



Preview - Information



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Google Slides Lessons Preview





Manitoba Language Curriculum Conventions & Vocabulary – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

Week 1 - Vocabulary List

Read each clue. Find the word that matches the meaning. Drag the correct word card to the empty box beside the clue.

done or ended	fits in a building		
went up fast	not closed		
tool for pictures	sweet cocoa food		
fooled someone	let others see		
set of letters	close or task		
soft brown sandy	long seat		
play or starg	yellow fruit		
made a happy sound	space traveler		
looked in an area	living creature		
	walked for		

Spelling Patterns - VVCC Words

Drag each word into the correct box. If the word follows the VVCC pattern, place it in the VVCC box. If it does not, place it in the NOT VVCC box.

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Fluency Readings

Read each story slowly. Say the words out loud. (Use the reading)

<p>The mouse The mouse looked The mouse looked the girl The mouse looked the girl to the mouse.</p>		<p>The girl The girl looked The girl looked the girl The girl looked the girl with her mouse.</p>	
<p>The boy The boy jumped The boy jumped the girl The boy jumped the girl to the mouse.</p>		<p>The girl The girl looked The girl looked the girl The girl looked the girl to the mouse.</p>	



Manitoba Language Curriculum Conventions & Vocabulary – Grade 4

ADDING -ING

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

Patterns - VCCC Words

Look at the pictures. Drag the missing letters into the boxes to finish each word. Every word is a VCCC word.

Match each abbreviation to its correct meaning or correct abbreviation.

Boulevard	Doctor	Road	Junior	Mountain	Miss	Street
Dr.	Jr.	Blvd.	Mt.	Rd.	St.	Miss



Manitoba Language Curriculum Conventions & Vocabulary – Grade 4

Suffix -ish

Drag the words that can correctly form real -ish words into the box with the suffix "-ish."

-ish	Old	Cat	Yellow				
-ish	Fever	Car	Child				-ish
-ish	Book	Blue	Lamp				-ish
-ish	Jump	Tickle	Self				-ish
-ish	Fool	Dark	Chair				-ish
-ish	Pretty	Boy	Pink				-ish

Read the short story carefully. Answer the questions with the correct answer choices and make corrections.

Liam woke up early on Saturday morning. He packed his bag and rode his house. At the park, he met his friend Noah, and they played on the swings and playing, they sat on a bench and shared snacks. When the sun began to set, Liam waved goodbye and rode home happily.

Who is the main character in the story?	
When did Liam go to the park?	
Where did Liam meet his friend?	
What did Liam and Noah do at the park?	
How did Liam feel when he went home?	

At the park near his house
They played on the swings and
sits and shared snacks
Liam
He felt happy
On Saturday morning

VOC Words

Drag the word into the basket if it follows the VVCCE spelling pattern. Drag it to the bin if it does not.

Wagon	Wagon	Wagon
Wagon	Wagon	Wagon
Wagon	Wagon	Wagon
Wagon	Wagon	Wagon
Wagon	Wagon	Wagon



Workbook Preview



Grade 4 – Language Alberta ELA Curriculum



Language as Sense Making: How do learners understand what they hear, read, and view?
How do learners communicate to others when they write, represent, and speak?

	Grade Band Descriptors	Pages
1.1	Learners are demonstrating an understanding that texts are complex.	12-13, 17, 21-22, 28, 32-33, 39, 42-44, 47, 50, 53-54, 59, 63-65, 70, 74-75, 77, 79-80, 82, 85-86, 89, 91-92, 95, 99, 102-103, 108, 112, 117, 121-122, 126, 134, 137, 141, 144-145, 148, 150-152, 154, 156, 158-161, 163-165, 168, 170, 172-173, 176, 178-179, 183, 187, 188, 189, 194, 198, 199, 199, 203, 204, 208, 209, 209, 213, 217
<p>Preview of 105 pages from this product that contains 479 pages total.</p> <p>Included are weeks 1 - 8 and 29 - 30.</p> <p>There are 30 weeks total.</p>		
2.2	Learners are recognizing, comparing, and using the codes and conventions of print, oral, visual, and multimodal texts.	251, 260
2.3	Learners are choosing and using multiple styles of communication for clarity and effect.	74-75, 102-103, 127-128, 160-161, 185-186, 112-213, 237-238, 264-265
2.4	Learners' automaticity with printed text is becoming secure and consistent.	18, 26, 29, 37, 40-41, 48, 51-52, 58, 60, 69, 71, 81, 83-84, 93-94, 100-101, 109, 118, 125, 133, 135-136, 142-143, 149, 150-151, 157, 166-167, 174-175, 183-184, 191-192, 199, 201-202, 209, 218, 226-227, 235-236, 244-245, 248, 253-254, 262-263, 270-271, 277-278
		257-258, 267-268, 273-274

