



Preview – Information



Thank you for your interest in this product. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Slides Lessons.
- ✓ A selection of worksheets included in the workbook.

When you make a purchase, you will receive a folder that contains the .pdf workbook file and a link to where you can make a copy of the Google Slides Lessons unit to your Google Drive.

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Google Slides Lessons Preview





Ontario Language Curriculum Foundations of Language – Grade 6

3-Part Lesson Format

Part 1 – Minds On!

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

Week 2 - Vocabulary List

Find 20 words in the word search and circle each one. Look at the word list to help you!

whispering	snitch	scribble
blatant	increasing	flourish
breaving	slender	blare
sonnet	standing	weeping
exploring	calculating	breakish
treasure	blame	cheering
blatant		braille

Suffix - ing

Look at each picture. Find the word with the correct spelling and drag it under the picture.

running	dragging
rolling	hooking
grinding	brushing
digging	jumping
putting	giving
writing	skinning
stretching	drinking
clinking	drinking
swimming	swimming

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Fluency Readings

Read each line slowly. Say the words out loud.
Have fun reading!

The blanket fell.
The blanket fell down.
The blanket fell down fast.
The blanket fell down fast in a breeze.
The brittle rock.
The brittle rock snapped.
The brittle rock snapped in half.
The brittle rock snapped in half quickly.



The small blamish.
The small blamish showed.
The small blamish showed slowly.
The small blamish showed slowly today.
The braille book.
The braille book helped.
The braille book helped him.
The braille book helped him reading.






Ontario Language Curriculum Foundations of Language – Grade 6

Prefix Re-

Drag each word to the basket if it is a real word with the prefix Re-.
Drag it to the bin if it is not.

Reuse	Rethink	Remote
Rebuke	Rewrite	Region
Rebuild	Red	Refuge
Restart	Reheat	Recreate
Rawind	Reveal	Recycle



Week 4 - Vocabulary List

Drag the correct word from the Word Bank to fill in each blank.

- 1) The new books will be _____ in the library next week.
- 2) After the argument, the room was in complete _____.
- 3) The team planned their _____ for the school election.
- 4) Dad parked the car in the _____ before going inside.
- 5) This information may _____ to our science project.
- 6) The dancers began to _____ across the stage during rehearsal.
- 7) She walked into the room _____, last in her thoughts.
- 8) The teacher explained the rules _____ so everyone understood.
- 9) The students moved _____ to finish their group project on time.
- 10) The museum will _____ the new artwork tomorrow.
- 11) You must _____ the rug if you want it to lie flat.
- 12) Maya forgot to _____ her art project for tomorrow.

Word Bank

quickly	gratefully	disdain
desert	paint	satiate
confuse	curiously	lovely
initially	ostray	aquarium
divorce	ubiquity	campaign
perceive	display	prejudice
misleading	utterly	

Draw a line to connect the dependent clause to the independent clause to complete the complex sentence. After matching, write the complete sentence.

Dependent Clause

Because it was raining	<input type="checkbox"/>
When the bell rang	<input type="checkbox"/>
Although she was tired	<input type="checkbox"/>
If you finish your homework	<input type="checkbox"/>
Since the dog barked loudly	<input type="checkbox"/>
While the stars were shining	<input type="checkbox"/>
Even though he forgot his lunch	<input type="checkbox"/>
After the teacher gave directions	<input type="checkbox"/>
As soon as the movie started	<input type="checkbox"/>

Independent Clause

<input type="checkbox"/> The neighbours looked out the window.
<input type="checkbox"/> The night looked peaceful.
<input type="checkbox"/> We will go play outside.
<input type="checkbox"/> The students began their work.
<input type="checkbox"/> She kept reading her book.
<input type="checkbox"/> The students lined up quickly.
<input type="checkbox"/> He borrowed food from a friend.
<input type="checkbox"/> Everyone became quiet.
<input type="checkbox"/> We stayed inside the house.



Ontario Language Curriculum Foundations of Language – Grade 6

Prefix Pre-

Drag the letters to fill the crossword boxes. Use the clues to help you make the words!

Across

- 1) plan before starting
- 5) loud in advance
- 6) look before serving
- 7) story before original
- 8) stop from happening

Down

- 3) seek before washing
- 3) guess future event
- 4) paid in advance
- 5) made before use
- 6) test before learning

Letters: d e d r d i r a p n
p l a c k u a r p
s e d r e r a k t o
r v l e o e i n r i
a e i r t p m g e s
e p b c a r a p r e

Figures of Speech

Read each sentence carefully. Look at the illustrations. Drag the correct alliteration to the box next to each sentence.

Clues:

- 1) The squirrel was very **quiet**.
- 2) The lion roared **loudly**.
- 3) The children were **very** happy.
- 4) The bee buzzed **around** the flowers.
- 5) The lion roared **loudly**.
- 6) The lion roared **loudly**.

Options:

- 1) The lion roared **loudly**.
- 2) The lion roared **loudly**.
- 3) The lion roared **loudly**.
- 4) The lion roared **loudly**.
- 5) The lion roared **loudly**.
- 6) The lion roared **loudly**.

Inter-

Drag the words into the box next to each word to show if it is a real word with the prefix Inter-

Interbird	
interview	
interrupt	
interrain	
interact	
interfarm	
Intermix	
interlock	
Interhouse	
intercom	
interfaith	
interblue	
interpret	
interchange	
interplant	
intertable	
interstory	
interstellar	

Correct
Wrong



Workbook Preview



Grade 6 – Language

A. Literacy Connections and Applications

Throughout Grade 6, in connection with the learning in strands B to D, students will:



Preview of 86 pages from this product that contains 395 pages total.

Included are weeks 1 – 8 and 30.

There are 30 weeks total.

knowledge, and demonstrate learning as critical consumers and creators of media

Applications, Connections, and Contributions

A3

Apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations

14 – 15, 51 – 52, 87
– 88, 123 – 124, 160
– 161

Grade 6 – Language

B1. Oral and Non-Verbal Communication



	Curriculum Expectations	Pages
B1.1	Effective Listening Skills Apply various effective listening skills, including understanding when to ask relevant questions and how to respond to the contributions of others in group discussions, and use these skills in formal and informal contexts and for various purposes	198 – 203
B1.2	Listening Strategies for Comprehension Select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, and develop a relevant response appropriate to the context	204 – 207
B1.3	Speaking Purposes and Strategies Identify the purpose and audience for speaking in formal and informal contexts, and choose appropriate communication strategies to communicate clearly and coherently	208 – 213, 218 – 221
B1.4	Oral and Non-Verbal Communication Strategies Identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and analyze the ways in which these strategies support understanding or communication, including how their use may vary across cultures	214 – 224
B1.5	Word Choice, Syntax, and Grammar in Oral Communication Use precise and descriptive word choice, including varied adjectives and adverbs to elaborate, a variety of sentence types, cohesive sentences, and the active or passive voice as appropriate during formal and informal communication, to support audience comprehension	218 – 221, 225 – 228

Grade 6 – Language

B2. Language Foundations for Reading and Writing



	Curriculum Expectations – Overall Expectations	Pages
B2.1	<p>Word Choice, Syntax, and Grammar in Oral Communication</p> <p>Use precise and descriptive word choice, including adjectives and adverbs to elaborate on a variety of sentence types, cohesive sentences, and the appropriate voice as appropriate to the context of oral communication, and demonstrate comprehension</p>	<p>14 – 15</p> <p>16, 22, 28, 34, 40, 46, 53, 59, 65, 68, 71, 77, 89, 95, 101, 107, 113, 125, 131, 137, 143, 149, 155, 162, 168, 174, 180, 186, 192</p>
B2.2	<p>Vocabulary</p> <p>Demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context</p>	<p>16, 22, 25, 27, 31, 33, 37, 39, 43, 45, 49, 52, 56, 58, 62, 64, 66, 68, 71, 77, 82, 85, 87 – 88, 94, 98, 104, 106, 110, 118, 122, 123 – 124, 128, 134, 136, 146, 148, 152, 156, 161, 165, 167, 171, 177, 179, 183, 185, 187, 191, 195</p>
B2.3	<p>Reading Fluency: Accuracy, Rate, and Prosody</p> <p>Read a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading</p>	<p>145, 150 – 151, 156 – 157, 163 – 164, 169 – 170, 176, 182, 187</p>

Grade 6 – Language

B3. Language Conventions for Reading and Writing



	Curriculum Expectations	Pages
B3.1	Sentence Structure Use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including simple and compound sentences with adjective or adverb clauses to express relationships among ideas	17 – 18, 23, 29, 35, 41, 47, 60, 66, 72, 83, 90, 96, 102 – 103
B3.2	Grammar Demonstrate an understanding of the functions of words in speech in sentences, including nouns that name things, verbs that show actions, distinguishing and converting between active and passive voice, and use this knowledge to support comprehension and communicate meaning clearly	24, 30, 36, 42, 48, 54 – 55, 61, 67, 73, 78, 84, 91
B3.3	Capitalization and Punctuation Use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of colons in formal letters and memo salutations and to indicate a new speaker in script dialogue, and commas after transitional words or phrases	78, 97, 108 – 109, 114 – 116, 119 – 120, 126 – 127, 132 – 133, 138 – 139, 144, 175, 181, 188, 193 – 194

SCIENCE OF READING - OVERVIEW

Understanding the Science of Reading

The science of reading is an evidence-based approach that outlines effective literacy instruction. It is derived from a multitude of studies, all pointing to similar conclusions, thereby providing a robust basis for teaching early reading skills.

Simple View of Reading

An essential model within this scientific approach is the simple view of reading. This model suggests that reading comprehension is a product of two elements: decoding (the process of recognizing words) and language comprehension (the process of understanding the meaning of words and sentences).

Despite reading's apparent complexities, this model offers a clear depiction of the fundamental elements of reading development.

Key Areas for Early Literacy Instruction

The science of reading identifies five critical areas for early literacy instruction: phonological awareness, phonics and word recognition, fluency, vocabulary and oral language comprehension, and text comprehension.

Phonological awareness involves teaching students to identify and manipulate sounds within words. In contrast, phonics and word recognition require explicit and systematic teaching of letter sounds and sound-spelling patterns.

