



Preview - Information

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- ✓ **A selection of Ready-To-Use Google Slides Lessons.**
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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!

answering	apple	girl
journal	answering	homework
brushing	blender	play
sovereign	answering	walking
sovereign	answering	homework
answering	blender	play

Suffix - ing

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



Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- 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 boom.		The small blanket. The small blanket showed. The small blanket showed clearly. The small blanket showed clearly today.	
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Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



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.

Word Bank:

Reunite	Rethink	Remote
rethink	Reunite	Region
rebuild	Reel	Refuge
Restart	Reheat	Repair
Rewind	Revert	Recycle

Basket:

Bin:

Week 4 – Vocabulary List

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

Word Bank:

quickly	annually	display
flourish	paint	display
initially	summary	lovely
flourish	entry	spacious
partition	already	campaign
partition	display	privately
intensity	intensity	intensity

Fill-in-the-blank:

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

Complex Sentence Matching:

Draw a line to connect one complete complex sentence. After matching, draw a line to connect the simple sentence to the correct complex 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"/>

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 <input type="checkbox"/>



Ontario Language Curriculum

Foundations of Language – Grade 6

Figures of Speech

Read each sentence carefully. Look at the picture that shows one best. Drag the correct alliteration sentence to the box next to the picture.

1) load in advance
2) stick before washing
3) guess future event
4) paid in advance
5) made before use
6) test before learning

1) The squirrel **loads** nuts in advance.
2) The **stick** is stuck before washing.
3) I **guess** it will rain tomorrow.
4) I **paid** for my meal in advance.
5) I **make** my bed before use.
6) I **test** my new computer before learning.

1) **Two** people **test** their **new** **camera** **before** **using** it.
2) The **bee** **buzzes** **near** **the** **yellow** **flower**.
3) **The** **lion** **looks** **over** **the** **small** **bird** **and** **catches** **it** **for** **lunch**.
4) **The** **two** **boys** **jump** **over** **the** **small** **pond** **near** **the** **house**.
5) **The** **two** **girls** **jump** **over** **the** **small** **pond** **near** **the** **house**.
6) **The** **two** **girls** **jump** **over** **the** **small** **pond** **near** **the** **house**.

Inter-

Correct or Wrong into the box next to each word to show if it is a real word with the prefix Inter-.

Inter- *is a prefix that means between or among.*

Correct or Wrong 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	
interstable	
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	
A3	<p>Applications, Connections, and Contributions</p> <p>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</p>	<p>14 – 15, 51 – 52, 87 – 88, 123 – 124, 160 – 161</p>

Grade 6 – Language

B1. Oral and Non-Verbal Communication



	Curriculum Expectations	Pages
B1.1	Effective Listening Skills Analyze various effective listening skills, including using listening when to ask relevant questions and how to contribute 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 communicate information communicated orally and non-verbally, including identification, and develop a relevant response in an appropriate context.	204 – 207
B1.3	Speaking Purposes and Strategies Identify the purpose and audience for speaking in formal and informal contexts, and choose appropriate speaking 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>precise descriptive word choice, including adjectives and adverbs to elaborate on a variety of sentence types, cohesive sentences, and the accurate use of voice as appropriate to the purpose and context of communication, to support audience comprehension</p>	14 – 15 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
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>	10, 14, 25, 27, 31, 33, 37, 39, 43, 52, 56, 58, 62, 64, 74, 77, 82, 85, 87 – 88, 94, 98, 104, 106, 110, 118, 121, 123 – 124, 128, 134, 146, 148, 152, 161, 165, 167, 171, 177, 179, 183, 185, 187, 191, 195
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>	145, 150 – 151, 156 – 157, 163 – 164, 169 – 170, 176, 182, 187

Grade 6 – Language

B3. Language Conventions for Reading and Writing



	Curriculum Expectations	Pages
B3.1	P lace sentence structure Demonstrate an understanding of sentence types and forms to construct sentences that communicate ideas effectively, including simple and compound sentences and complex sentences with adjective or adverb clauses that express relationships among ideas	17 – 18, 23, 29, 35, 41, 47, 60, 66, 72, 83, 90, 96, 102 – 103
B3.2	R evise Grammar Demonstrate an understanding of the functions of a variety of speech in sentences, including nouns that are words, 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, 80, 84, 91
B3.3	E xamine C apitalization 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 having additional 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 involve explicit and systematic teaching of letter sounds and sound-spelling patterns.

