1) Oh I really dislike olives but I can eat them if need
- 2) Ouch the pencil fell on my foot and it hurts
- 3) Well he will disobey the rules if we do not monitor
- 4) Yikes did my phone just disappear or am I imagining things
- 5) Oops I seem to have misplaced my metal detector yet I just had it
- 6) Hey watch out don't distract the driver or we might crash
- 7) Oh no I can't believe I was so dishonest and they found out
- 8) Hey be careful with the stencil as it is very fragile
- 9) Whoa the utensil fell out of my hand and into the soup
- 10) Ah I see that you disagree with me yet you won't say why

How Punctuations Are Used as Cues in Reading

Instructions

Read the passage and notice how each punctuation functions as a cue while you read. Colour each using this code: (.) - red; (,) - green; (?) - blue; (!) - yellow; (') - purple; (" ") - orange. Count how many you find and write them in the boxes.

Max peered into the lake, whispering, "Looks deep!" His dog, Buddy, barked as if to say, "I'm in!" In a running start, Max yelled, "Here we go!" and they splashed into the cool water. "Isn't this fun?" he laughed. Buddy paddled eagerly beside him. As the sun began to set, Max said, "It's time to go, buddy." They left the lake, spirits high and hearts full. "Best swim ever!" Max thought, leading



Period (.)

Comma (,)

Apostrophe ('')

Question Mark (?)

Exclamation Point (!)

Quotation Marks (" ")

Write

Can you write two sentences using these two punctuations: (,) and (?)

Word Search

Word Search

Find the word bank words in the puzzle

| | | | | |
|----------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> reveal | <input type="checkbox"/> disagree | <input type="checkbox"/> disapprove | <input type="checkbox"/> dishonest | <input type="checkbox"/> normal |
| <input type="checkbox"/> utensil | <input type="checkbox"/> metal | <input type="checkbox"/> dislike | <input type="checkbox"/> detail | <input type="checkbox"/> disobey |
| <input type="checkbox"/> pencil | <input type="checkbox"/> disconnect | <input type="checkbox"/> neutral | <input type="checkbox"/> distract | <input type="checkbox"/> partial |
| <input type="checkbox"/> fossil | <input type="checkbox"/> stencil | <input type="checkbox"/> disappear | <input type="checkbox"/> discomfort | <input type="checkbox"/> disallow |

D E F S A G R E E F S T E N C I L T J
 E P A R T E P E N C I L S J O J I L F M
 T D I S E D I S C O N N E C T A B L
 A I U T E I S C O M F O R T L D
 I S X S A Z N E D X S B H D E I I
 L O D I S H O N S K U Q M K M S S
 F B P R M N N O R M P X C I J I S L
 G E D I S T R A C T B N V U V U O I
 Q Y W K F S Z E B C D I S I E F K
 D I S A P P R O V E U E N L Y H E

Word Scramble

Read the clue and then unscramble the word

| | | | |
|------------|--|------------|--|
| wdasoill | | asreappid | |
| yoibdse | | ieedagsr | |
| lncpei | | liidesk | |
| nctindsoec | | atmle | |
| alormn | | pdrvipsaoe | |
| seutnli | | modirftsoc | |

Week 6 – Fluency Readings

Read

Today, you are going to measure your reading speed. You will do this by calculating how many words you read per minute.

Passage – Word Count = 123 Words

One day, our teacher decided to reveal the secret of the metal detector. It was a utensil for discovering treasures! We used a pencil to record our findings and a stencil to mark the spots. I found a fossil, but Lily disagreed about its age. She thought it might disappear if we didn't handle it with care. Some kids felt nervous to hold cold metal, and some were neutral, not caring much for history. Tommy was really restless and tried to distract us, saying he disliked old bones. The teacher disapproved of attempts to disobey and disallow serious work. In the end, everyone wrote in detail our adventure in our journals, even Tommy.

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count – at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

Calculation: $(1,140 \text{ words} \div 330 \text{ seconds}) \times 60 = 207.2 \text{ WPM}$.

Time Taken To Read

Divide 123/seconds

WPM

Questioning

At the school fair, a small, dusty fossil was on display to reveal its secrets. A pencil and a shiny metal spoon were next to it, tools used to dig it up. A teacher used a map to show where the fossil was found. Some kids disagreed on how old it was, but most were just excited to see it. One kid felt a bit of discomfort touching the cold, hard fossil. By the end of the day, all the kids had learned something new, and the fossil was put back into its box, where it was kept.

Instruction

Write questions using the question starters below.
Write answers to each question.



1) What

2) When

3) Where

4) Why

5) How

WEEK 6 – VOCABULARY QUIZ**Spelling**

When your teacher reads the word, spell it below.

| | | | |
|-----|--|-----|--|
| 1) | | 11) | |
| 2) | | 12) | |
| 3) | | 13) | |
| 4) | | 14) | |
| 5) | | 15) | |
| 6) | | 16) | |
| 7) | | 17) | |
| 8) | | 18) | |
| 9) | | | |
| 10) | | 20) | |

Write

Write sentences using each word pair, using correct verb agreement.

1) Use "bird" and "fly" to write a correct sentence.

2) Use "kid" and "run" to write a correct sentence.

Punctuation

Add punctuation to the sentences below.

1) Uh oh we must unplug the machine but I can't find the cord.

2) Oh no I forgot my fork and I have lunch next.