Language as Power and Agency:

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

How do learners decide what and whose stories to tell?

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

	Grade Band Descriptors	Pages
3.1	Learners are recognizing the need for validity and reliability.	N/A
3.2	Learners are beginning to analyze differences in opinion.	N/A
3.3	Learners are expressing and supporting opinions and judgments.	N/A
3.4	Learners are recognizing that point of view has an impact on understanding.	N/A
3.5	Learners are exploring the decision making of text creators.	N/A
3.6	Learners are exploring how ideas like justice, equity, and fairness are complex.	N/A
3.7	Learners are recognizing families' and peers' unique identities and similar and different ways of seeing the world.	N/A

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

	Grade Band Descriptors	Pages
4.1	Learners are designing for specific purposes and for different audiences.	N/A
4.2	Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking.	N/A
4.3	Learners are contributing to communities to share knowledge, explore ideas, and deepen thinking.	N/A
4.4	Learners are blending experiences to represent ideas in different ways.	N/A

READING PROGRAM - OVERVIEW

The **Science of Reading** Program requires explicit instruction of phonological, orthographic, and morphological knowledge so students can decode and encode regular words and irregular words.

In grade 4, the focus in the curriculum is on decoding and understanding affixes (prefixes and suffixes). Students will learn about word origins as well to improve their understanding and spelling of new vocabulary.

Therefore, our reading program will be broken down into 30 word lists that align with the outcomes in the grade 4 language curriculum. Each week, teachers will focus on one affix and two graphemes.

The other words in the word list will align with the vocabulary skills and procedures, which state that tier 2 and 3 words should be used. **Tier 2 words** are found in written language as well as in oral language in the classroom and are useful across many different content areas. **Tier 3** words are specific to subject areas. Both are included to round out the word lists.

Weekly Plan

Week 1: Introduce the suffix -ed and schwa 'a' (as in about)

Week 2: Introduce suffix -s and schwa 'e' (as in pencil)

Week 3: Introduce suffix -ing and schwa 'i' (as in pencil)

Week 4: Introduce suffix -y and schwa 'o' (as in son)

Week 5: Introduce suffix ish and schwa 'u' (as in circus)