Fluency is developed by providing frequent opportunities to read aloud from connected text. Vocabulary and oral language comprehension are developed 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 expectations in the grade 6 foundations of language curriculum. Each weekly word list will focus on one affix and two graphemes.

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

PREVIEW

Week Number	Word Type	Letter Blends
Week 1	prefix: un-	ea, ee
Week 2	suffix: -in	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
	prefix: sub-	cr, cl
	suffix: -tion	sn, sm
Week 16	prefix: inter-	ie, igh
Week 18	suffix: -ous	ew, ue
Week 19	prefix: pre-	fl, fr
Week 20	suffix: -y	ui, ue
Week 21	prefix: non-	wr, kn
Week 22	suffix: -ize	ew
Week 23	prefix: super-	er
Week 24	suffix: -ship	ow
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

PREVIEW

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	Fix Run-on Sentence	Parts of Speech – Interjection, Conjunction, Preposition
5	Complex Sentences	Intro to Conjunctions – FANBOYS: Using Commas
6	Sentences	Intro to Subordinating Conjunctions
7	Conjunctions -	Subordinating Conjunctions
8	Identifying Complex Sentences in Your Independent Reading Books	Figures of Speech - Understand Similes and Metaphors
9	Sentence Form: Compound-Complex Sentences	Figures of Speech - Understand Personification and Hyperbole
10	Sentence Form: Compound-Complex Sentences	Figures of Speech - Understand Metaphor
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	Colon To Semicolons	Semicolons Versus Commas
20	Direct Address	Commas With Appositives
21	Commas For Introductory Phrases	Commas For Introductory Phrases
22	Commas Used In Parentheses To Express 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?	Reading: Reading - Breaking Down Bigger Words
24	Identifying Synonyms	Reading 5
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.

	Trace	Write
Unclear	Unclear	
Unflappable	Unflappable	
Untangle	Untangle	
Unjust	Unjust	
Unrealistic	Unrealistic	
Untenable	Untenable	
Ungrateful	Ungrateful	
Unwarranted	Unwarranted	
Cleanse	Cleanse	

Week 1 - Vocabulary List**Cursive**

Write the word using cursive writing.

Word	Trace	Write
Appraise	<i>Appraise</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) Unchain	
2) Undress	
3) Plug	
4) Unmask	
5) Fold	

6) Unbend	
7) Unhook	
8) Pin	
9) Untie	

Completion

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

A. unchain	B. unplug	C. unfold	D. unbend	E. unhook	F. undress	G. unmask	H. unbend	I. unpin	J. untie
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	When fishing, it's essential to _____ the fishing line.
	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 sentence?

Is the sentence complete or is it a fragment?

1) Running through theadow.	Complete	Fragment
2) The dog ba	Complete	Fragment
3) While reading a book.	Complete	Fragment
4) They played soccer y	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.

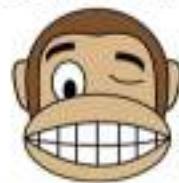
Finally, "Let's find out."

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.
- 2) What a mess.
- 3) Unless you find it.
- 4) While they laughed.
- 5) Although she wanted.

- 6) I knew it.
- 7) How strange.
- 8) Keep it up!
- 9) Beyond belief!
- 10) Good to be true.

Mix and Match

Match the fragments to its subject.

ANSWER	FRAGMENTS	SIBLINGS
	While playing in the yard,	A) he chose to go home.
	Before eating breakfast,	B) they planned a big sleepover.
	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"/> Appear
<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

Word Search

Make your own word search using 8 of the  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) A mistake.
Cheering	C) Paying attention.
Whispering	D) Small and fine noise.
Calculating	E) Change up and down.
Implementing	F) Speaking very softly.
Fluctuating	G) Very obvious, plain.
Exploring	H) Looking at something closely.
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.