3) Eek I didn't realize the situation was so severe yet I'm still hopeful.





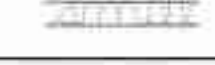

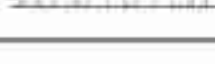


4) Ew I dislike broccoli nor do I like brussel sprouts.

WEEK 7 – VOCABULARY LIST

| | | | | |
|---------|---------|--------|-----------|---------|
| reptile | bravest | mobile | quietest | smile |
| spinner | winner | agile | nicest | textile |
| profile | quicker | dancer | toughest | biggest |
| hostile | fragile | writer | crocodile | while |






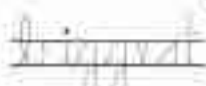


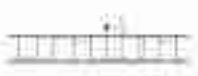
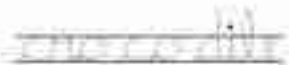
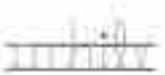
Cursive

Write the word using cursive writing

| | Trace | Write |
|----------|---|-------|
| reptile |  | |
| bravest |  | |
| mobile |  | |
| quietest |  | |
| smile |  | |
| spinner |  | |
| winner |  | |
| agile |  | |
| nicest |  | |

WEEK 7 – VOCABULARY LIST**Cursive**

Write the word using cursive writing

| Word | Trace | Write |
|-----------|---|-------|
| textile |  | |
| precise |  | |
| quicker |  | |
| dancer |  | |
| toughest |  | |
| biggest |  | |
| hostile |  | |
| fragile |  | |
| writer |  | |
| crocodile |  | |
| while |  | |

Suffix -er and -est

What Does The Suffix -ER And -EST Mean?

The suffix "-er" makes a word comparative, meaning more of something. For example, "fast" becomes "faster". The suffix "-est" is used for superlative, meaning the most of something. For example, "fast" becomes "fastest".

Rules - How Do We Add The Suffix -ER and -EST

- 1) Double last consonant if word ends in consonant-vowel-consonant (big → biggest)
- 2) Word ends in "y", change the "y" to "i" before adding "-er" or "-est" (happy → happier)
- 3) For most words, just add "-er" or "-est". (tall → taller)
- 4) If a word ends in "e", just add "r" or "st". (large → largest)

Word Meanings Change by adding the suffixes -er and -est

| Root Word | -er | -est | Root Word | -er | -est |
|-----------|-----|------|-----------|-----|------|
| quick | | | in | | |
| brave | | | ter | | |
| big | | | sharp | | |
| quiet | | | happy | | |
| hot | | | lucky | | |
| spicy | | | | | |
| heavy | | | | | |

Fill in the Blanks

Use the suffixes -er and -est properly in the sentences below

- 1) My brother is _____ (quick) than me, but John is the _____ (quick).
- 2) This road is _____ (long) than that one, but the highway is the _____ (long).
- 3) My ring is the _____ (tough) here, but a diamond is _____ (tough).
- 4) My cat is _____ (lazy) than your dog, but the sloth is the _____ (lazy).

Personification

Personification is a literary tool where human qualities or emotions are given to non-human things. It helps make descriptions more vivid.



Examples

- The sun smiled down at us, suggesting the sun was happy.
- The wind whispered secrets, which means the wind seemed to be talking quietly.

Identify Identify the objects being personified and circle the actions they are doing.

| Personification | Non-Human Object | Human-Like Action |
|---|------------------|-------------------|
| 1. The sun winked at the sky. | stars | winked |
| 2. The alarm clock yawned and woke me. | | |
| 3. The wind sang through the trees. | | |
| 4. The chocolate cake was so good, it had a name. | | |
| 5. The car tires screamed on the slippery road. | | |
| 6. The leaves danced in the autumn wind. | | |
| 7. The flowers are begging for water. | | |
| 8. The ocean hugged the shore. | | |
| 9. The sun stretched its golden arms. | | |
| 10. The book whispers secrets to the reader. | | |

Search Underline the personifications in the passage.

In the cozy town of Whimsyville, the morning sun stretched its golden arms, waking up the sleepy houses. The old clock in the town square yawned and ticked louder, telling everyone it was time to start the day. Nearby, the playful wind danced through the streets, tickling the laughing leaves on the trees. The flowers in Mrs. Bloom's garden chatted happily, gossiping about the buzzing bees. Even the grumpy clouds couldn't stay mad, as they slowly drifted away, making room for the sun's beaming smile. In Whimsyville, every day was a cheerful conversation between the town and nature.

Relative Pronouns

Relative pronouns are special words like 'who,' 'which,' 'that,' 'whom,' and 'whose.' They connect a clause or phrase to a noun or pronoun, providing more information about it.

For example, in the sentence, "The person who called you is my teacher," 'who' is a relative pronoun.

Think Underline the relative pronoun in the sentences below.

- 1) The person who wrote this book is my favourite author.
- 2) The spinner that I found spins the longest.
- 3) The profile which I created is professional.
- 4) The reptile whom we found in the bag was a rare species.
- 5) The textile which is used in dresses is rare.
- 6) The crocodile that I saw at the zoo is huge.
- 7) The smile which brightens my day is yours.
- 8) The fragile vase that broke was very expensive.
- 9) The dancer whom you saw on TV is my sister.
- 10) The winner of the race, whom everyone cheered for, was the best participant.