Week 6: Introduce prefix dis- and 'il' and 'al' sounds

Week 7: Introduce suffix -er, -est and 'ite' sounds

Week 8: Introduce prefix mis- and 'el', 'al' sounds

Week 9: Introduce prefix non- and pattern -ure

Week 10: Introduce suffix -ly, -ily and patten -cher

Week 11: Introduce prefix pre- and the letter blends: shr, spl, spr, str

Week 12: Introduce prefix post- and diagraphs: ph and mb

Name: _____

READING PROGRAM - OVERVIEW

Weekly Plan

Week 13: Introduce suffix -ful, -less and digraph: wh, ch

Week 14: Introduce prefix anti- and digraph: sh, th

Week 15: Introduce prefix multi- and digraph: ng, ck

Week 16: Introduce suffix -tion, -sion and digraph: ck, ll

Week 17: Introduce prefix auto- and digraph: dd, bb

Week 18: Introduce prefix bio- and digraph: rr, cc

Week 19: Introduce suffix -less, and digraph: gg, mm

Week 20: Introduce prefix inter- and diphthong ai

Week 21: Introduce suffix -ant, -int and diphthong ay

Week 22: Introduce suffix -able, -ible and diphthong ee,

Week 23: Introduce prefix micro- and diphthong au

Week 24: Introduce prefix semi- and diphthong ea

Week 25: Introduce prefix ex-, in- and diphthong ee

Week 26: Introduce suffix -ous, -ious and diphthong ei

Week 27: Introduce prefix under-, over- and diphthong oa

Week 28: Introduce suffix -ence, -ance and diphthong ou

Week 29: Introduce prefix sub-, super- and diphthong ui

Week 30: Introduce suffix -yze, -ize and random fun words

READING PROGRAM - OVERVIEW

Weeks	Lesson 1	Lesson 2
Week 1	Complete Sentences Vs. Fragments	Simple Vs Compound Sentences
Week 2	Parts Of Speech: Nouns, Verbs, And Adjectives	Types Of Sentences
Week 3	Parts Of Speech: Nouns, Verbs, And Adjectives	Independent/Dependent Clauses
Week 4	Coordinating Conjunctions (FANBOYS) And Abbreviations	Morphemes: Prefixes And Suffixes
Week 5	More Parts Of Speech- Adverbs, Prepositions, Etc.	Morphemes: Prefixes And Suffixes
Week 6	Interjections And Conjunctions - Punctuation	More Parts Of Speech And Subject-verb Agreement
Week 7	Cursive Writing And Personification	Relative Pronouns And Analogy
Week 8	Capitalizing Proper Nouns And Proper Adjectives As Well As Idioms	Perfect Verb Tense - Figurative Language Review - Analogy, Personification, And Idiom
Week 9	Punctuating Interjections	Perfect Verb Tense
Week 10	Use Of Commas In Direct Address	Capitalizing Proper Adjectives/Nouns And Capitalizing Abbreviations
Week 11	Use Of Commas In Direct Address And To Indicate Pause In Between Sentences	Punctuating Conjunctions
Week 12	Identifying And Correcting Run-on Sentences	Decoding Strategy - Syllable Splitting
Week 13	Introduction To Complex Sentences	Decoding Strategy - Chunking
Week 14	Introduction To Complex Sentences	Use Of Apostrophes In Possessives
Week 15	Introduction To Compound-complex Sentences	Types Of Sentences: Interrogative

READING PROGRAM - OVERVIEW

Weeks	Lesson 1	Lesson 2
Week 16	Literal Versus Figurative Meanings Of Words	End-of-sentence Punctuation
Week 17	Similes And Using Dictionaries	Homophones
Week 18	Metaphors And Using A Thesaurus	Homonyms
Week 19	Idioms, Imagery And Verb Tenses	Antonyms
Week 20	Other Figures Of Speech - Alliteration, Ellipsis	Determiners, Articles
Week 21	Synonyms - Exact Versus Near-synonyms And Active Voice	Spelling: Commonly Misspelled Words
Week 22	Use Of Apostrophes In Contractions And Passive Voice	Synonyms: Identifying And Creating
Week 23	Introduction To Commas In A List	Contractions
Week 24	Using Colons To Introduce A List	Figurative Language: Onomatopoeia
Week 25	Interrogative And Imperative Verbs	Spelling: Words With Silent Letters
Week 26	Pronouns As Adjectives As Well As Understanding Subjects And Objects In Sentences	Analogies: Understanding And Creating
Week 27	Fluency Readings - Providing A List Of Sentences That Get More Difficult To Read	Figurative Language: Personification And Possessive Adjectives
Week 28	Introduction To Quotation Marks In Dialogue And Degrees Of Comparison In Adjectives	Vocabulary: Context Clues: What Do You Think The Underlined (Challenging Word) Means?
Week 29	Using Quotation Marks In Dialogue	I Before E And Exceptions
Week 30	Capitalization Of Quotation - Only Complete Sentences	Figurative Language: Oxymorons

NAME: _____

LANGUAGE



WEEK 1 – VOCABULARY LIST

Think

Underline the suffix -ed in each word.

laughed	wanted	baked	showed	finished
caramel	camera	alphabet	drama	tricked
jumped	hiked	opened	picked	banana
chocol	elevator	animal	astronaut	sofa

Write The suffix -ed indicates the past tense of a verb. Write a sentence changing the tense of the verb.

Present Tense I watch funny cartoons when I am bored.

Past Tense _____

Present Tense I want a puppy for my birthday.