Completion

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

1	PREVIEW	a film	outside my window.
2	PREVIEW	She's	a new book from the library.
3	PREVIEW	I enjoy	in the cool lake during summer.
4	PREVIEW	He's	no.
5	PREVIEW	We're	for next weekend.
6	PREVIEW	The kitten keeps	its tail up, making us laugh.
7	PREVIEW	I'm	to join the club.
8	PREVIEW	The wind is	strong and will tear a job.
9	PREVIEW	She's	a chocolate cake for her mum's birthday.
10	PREVIEW	While	to school, I always pass by the park.

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

Write _____

Complete the following sentence to make 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 _____ Is the underlined word a noun, verb, adjective or adverb?

PREVIEW

1) The turtle walked slowly across the path.

2) I have a great collection of comic books.

3) The old man eats cereal every morning for breakfast.

4) The old man stopped to look at the passing car.

5) Taylor reads if she can say every word.

6) The old house at the end of the street looks haunted.

7) I placed my book on the shelf next to the window.

8) He walked alone on the dark night.

9) Sarah wants a bicycle for her birthday.

10) They play 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)	
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18)	
19)	
20)	

Identify

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

1) She likes to dance.
2) The day seemed longer than usual.
3) She loves walking in the rain.

4) My dog has a sore back.
5) The plane just took off.
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 <u>eagerly</u> after the stick.
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: Complete the blanks using the vocabulary list above.

1	The coach will _____ 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 I deal.
8	The knight showed _____ by helping the _____ woman.
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 **RE**side 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 noon for a while.	
3. She wanted to relearn a skill after many years.	
4. They reclimb the mountain after a sunburn.	
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:

C

Label each sentence as correct or run-on.

	Sentence	Correct / Run-On
1	I love ice cream as my favorite dessert after dinner.	
2	My dog chased the ball it came up 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 with 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.

Third column: Is the bold pronoun is Reflexive or Intensive.



		Reflexive	Intensive
1	I myself like to cook.	Reflexive	Intensive
2	She bought herself a new dress for the party.	Reflexive	Intensive
3	The teacher herself will be down the hall again 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

B	H	B	L	E	S	H	R	A	P	N	E	L	P	W	G	V	U
S	H	A	I	L	E	D	D	Y	T	C	H	A	R	L	A	T	K
U	C	E	O	N	Z	A	T	I	S	H	E	P	H	E	R	D	Z
T	L	N	H	J	Z	A	S	R	E	A	L	L	O	C	A	T	E
E	L	C	H	A	M	B	T	I	M	C	F	G	E	P	J	L	
R	E	I	N	V	I	G	O	A	X	N	Y	V	D	M	T	F	
O	Q	M	S	C	H	I	V	A	E	E	D	E	A	N	O	W	F
R	E	C	O	N	F	I	G	U	R	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	I	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)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

11)	
12)	
13)	
14)	
15)	
16)	
17)	
18)	
19)	
20)	

Sentence or Run-On

Label each sentence as either 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 10 sentences using all 20 words. You'll need to use 2 words per sentence.

PREVIEW

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
A	She _____ so as not to disturb the class.	A) Suddenly
B	He _____ and the agent _____ and handed it in.	B) Kindly
C	The flower bloomed _____ in the spring garden.	C) Skillfully
D	We must always treat others _____ and with respect.	D) Sadly
E	The story ended _____, making the audience teary-eyed.	E) Quietly
F	He plays the piano _____, motivating those around him.	F) Punctually
G	They arrived _____ for the meeting every time.	G) Quickly
H	The athlete runs _____ during every race.	H) Swiftly
I	I was _____ pleased with the results of the competition.	I) Beautifully
J	The movie started _____, catching everyone's guard down.	J) Suddenly

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 the following run-on sentences using simple sentences or punctuation.

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

2) My teacher is nice she always helps us.

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.

PREVIEW

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.



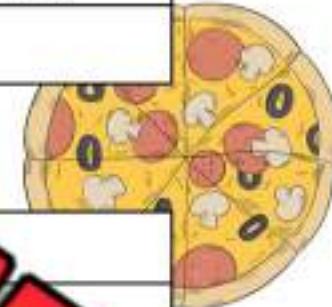
1) _____ I can't believe he ate the whole pizza!