Write Write sentences with a relative pronoun. Underline the relative pronoun.

| |
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Analogy

An **analogy** shows how two pairs of things are similar. It's like saying, "This is to that as these are to those."

Examples:

- Fish : Water :: Bird : Air (Fish live in water as birds live in air)
- Night : Moon :: Day : Sun (Moon is to night as sun is to day)



Think Write the word that best completes each analogy.

- | | |
|-----------------------|---------------------|
| 1) Television : Watch | 2) Scissors : Cut |
| 3) Leaf : _____ | 4) Petal : _____ |
| 5) Bee : Hive | 6) _____ : Colony |
| 7) Snow : _____ | 8) Sun : _____ |
| 9) Heart : Love | 10) _____ : Thought |
| 11) _____ : Canvas | 12) _____ : Paper |

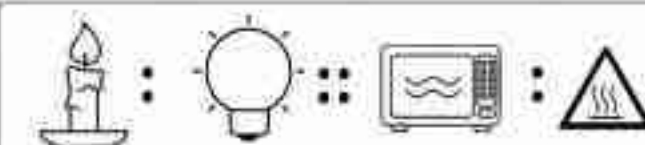
Think Decipher the analogy using the illustration.



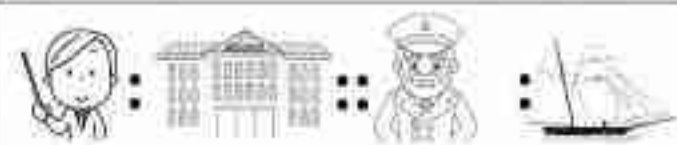
_____ :: _____



_____ :: _____



_____ :: _____



_____ :: _____

Writing Analogies

Think How is the analogy similar to the idea presented? The first one is done for you.

| Idea | Analogy |
|---|---|
| The Human Body | The Human Body is like a Machine because... |
| Parts of the human body work together to keep us alive, just like a machine has parts that work together to do something. | |
| | A Tree is like a Community because... |
| | |
| | |
| A Library | like a Supermarket because... |
| | |
| | |
| A Computer | A Computer is like a Human... |
| | |
| | |
| | |
| An Ecosystem | An Ecosystem is like a Sports Team because... |
| | |
| | |
| | |

How Punctuations Are Used as Cues in Reading

Instructions

Read the passage and notice how each punctuation functions as a cue while you read. Colour each using this code: (.) – red; (,) – green; (?) – blue; (!) – yellow; (') – purple; (" ") – orange. Count how many you find and write them in the boxes.

Excited winners filled the room as Mia stepped up to the microphone. "What's the capital of France?" the judge asked. Mia answered confidently, "Paris!" The crowd erupted in cheers as Mia's heart raced. She had studied hard, and now it was pay-off.

"You're the last contestant," the judge announced. Mia held her breath, awaiting the final question. "What is the largest planet in our solar system?" Without hesitation, Mia exclaimed, "Jupiter!" She won the quiz bee! Her friends shouted, "You did it, Mia!"



Period (.)

Comma (,)

Apostrophe (')

Question Mark (?)

Exclamation Point (!)

Quotation Marks (" ")

Write

Can you write a sentence using these three punctuations: (.) , (,) , and (').

Word Search

Word Search

Find the word bank words in the puzzle

| | | | | |
|----------------------------------|----------------------------------|---------------------------------|------------------------------------|----------------------------------|
| <input type="checkbox"/> reptile | <input type="checkbox"/> bravest | <input type="checkbox"/> mobile | <input type="checkbox"/> quietest | <input type="checkbox"/> smile |
| <input type="checkbox"/> spinner | <input type="checkbox"/> winner | <input type="checkbox"/> agile | <input type="checkbox"/> nicest | <input type="checkbox"/> textile |
| <input type="checkbox"/> profile | <input type="checkbox"/> quicker | <input type="checkbox"/> dancer | <input type="checkbox"/> toughest | <input type="checkbox"/> biggest |
| <input type="checkbox"/> hostile | <input type="checkbox"/> fragile | <input type="checkbox"/> writer | <input type="checkbox"/> crocodile | <input type="checkbox"/> while |

Z E A H U G H E S T E U X G D R O M V R
 P S X I D R S G Q E H A E J X X X
 R Q J O I S T L S U L R N P E A V A
 E U H O S W M I I E C T L G Z Q
 N B R A V E S I E F R E I I I K U
 N C R O C O D I L E O E R L T L B I
 I F F R A G I L E G N E T D E X E B C
 P P M M C K G Q P I H L S I E F T K
 S F V Z C S X E D F W E R T O T E
 H W N S B I G G E S T J W D Q A I E R

Word Play

How many words can you make from the letters in the word bravest?