Past Tense _____

Present Tense We bake cookies every Sunday.

Past Tense _____

Present Tense She shows her artwork to her parents.

Past Tense _____

Present Tense He jumps high on the trampoline.

Past Tense _____

Spelling Patterns - VVCC Words

VVCC words are words that have two vowels next to each other, followed by two consonants. The 'VV' part is a vowel team where two vowels work together to make one sound, like 'ea' in 'leaf'. The 'CC' part is when two consonants come next, like 'f' and 't' in 'leaf'.

Examples of VVCC words

Each - The 'ea' makes the vowel sound and the 'ch' are the consonants.

Toast - The 'oa' makes the vowel sound, and 'st' are the consonants.



Think _____ Do the words below follow the VVCC spelling pattern?

beach	yes	no
sheep	yes	no
mount	yes	no
dream	yes	no
float	yes	no
brain	yes	no
boast	yes	no
peach	yes	no
screech	yes	no

touch	yes	no
yeast	yes	no
music	yes	no
teas	yes	no
gl	yes	no
es	yes	no
cruise	yes	no
reach	yes	no
least	yes	no

Think _____

Write your own VVCC words below

Complete Sentences Vs Fragments

A complete sentence is like a full meal - it has all the parts it needs. It has a **subject** (who or what the sentence is about) and a **predicate** (what the subject is doing or how it is). So, a complete sentence tells a whole thought. For example, "The cat sleeps."

A fragment is like a snack, it's missing something. It might be missing the **subject** or the **predicate**. So, a fragment doesn't give us a full thought. For example, "Sleeps in the sun." Who sleeps in the sun? We don't know, so it's a fragment!

Complete or Fragment?

Is the sentence complete or is it a fragment?

1) Astronauts landed on the moon.	Complete	Fragment
2) I wanted to go to the beach.	Complete	Fragment
3) Baked a chocolate cake.	Complete	Fragment
4) On the sofa.	Complete	Fragment
5) She opened the camera.	Complete	Fragment
6) Alphabet and numbers.	Complete	Fragment

Subject or Predicate?

Is the underlined word the subject or the predicate?

1) <u>They</u> acted in the drama at school.	Subject	Predicate
2) I finished <u>my homework</u> .	Subject	Predicate
3) <u>We</u> were in the elevator.	Subject	Predicate
4) <u>The animal</u> tricked the hunter.	Subject	Predicate
5) The sofa <u>is comfortable</u> .	Subject	Predicate
6) The alphabet <u>is easy to learn</u> .	Subject	Predicate

Write

Write 2 complete sentences. Circle the subject and underline the predicate

Simple Vs Compound Sentences

A **clause** is a part of a sentence that contains a subject (who or what the sentence is about) and a predicate (what the subject is doing). In a **simple sentence**, like "The bird sings," the clause is the whole sentence. The bird is the subject, and sings is the predicate. Simple sentences have just 1 clause.

A **compound sentence** has two or more clauses. For example, in "The bird sings, and the cat meows," there are two clauses: 'The bird sings' and 'the cat meows'. Each clause has its own subject and predicate. The two clauses are joined together with the coordinating conjunction 'and'.

Simple Sentence Is it a simple sentence or compound sentence?

1) She baked a cake.	Simple	Compound
2) The astronaut floated high in the gravity.	Simple	Compound
3) I laughed at the joke, but she picked up the book.	Simple	Compound
4) He tricked me once, but I won't let it happen again.	Simple	Compound
5) The drama was intense, yet I couldn't watch.	Simple	Compound
6) We rode the elevator up, and then sat on the floor to rest.	Simple	Compound

Coordinating Conjunction Compound sentences are connected by FANBOYS (for, and, nor, but, or, yet, so). Write the FANBOYS in the blank.

1) He picked the banana, but it slipped and fell.	
2) They wanted the chocolate, yet they knew they should not have it.	
3) The animal hiked up the hill, and it then rested at the top.	
4) The elevator was slow, so we decided to take the stairs.	
5) The astronaut ducked down, for she saw an asteroid coming her way.	