2) _____ 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 can't eat all that!



Identify

Circle the conjunctions in each sentence.

1)	I'd like to read a book, but it's too heavy.
2)	You can have ice cream or pie for dessert.
3)	She'll attend the party if she finishes her homework.
4)	Although it's cold outside, he doesn't want to wear a coat.
5)	I studied hard, so I passed the exam.

Search

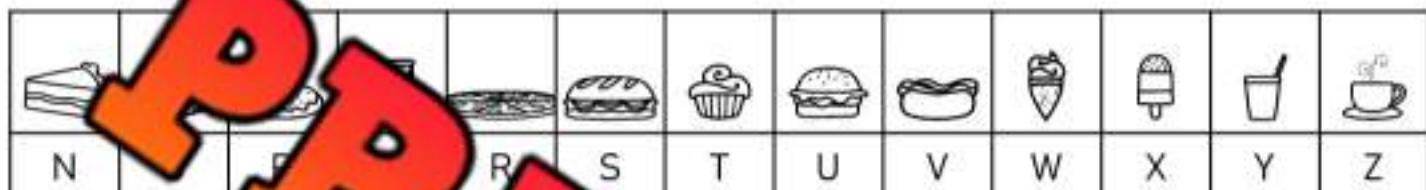
Underline the prepositions used in the story below.

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.



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)	
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14)	
15)	
16)	
17)	
18)	
19)	
20)	

Write Revise the following run-on sentences by inserting a simple punctuation mark.

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 Review: 10 st- and sp- words. Use ones from the list and your own vocabulary

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

sp-	
1)	6)
2)	7)
	8)
4)	9)
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.

Discord	Discontinue	Disinherited	Dishearten
Dislike	Disconnect	Disrupt	Disruptive

1)	classes in class were _____.
2)	the changes they had to _____ him.
3)	away from never _____ 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 _____.

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 suitable independent clause that will complete the compound sentences.

1) I like to cookate movies,

2) The sun was setti

3) She practiced every day,

4) We wanted to see the movie,

Write Rewrite the boring simple sentences using an interesting 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	I enjoys playing soccer.	she takes classes on weekends.
2	I want to go swimming.	the pool is closed today.
3	It was raining outside.	we decided to stay indoors.
4	You can have ice cream.	or you can choose pie.
5	He didn't study, _____	he passed the exam.
6	She didn't like the first movie.	she didn't like the second one.
7	I forgot my umbrella, _____	the weather forecast said it would be clear.
8	The museum was interesting, _____	the book 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"/> Spontaneous	<input type="checkbox"/> Speculate	<input type="checkbox"/> Spectacle	<input type="checkbox"/> Splendid	<input type="checkbox"/> Spectrum

Word Search

Make your own word search using 8 of the **10** words.

A blank 10x10 grid for drawing or plotting. The grid consists of 100 small squares arranged in a single column and ten rows. The lines are thin and black, providing a clear grid for various applications.

Word Bank

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)	
20)	

Write Write a suitable independent clause that can be added to the following compound 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

Think

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

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

Complete the words by adding tr- or dr-.

1) _____ a	6) _____ ibble	11) _____ awl
2) _____ ajetor	7) _____ pose	12) _____ one
3) _____ ivial	8) _____ acript	13) _____ iathlon
4) _____ eary	9) _____ ifter	14) _____ ifter
5) _____ iage	10) _____ izzle	15) _____ anquility

Analyze

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

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 love for animals made her incredibly lovable to all who met her.	

Word	love	
Sentence		

Word	sustain	
Sentence		

Write

Use the given words in meaningful sentences.

PREVIEW

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

Example 2) because I was bored 2) Although it was dark, we played outside

Write **Give** **se** s, complete them to create a complex structure.

1) While the sun set, children played on the swing.

2) the felt nervous during the exam.

3) flowers loomed in the garden.

4) you can the park.

5) really 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	as	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 park	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 climbs up mountains.
8) They will keep practicing	they perfect their routine.

Analyze

Circle all the subordinating conjunctions in the following text.

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

11)	
12)	
13)	
14)	
15)	
16)	
17)	
18)	
19)	
20)	

Write

Given are simple sentences, complete them with the correct lex sentence.