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Week 7 – Fluency Readings

Read

Read each passage 3 times at different speeds. Change how long you pause for commas and stop for periods. Read it slow, medium, and fast. Check once you have completed each reading.

| | Sentence | Slow | Medium | Fast |
|----|---|-------------------------------|---------------------------------|-------------------------------|
| 1) | The winner won the fair contest. Her was with the prize. Everyone admired her skill. | <input type="checkbox"/> Slow | <input type="checkbox"/> Medium | <input type="checkbox"/> Fast |
| 2) | A reptile moves with grace. E biggest crocodiles can swim in water. Yet often, they are simply | <input type="checkbox"/> Slow | <input type="checkbox"/> Medium | <input type="checkbox"/> Fast |
| 3) | The quickest runner became the winner. He was nicer and shared his toys, unlike the toughest boys. His kindness made him a real champion. | <input type="checkbox"/> Slow | <input type="checkbox"/> Medium | <input type="checkbox"/> Fast |
| 4) | When fragile vases fell, the writer noted it all. We learned to walk carefully, so nothing else would break. | <input type="checkbox"/> Slow | <input type="checkbox"/> Medium | <input type="checkbox"/> Fast |
| 5) | We created colourful patterns on textile in art class. It was a creative project from awhile ago. Now, our vibrant profile designs decorate the walls. | <input type="checkbox"/> Slow | <input type="checkbox"/> Medium | <input type="checkbox"/> Fast |

WEEK 7 – VOCABULARY QUIZ**Spelling**

When your teacher reads the word, spell it below.

| | |
|-----|--|
| 1) | |
| 2) | |
| 3) | |
| 4) | |
| 5) | |
| 6) | |
| 7) | |
| 8) | |
| 9) | |
| 10) | |

| | |
|-----|--|
| 11) | |
| 12) | |
| 13) | |
| 14) | |
| 15) | |
| 16) | |
| 17) | |
| 18) | |
| 19) | |
| 20) | |

Word Meanings

Change the words by adding the suffix -er and -est.

| Root Word | -er | -est |
|-----------|-----|------|
| slow | | |
| dark | | |
| tall | | |
| young | | |

| Root Word | -er | -est |
|-----------|-----|------|
| funny | | |
| wise | | |
| thin | | |
| dirty | | |

Write

Write 2 sentences with a relative pronoun. Underline the relative pronoun.

| |
|--|
| |
| |

WEEK 8 – VOCABULARY LIST

| | | | | |
|-----------|----------|---------|-----------|---------------|
| misuse | usual | mislead | channel | misjudge |
| medal | mistake | arrival | misbehave | misinform |
| dispersal | travel | signal | crystal | mismatch |
| universal | misspell | mammal | misplace | misunderstand |

Matching Write the letter from the description beside the matching word

| Answer | Word | Description |
|--------|---------------|---|
| | mismatch | a) Guide someone the wrong way |
| | mislead | b) Happen often |
| | misuse | c) Put something where it doesn't belong |
| | mislead | d) Pair of things that don't match |
| | misbehave | e) Give information |
| | misplace | f) Spelling of a word wrong |
| | signal | g) Use something the wrong way |
| | crystal | h) Make a wrong judgement |
| | misjudge | i) Not understand completely |
| | misunderstand | j) Something done wrong |
| | mistake | k) Prize for doing something well |
| | channel | l) Animal that feeds its babies with milk |
| | medal | m) When you get to where you're going |
| | mammal | n) Sign to give information |
| | arrival | o) Clear, shiny rock |
| | travel | p) Go on a trip |
| | dispersal | q) Spread things out |
| | universal | r) Applies to everyone |
| | usual | s) Happens often |
| | misspell | t) Path for water or communication |

Name: _____

90

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Word Origins

Explore

Choose six words from the list and look for the etymology of the vocabulary words and their meanings.

| | | | | |
|----------|----------|---------|-----------|---------------|
| misuse | usual | mislead | channel | misjudge |
| medal | mistake | arrival | misbehave | misinform |
| disperse | travel | signal | crystal | mismatch |
| universe | misspell | mammal | misplace | misunderstand |

| Vocabulary | Etymology | Meaning |
|------------|-----------------|------------------------------|
| medal | Latin "medalia" | a coin worth half a denarius |
| | | |
| | | |
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Prefix - mis

What Does The Prefix MIS- Mean?

The prefix 'mis-' is added at the start of some words to indicate something done incorrectly or wrongly.

- ☒ Misplace: To put something in the wrong place.
- ☒ Misunderstand: To not understand correctly.
- ☒ Misbehave: To act in a bad or wrong manner.



Word Meaning Add mis to the word and then explain what it means.

| Root | Meaning |
|--------|----------------------|
| read | read something wrong |
| print | |
| use | |
| handle | |
| step | |
| treat | |
| judge | |

Matching

Draw lines to match the word to an example of the word

| | |
|---------------|--|
| miscalculate | Mike has one blue sock and one red |
| mismatch | Ava got 100 when she added $40 + 70$ |
| mislead | Carter said it was a short walk even though it was long |
| misunderstand | Ellie dropped her mug and it smashed |
| mishandle | Claire thought Kennedy said to meet at 4, but Kennedy said 5 |

Capitalizing Proper Nouns and Proper Adjectives

A **proper noun** is a special name we give to specific things like **people**, **cities**, or **companies**. **Proper adjectives** are describing words that come from proper nouns, such as a country's name or a person's name. Just like proper nouns, they must always start with a capital.

- Italian pizza - 'Italian' is from the country 'Italy.'
- Shakespearean play - 'Shakespearean' is from the name 'Shakespeare.'
- Canadian maple syrup - 'Canadian' is from the country 'Canada.'
- Victorian dress - 'Victorian' is from the historical period 'Victoria's reign.'
- Chinese food - 'Chinese' is from the country 'China.'