Write Write 2 compound sentences. Circle the coordinating conjunction you used

Name: _____

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Edit My Work – Using Capital Letters

We use capital letters in these cases:

- 1) Start of a sentence: "Dogs are friendly."
- 2) Proper nouns: Names of specific people, places, or things, like "Sarah" or "New York."
- 3) Titles: Important words in titles of books, movies, etc., like "Harry Potter."
- 4) Proper adjectives: Adjectives from proper nouns, like "French" in "French fries."

Edit _____ capitalization errors below and the misspelled word list words

Jimmy wanted to be an astronaut. He laughed as he jumped on the sofa, imagining it was his space. His brother Steven, didn't think he could be an astronaut. But Jimmy was determined.

One day, he hid to the library to borrow a book about space. It was filled with drama and exciting tales of astronauts. Jimmy couldn't put it down, he finished the book in just one day.

Then, he baked banana chocolate muffins for his family. He tricked Steven into thinking they were 'space muffins'. Jimmy saw a picture of an astronaut eating similar muffins.

He opened his laptop and turned on a virtual space elevator tour. The room seemed to shake as the virtual elevator rose. They even had to wear 3D glasses for it.

His mom gave him a camera to document his 'space adventures'. Jimmy loved the idea. He clicked a photo of his astronaut alphabet – a code language he had created.

In all the excitement, he forgot about his caramel popcorn. It was his favourite. Before bedtime, he sat on the sofa, enjoying the popcorn and relishing his adventurous day.

Word Search

Word Search

Find the word bank words in the puzzle

<input type="checkbox"/> laughed	<input type="checkbox"/> wanted	<input type="checkbox"/> baked	<input type="checkbox"/> showed	<input type="checkbox"/> finished
<input type="checkbox"/> caramel	<input type="checkbox"/> camera	<input type="checkbox"/> alphabet	<input type="checkbox"/> drama	<input type="checkbox"/> tricked
<input type="checkbox"/> jumper	<input type="checkbox"/> hiked	<input type="checkbox"/> opened	<input type="checkbox"/> picked	<input type="checkbox"/> banana
<input type="checkbox"/> chocolate	<input type="checkbox"/> elevator	<input type="checkbox"/> animal	<input type="checkbox"/> astronaut	<input type="checkbox"/> sofa



Word Search

Make your own word search using 8 of the words

Word Bank

Week 1 – Fluency Readings

Read

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	The rocket jumped high on the moon.				
2)	I wanted to feel before I ran up the hill.				
3)	She laughed as she opened the box with chocolate on her finger.				
4)	He baked alphabet cookies and showed them at school.				
5)	They finished their drama play and picked flowers for the cast.				
6)	The monkey tricked the zookeeper and stole a banana near the elevator.				
7)	After building a sofa out of blocks, the clever animal decided it was time for a cozy nap.				

PREVIEW

Visualization

Visualize

As you read, pause and visualize the characters, setting, event, and objects. Then underline the words/sentences that help you visualize. Draw what you visualized.

PREVIEW

As the astronaut laughed, floating above Earth, he wanted to capture every star with his camera. He remembered hiking on Earth, where the smell of fluorescent of baked cookies filled the air. He had opened his grandmother's old recipe book, the alphabet of ingredients leading to delicious treats. He showed his family photos of space, where the drama of the cosmos unfolded. He finished his spacewalk, tricked once by the silence of the void. Back inside, he enjoyed a banana, dreaming of a soft sofa, and chocolate, his heart jumping with joy for home.

WEEK 1 – VOCABULARY QUIZ

Spelling

When your teacher reads the word, spell it below.

1)	
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 a fragment?

1) Ran to the park.	Fragment	Complete
2) My dog loves to play fetch.	Fragment	Complete
3) The pizza in the oven.	Fragment	Complete
4) We are going to the zoo tomorrow.	Fragment	Complete

Simple or Compound

Is it a simple sentence or compound sentence?