1)	I prefer having a picnic in the park.
2)	you can finish the 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.

	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>	

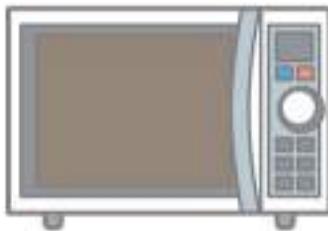
PREVIEW

PREFIX PRE-

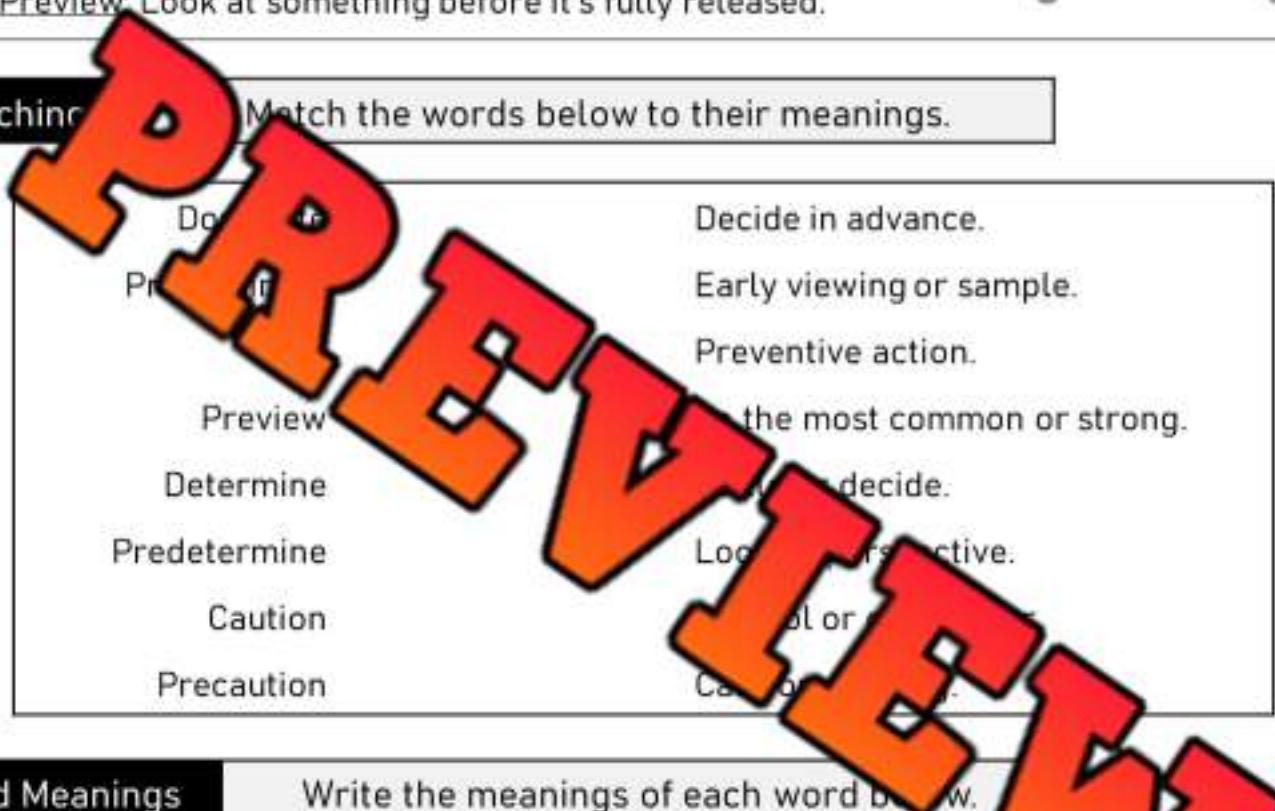
Understanding the Prefix "Pre-"

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.

**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, once, even if, rather than, when, why, before, albeit, consequently, therefore

Instructions: Underline all the conjunctions in the article below.

Studying space is really interesting, because it helps us understand our big universe. While many people like pretty stars, few actually know the science behind them.

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

Consequently, the universe still holds a lot of surprises and questions we need to answer. Nevertheless, scientists and astronomers are ever excited to keep looking for these answers.