Edit _____ the letters that should be capitalized

- 1) Every friday, we go to our favourite restaurant, 'mama mia.'
- 2) My brother is going on a holiday to london this summer.
- 3) The eiffel tower is one of the most famous landmarks in paris.
- 4) Last year, we adopted a siberian husky from the local animal shelter.
- 5) The great wall of china is a marvel of ancient engineering.
- 6) I'm currently reading "pride and prejudice" by jane austen.
- 7) My dream is to study at harvard university and become a lawyer.
- 8) We're going to the grand canyon for our family vacation.
- 9) Thanksgiving is my favourite holiday because of the delicious turkey.
- 10) For the science project, I chose to study about mars, the red planet.

Write _____ Write 2 sentences, both with a proper noun and a proper adjective

1

2

Idioms

Idioms are phrases where the words together have a different meaning than the individual words.

Examples:

- Piece of cake – means something is very easy.
- Break the ice – means to start a conversation.
- Hit the books – means to start studying.



Matching Match each idiom with its correct meaning from the list.

| Idiom | Meaning |
|------------------------------|------------------------------------|
| 1. Cost an arm and a leg | a) Very expensive |
| 2. Spill the beans | b) Reveal a secret |
| 3. Cry over spilled milk | c) Do something perfectly |
| 4. Cost an arm and a leg | d) Worry about what's already done |
| 5. Out of the blue | e) Feel a shock |
| 6. Under the weather | f) Woken up suddenly |
| 7. Barking up the wrong tree | g) Wrong person or place |

Write

Choose five idioms from the list above and write their meanings.

1.

2.

3.

4.

5.

Perfect Verb Tense

Perfect verb tense describes an action that has been completed.

- Past Perfect ("I had studied"): The verb "had" indicates an action completed prior to another past event.
- Present Perfect ("I have studied"): The verb "have" communicates an action that began in the past and may still be ongoing.
- Future Perfect ("I will have studied"): The phrase "will have" reveals an action that will be completed before a specific future time.



Think Select verb tense past, present or future?

| | Perfect Verb |
|---|--------------|
| 1) They had misled us about the location of the park. | |
| 2) He will have misbehaved if he can't follow the rules. | |
| 3) Yesterday, she had misplaced her favorite book in the library. | |
| 4) She will have misinformed us if her source was wrong. | |
| 5) He had misspelled the word 'chocolate' in his homework. | |
| 6) They have misused the tool, making it useless. | |
| 7) The show had aired on the channel last night. | |
| 8) The train has signaled its arrival by blowing the horn. | |
| 9) I will have traveled to three continents by next year. | |
| 10) I have made a mistake on the test. | |

Write

Write 3 sentences that have the three different types of verb tenses.

| | |
|---------|--|
| past | |
| present | |
| future | |

Figures of Speech Review

Identify Classify whether each sentence is an idiom, a personification, or an analogy.

| Sentence | Answer |
|--|--------|
| 1) The clock raced around its face, eager to meet noon. | |
| 2) The wind whispered secrets to the trees. | |
| 3) It's raining cats and dogs outside! | |
| 4) The world is a jigsaw puzzle where continents fit together. | |
| 5) The stars danced playfully in the moonlit sky. | |
| 6) A stitch in time saves nine. | |
| 7) Seeds are like tiny capsules holding the future of a plant inside. | |
| 8) The sun peeked out like a shy child. | |
| 9) Every cloud has a silver lining. | |
| 10) A flashlight is like the sun because it provides light when it's dark. | |

Draw Illustrate 3 idioms and 3 personifications. Have a friend guess them.

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Crossword Puzzle

Crossword

Read the clues and find the words in the crossword puzzle

**Across**

1. Acting badly or wrongly
2. Giving incorrect or false information.
4. To lose something by putting it in the wrong place.
5. To write a word with wrong letters.
6. Something done wrong or incorrectly.

Down

1. To not correctly understand or interpret.
3. To guide someone the wrong way.
4. Things that don't fit together well.
5. To make a wrong or unfair decision or opinion.
6. Using something in an incorrect or inappropriate manner.

Week 8 – Fluency Readings

Read

Read each passage using a different voice. Choose from one of the voices in the table and circle when you have read it using that voice.

| | Passages | Voices | |
|----|--|--------------------|--------------|
| 1) | I got a medal for running, but it was a mismatch because I wasn't the fastest. Sometimes, even when you lose, it feels good to win. | Witch | Opera Singer |
| 2) | I once made a mistake and used someone's toy without asking. They were angry because it wasn't the usual way to play. | Robot | Alien |
| 3) | On our family travel, we met a bear that was new to us. I thought it was a bear, but after a misunderstanding, it was actually a cartoon! | Cowboy | Detective |
| 4) | I like to collect crystals, but I misplaced my favourite one yesterday. I hope it turns up somewhere. It's not universal, but it's special to me. | | Zombie |
| 5) | When I tried to signal my friend from across the park, I accidentally misled someone else. They thought I was waving at them, which was a funny mistake. | Old Wise Man | Villain |
| 6) | Sometimes I misspell words, which can change their meaning and misinform people reading my stories. It's tricky, but I'm getting better every day. | British Aristocrat | News Anchor |
| 7) | I was supposed to wait for an arrival announcement before leaving, but I misbehaved and ran off too soon. It was a dispersal of patience on my part. | Valley Girl | Announcer |

WEEK 8 – VOCABULARY QUIZ**Spelling**

When your teacher reads the word, spell it below.