1) The dog rests on the rug.	Simple	Compound
2) The coach completed the roster.	Simple	Compound
3) I enjoy oranges, and my sister prefers grapes.	Simple	Compound
4) She unfolded her map, and she began to trace the route.	Simple	Compound

WEEK 2 – VOCABULARY LIST

Think

Underline the suffix -s in each word.

boxes	trips	melons	pets	elephants
lemons	stables	hedges	compasses	echoes
pennies	twenty	horses	lemonade	befriend
pretz	select	regret	agenda	vegetable

Write _____ changes a word to be plural – more than one. Write a sentence changing the singular underlined words to be their plural form.

Singular	The <u>phant</u> is a fantastic creature.
Plural	

Singular	The family is planning a <u>trip</u> to the beach.
Plural	

Singular	The <u>horse</u> is eating in the <u>stable</u> .
Plural	

Singular	The <u>echo</u> in the canyon was very loud.
Plural	

Singular	I found a <u>penny</u> under the <u>sofa</u> .
Plural	

Spelling Patterns - VVCe Words

VVCe words have two vowels together (VV) making a specific sound, followed by a consonant (C), and ending with a silent 'e' (e). Unlike other patterns, the silent 'e' here doesn't change the sound of the vowel team.

Examples

- Weave (the 'ea' stays as it is, not affected by the silent 'e')
- Goose (the 'oo' sound remains the same)
- House (the 'ou' makes its own sound)



Think: Do the words below follow the VVCe spelling pattern?

weave	yes	
quite	yes	
goose	yes	no
river	yes	no
house	yes	no
mountain	yes	no
slice	yes	no
acre	yes	no
throne	yes	no

course	yes	no
breeze	yes	no
circle	yes	no
cancel	yes	no
nap	yes	no
age	yes	no
globe		no
moose		
giraffe		no

Think

Write your own VVCe words below

Making Words Plural – Adding S

Why We Add "s" – Most Common Cases

- To make plural: We add "s" to a noun to show there is more than one, like "cats."
- To show possession: We add "'s" to a noun to show something belongs to it, like in "Tom's book."

How To Add "s"

- Usually, just add "s" at the end.
- For words ending with s, x, z, ch, sh, add "es".
- If a word ends with a consonant and y, change "y" to "i" and add "es".
- If a word ends with a vowel and y, just add "s".



Make Plural

1) cat	6) lady	11) peach
2) dog	7) baby	12) tree
3) box	8) morning	13) tray
4) brush	9) city	14) dish
5) baby	10) chair	15) hobby

Fill in the Blanks

Fill in the blanks with the plural form of the word.

- 1) The children saw several _____ (butterfly) in the _____ (garden).
- 2) The children had a lot of fun at the _____ (stable).
- 3) She made a refreshing _____ (melon) salad for the picnic.
- 4) She saved all her _____ (penny) to buy a new book.
- 5) My sister has many different _____ (story) about her _____ (trip).
- 6) The _____ (elephant) in the zoo are very friendly.
- 7) He hangs his _____ (picture) in the _____ (gallery).

Name: _____

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Parts of Speech – Nouns, Verbs, Adjectives

Parts of speech are groups we put words into based on what job they do in a sentence. Here are some of them:

- **Nouns:** Names of people (teacher), places (park), things (book), or ideas (freedom).
- **Verbs:** Action words (run, think) or state of being words (is, am).
- **Adjectives:** Words that describe nouns (happy, blue).

Identify the underlined word a noun, verb, or adjective

- | | |
|---|--|
| 1) We <u>needed</u> two <u>weeks</u> for our trip. | |
| 2) My <u>pets</u> love to <u>chase</u> <u>after</u> <u>the</u> <u>balls</u> . | |
| 3) The elephants enjoy to eat <u>bananas</u> and lemons. | |
| 4) After riding, we left the <u>park</u> <u>at</u> the <u>end</u> of the <u>day</u> . | |
| 5) I befriended a girl who has a <u>collection</u> of <u>stamps</u> . | |
| 6) I select a <u>pretzel</u> from the bakery every <u>morning</u> . | |
| 7) We enjoyed the <u>sour</u> lemonade at the fair. | |
| 8) Our agenda for the day includes a <u>visit</u> to the vegetable <u>market</u> . | |
| 9) The <u>tall</u> hedges were finally trimmed. | |
| 10) James feels old because he <u>turned</u> 20 yesterday. | |

Write

Write 3 sentences with a noun, verb, and adjective. Underline the noun, circle the verb, and put a rectangle around the adjective.