Inasmuch as we've learned a lot, the universe keeps surprising us with how amazing it is. Therefore, even as we're happy about what we know, we're also excited to still a lot more to learn. Because as long as stars are in the sky, we'll keep wanting 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 I had time, I decided to travel.	A) you can join the trip.
2) Provided that we finish our assignments, we can go to the park.	B) the software improved efficiency.
3) Even though the weather had been nice, we had to stay at home.	C) she missed the countryside.
4) Albeit pricey, the software is worth the cost.	D) the strategy works.
5) Insofar as the data shows, the new software is better than the old one.	E) we struggled.

Write

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

Even though Ella was nervous about her first day

of school,

she was excited to meet her new teacher and classmates.

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"/> Predection	<input type="checkbox"/> Premonition	<input type="checkbox"/> Quotient	<input type="checkbox"/> Quandary	<input type="checkbox"/> Whiplash

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

Word Scramble

Unscramble the word.

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

Week 7 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
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7)	
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10)	

11)	
12)	
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16)	
17)	
18)	
19)	
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) Utterly unacceptable or bold.
Countless	C) Too many to count or honor.
Thankless	D) Lacking knowledge or understanding.
Breathless	E) Loud and noisy.
Limitless	F) Unable to speak due to exhaustion.
Speechless	G) Unexpectedly angry or someone or something.
Powerless	H) Remove from position or office.
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) Entering the room with your belongings can lead to loss.	pointless
2) The surprise party was completely _____.	limitless
3) The universe is so vast and so _____.	senseless
4) Cleaning up after the party was a _____ job.	countless
5) After the long run, he was too _____.	careless
6) He felt _____ against the strong wind.	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 _____.	less
10) She has read _____ books during summer.	less

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.

PREPVIEW

The Legend of Whispering Woods

In Wooddale, a famous tree called Whispering Woods stood tall. Although many deemed it ordinary, legend said it whispered ancient secrets. Ellie, 12 and filled with curiosity, decided one day to go over the fence. Venturing in, she noticed the forest's usual sounds: birds and rustling leaves. It was dark and dark. She heard some strange sounds. While some might think these sounds were just the wind, Ellie understood them as the trees' tales of olden heroes and mystical lands. It was just the wind and the stars. As the night went on, she listened to the stories until she got sleepy and went to sleep. When she recounted her adventure, most friends doubted her, even though they had been to the woods. Yet, as time passed, Ellie's tales from the Whispering Woods became the most popular bedtime 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 honking of cars like a buzzed bee's wings at rush hour. His grades, unlike his twin's that shone like gold, reflected the sun's rays. "You're as smart as a whip, but you daydream constantly," teachers noted.

One autumn day, with trees ablaze with fiery colors, an idea as bright as a star struck Jamie. He started writing, words flowing like a river. 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 the 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



Week 8 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

1)	
2)	
3)	
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11)	
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13)	
14)	
15)	
16)	
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19)	
20)	

Write

Convert the simple sentence into a complex sentence.

Simple	The sun was shining outside. We decided to start our 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

Think Underline 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
Cringy	Mingling	Stronghold	Scathing	Triangle

Complete the words by adding gn or ng.

1) Lo_____	2) Co_____	3) Ma_____	4) Pro_____	5) Bu_____	A_____st	11) Soverei_____	12) Insi_____ia	13) Fluctuati_____	14) Co_____lomerate	E_____ross
6) _____m _____	7) _____m _____	8) _____m _____	9) _____m _____	10) _____m _____	an_____t	15) _____m _____	16) _____m _____	17) _____m _____	18) _____m _____	_____m _____

Pictionary

With a partner, draw a picture that represents one of the words from the list. Have your partner try to guess the word. Play the game with a different 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 the suffix "-ist".

1) Botanist	studies plants and their growth.
2) Chemist	Does experiments and makes theories about how things work.
3) Biologist	Studies various media.
4) Pianist	Performs on 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 called a tourist.

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

Jack: "Did you hear a strange noise?"

Mia: "It's probably just the wind."

Jack: "But it's coming from inside."

Mia: "Maybe there's a wind tunnel down there."