| | | | |
|-----|--|-----|--|
| 1) | | 11) | |
| 2) | | 12) | |
| 3) | | 13) | |
| 4) | | 14) | |
| 5) | | 15) | |
| 6) | | 16) | |
| 7) | | 17) | |
| 8) | | 18) | |
| 9) | | | |
| 10) | | 20) | |

Think

Is the perfect verb tense past, present, or future?

| Sentence | Verb Type |
|---|-----------|
| 1) I have finished my homework just now. | |
| 2) My mom had baked cookies yesterday. | |
| 3) Jason has played soccer since noon. | |
| 4) By tonight, dad will have repaired the broken chair. | |
| 5) I have seen that dog in the park before. | |

Edit

Circle the letters that should be capitalized










| |
|---|
| 1) My sister loves the swiss chocolate we brought from switzerland. |
| 2) On her birthday, julie wore a beautiful italian dress. |

WEEK 29 – VOCABULARY LIST

| | | | | |
|-----------|-------------|-----------|------------|------------|
| subzero | subplot | submerge | submarine | subpar |
| subtotal | superstar | superhero | superhuman | superstore |
| supersede | supercharge | suit | juice | guitar |
| bruise | circuit | guideline | cruise | guilty |

Cursive

Write the word using cursive writing

| | Trace | Write |
|------------|---|-------|
| subzero |  | |
| subplot |  | |
| submerge |  | |
| submarine |  | |
| subpar |  | |
| subtotal |  | |
| superstar |  | |
| superhero |  | |
| superhuman |  | |

WEEK 29 – VOCABULARY LIST**Cursive**

Write the word using cursive writing

| Word | Trace | Write |
|--------------|-------|-------|
| superstore | | |
| supermarket | | |
| supercharger | | |
| suit | | |
| juice | | |
| guitar | | |
| bruise | | |
| circuit | | |
| guideline | | |
| cruise | | |
| guilty | | |

Prefix Sub- and Super-

Prefix "SUB-"

Think of "sub-" like "below" or "under." When you see "sub-", it means something is beneath or lower. For example, a "submarine" goes under the water.

Prefix "SUPER-"

"Super-" means "above" or "more than." When you see "super-", it tells you there's something extra or it's better. Like "superstar" means someone who's more than just a regular star. You're really special!

Match the words to its definition by writing the number beside the term

| Answer | Word | Meaning or Description |
|--------|-------------|---|
| | | 1. A vessel that travels underwater in the ocean. |
| | subpower | 2. Extraordinary strong power, often used in comics. |
| | supercharge | 3. To go below the surface of water or liquid. |
| | submerge | 4. Extreme cold or icy. |
| | superfast | 5. Temperatures below zero, very cold. |
| | submarine | 6. Having abilities and powers that are not natural for humans. |
| | superpower | 7. A smaller title below the main title. |
| | superhuman | 8. A person who is famous for what they do. |
| | subzero | 9. A secondary story inside the main story. |
| | subheading | 10. To boost or power up something to its maximum. |

Prefix Sort

List the words below under the correct prefix column

| | | | | |
|--------|-------|-------|-----------|------|
| marine | human | sonic | script | Zero |
| power | merge | title | structure | fast |

| Super | Sub |
|-------|-----|
| | |

Quotation Marks in Dialogue

Quotation marks in dialogue are used to show the exact words spoken by a character. They frame the spoken words in a sentence.

Examples: Mary said, "I'll be there soon."
"Happy birthday," they shouted.

"Where are you going?" asked Tom.
"Watch out!" they yelled.

Think

Add the quotations marks in each dialogue

1) John said, "I'll get my backpack."

2) Can you help me, Sarah?

3) No, I won't go! yelled Timmy.

4) She whispered, It's a secret.

5) Why are you late? he questioned.

Analyze

Put quotation marks in the story.

Timmy was excited for the school fair. He asked his friend Sarah, "Are you going to the fair this weekend?" Sarah replied, "Yes, I can't wait! They said we have to go together."

At the fair, they met their teacher, Mr. Johnson, who said "You two have fun, and don't forget to try the pie-eating contest!" Timmy was unsure, but Sarah convinced him, "It'll be fun. Trust me."

They entered the contest and had a blast. Afterward, Sarah exclaimed, "I told you it would be great!" Timmy laughed and agreed, "You were right. That was amazing."

As they left, they saw Mr. Johnson again. He winked and said, "I knew you two would enjoy it. Have a great day!"

I Before E and Exceptions

The "I before E" Rule and Its Exceptions

In English, we often follow the rule "I before E, except after C." This means, in most words, 'i' comes before 'e' unless it follows 'c', as in "receive." However, there are exceptions like "weird" which don't adhere to this rule.