Fluency is developed by providing frequent opportunities for students to read aloud from connected text. Vocabulary and oral language comprehension are fostered through language-rich interactions in instruction.

To teach text comprehension, educators use rich texts to teach students metacognitive strategies such as setting a purpose, monitoring for meaning, and building inferences while reading.

Applying the Science of Reading in the Classroom

In a classroom applying the science of reading, teachers provide systematic instruction on sound-spelling patterns. Comprehension is taught using a rich, complex text for all students, with multiple reads of the same text.

High-quality conversations about the text are encouraged, focusing on language, structure, and deepened understanding. In conclusion, the science of reading champions evidence-based practices for effective literacy instruction.

SCIENCE OF READING - 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 6, the focus in the curriculum is on decoding and understanding affixes (prefixes and suffixes). Teachers are also required to use derivational families to support spelling words with different letter blends.

The **Science of Reading** program will be broken down into 30 weekly word lists that align with the foundations in the grade 6 foundations of language curriculum. Each week will focus on one affix and two graphemes.

The remaining words in the word lists consist of challenging vocabulary that students in grade 6 will not be familiar with. They will work with these words to build automaticity with spelling and reading these words to their everyday vocabulary.

Week Number	Affix	Letter Blends
Week 1	prefix: un-	ea, ee
Week 2	suffix: -n	bl, br
Week 3	prefix: re-	sh
Week 4	suffix: -ly	
Week 5	prefix: dis-	
Week 6	suffix: -able	tr, dr
Week 7	prefix: pre-	wh, qu
Week 8	suffix: -less	ou, ow
Week 9	prefix: ex-	ir, ur
Week 10	suffix: -ment	oa, oi
Week 11	prefix: in-	gr, gl
Week 12	suffix: -ful	Str, Spr

READING PROGRAM - OVERVIEW

Weekly Plan		
Week	Prefix/Suffix	Blend/Digraph/Diphthong
Week 13	prefix: non-	ar, er
Week 14	suffix: -ness	pl, pr
Week 15	prefix: sub-	cr, cl
Week 16	suffix: -tion	sn, sm
Week 17	prefix: inter-	ie, igh
Week 18	suffix: -ous	ew, ue
Week 19	prefix: per-	fl, fr
Week 20	suffix: -y	ui, ue
Week 21	prefix: m-	wr, kn
Week 22	suffix: -ize	ow
Week 23	prefix: super-	
Week 24	suffix: -ship	
Week 25	prefix: auto-	ce, ci
Week 26	suffix: -er	or, ore
Week 27	prefix: co-	lt, ld
Week 28	suffix: -al	pt, ft
Week 29	prefix: trans-	ck, ke
Week 30	suffix: -ist	gn, ng

READING PROGRAM - OVERVIEW

Week	Lesson 1	Lesson 2
1	Identify Sentence Fragments	Correct Sentence Fragments
2	Sentence Form: Simple Sentences	Parts of Speech: Nouns, Verbs, Adjectives, and Adverbs
3	Identify Run-on Sentence	Pronouns - Intensive and Reflexive Pronouns
4	Correct Run-on Sentence	Parts of Speech – Interjection, Conjunction, Preposition
5	Compound Sentences	Intro to Conjunctions– FANBOYS: Using Commas
6	Sentence Form: Compound Sentences	Intro to Subordinating Conjunctions
7	Conjunctions - Conjunctions	Subordinating Conjunctions
8	Identifying Complex Sentences in our Independent Reading Books	Figures of Speech - Understand Similes and Metaphors
9	Sentence Form: Compound-Complex Sentences	Figures of Speech - Understand Onomatopoeia and Hyperbole
10	Sentence Form: Compound-Complex Sentences	Figures of Speech - Understand Personification
11	Creating Complex Sentences with Adjective or Relative Clauses	Figures of Speech - Understand Idioms
12	Imperative Sentences	Figures of Speech - Understand Personification
13	Declarative Sentences	Figures of Speech - Understand Idioms
14	Interrogative Sentences	Nouns that are Gerunds
15	Exclamatory Sentences	Distinguishing And Converting Between Active And Passive Voice

READING PROGRAM - OVERVIEW

Weeks	Lessons	
16	Using Commas With Clauses	Commas in a list
17	Colons For Introducing A List	Colons In Formal Letters
18	Colons In Memo Salutations	Colons To Indicate A New Speaker In Script Dialogue
19	Introduction To Semicolons	Semicolons Versus Commas
20	Commas For Direct Address	Commas With Appositives
21	Commas For Introductory Phrases	Commas For Introductory Phrases
22	Commas Used In Parenthetical Expressions Used To Separate Expressions	Vocabulary: Context Clues. What Do You Think The Underlined (Challenging Word) Means?
23	Vocabulary: Context Clues. What Do You Think The Underlined (Challenging Word) Means?	Fluency Readings - Breaking Down Bigger Words
24	Identifying Synonyms	Fluency Readings - Creating Sentences
25	Using Expression While Reading	Fluency Readings - Providing Sentences That Get More Difficult To Read
26	Using Intonation While Reading	Fluency Readings - Providing Sentences That Get More Difficult To Read
27	Proper Adjectives And Capitalization	Activity - Reading By Adjusting Intonation
28	Capitals For Historical Periods Or Events	Activity - Reading By Adjusting Expression
29	Frequently Misspelled Words	Use Quotation Marks
30	Speaker Tags and Punctuation	Writing Dialogue

NAME: _____

FOUNDATIONS OF LANGUAGE

PREVIEW



Week 1 - Vocabulary List

Unclear	Untangle	Unrealistic	Ungrateful	Unwarranted
Unflappable	Unjust	Untenable	Cleanse	Appease
Beach	Glean	Cease	Impeach	Three
Heed	Decree	Guarantee	Foresee	Committee

Cursive

Write the word using cursive writing.

Word	Trace	Write
Unclear	<i>Unclear</i>	
Unflappable	<i>Unflappable</i>	
Untangle	<i>Untangle</i>	
Unjust	<i>Unjust</i>	
Unrealistic	<i>Unrealistic</i>	
Untenable	<i>Untenable</i>	
Ungrateful	<i>Ungrateful</i>	
Unwarranted	<i>Unwarranted</i>	
Cleanse	<i>Cleanse</i>	

Week 1 - Vocabulary List

Cursive

Write the word using cursive writing.

Word	Trace	Write
Apprise	<i>Apprise</i>	
Beach	<i>Beach</i>	
Glean	<i>Glean</i>	
Cease	<i>Cease</i>	
Impeach	<i>Impeach</i>	
Three	<i>Three</i>	
Heed	<i>Heed</i>	
Decree	<i>Decree</i>	
Guarantee	<i>Guarantee</i>	
Foresee	<i>Foresee</i>	
Committee	<i>Committee</i>	

PREFIX UN-

The prefix "un-" means "not" or "the opposite of." It changes the meaning of a word to show the lack or opposite of something.

Examples:

- "Unhappy" means not happy.
- "Unstable" means to not be stable.



Opposites Write the opposite of the words below.

1) Un		6) Unbend	
2) Undress		7) Unhook	
3) Plug		8) Pin	
4) Unmask		9) Untie	
5) Fold			

Completion Complete the sentences with the correct "un-" word.

A. unchain	B. unplug	C. unfold	D. unhook	E. untie
F. undress	G. unmask	H. unbend	I. unplug	J. unhook

	When fishing, it's essential to _____ the fishing gear.
	Once his cast was removed, he could finally _____ his elbow.
	Once the sun came out, she could _____ her jacket.
	If your shoes are tight, _____ and adjust the laces.
	He took his time to carefully _____ the old map.
	Before jumping in, she decided to _____ and wear her swimsuit.
	After the storm, he'll _____ the bicycle from the tree.
	Before washing, she'll _____ the badge from her shirt.
	Always _____ the TV at night to save energy.
	At the party, they can't wait to _____ and reveal their identities.

IDENTIFY SENTENCE FRAGMENTS

Sentence fragments are incomplete sentences that lack a subject, a verb, or both. They don't express a complete thought.

Examples:

- Running down the street.
- Although she likes chocolate.
- Jumping over the fence.



Complete or Fragment?

Is the sentence complete or is it a fragment?

1) Running through the yard.	Complete	Fragment
2) The dog barked.	Complete	Fragment
3) While reading the book.	Complete	Fragment
4) They played soccer yesterday.	Complete	Fragment
5) Bright and early.	Complete	Fragment
6) I love reading books.	Complete	Fragment
7) He can sing very well.	Complete	Fragment
8) Without a single clue.	Complete	Fragment
9) While reading the book.	Complete	Fragment
10) She finished her homework.	Complete	Fragment

Find the Fragment

Underline the fragments in the passage.

Jason held a mysterious map. "The Lost Forest." Written at the top. A winding path to a big "X". Treasure? Maybe.

"Going on an adventure?" Lily asked. Teasingly. She always teased.

Tall, shadowy trees. Old legends. Tales of treasures. Few dared to enter. Too risky.

Jason was brave. Dreams big. "Join me?" he asked, showing the map.

Lily hesitated. Thrilled but cautious.

Finally, "Let's find out."

CORRECT SENTENCE FRAGMENTS

Correct sentence fragments are intentional incomplete sentences used in writing for emphasis or stylistic effect, even though they lack standard sentence elements.

Examples:

- Impossible!
- If only she knew.
- In the blink of an eye.



Identify the sentence fragment correct or not?

1) After the movie.	6) I knew it.
2) What a mess!	7) How strange.
3) Unless you find it.	8) Keep it up!
4) While they laughed.	9) Beyond belief!
5) Although she wanted.	10) Good to be true.

Mix and Match

Match the fragments with its suitable ending.

ANSWER	FRAGMENTS	Possible Endings
	While playing in the yard,	A) he chose to go home.
	Before eating breakfast,	B) they planned a big trip.
	Even though it was raining,	C) you can't play outside.
	After the long journey,	D) I found a shiny, old coin.
	Because of the heavy snow,	E) the party started.
	As soon as she arrived,	F) she always brushes her teeth.
	Unless you finish your work,	G) school was canceled.
	Instead of reading a book,	H) I felt nervous.
	Without knowing the answer,	I) they were exhausted.
	Excited for the summer break,	J) we decided to go out.