Jack: "Let's go check it out!"

Mia: "Are you sure that's a good idea?"

Rewrite

Read the narrative and rewrite it using direct speech, 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 Tim 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 project 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, 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)	
2)	
3)	
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10)	

11)	
12)	
13)	
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15)	
16)	
17)	
18)	
19)	
20)	

Write

Insert the appropriate punctuation. Then, use it to write an appropriate speaker tag for each.

Mike! 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:

PRESCHOOL 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?**

- ✓ Story cards (10 cards) of paper with various topics written on them are provided.
- ✓ Pencils or markers.
- ✓ A soft ball or beanbag.

**Instructions****How do we complete the activity?**

1) Have students stand/sit in a circle, or position desks 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, read the topic silently to themselves.

4) The chosen student shares a short story or fact based on the topic on 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 favorite 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.

PREVIEW

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 did you feel when that happened?

What was your favorite part about that?

Were there others involved? 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 topic to discuss
- ✓ Chairs arranged in a circle
- ✓ Notebooks and a pen for each student
- ✓ Timer or stopwatch

**Instructions**

How do we complete the activity?

PREVIEW

- 1) Introduce the concept of a Socratic Seminar to the 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 of discussion. Make sure it's a topic that allows for varied opinions and encourages active listening.
- 3) Give students a few minutes to jot down their initial thoughts and write them out 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 mandatory?

Should students have cell phones in school?

Should classrooms have rewards and punishments?

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?

PREVIEW

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 do your ideas impact us directly?

What alternatives 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 10 minutes dedicated to podcasts

Instructions**How do we complete 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 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 while listening.
- 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.

Note Taking

Jot down notes below

A large, bold, red 3D-style text 'PREVIEW' is positioned diagonally across the page, tilted upwards from the bottom left. The text is set against a background of white horizontal lines, resembling lined paper. In the top right corner of the lined area, there is a grey rectangular box containing the text 'Answer the questions below'.

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.

Materials**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 a 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 any other parts of their body for acting.

2) Divide the class into two teams. Each team takes turns choosing 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

Or

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

Cards

Getting a New

Thinking

Turning

P

Zipping a Jacket

Peeling a Banana

Frying Eggs

Folding Laundry

Opening a Door

Dialing a Phone

PREVIEW

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 stopwatch
- ✓ Discussion questions written on a 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 with their partner. 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 make 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.

PREVIEW

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
avourite Movies	Best Birthday Parties
ation Spots	Future Career Dreams
our friends	Favourite Animals
Music Genres	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 markers for each pair
- ✓ Smartphone or camera for recording (optional)
- ✓ Props like a "microphone" made of paper or a small object (optional)

**Instructions****How do we complete the activity?**

- 1) Start by discussing what makes a good news report, focusing on clarity, tone, and non-verbal cues like facial expressions.
- 2) Divide the students into pairs and provide each pair with one item from the list.
- 3) Explain that each pair will prepare a short news report on their chosen 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 interviewee?

INTERVIEW

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

Question 1

Interviewer
(Question)Interviewee
(Answer)

Question 2

Interviewer
(Question)Interviewee
(Answer)

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 Update

Local Wildlife Observation

Student Council Meeting

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

PREVIEW

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?

- ✓ Whiteboard or poster boards
- ✓ Sheets of paper
- ✓ Markers, crayons, colored pencils
- ✓ Laptop and projector (if available for PowerPoint)
- ✓ Speech topics
- ✓ Evaluation rubric for peer assessment

**Instructions** How do we complete the activity?

- 1) Divide the students into small groups of 3-4.
- 2) Assign or let each group choose a speech topic from the list below.
- 3) Instruct each group to prepare a 3-5 minute speech related to their 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 Planes	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	Clouds and Weather
Life on Mars	Importance of Water
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 funny and keep me interested.	Kind of funny and interesting.	Not that fun but okay.	Not fun or interesting.
Are They Right for Us?	Just right for our age and the topic.	More right for us and the topic, but not quite right.	Kind of right for us and the topic.	Doesn't really fit for us or the topic.

Student Comments – What Did They Do Well?

Mark

Student Comments – What Could They Do Better?