Fill in the Blanks

Complete the following words using either 'ie' or 'ei'.

| | | |
|------------|-----------|---------------|
| 1) bel__ | 6) fr__nd | 11) f__ld |
| 2) rec__ve | 7) p__ce | 12) th__r |
| 3) w__rd | 8) __ve | 13) rel__f |
| 4) v__n | 9) __r | 14) w__ght |
| 5) s__ze | 10) __r | 15) n__ghbour |

Identifying Errors

Circle the words that do not follow the "I before E" rule in the sentences below:

| | |
|-----|--|
| 1. | I cannot believe she deceived me. |
| 2. | The ceiling of the ancient building is quite high. |
| 3. | Their neighbor gave them a piece of pie. |
| 4. | We will seize the opportunity. |
| 5. | The weight of the box surprised him. |
| 6. | She tried to conceive an idea for the project. |
| 7. | He is a foreign delegate from a distant land. |
| 8. | The heist was carried out in broad daylight. |
| 9. | She received a bouquet of flowers on her birthday. |
| 10. | His height makes him stand out in the crowd. |















































































Crack the Code

Directions

Use the code below to reveal each spelling word

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|--|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| a | b | c | d | e | f | g | h | i | j | k | l | m |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|--|---|---|---|
|  |  |  |  |  |  |  |  |  |  |  |  |
| n | | | | | | | | | | | |

| Code | Code | Answer |
|---|--|--------|
|      |      | |
|      |      | |
|      | | |
|      |  | |
|     |    | |
|      |    | |
|      |    | |
|      |     | |
|      |    | |
|      |   | |

Week 29 – Fluency Readings**Read**

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

| | Sentence | # of Mistakes | | Time (sec) | |
|----|--|---------------------|---------------------|---------------------|---------------------|
| | | 1 st Try | 2 nd Try | 1 st Try | 2 nd Try |
| 1) | _____ had superhuman strength. | | | | |
| 2) | Tommy was _____ at lunch. | | | | |
| 3) | The submarine went subzero in the deep sea. | | | | |
| 4) | Lily played a guitar at the concert and accidentally got a small, painful bruise. | | | | |
| 5) | In the movie, we watched a complex subplot unfold involving mystery and unexpected twists. | | | | |
| 6) | The detailed circuit guidelines help us build electronic devices safely and efficiently at school. | | | | |
| 7) | The new superstore, with its vast variety of products, will supersede the old shopping mall. | | | | |

WEEK 29 – VOCABULARY QUIZ**Spelling**

When your teacher reads the word, spell it below.

| | | | |
|-----|--|-----|--|
| 1) | | 11) | |
| 2) | | 12) | |
| 3) | | 13) | |
| 4) | | 14) | |
| 5) | | 15) | |
| 6) | | 16) | |
| 7) | | 17) | |
| 8) | | 18) | |
| 9) | | | |
| 10) | | 20) | |

Think

Add the quotations marks in each dialogue.

1) John said, I can't find my backpack.

2) Can you help me? asked Sarah.

Instructions

Circle the correct spelling of the words below

| | |
|----|--|
| 1. | She tried to (concieve/conceive) an idea for the project. |
| 2. | He is a (foriegn/foreign) delegate from a distant land. |
| 3. | I cannot (beleive/believe) she (decieved/deceived) me. |
| 4. | Sophie found a (friendly/freindly) kitten hiding under the porch. |
| 5. | During the (science/sceince) experiment, the water began to boil and bubble. |

WEEK 30 – VOCABULARY LIST

| | | | | |
|------------|----------|----------|-----------|-----------|
| realize | organize | finalize | apologize | recognize |
| memorize | minimize | maximize | energize | socialize |
| capitalize | utilize | swoosh | doodle | squawk |
| wiggle | pounce | sparkle | fizzle | twinkle |

Write Write 4 sentences that use all 20 words. You'll need to use 2 words per sentence

| | |
|-----|--|
| 1) | |
| 2) | |
| 3) | |
| 4) | |
| 5) | |
| 6) | |
| 7) | |
| 8) | |
| 9) | |
| 10) | |

Suffix -yze- and -ize

The suffixes "-yze" and "-ize" transform words to imply a process or action, such as "analyze" (to examine) or "realize" (to become aware). While both are valid, "-ize" is more common.

EXAMPLE:

- "Analyze" (to examine)
- "Realize" (to become aware)
- "Categorize" (to place into groups)

Word Challenge Add "-ize" or "-yze" to the following base words. Then draw a line from the word to its meaning.

| Base Word | Suffix | Meaning |
|-----------|--------|---|
| emphas | -ize | to arrange in a structured or systematic way |
| real | -ize | to briefly give the main points |
| recogn | -ize | to place into specific classes or groups |
| organ | -ize | to put in a message or picture |
| final | -ize | to give special importance or value to |
| summar | -ize | to identify already known or familiar |
| paral | -ize | to make free from germ or bacteria |
| steril | -ize | to make final; complete |
| categor | -ize | to finally figure something out |
| visual | -ize | to make unable to move or feel a part of the body |

Write

Choose any four "-ize" or "-yze" words and create a unique sentence for each.

| | |
|--|--|
| | |
| | |
| | |
| | |

Capitalization of Quotation

When you write a quote that's a full sentence, start it with a capital letter, like: Mary said, **"The sun is shining today."** But if the quote is just part of your sentence, you don't need a capital, like: She thinks the sky is **"so blue"** today.

Rewrite

If the quotation is capitalized correctly, write "Correct." If not, circle the letters that need to be capitalized.

| | | |
|-----|---|--|
| 1. | Said "I love chocolate." | |
| 2. | He remarked Tom. | |
| 3. | Tom said "Time to eat." | |
| 4. | "Isn't it a day," said Smith. | |
| 5. | "What time will he be here," said Mark. | |
| 6. | I heard her say "the best." | |
| 7. | The teacher remarked, "all" | |
| 8. | "Are we there yet?" she questioned. | |
| 9. | He declared, "I think I solved it." | |
| 10. | "look at the stars," whispered Luna. | |

Conversation

Write a conversation you had with someone recently. Include what they said. Include 2 things you both said in the conversation and speaker tags.

| | |
|-----------|--|
| You Said | |
| They Said | |
| You Said | |
| They Said | |

Figurative Language: Oxymorons

An **oxymoron** is a figure of speech where two opposing words are combined to create a unique meaning. Examples include "jumbo shrimp," "deafening silence," and "bitter sweet."