WORD SEARCH**Word Search**

Find the word bank words in the puzzle.

<input type="checkbox"/> Unclear	<input type="checkbox"/> Untangle	<input type="checkbox"/> Unrealistic	<input type="checkbox"/> Ungrateful	<input type="checkbox"/> Unwarranted
<input type="checkbox"/> Unflappable	<input type="checkbox"/> Unjust	<input type="checkbox"/> Untenable	<input type="checkbox"/> Cleanse	<input type="checkbox"/> Appease
<input type="checkbox"/> Beach	<input type="checkbox"/> Glean	<input type="checkbox"/> Cease	<input type="checkbox"/> Impeach	<input type="checkbox"/> Three
<input type="checkbox"/> Heed	<input type="checkbox"/> Decree	<input type="checkbox"/> Guarantee	<input type="checkbox"/> Foresee	<input type="checkbox"/> Committee

R E K J L J H E E D Z X B C A H B N
 F O B A R A N T E D T B Z L H E L E
 U N T E B L A Y V A V A P P E A S E E
 I G N P I B O R E S E E A W T H T
 U N G R A T E L U S T V M N D L C T
 L F Z J T H G U R J Y W S E F A I
 Y M L L Z R F U N C E A M E T E C A E M
 U Q U N R E A L I S T I A S R M B M
 B Q Y V O E B X M Y U N T N E O E O
 S K N G I A W P F U N F L A B O U C

Word Search

Make your own word search using 8 of the word bank words.

Word Bank

Week 1 - 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)	

Complete or Fragment?

Is the sentence complete or is it a fragment?

1) He's got it.	Complete	Fragment
2) Without a better idea.	Complete	Fragment
3) While looking for it.	Complete	Fragment
4) They went to town.	Complete	Fragment

Identify

Is the sentence fragment correct or not?

1) After the movie ended.	
2) What a mess!	
3) Unless you find it.	

4) I knew it.	
5) How strange.	
6) Keep it up!	

Week 2 - Vocabulary List

Watching	Listening	Cheering	Whispering	Calculating
Implementing	Fluctuating	Exploring	Blanket	Blare
Blemish	Blasphemy	Blatant	Blunder	Breeze
Brevity	Bribe	Brackish	Braille	Brittle

Matching Write the letter from the description beside the matching word.

Answer	Description
Watching	A) Disrespect to something sacred.
Listening	B) Mistake.
Cheering	C) Paying attention.
Whispering	D) Sound and noise.
Calculating	E) Hanging up/down.
Implementing	F) Speaking very softly.
Fluctuating	G) Very obvious, sudden.
Exploring	H) Looking at something.
Blanket	I) Being short and brief.
Blare	J) Warm cover for sleeping.
Blemish	K) Putting a plan into action.
Blasphemy	L) Reading system for the blind.
Blatant	M) Gentle, light wind.
Blunder	N) Shouting support or joy.
Breeze	O) Mix of fresh and salt water.
Brevity	P) Discovering or looking around.
Bribe	Q) Small mark or flaw.
Brackish	R) Doing math or figuring out.
Braille	S) Easily broken.
Brittle	T) Money given to influence someone.

SUFFIX -ING



The suffix "ing" often shows an ongoing action or state.

Examples:

- Run → Running
- Play → Playing
- Think → Thinking.



Complete Think of a suitable verb in -ing form to complete each sentence.

1	I saw a _____ outside my window.
2	She's _____ a new book from the library.
3	I enjoy _____ in the cool lake during summer.
4	He's _____ who.
5	We're _____ for next weekend.
6	The kitten keeps _____ its _____ making us laugh.
7	I'm _____ to join _____ club.
8	The wind is _____ strong _____ a job.
9	She's _____ a chocolate cake for _____'s birthday.
10	While _____ to school, I always pass by _____.

Write

Use the words below to create a meaningful sentence.

1. Cheering	
2. Calculating	
3. Fluctuating	
4. Exploring	

SENTENCE FORM: SIMPLE SENTENCES

A **clause** is a group of words that gives information and has a subject and a verb.
A **simple sentence** is a sentence that has one independent clause, meaning it has a subject and a verb and expresses a complete thought.

Examples:

- The cat meows.
- I read a book.
- She dances gracefully.



Identify _____ a check mark (✓) if the sentence is in simple structure.

1) _____ likes _____	6) My friend plays soccer.
2) The boy _____ in the _____	7) Birds fly high in the sky.
3) She loves chocolate _____	8) The cat sleeps on the sofa.
4) Running late, she _____ bus _____	9) Apples are her favourite fruit.
5) If it rains, I have my umbrella. _____	_____ The stars shine brightly.

Write

Complete the following _____ a simple sentence.

- 1) On a sunny day _____
- 2) My pet parrot _____
- 3) Every morning _____
- 4) At the park _____
- 5) My favourite book _____
- 6) During the holidays _____
- 7) In the school cafeteria _____
- 8) When it's raining _____

PARTS OF SPEECH: NOUNS, VERBS, ADJECTIVES, AND ADVERBS

Parts of speech are categories of words based on their function in a sentence:

- **Nouns** name people, places, things, or ideas (e.g., dog, city).
- **Verbs** describe actions or states (e.g., run, is).
- **Adjectives** describe or modify nouns (e.g., happy, blue).
- **Adverbs** modify verbs, adjectives, or other adverbs, often telling how, when, or where (e.g., quickly, often).



Identify the underlined word as a noun, verb, adjective or adverb?

	1) The turtle walked <u>slowly</u> across the path.
	2) I have a great collection of comic books.
	3) She eats cereal every morning for breakfast.
	4) He <u>looked</u> at the passing car.
	5) Taylor <u>said</u> every word.
	6) The <u>old</u> house at the end of the street looks haunted.
	7) I placed my book on the shelf <u>next</u> to mine.
	8) He walked alone on the <u>dark</u> night.
	9) Sarah wants a <u>bicycle</u> for her birthday.
	10) They <u>play</u> soccer in the park every weekend.

Write

Use the words in sentences as the part of speech listed.

Coffee (Noun)	
Hike (Verb)	
Elegant (Adjective)	
Neatly (Adverb)	

CROSSWORD PUZZLE**Crossword**

Read the clues and find the words in the crossword puzzle.

**Across**

1. The quality of being short in time or length.
2. Obvious in an offensive way.
4. Water that is partly salty, often found where rivers meet the sea.
5. A large piece of fabric used for warmth.
6. A light wind.

Down

1. A careless mistake.
3. A loud and harsh noise.
4. Disrespectful talk about sacred things.
5. A mark or flaw that spoils something's appearance.
6. Money or favor given to persuade someone to do something.

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)	

Identify

Put a check mark (✓) if the sentence is true.

<input type="checkbox"/>	1) She likes to dance.
<input type="checkbox"/>	2) The day seemed longer than usual.
<input type="checkbox"/>	3) She loves walking in the rain.

<input type="checkbox"/>	4) My dog has a big head.
<input type="checkbox"/>	5) The plane jerked and took off.
<input type="checkbox"/>	6) The baby looked peaceful.

Identify

Is the underlined word a noun, verb, adjective or adverb?

	1) The turtle walked <u>slowly</u> across the path.
	2) The troll had a <u>big</u> wart on the end of his nose.
	3) His made the same request <u>everyday</u> .
	4) The dog jumped eagerly after the <u>stick</u> .
	5) He does not <u>like</u> the heat in the summer.

Week 3 - Vocabulary List

Think Underline the prefix -re in each word. Circle the words with letter blends: ch, sh

Reconfigure	Reapply	Revisit	Reallocate	Reinstate
Rejuvenate	Reinvigorate	Retrace	Chime	Chomp
Chivalry	Chronicle	Charlatan	Chamber	Shepherd
Shuffle	Shamble	Shriek	Shrapnel	Shoddy

Instructions Fill in the blanks using the vocabulary list above.

1	The clock _____ at noon.
2	Beware of the _____ selling fake medicines.
3	He took a big _____ of the apple.
4	We'll have to _____ to find the lost toy.
5	The queen waited in her private _____.
6	The vacation helped _____.
7	Please _____ the cards before dealing.
8	The knight showed _____ by helping the old man.
9	The _____ guides his sheep back to the barn.
10	She will _____ her journey in a diary.
11	They will _____ the rule after the meeting.
12	The coach's speech will _____ the team's spirit.

HMACBRE	BLEMASH	YVLAICRH	JEUVEENRAT	OMPCH

PREFIX RE-

The **prefix "re-"** means "again" or "back." It's added to the beginning of a word to indicate doing something once more or returning it to its original state.

Examples:

- Rewrite - to write again.
- Rebuild - to build again.
- Return - to come back.



Think Decide if the usage of the word with the prefix "RE" is correct.

SENTENCES	YES / NO
1. I will retie my shoes because they have come undone.	
2. I resleep every afternoon for a while.	
3. She wanted to relearn to swim after 10 years.	
4. They reclimb the mountain every summer.	
5. Can you restand over there?	
6. He decided to rethink his decision after hearing the news.	
7. The workers will rebuild the bridge after the storm.	
8. I need to redrink water every hour to stay hydrated.	
9. It's good to recheck your answers before submitting the test.	
10. She will rewrite the essay to improve its content.	

Write

Write a sentence changing the underlined verb to happen again.

Original	He decided to <u>paint</u> the mural with brighter colours.
Again Version	
Original	She began to <u>arrange</u> the furniture in her room.
Again Version	

IDENTIFY RUN ON SENTENCES

What Are Run-on Sentences?

Run-on sentences are sentences that are too long and have more than one complete thought without proper punctuation. Instead of separating the ideas into separate sentences, they are connected without pause.



Example:

- ☒ I love to read books I read for at least an hour every day.
- ☒ He wanted to play outside it was raining too hard.

Sentence _____ Correct Label each sentence as correct or run-on.

	Sentence	Correct / Run-On
1	I love ice cream it is my favourite dessert after dinner.	
2	My dog chased the cat but it climbed a tree.	
3	My favourite subject is science.	
4	The sun sets beautifully over the ocean.	
5	I wanted to go to the park it was raining outside.	
6	She reads a book every night before bed.	