Oxymorons

Match the words to make an oxymoron

| Oxymoron | Word 1 | Word 2 |
|----------|--------------|---------------|
| | 1. act | a. silence |
| | 2. clearly | b. aggressive |
| | 3. original | c. sweet |
| | 4. freezing | d. dead |
| | 5. deafening | e. funny |
| | 6. pretty | f. confused |
| | 7. long | g. ugly |
| | 8. pa | h. hot |
| | 9. usly | i. copy |
| | ter | naturally |

Oxymoron Hunt

Underline all the oxymorons in the paragraph.

In Timmy's colourful, dull art class, he made an unexpected discovery of a complex drawing technique using bright, dark colours. The room was filled with no silence as each student worked intently on their craft. Timmy's teacher gave loud whispers of encouragement, helping the students create small, giant masterpieces.

At lunch, Timmy enjoyed a frozen, hot pizza, and shared it with his best enemy, a friend who sometimes disagreed with him but was always there. They laughed at each other's seriously funny jokes, enjoying the fast, slow pace of the school day.

Back in class, Timmy tackled an easy, difficult math problem that was part of a boring, exciting lesson. The school day was a long, short adventure filled with old, new experiences, and Timmy couldn't wait for tomorrow's calm storm of learning and fun.

Word Search

Word Search

Find the word bank words in the puzzle

| | | | | |
|-------------------------------------|-----------------------------------|-----------------------------------|------------------------------------|------------------------------------|
| <input type="checkbox"/> realize | <input type="checkbox"/> organize | <input type="checkbox"/> finalize | <input type="checkbox"/> apologize | <input type="checkbox"/> recognize |
| <input type="checkbox"/> memorize | <input type="checkbox"/> minimize | <input type="checkbox"/> maximize | <input type="checkbox"/> energize | <input type="checkbox"/> socialize |
| <input type="checkbox"/> capitalize | <input type="checkbox"/> utilize | <input type="checkbox"/> swoosh | <input type="checkbox"/> doodle | <input type="checkbox"/> squawk |
| <input type="checkbox"/> wiggle | <input type="checkbox"/> pounce | <input type="checkbox"/> sparkle | <input type="checkbox"/> fizzle | <input type="checkbox"/> twinkle |

F I Z Z L E W I N K L E Y M R E A L I Z E M
 A M Z O N E G P K A E E M E S U D Q
 V S A F I Z E X C Z E Z U E O U
 R E C O G N I Z E M I N I M I Z E O S
 E N E R G I Z E M U L O L Q F D Q
 S O C I A L I Z E H G S O A R I F J L U
 C A P I T A L I Z E I T E G E A
 W I G G L E Y S E F S M E H B I W
 M S P A R K L E Q E H X N F R K K

Word Scramble

Read the clue and then unscramble the word

| | | | |
|-----------|--|------------|--|
| geerenzi | | qaskuw | |
| oecsilaiz | | tziacipale | |
| eodold | | itknelw | |
| zflize | | ucepno | |
| ssohwo | | zuileit | |
| ieggwl | | learpsk | |

Week 30 – Fluency Readings

Read

Today, you are going to measure your reading speed. You will do this by calculating how many words you read per minute.

Passage – Word Count = 116 Words

Billy had a busy day. First, he needed to organize his room, which was full of doodles. He tried to minimize the mess, but his cat would pounce on anything that was making it hard. In class, Billy had to memorize a poem. He felt energized as he recited words that swooshed and twinkled. At recess, he loved to socialize with his friends. They would wiggle and squawk like birds, making everyone laugh. When he accidentally bumped into Sarah, he quickly apologized. Later, Billy tried to capitalize on his time to finalize his homework. Before bed, he watched the stars twinkle in the night sky, feeling happy about his day.

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count – at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

Calculation: $(1,140 \text{ words} \div 330 \text{ seconds}) \times 60 = 207.2 \text{ WPM}$.

| Time Taken To Read |
|--------------------|
| |
| |
| Divide 116/seconds |
| |
| WPM |
| |

WEEK 30 – VOCABULARY TEST**Spelling**

When your teacher reads the word, spell it below.

| | | | |
|-----|--|-----|--|
| 1) | | 11) | |
| 2) | | 12) | |
| 3) | | 13) | |
| 4) | | 14) | |
| 5) | | 15) | |
| 6) | | 16) | |
| 7) | | 17) | |
| 8) | | 18) | |
| 9) | | 19) | |
| 10) | | | |

Rewrite

If the quotation is capitalized correctly, write "Correct." If not, circle the letters that need to be capitalized.

| | |
|----|---|
| 1. | Sarah said, "i love chocolate." |
| 2. | My mom asked if it's "Time to eat." |
| 3. | "isn't it a lovely day," said Mrs. Smith. |

Write

Use the following oxymorons in a sentence.

| | |
|------------------|-------|
| 1. bittersweet | _____ |
| 2. act naturally | _____ |