Analyze

Underline the run-on sentences in the text.

On a bright summer day, Tim wanted to fly his kite. He ran to the park. Excitement, the park was crowded with children, they were playing soccer, having picnics, and laughing. Tim spotted his friend, Sara. She was reading a book under a tree she waved at Tim, he waved back with a big smile. The wind was perfect for kite flying, Tim tried to launch his kite. It wouldn't go up he tried again, still, it remained stubbornly on the ground. He felt frustrated. He was about to give up. Sara came over to help. She had an idea. They attached a longer tail to the kite, they ran together, holding the kite string, it soared high into the sky, everyone in the park looked up. They clapped and cheered. Tim felt so happy he thanked Sara, they both laughed, it was a great day.

PRONOUNS – INTENSIVE AND REFLEXIVE

Intensive pronouns emphasize another noun or pronoun.

Example: The Queen, **herself** baked the cake. (**Herself** emphasizes "Queen.") An intensive pronoun can be removed without changing the meaning of the sentence.

Reflexive pronouns show the subject, and the object are the same.

Example: The Queen baked **herself** a cake. (The action done by "herself" reflects back to "Queen.") If you take the reflexive pronoun out, you do not know for whom the Queen baked the cake. A reflexive pronoun is necessary to get the full meaning of the sentence.

This is a worksheet where you identify the bold pronoun as Reflexive or Intensive.



1	I myself took the book.	Reflexive	Intensive
2	She bought herself a new dress for the party.	Reflexive	Intensive
3	The teacher herself will be in the classroom tomorrow.	Reflexive	Intensive
4	He hurt himself while playing soccer.	Reflexive	Intensive
5	The kids prepared the breakfast for themselves .	Reflexive	Intensive
6	The kittens themselves made that mess in the living room.	Reflexive	Intensive
7	You yourself said this was your favourite book.	Reflexive	Intensive
8	They enjoyed themselves at the amusement park.	Reflexive	Intensive
9	I taught myself to play the guitar.	Reflexive	Intensive
10	The principal himself will be attending the event.	Reflexive	Intensive

Rewrite

Rewrite the original sentences using the appropriate pronouns.

	Original Sentence	Rewritten Sentence
1	I reminded I about the deadline.	
2	John introduced John to the teacher.	
3	Students prepared students for the quiz.	

WORD SEARCH**Word Search**

Find the word bank words in the puzzle.

<input type="checkbox"/> Reconfigure	<input type="checkbox"/> Reapply	<input type="checkbox"/> Revisit	<input type="checkbox"/> Reallocate	<input type="checkbox"/> Reinstate
<input type="checkbox"/> Rejuvenate	<input type="checkbox"/> Reinvigorate	<input type="checkbox"/> Retrace	<input type="checkbox"/> Chime	<input type="checkbox"/> Chomp
<input type="checkbox"/> Chivalry	<input type="checkbox"/> Chronicle	<input type="checkbox"/> Charlatan	<input type="checkbox"/> Chamber	<input type="checkbox"/> Shepherd
<input type="checkbox"/> Shuffle	<input type="checkbox"/> Shamble	<input type="checkbox"/> Shriek	<input type="checkbox"/> Shrapnel	<input type="checkbox"/> Shoddy

PREVIEW

B	H	B	L	E	S	H	R	A	P	N	E	L	P	W	G	V	U
S	H	I	H	D	D	Y	T	C	H	A	R	L	A	T	A	N	K
U	C	E	O	N	Z	A	T	I	S	H	E	P	H	E	R	D	C
T	L	N	H	J	D	E	S	R	E	A	L	L	O	C	A	T	E
E	L	C	H	A	M	B	E	T	I	M	C	F	G	E	P	J	L
R	E	I	N	V	I	G	O	A	N	H	Y	V	D	M	T	F	
O	Q	M	S	C	H	I	V	A	L	E	D	E	A	N	O	W	F
R	E	C	O	N	F	I	G	U	R	E	B	A	Y	C	H	S	U
R	E	J	U	V	E	N	A	T	E	C	H	I	E	A	C	E	H
R	E	I	N	S	T	A	T	E	C	H	R	O	N	E	K	H	S

Word Scramble

Unscramble the word.

YLPPREA		LENRAPHS	
MACHERB		UHSFFLE	
HIMEC		CHARNATAL	
MOCHP		VALCHIRY	
KEIRSH		ERCEART	
ODDYHS		SITREVI	

Week 3 - 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)

Sentence or Run-On

Label each sentence as a sentence or a run-on.

	Sentence	Run-On
1	I love ice cream it's my favourite dessert after dinner.	
2	My dog chased the cat the cat climbed up a tree.	
3	My favourite subject is science.	

Think

Identify if the bold pronoun is Reflexive or Intensive.

1	I myself did all the yardwork..	Reflexive	Intensive
2	She told herself not to worry about it.	Reflexive	Intensive
3	The Mayor herself will attend the event.	Reflexive	Intensive
4	She hurt herself while riding her bike.	Reflexive	Intensive
5	The class presented the award for themselves .	Reflexive	Intensive

Week 4 - Vocabulary List

Quickly	Lovely	Initially	Previously	Gratefully
Curiously	Deliberately	Absently	Paint	Disdain
Campaign	Available	Aquarium	Pertain	Display
Betray	Driveway	Underlay	Sashay	Disarray

Write a paragraph using all 20 words. You'll need to use 2 words per sentence.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

SUFFIX -LY

The **suffix "-ly"** is added to adjectives to form adverbs, describing how an action is done.

Examples:

- ✓ Quick (adjective) becomes Quickly (adverb): She runs quickly.
- ✓ Happy (adjective) becomes Happily (adverb): He sang happily.



Match _____ the sentences with its correct -ly words.

Answer	Sentence	Word Hint
	She _____ so as not to disturb the class.	A) Suddenly
	He _____ the _____ and handed it in.	B) Kindly
	The flower _____ in the spring garden.	C) Skillfully
	We must always _____ and with respect.	D) Sadly
	The story ended _____, making her teary-eyed.	E) Quietly
	He plays the piano _____.	F) Punctually
	They arrived _____ for the meeting every time.	G) Quickly
	The athlete runs _____ during every race.	H) Swiftly
	I was _____ pleased with the results of the test.	I) Beautifully
	The movie started _____, catching everyone's attention.	J) Surprisingly

Write _____ Use the following words to create a short news article about a thief.

Rapidly	_____
Quickly	_____
Bravely	_____
Luckily	_____
Eventually	_____

CORRECT RUN-ON SENTENCES

Run-on Sentence	Revised
My brother loves playing the guitar he practices every evening.	My brother loves playing the guitar, so he practices every evening.
She was tired she still finished her homework.	Even though she was tired, she still finished her homework.



Write **Revised** following run-on sentences using simple sentences or punctuation.

1) I love reading books my favourite genre is fantasy.

2) My teacher is nice he always helps me with my work.

3) The sun was shining I decided to go to the park.

4) My dog chased the squirrel it quickly climbed a tree.

5) We wanted ice cream the store was closed.

6) I played soccer after school I scored three goals.

7) My friend likes painting she made a picture for me.

8) I wanted to watch a movie my brother wanted to play video games.

INTERJECTION, CONJUNCTION, PREPOSITION

Interjection: A word expressing emotion, like "Wow!" or "Ouch!"

Conjunction: Connects words, phrases, or clauses; examples are "and," "but," "if" and "or."

Preposition: Shows the relationship between a noun (or pronoun) and other words in a sentence. Examples include in, inside, beside, over, below, after etc.

Fill in the blank

Write the suitable interjection for each statement.



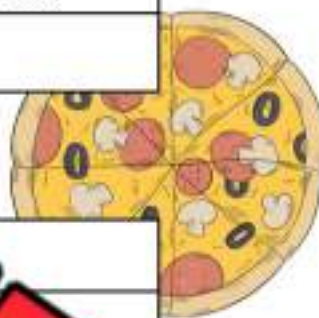
_____ I can't believe he ate the whole pizza!

_____ I think I left my backpack in the bus.

3) _____ that was a fantastic performance.

4) _____ older than I thought it would be.

5) _____ you _____!

**Identify**

Circle the conjunctions in each sentence.

1) I'd like to read a book, but it's too expensive.

2) You can have ice cream or pie for dessert.

3) She'll attend the party if she finishes her project.

4) Although it's cold outside, he doesn't want to wear a coat.

5) I studied hard, so I passed the exam.

Search

Underline the prepositions used in the story below.

In a small town nestled between the mountains, children played near the river every day. Their favourite spot was under an old stone bridge. One day, Lily, curious about the rumors of a hidden treasure, decided to look behind a loose brick she noticed. Inside, she found a rusty old box. She called her friends over, and together, they pried it open. Inside was a map with an "X" marked beside the oldest tree in the park. They realized the adventure was just beginning for them.






































































































































































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	O	P	Q	R	S	T	U	V	W	X	Y	Z

CODE		CODE	ANSWER
      		      	
     		      	
       		      	
        		      	
         		      	
         		      	
          		      	
          		      	
          		      	
           		      	

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)	

Write

Revise the following run-on sentences by adding a conjunction or punctuation.

1) I love reading books my favourite genre is fantasy.

2) My teacher is nice she helps me with math.

Identify

Circle the conjunctions used in each sentence.

1)	She'd like to cross the bridge, but she is scared.
2)	I could wear a heavy sweater or a coat.
3)	He'll finish on time, if he has help.
4)	Although they disagreed, she was still her best friend.

Week 5 - Vocabulary List

Disrupt	Discover	Discontinue	Disinherit	Dishearten
Disqualify	Disrespect	Disruptive	Stymie	Stagnate
Stylish	Start	Stereotype	Stipulate	Spend
Sporadic	Speculate	Spectacle	Splendid	Spectrum

Letter Blend 10 st- and sp- words. Use ones from the list and your own vocabulary

		sp-	
1)		1)	6)
2)		2)	7)
3)	8)		8)
4)	9)	4)	9)
5)	10)	5)	10)

Write

Use the following words in a sentence

1) Disrupt	
2) Stagnate	
3) Stylish	
4) Disqualify	
5) Sporadic	

PREFIX DIS-

The prefix **"dis-"** often means "not" or "opposite of." It transforms a word to convey a negative or reversing force.

Examples:

- Agree - Disagree: "Agree" means to have the same opinion; "disagree" means to not have the same opinion.
- Obey - Disobey: "Obey" means to follow a rule; "disobey" means to not follow it.



Completion Complete the sentences with the appropriate "dis" word.

Discontinue	Discontinue	Disinherited	Dishearten
Disrupt	Disrupt	Disrupt	Disruptive

- 1) _____ in class were _____.
- 2) _____ he had to _____ him.
- 3) _____ always _____ others.
- 4) Maria decided to _____ photography.
- 5) Thunder would _____.
- 6) Missing our beach trip _____.
- 7) The explorers hoped to _____.
- 8) After the disagreement, the son m_____.

Analyze

Circle all the words with dis- as a prefix.

In Disville, the annual talent show was everyone's favourite event. This year, Mia and her cat Whiskers prepared a special act. Wanting to disguise their true intentions, they practiced in secret.

When her turn came, Mia felt disheartened seeing the stellar acts before hers. She began by showing a mirror that seemed to distort Whiskers' reflection, making him appear twice his size. Then, she held a sign reading, "Dis or Dat." Swiftly, she covered Whiskers, and he disappeared!

The audience, in the distance, gasped. Moments later, a jingle echoed from the back. Whiskers, bells ringing, emerged, revealing the disguise of his disappearance. Mia beamed, understanding she should never discount her unique skills.

COMPOUND SENTENCES

An **independent clause** is a group of words that give information and have a subject and a verb. An independent clause can be a complete sentence by itself.

A **compound sentence** combines two independent clauses, using a comma and a coordinating conjunction. Coordinating conjunctions include **FANBOYS**.

FANBOYS = For And Nor But Or Yet So

Examples: The cat slept, but the dog played. I wanted to play outside, but it started to rain.



Write Write a complete independent clause that will complete the compound sentences.

1) I like chocolate _____ies,

2) The sun was setting _____

3) She practiced every day, _____

4) We wanted to see the movie, _____

Write Rewrite the boring simple sentences using an interesting compound sentence.

Simple	The book was thrilling.	It took me days to finish it.
Compound		

Simple	The playground was wet.	We chose to go to the arcade.
Compound		

Simple	My cat loves to play.	She's sleeping now.
Compound		

INTRO TO CONJUNCTIONS – FANBOYS: USING COMMAS

Conjunctions are words that connect clauses or words in the same clause, in a sentence. **Coordinating conjunctions** are single words that connect equal sentence elements like noun with noun or clause with clause.

"FANBOYS" is an acronym for seven common conjunctions: **For, And, Nor, But, Or, Yet, So**. When connecting two independent clauses (complete thoughts) using a FANBOYS conjunction, place a comma before the conjunction.

Example: 1) I like tea, but she likes coffee. 2) I was late, so I skipped breakfast.

Completion Complete the sentences using "FANBOYS".

1	_____ enjoys playing sports, _____ she takes classes on weekends.
2	I want to go swimming, _____ the pool is closed today.
3	It was raining, _____ we decided to stay indoors.
4	You can have ice cream, _____ you can choose pie.
5	He didn't study, _____ he passed the test.
6	She didn't like the first movie, _____ she liked the second one.
7	I forgot my umbrella, _____ the weather was perfect and clear.
8	The museum was interesting, _____ the school trip was even better.

Write Create your own sentences using FANBOYS conjunctions.

FOR	_____
AND	_____
NOR	_____
BUT	_____
OR	_____
YET	_____
SO	_____

WORD SEARCH**Word Search**

Find the word bank words in the puzzle.

<input type="checkbox"/> Disrupt	<input type="checkbox"/> Discover	<input type="checkbox"/> Discontinue	<input type="checkbox"/> Disinherit	<input type="checkbox"/> Dishearten
<input type="checkbox"/> Disqualify	<input type="checkbox"/> Disrespect	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Stymie	<input type="checkbox"/> Stagnate
<input type="checkbox"/> Stylish	<input type="checkbox"/> Start	<input type="checkbox"/> Stereotype	<input type="checkbox"/> Stipulate	<input type="checkbox"/> Spend
<input type="checkbox"/> Sport	<input type="checkbox"/> Speculate	<input type="checkbox"/> Spectacle	<input type="checkbox"/> Splendid	<input type="checkbox"/> Spectrum

S P O R T M X O M U S P O R A D I C U E M
 D I S Q U A L I F Y S T A G N A T E J O F Z E
 B I X D I S T A R T B U Z E M E L
 N H G Q E L D E R E E I U P D Z V F C
 A S B W V D I T N L O I K P D A
 D I S C O N T I N U E S R E S P E C T
 S L T I C S T I P U L A T E I V R Q W Y C
 R Y D I S H E A R T E N S U L A T E
 Z T L F I S T E R E O T I E A E K P
 S S I Y D S P L E N D I D I P L E V E S

Word Search

Make your own word search using 8 of the word bank words.

Word Bank

Week 5 - 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)	

Write

Write a suitable independent clause that connects the two sound sentences.

1) It started to rain,	
2) I tried the puzzle,	

Completion

Complete the sentences using "FANBOYS".

1	I forgot my lunch, _____ I was starving all afternoon.
2	I like crosswords, _____ I like word searches better.
3	I enjoy singing, _____ I am a better dancer.
4	We tried to get the whole group together, _____ some could not make it.

Week 6 - Vocabulary List

ThinkUnderline the suffix -able and circle the words with the letter blend tr, dr

Liabile	Stable	Viable	Renewable	Sustainable
Predictable	Negotiable	Irrefutable	Traumatize	Tractor
Transient	Truncate	Triumphant	Trivialize	Droplet
Dread	Drudge	Dreary	Drizzle	Dramatize

Complete

Write the words by adding tr- or dr-.

1) _____	6) _____ibble	11) _____awl
2) _____ajector	7) _____aspose	12) _____one
3) _____ivial	8) _____ript	13) _____iathlon
4) _____eary	9) _____ript	14) _____ifter
5) _____iage	10) _____izzle	_____anquility

Analyze

Underline the words with the letter blend tr-, dr-

In the quaint village of Treblebrook, people lived in harmony with nature. The trees were filled with songbirds, and the river's flow sounded like a melody. One day, a traveler named Trina entered the village. She had traveled many miles, her shoes showing considerable wear.

Trina was on a quest to find the fabled "Dribble Stone," a rock rumored to possess the power to balance the heart's troubles. Guided by the elders, she trekked to the heart of the Driftwood Forest. Here, she found a dreamy glade with a shimmering pool. In its center stood the Dribble Stone.



Touching the stone, Trina felt a tremble of energy. Her worries and troubles seemed to crumble away. Realizing its power, she decided to stay in Treblebrook, ensuring that the stone remained a symbol of hope, helping villagers handle life's troubles with a steady heart and an unbreakable spirit.

SUFFIX ABLE-

Suffix **-able** is added to words to show if something can be done or if it has a certain quality. "-able" means capable of being, like "readable" means something that can be read.

This suffix helps change the meaning of words by adding the idea of possibility or capability.



Word Morph Modify the given words using -able then use both words in a sentence.

Word	love	lovable
Sentence	Her gentle nature made her incredibly lovable to all who met her.	

Word	maintain
Sentence	

Word	sustain
Sentence	

Write Use the given words in meaningful sentences.

1) Negotiable: _____

2) Stable: _____

3) Viable: _____

4) Liable: _____

SENTENCE FORM: COMPLEX SENTENCES

A **dependent clause** is a group of words that has a subject and a verb but is not a complete thought.

Examples: 1) after we play basketball, 2) when you get here,

A dependent clause is also called a **subordinate clause** and it is joined to the sentence with a **subordinating conjunction**.

Examples of subordinating conjunctions: after, although, because, once, while, when, as

Complex sentences combine an independent clause with one or more dependent clauses using subordinating conjunctions.

Examples: 1) Because I was bored 2) Although it was dark, we played outside

Write Give each sentence a dependent clause, complete them to create a complex structure.

1) While the sun set,	children played on the swing.
2)	he felt nervous during the exam.
3)	owe bloomed in the garden.
4)	you go to the park.
5)	ally the mall.

Write Complete with appropriate clauses to create complex sentences.

- 1) If _____
- 2) Even though _____
- 3) While _____
- 4) Once _____

SUBORDINATING CONJUNCTIONS

Subordinating conjunctions introduce dependent clauses, which can't stand alone as sentences. They show relationships, like cause and effect or timing, between clauses.

Examples:

- **Because** it rained, we stayed inside. ("Because..." can't stand alone, showing cause.)
- **After** he finished his homework, he played. (After tells us the timing.)



Completion Write the appropriate subordinating conjunction.

because	after	over	when	since	if	until	though
---------	-------	------	------	-------	----	-------	--------

1) She jumped _____	the fence to retrieve her ball.
2) Finish your homework _____	you go out to play.
3) He often visits the local _____	he moved to the city.
4) The outdoor event will be postponed _____	it rains tomorrow.
5) Many were left teary-eyed _____	the movie ended.
6) She had mastered several songs _____	she practiced daily.
7) She's afraid of heights _____	she climbed up mountains.
8) They will keep practicing _____	they feel more confident.

Analyze

Circle all the subordinating conjunctions in the passage.

In the quaint village of Elden, where houses had thatched roofs and cobblestone pathways, children loved to listen to Grandma Elsie's tales. Although many stories were whimsical, they always held a lesson.

One evening, when the first snow of winter gently covered the ground, Elsie began her favourite tale. Before the age of machines, creatures roamed the forests, guarding the secrets of nature. If anyone ever tried to harm the woods, these guardians would guide them away with gentle nudges. However, if the threat persisted, they'd reveal themselves, showing their true might.

Since that time, the village had always respected the forest. After Elsie's tale, children would scamper off to bed, dreaming of guardians. Whenever they entered the forest, they did so with care, knowing that the magic was real. Through Elsie's stories, the respect for nature continued, ensuring the forest's guardians remained a secret legend.

CROSSWORD PUZZLE**Crossword**

Read the clues and find the words in the crossword puzzle.

**Across**

2. Dull and depressing.
3. Short-lived or brief.
5. Tiny water or liquid bead.
6. Make seem unimportant or small.
7. Intense fear or worry.

Down

1. Make a story more exciting.
2. Light rain or fine drops.
4. Victorious or winning with pride.
5. A boring, repetitive task.
6. Cut short or chop.

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)		19)	
10)		20)	

Write

Given are simple sentences, complete them to form a complex sentence.

1)	I prefer ha
2)	you can finish your project.
3)	we can finally go to the movies.

Completion

Write the appropriate subordinating conjunction.

1) Let's start the meeting		you are here.
2) I bought an umbrella		it looked like it was going to rain.
3) I enjoy reading		I don't have much free time.
4) The event will begin		the clock strikes midnight.

Week 7 - Vocabulary List

Precede	Preview	Predetermine	Precaution	Premonition
Predicament	Predominate	Predestination	Wherewithal	Whimsical
Whiplash	Whistle	Whichever	Whirlpool	Qualify
Quench	Quicken	Quotient	Quandary	Queue

Cursive

Write the word using cursive writing.

Word	Trace	Write
Precede	<i>Precede</i>	
Preview	<i>Preview</i>	
Predetermine	<i>Predetermine</i>	
Precaution	<i>Precaution</i>	
Premonition	<i>Premonition</i>	
Predicament	<i>Predicament</i>	
Predominate	<i>Predominate</i>	
Predestination	<i>Predestination</i>	
Wherewithal	<i>Wherewithal</i>	

Week 7 - Vocabulary List

Cursive

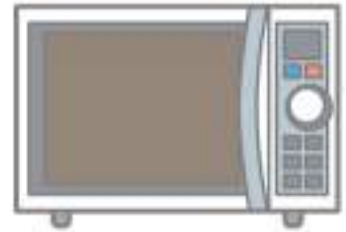
Write the word using cursive writing.

Word	Trace	Write
Whimsical	<i>Whimsical</i>	
Whiplash	<i>Whiplash</i>	
Whistle	<i>Whistle</i>	
Whichever	<i>Whichever</i>	
Whirlpool	<i>Whirlpool</i>	
Qualify	<i>Qualify</i>	
Quench	<i>Quench</i>	
Quicken	<i>Quicken</i>	
Quotient	<i>Quotient</i>	
Quandary	<i>Quandary</i>	
Queue	<i>Queue</i>	

PREFIX PRE-**Understanding the Prefix "Pre-"**

The prefix "pre-" means "before". When we add "pre-" to a word, we are saying the action happens before something else.

- **Precook:** Cook something before it's needed.
- **Prepay:** Pay for something before using it.
- **Preview:** Look at something before it's fully released.



Matching Match the words below to their meanings.

Decide	Decide in advance.
Preview	Early viewing or sample.
Determine	Preventive action.
Predetermine	the most common or strong.
Caution	Look at first.
Precaution	Look at first.

Word Meanings

Write the meanings of each word below.

Judge	
Prejudge	
Face	
Preface	
Set	
Preset	

CONJUNCTIONS

Some conjunctions connect and show relationships between ideas more complex than basic conjunctions like FANBOYS.

Examples:

- **Although** she practiced, she didn't win.
- **Unless** you study, you won't understand.



Examples: after, because, while, once, furthermore, until, where, even though, inasmuch, nevertheless, since, even if, rather than, when, why, before, albeit, consequently, therefore

Instructions: Underline all the conjunctions in the article below.

Studying space is not only interesting, because it helps us understand our big universe. While most people love pretty stars, few actually know the science behind them.

Although telescopes have gotten better over the years, there are still galaxies and things we can't see. Therefore, although we've made progress in exploring space, there's a lot in our own galaxy we haven't seen yet.

Consequently, the universe still has many mysteries and questions we need to answer. Nevertheless, scientists and astronomers are excited to keep looking for these answers.

Inasmuch as we've learned a lot, the universe keeps showing us how amazing it is. Therefore, even as we're happy about what we know, we still have a lot more to learn. Because as long as stars are in the sky, we'll keep trying to know more, no matter how hard it is.

Write

Write a sentence using the given vocabulary and conjunction.

Whistle,
Although

Queue,
Once

Quench,
Since

SUBORDINATING CONJUNCTIONS

Subordinating conjunctions make sentences more detailed and layered.

Examples:

- Inasmuch as - "Inasmuch as you're the expert, I'll trust your judgment on this matter."
- Insofar as - "Insofar as we can determine, the event was a success."
- Provided that - "You can play outside, provided that you finish your homework first."

Matching Match the clauses to create a complex sentence.

1) Inasmuch as she loved the city,	A) you can join the trip.
2) Provided she finishes assignments,	B) the software improved efficiency.
3) Even though she had read,	C) she missed the countryside.
4) Albeit pricey,	D) the strategy works.
5) Insofar as the data showed,	E) the team struggled.

Write

Continue the story using the provided prompt. Include the use of as many advanced subordinating conjunctions as you can.

Even though Ella was nervous about her first day at her new school,

WORD SEARCH**Word Search**

Find the word bank words in the puzzle.

<input type="checkbox"/> Predominate	<input type="checkbox"/> Preview	<input type="checkbox"/> Queue	<input type="checkbox"/> Whistle	<input type="checkbox"/> Wherewithal
<input type="checkbox"/> Predicament	<input type="checkbox"/> Precede	<input type="checkbox"/> Quench	<input type="checkbox"/> Quicken	<input type="checkbox"/> Whimsical
<input type="checkbox"/> Predetermine	<input type="checkbox"/> Precaution	<input type="checkbox"/> Qualify	<input type="checkbox"/> Whirlpool	<input type="checkbox"/> Whichever
<input type="checkbox"/> Premonition	<input type="checkbox"/> Premonition	<input type="checkbox"/> Quotient	<input type="checkbox"/> Quandary	<input type="checkbox"/> Whiplash

**Word Scramble**

Unscramble the word.

EUEQU		LETSIHW	
CEDEPRE		FYILQUA	
ERPVIWE		DOREPNAMITE	
NAUQRYAD		MISICALHW	
QOUNTEIT		VEREHCIHW	
CAUTNOIREP[CKENIUQ	

Week 7 - 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)	

Write

Write a sentence using the given words and the conjunction.

Quench
Therefore

Preview
Unless

Matching

Match the clauses to create a complex sentence.

1) Before you go to bed,	A) she became really good at piano.
2) While my sister reads her book,	B) we'll build a snowman in the yard.
3) Because she practiced every day	C) remember to brush your teeth.
4) If it snows tomorrow	D) I like to draw pictures.

Week 8 - Vocabulary List

Priceless	Senseless	Countless	Thankless	Breathless
Limitless	Speechless	Powerless	Courage	Scour
Pounce	Outsource	Outrageous	Encounter	Rowdy
Endow	Disallow	Bestow	Overthrow	Meadow

Matching Write the letter from the description beside the matching word.

Answer	Description
Priceless	A) Clean or scrub thoroughly.
Senseless	B) Extremely unacceptable or bold.
Countless	C) To give a gift or honor.
Thankless	D) Lacking understanding.
Breathless	E) To shout or yell.
Limitless	F) Unable to speak due to excitement.
Speechless	G) Unexpectedly to someone something.
Powerless	H) Remove from position.
Courage	I) Refuse to permit or accept.
Scour	J) Bravery in facing danger or difficulty.
Pounce	K) Without breath; out of breath.
Outsource	L) Receiving no gratitude.
Outrageous	M) Provide or give (usually money).
Encounter	N) Having no boundaries or end.
Rowdy	O) Too many to count.
Endow	P) Field with grass and wildflowers.
Disallow	Q) Jump suddenly to catch something.
Bestow	R) Lacking power or strength.
Overthrow	S) Hire others to do specific tasks.
Meadow	T) Too valuable to put a price on.

SUFFIX -LESS

The suffix **"-less"** means "without." When added to a word, it describes something that does not have the quality of that word.

Examples:

- "Hopeless" means without hope.
- "Toothless" means without teeth.



Completion Write the most appropriate word in each sentence.

1) Being _____ with your belongings can lead to loss.	pointless
2) The surprise _____ her completely _____.	limitless
3) The universe is _____ and _____.	senseless
4) Cleaning up after the _____ felt like _____ job.	countless
5) After the long run, he was _____.	careless
6) He felt _____ again _____ the strong _____.	thankless
7) Arguing over such a small thing seemed _____.	speechless
8) The destruction caused by the storm was _____.	powerless
9) The smile on her face was _____.	_____
10) She has read _____ books during summer.	_____

Matching Use the given words in sentences.

Words	Sentences
Fearless	
Flawless	
Ageless	

IDENTIFYING COMPLEX SENTENCES

Identifying complex sentences means spotting sentences that have one main idea and at least one additional detail or condition.

They often use words like "although," "since," or "because" to connect different parts. Recognizing these sentences helps you understand deeper thoughts.



Instructions

Underline the complex sentences found in the story below.

The Legend of Whispering Woods

In Woodsdale, a forested Whispering Woods stood tall. Although many deemed it ordinary, legends said it held ancient secrets. Ellie, 12 and filled with curiosity, decided one day to venture in. Venturing in, she noticed the forest's usual sounds: birds and rustling leaves. It was dark. She heard some strange sounds. While some might think these were just the wind, Ellie understood them as the trees' tales of olden heroes and mystical lands just beyond the stars. As the night went on, she listened to the stories until she got sleepy and went home. When she recounted her adventure, most friends doubted her, even though they had heard the sounds. Yet, as time passed, Ellie's tales from the Whispering Woods became cherished town stories.

Instructions

Take two complex sentences from the story above and break them down into as many simple sentences as needed to capture all the information.

Complex	
Simple	

Complex	
Simple	

UNDERSTAND SIMILES AND METAPHORS

Similes are figures of speech that compare two different things using the words "like" or "as." They help to create a vivid picture by linking two unrelated ideas.

➤ **Examples:** - As brave as a lion. - Slept like a log.

Metaphors are figures of speech that compare two different things by saying one thing is another, without using "like" or "as."

➤ **Example:** "The world is a stage" is a metaphor, comparing the world to a stage to show how people play roles in life.



Simile Circle all the similes found in the story.

Growing up in the city, Jamie felt like a small fish in a vast pond. The skyscrapers seemed like giants, and the busy streets buzzed like beehives at rush hour. His grades, unlike his twin's that shone like gold, resounded to him. "You're as smart as a whip, but you daydream constantly," teachers noted.

One autumn day, with trees ablaze in fiery reds, an idea as bright as a star struck Jamie. He started writing, words flowing like honey. His tales, sweet as honey, resonated with many. He became a renowned author, proving that sometimes feeling out of place leads to finding one's true path.

Metaphors Identify the corresponding meaning of each metaphor.

Metaphors	Answer
Hope is a beacon	
Her eyes were oceans	
The world is a stage	
Life is a roller coaster	
His words were knives	
Time is a thief	
Fear is a chain	
Dreams are seeds of reality	
Youth is a blossoming flower	















































































































Meaning
A) Time quickly takes moments away.
B) Life has ups and downs.
C) His words were very hurtful.
D) Deep, vast emotional eyes.
E) Everyone plays a part in life.
F) Dreams can become real.
G) Youth is about growth, beauty.
H) Hope guides and inspires.
I) Fear limits and confines.

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	O	P	Q	R	S	T	U	V	W	X	Y	Z

CODE		CODE	ANSWER
      		   	
      		   	
      		   	
      		   	
      		   	
      		   	
      		   	
      		   	
      		   	
      		   	

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)	

Write

Convert the simple sentence into a complex sentence.

Simple	The sun was shining outside. We decided to start a new project.
Complex	

Meaning

Give the meaning of the following metaphors.

Metaphors	Meaning
His words were a double-edged sword.	
She was a shining star.	
The classroom was a zoo.	

Week 30 - Vocabulary List

ThinkUnderline the suffix -ist and circle the words with the letter blend gn, ng

Journalist	Realist	Economist	Narcissist	Theorist
Pessimist	Optimist	Tourist	Dignity	Campaign
Indignant	Ignorant	Cognizant	Ignition	Wrangling
Cring	Mingling	Stronghold	Scathing	Triangle

CompComplete the words by adding gn or ng.

1) Lo_____w	A_____st	11) Soverei_____
2) Co_____at	_____ant	12) Insi_____ia
3) Ma_____itude	_____st	13) Fluctuati_____
4) Pro_____osis	9) _____ar	14) Co_____lometerate
5) Bu_____alow	10) infri_____	E_____ross

Pictionary

With a partner, draw a picture that represents a word from the list. Have your partner try to guess the word. Play again with a new word in after.

SUFFIX -IST

A **suffix "ist"** is added to a base word to describe someone who practices or specializes in a specific activity or belief.

For example:

"artist" means someone who practices art.

"dentist," which means someone who specializes in taking care of teeth.

**Identify**

Read the description provided and identify the profession that ends with "-ist".

1) Botanist	Studies plants and their growth.
2) Scientist	Does experiments and makes theories about how things work.
3) Journalist	Writes news stories in various media.
4) Pianist	Plays the piano.
5) Dentist	Treats teeth and dental issues.
6) Optometrist	Examines eyes and prescribes lenses.
7) Zookeeper	Works at a zoo; taking care of animals.
8) Tourist	Someone who is visiting a new place.

Write

Use the provided words in meaningful sentences.

Journalist	
Narcissist	
Analyst	
Optimist	
Pessimist	

SPEAKER TAGS AND PUNCTUATIONS

Speaker tags identify who is speaking in a sentence, and punctuations help clarify how something is said.

- "Is that really you?" Emily asked.
- "That's incredible!" Mark exclaimed.
- "Don't touch that," Sarah warned.



Write

Put the appropriate punctuation in the dialogue, then write an appropriate speaker tag for each.

Jack: "You hear a strange noise___"

Mia: "It's probably just the wind___"

Jack: "But it's coming from inside___"

Mia: "Maybe there's a window that's broken___"

Jack: "Let's go check it out___"

Mia: "Are you sure that's a good idea___"

Rewrite

Read the narrative and rewrite it using dialogue, appropriate speaker tags and punctuation.

Tim and Emily stood by the slide, holding a collection of marbles. Emily asked Tim a question about her blue and green marble, and she responded enthusiastically. Then, Emily asked Tim a question about his red and yellow marble, to which he replied with excitement. Through their brief but meaningful conversation, they both felt their friendship deepen.

WRITING DIALOGUE

Writing dialogue is the process of recording conversations between characters, using quotation marks to show spoken words and speaker tags to indicate who is speaking.

- "How do we decide?" asked Sarah.
- Tom replied, "Rock, paper, scissors."



Rewrite

Based on the narrative given, rewrite the events as a dialogue. Make sure to use quotation marks and speaker tags appropriately.

Emma and Ryan were in the library. Emma was searching for a book on ancient Egypt for her history class while Ryan was looking for a sci-fi novel. Emma felt overwhelmed by the collection and wasn't sure where to start. Ryan, having frequented the library often, offered to help her out. She gratefully accepted.

Emma:

Ryan:

Emma:

Ryan:

Write

Write a dialogue based on the prompt, showcasing the emotion.

Emotion: Excited

Prompt: Lisa wins concert tickets and tells Mike.

Lisa:

Mike:

Emotion: Curious

Prompt: Ava finds an old map; discusses with Leo.

Ava:

Leo:

CROSSWORD PUZZLE**Crossword**

Read the clues and find the words in the crossword puzzle.

**Across**

- 5. Lacking knowledge or awareness.
- 6. Sees the bad side of things.
- 8. Aware or knowledgeable.
- 9. Arguing or fighting.
- 10. Carrying oneself with respect.

Down

- 1. Starts something, especially engines.
- 2. Person traveling for fun.
- 3. Organized effort for a cause.
- 4. Sees the bright side of things.
- 7. Upset due to unfairness.

Week 30 - 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)	

Write

Insert the appropriate punctuation and write an appropriate speaker tag for each.

Mikel You won't believe it, but I won the tickets to the concert!

That's fantastic, Lisa! You promised to take me, right?

Write

Write a dialogue based on the prompt, showcasing the given emotion.

Emotion: Jealous**Prompt:** Noah gets a new bike; Claire wishes she had one too.

Noah:

Claire:

ORAL COMMUNICATION STRAND

***Not All Are Shown**

Activity: Listening Links

Objective

What are we learning more about?

To enhance students' listening and comprehension skills. By the end of this activity, students will be able to actively listen to a peer's story or fact and ask relevant questions to gain a clearer understanding.

Materials

What do we need for our activity?

- ✓ 10 cards of paper with various topics written on them provided
- ✓ Pencils or pens
- ✓ A soft ball or beanbag



Instructions

How do we complete the activity?

- 1) Have students stand/sit in a circle, or post at desk in a circle.
- 2) Place the cards face down in the middle of the circle.
- 3) Choose one student to start. They will pick a card and read it silently to themselves.
- 4) The chosen student shares a short story or fact based on the topic in the card.
- 5) Once they finish their story or fact, the student throws the soft ball or beanbag to another student in the circle.
- 6) The student who catches the ball must ask a question to clarify or expand on the story. They can use starters like, "Can you tell more about...?" or "Why did you feel...?"
- 7) The original student answers, and then it's the next student's turn to pick a card and share.
- 8) Continue until everyone has had a turn.

Topics

Cut out the topics below

A hobby I recently started.

My favourite type of weather and why.

A book or story I recently enjoyed.

An adventure I had at a park.

My favourite family tradition.

A sport or game I like to play.

An interesting animal I learned about.

A special gift I received and why it was special.

Something I'm really good at.

A place in Canada I'd like to visit.

My favourite holiday and how I celebrate it.

A memorable dream I once had.

A kind act someone did for me.

A special memory with a friend or family member.

An interesting fact about space or planets.

A food I tried for the first time and my thoughts on it.

A goal I have for this school year.

An interesting historical fact about Canada.

My favourite subject in school and why.

A skill or talent I wish I had.

Question Ideas

Print on large paper and cut them out so students can see them

Can you tell me more about that?

Why do you think that happened?

How do you feel when that happened?

What was your favourite part about that?

Were there others like you? Who were they?

Did anything surprise you about that?

What would you do differently next time?

How did you learn about that?

Were there any challenges or obstacles you faced?

If you could share one lesson from that experience, what would it be?

Activity: Socratic Seminar

Objective

What are we learning more about?

To practice effective listening skills, including asking relevant questions and responding thoughtfully in a group discussion about a complex issue.

Materials

What do we need for our activity?

- ✓ A complex topic to discuss
- ✓ Chairs arranged in a circle
- ✓ Notebooks and pens for each student
- ✓ Timer or stopwatch



Instructions

How do we complete the activity?

- 1) Introduce the concept of a Socratic Seminar to students and explain the guidelines, including how to take turns speaking and how to ask open-ended questions.
- 2) Arrange chairs in a circle and provide a topic or issue for discussion. Make sure it's a topic that allows for varied opinions and encourages critical thinking.
- 3) Give students a few minutes to jot down their initial thoughts and questions about the topic in their notebooks.
- 4) Begin the Socratic Seminar by posing an open-ended question related to the topic.
- 5) Use a timer to help moderate the discussion, ensuring that each student has an opportunity to speak and ask questions.
- 6) Encourage students to actively listen to their peers, ask clarifying questions, and offer thoughtful responses.
- 7) Periodically prompt the discussion with additional questions or insights to keep the conversation flowing.
- 8) At the end of the seminar, ask students to reflect on the discussion and write down any new insights or questions they might have jotted down.

Seminar Topics

Use one of the topics below

Topics for Seminar

Should school uniforms be mandatory?

Is homework beneficial or detrimental?

Should animals be kept in zoos?

Should recess be banned?

Should students have cell phones in school?

Should classrooms have rewards and punishment?

Is a four-day school week better for students?

Should plastic water bottles be banned in schools?

Should team sports be mandatory in P.E. classes?

Should schools offer vegetarian options in cafeterias?

Question Ideas

Print on large paper and cut them out so students can see them

Can you clarify what you mean by that?

What assumptions are you making?

Can you tell me more about that?

What are the implications of what you're saying?

How does this impact us directly?

What alternative should we consider?

Could there be any unintended consequences?

How could this idea be improved or refined?

Can you provide an example to support your point?

What would be the counter-argument to what you're saying?

What are the long-term effects of this?

Is there a compromise that addresses multiple viewpoints?

Activity: Podcast Analysis

Objective

What are we learning more about?

To develop and practice listening strategies for comprehension by listening to a short educational podcast. Students will identify moments where they needed to pause, re-listen, or jot down notes in order to understand the content better.

Materials

What do we need for our activity?

- ✓ Access to an educational podcast suitable for Grade 6
- ✓ Headphones for each student (optional but recommended)
- ✓ The next day's lesson plan related to podcasts



Instructions

What steps will we complete for the activity?

- 1) Begin by explaining that the students will be listening to a podcast with the aim of practicing listening comprehension strategies. The goal is to identify when they need to pause, re-listen, or jot down notes in order to better understand the content.
- 2) Hand out the worksheet with questions about the podcast to each student. Review these questions so students know what to listen for when they begin.
- 3) Play the educational podcast for the students or allow them to listen on their own computer. Allow them the freedom to pause, re-listen, or jot down notes as they listen.
- 4) After the podcast is over, give students a few minutes to complete the worksheet and reflect on their listening experience.
- 5) Divide students into small groups and have them discuss their findings. Encourage them to share what strategies helped them understand the podcast better.
- 6) Finally, regroup as a class and discuss the various strategies that proved effective for listening comprehension. You can compile a list on the board to review these strategies with the whole class.

Name: _____

205

Curriculum Connection
A2, B1.2

Note Taking

Jot down notes below

Questions

Answer the questions below

1) What was the main point of the podcast?

2) List three key points the podcast made.

3) Were there any words or phrases you did not understand? If so, what were they?

4) Did you pause or re-listen to any parts? If you did, did it help? If not, would it have helped you understand the content?

Activity: Charades with a Twist

Objective

What are we learning more about?

To help students develop a nuanced understanding of how facial expressions and hand movements contribute to effective non-verbal communication. In this modified version of charades, students are restricted to using only their face and hands while sitting in a chair.

Material

What do we need for our activity?

- ✓ Pre-written words or phrases to act out
- ✓ A timer
- ✓ Chairs for performers



Instructions

How do we complete the activity?

- 1) Begin by explaining that this version of charades is special: performers can only use facial expressions and hand movements to convey a word or phrase on the card. They must sit in a chair and are not allowed to use other parts of their body for acting.
- 2) Divide the class into two teams. Each team takes turns having a "performer" who will sit in a chair at the front.
- 3) Hand a pre-written card to the performer, making sure no one else sees the word or phrase.
- 4) Set the timer for two minutes. The performer, while seated, acts out the word or phrase using only their facial expressions and hand movements.
- 5) The team guesses what word or phrase the performer is expressing. They earn a point if they guess correctly within the time limit.
- 6) After each round, hold a brief discussion about which facial expressions and hand movements were most effective in helping the team guess the word.
- 7) Continue until all cards have been used or until each student has had an opportunity to perform.

Emotions for Charades

Happy

Sad

Angry

Confused

Excited

Bored

Amazed

Surprised

Grateful

Frustrated

Curious

Scared

Jealous

Calm

Relieved

Disgusted

Impatient

Intrigued

Hopeful

Shy

Actions for Charades

Typing on a Keyboard

Drinking a Cup of Tea

Applying Sunscreen

Taking a Selfie

Eating with Chopsticks

Riding a Roller Coaster

Texting a Message

Doing Yoga

Drawing a Picture

Catching a Fish

Shuffling Cards

Feeling Nervous

Thinking

Turning a Page

Zipping a Jacket

Peeling a Banana

Frying Eggs

Folding Laundry

Opening a Door

Dialing a Phone

Activity: Eye Contact Experiment

Objective

What are we learning more about?

To teach students the importance of eye contact in both formal and informal communication settings, and to have them evaluate its impact on a conversation.

Materials

What do we need for our activity?

- ✓ Timer or clock
- ✓ Discussion questions worksheet board or printed out for each student



Instructions

How do we complete the activity?

- 1) Divide the students into pairs.
- 2) Explain that they will have a 2-minute conversation in their pairs. One round will require eye contact, and the other round will not require eye contact.
- 3) Start the first round. Instruct one student in each pair to maintain eye contact throughout the 2-minute conversation. The other student can talk normally but should not look at the other person.
- 4) Use a timer to keep track of time.
- 5) Once the time is up, have the students switch roles and go for another 2-minute conversation. This time, instruct the other student in each pair to maintain eye contact.
- 6) After both rounds are complete, bring the class back together.
- 7) Have a class discussion on the experience. Use discussion questions to guide the talk.

Topics

Choose from the topics below for your conversations

Pets	Favourite Video Games
Hobbies and Interests	Family Traditions
Sports Teams	Favourite Season
Favourite School Subjects	Favourite Superheroes
Plans for the Weekend	Funniest Jokes or Memes
Favourite Movies	Best Birthday Parties
Location Spots	Future Career Dreams
Volunteering	Favourite Animals
Music	Favourite TV Shows

Questions

Questions below

1) How did it feel when the person you were talking to wasn't looking at you? Did you feel they were listening?

2) Was it easy to understand the person who wasn't looking at you? Do you think that was the case.

3) When someone isn't looking at you when you're talking to them, do you feel they care about what you are saying? Explain.

Activity: News Reporter Role-Play

Objective

What are we learning more about?

To practice identifying the purpose and audience for speaking while employing clear and coherent language, gestures, and facial expressions.

Materials

What do we need for our activity?

- ✓ News topic
- ✓ Paper and pen for each pair
- ✓ Smartphone or camera for recording (optional)
- ✓ Props like a "microphone" (toy or paper or a small object (optional))



Instructions

How do we complete the activity?

- 1) Start by discussing what makes a good news report. Focus on clarity, tone, and non-verbal cues like facial expressions and gestures.
- 2) Divide the students into pairs and provide each pair with one topic from the list.
- 3) Explain that each pair will prepare a short news report on their given topic. One student will be the reporter and the other will be the interviewee.
- 4) Encourage students to focus on speaking clearly, making eye contact, and using appropriate gestures and facial expressions.
- 5) Give students time to write down their news report and practice their roles.
- 6) Once prepared, each pair performs their news report in front of the class. Recording these performances is optional but can be useful for review.
- 7) After each report, engage the class in a brief discussion on how well the pair met the objective and expectations.

Instructions

Write down the script below

1) Topic: What is your topic?

2) Who will be the interviewer? Who will be the interviewee?

Interviewer

Interviewee

3) Write the introduction to the interview below. What will the interviewer say to introduce the topic?

4) Write the questions and answers to the interview in the script below.

Question 1Interviewer
(Question)Interviewee
(Answer)**Question 2**Interviewer
(Question)Interviewee
(Answer)

Name: _____

220

Curriculum Connection
B1.3, B1.4, B1.5

Question 3

Interviewer
(Question)

Interviewee
(Answer)

Question 4

Interviewer
(Question)

Interviewee
(Answer)

Question 5

Interviewer
(Question)

Interviewee
(Answer)

4) Write your conclusion - What the interviewer will say at the end.

Topics for News Reports

School Recycling Program

New Playground Equipment

Upcoming Science Fair

Animal Shelter Fundraiser

Sports Results

Class Pet

Local Wildlife Observation

Student Council Election

Book Fair Announcement

Weather Safety Tips

Healthy Eating in School

Anti-Bullying Campaign

Community Garden Project

Local Hero Spotlight

Summer Camp Options

School Talent Show

New Art Supplies for School

After-School Club Activities

Field Trip Options

Importance of Reading

Activity: Visual Aids and Speech

Objective

What are we learning more about?

To incorporate visual aids into a speech and analyze their effectiveness in enhancing understanding.

Materials

What do we need for our activity?

- ✓ Poster board or sheets of paper
- ✓ Markers, colored pencils
- ✓ Laptop and projector (if available for PowerPoint)
- ✓ Speech topics
- ✓ Evaluation rubric for assessment



Instructions

How do we complete the activity?

- 1) Divide the students into small groups of 3-5.
- 2) Assign or let each group choose a speech topic from the list.
- 3) Instruct each group to prepare a 3-5 minute speech related to the topic.
- 4) Ask students to create visual aids to go along with their speech. They can use poster boards for drawings, or PowerPoint slides if laptops and projectors are available.
- 5) Allow groups 1-2 class periods to prepare their speeches and visual aids.
- 6) Have each group present their speech to the class, utilizing their visual aids.
- 7) Following each presentation, allow time for a brief Q&A session.
- 8) Pass out evaluation rubrics to students for peer assessment on the effectiveness of the visual aids in enhancing the understanding of the speech.

Speech Topics

Use one of the topics below

The Solar System	Ocean Ecosystems
How Does Lightning Work?	How Do Rockets Work?
Importance of Rainforests	Black Holes
History of Airplanes	Static Electricity
Phases of the Moon	Benefits of Biodiversity
Renewable vs Non-Renewable Energy	Types of Aircraft
Endangered Species	Earth's Atmosphere
Principles of Flight	Comets and Asteroids
Life on Mars	Importance of Space Exploration
Basics of Electrical Circuits	Hot Air Balloons
Comets and Asteroids	Drones in Modern Life
Home Energy Conservation	Planets in Our Solar System
Freshwater Ecosystems	Electric Cars

Rubric

Circle which grade you would give the group that you are assessing

What to Look For	Awesome (4)	Pretty Good (3)	Okay (2)	Needs Work (1)
Are the Pictures Clear?	Super easy to see and understand.	Mostly easy to see.	Kind of hard to understand.	Really hard to see or understand.
Do They Fit with the Speech?	Fits perfectly with what's said.	Fits well, but could be better.	Sort of fits with the speech.	Doesn't really fit with the speech.
Are They Fun and Interesting?	Really fun and interesting.	Kind of fun and interesting.	Not that fun but okay.	Not fun or interesting.
Are They Right for Us?	Just right for our age and the topic.	Mostly right for us and the topic.	Kind of okay but not really.	Doesn't really fit for us or the topic.

Student Comments – What Did They Do Well?

Mark

Student Comments – What Could They Do Better?