Four Types Of Sentences

There are four types of sentences:

- **Declarative Sentence:** Makes a statement or expresses an opinion.
Example: "I love reading books."
- **Interrogative Sentence:** Asks a question.
Example: "Do you like pizza?"
- **Exclamatory Sentence:** Shows strong emotion or surprise.
Example: "Wow, that's amazing!"
- **Imperative Sentence:** Gives a command or makes a request.
Example: "Please close the door."



Sentence Type _____ Type of sentence is written below?

- | | |
|---|--|
| 1) The box of melons was so heavy he | |
| 2) Where did the echo come from? | |
| 3) Wow, this lemonade is so refreshing! | |
| 4) I regret not bringing my compass on the trip. | |
| 5) Please select a box and place it on the counter. | |
| 6) These hedges are beautifully trimmed! | |

Write _____

Write 1 example of each of the types of sentences.

declarative	
interrogative	
exclamatory	
imperative	

Name: _____

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How Punctuations Are Used as Cues in Reading

Punctuation marks are like secret codes that tell us how to read sentences. They help us understand when to pause, stop, change our tone, and even notice important names. They are like road signs for reading!

Period (.)

- Use: Tells us to stop.
- Example: I have a cat.

Comma (,)

- Use: Signals a short pause and can list things or separate ideas.
- Example: I like apples, bananas, and oranges.

Question Mark (?)

- Use: Shows a question is being asked.
- Example: What is your name?

Exclamation Mark (!)

- Use: Shows strong feelings.
- Example: Wow! That's amazing!

Instructions

Read the sentences out loud. Read them: silently, aloud, and with a friend. After each reading, circle the punctuation marks and count them in the table.

1) Sarah's birthday party is on Saturday.



2) What's your favourite subject in school?



3) My family and I went on a fun vacation last summer.



4) I can't believe it's already snowing outside!



5) We found a hidden treasure in the old, dusty attic!



6) The forest teems with squirrels, rabbits, and birds!



7) Wow, it's cold outside, isn't it?



Period (.)

Question Mark (?)

Comma (,)

Exclamation Point (!)

Edit My Work – Using Capital Letters

We use capital letters in these cases:

- 1) Start of a sentence: "Dogs are friendly."
- 2) Proper nouns: Names of specific people, places, or things, like "Sarah" or "New York."
- 3) Titles: Important words in titles of books, movies, etc., like "Harry Potter."
- 4) Proper adjectives: Adjectives from proper nouns, like "French" in "French fries."

Edit _____ capitalization errors below and the misspelled word list words

my friend, tom, and i, one day, we decided to visit a stable with twenty horses. at the stable we saw a lot of vegetabels, metens, and lemons. We even befriended an elephant named lucy! how we laughed when lucy tried to pick up a pretzel with her trunk.

my pet dog, max, loves lemonaid, which is so funny. He even likes the sour taste. we sometimes sit near the hedges, sip from the water to the echos from the hills. it's one of our favourite things to do.

I have an agenda, it includes a trip to the penny Arcade. i like to go to pennys and this place is like heaven for me. it's a place full of memories and stories.

one time we got lost, we didn't have a compass, we felt regrete for not bringing one. luckily, we found our way back home. I still remember that adventure. tom and i always select our tripes carefully now. we learned a lot from our journeys and the memories they created. we'll never forget lucy the eliphant and our echo-filled lemonade breaks.

Word Search

Word Search

Find the word bank words in the puzzle

<input type="checkbox"/> boxes	<input type="checkbox"/> trips	<input type="checkbox"/> melons	<input type="checkbox"/> pets	<input type="checkbox"/> elephants
<input type="checkbox"/> lemons	<input type="checkbox"/> stables	<input type="checkbox"/> hedges	<input type="checkbox"/> compasses	<input type="checkbox"/> echoes
<input type="checkbox"/> pennies	<input type="checkbox"/> twenty	<input type="checkbox"/> horses	<input type="checkbox"/> lemonade	<input type="checkbox"/> befriend
<input type="checkbox"/> pretzels	<input type="checkbox"/> select	<input type="checkbox"/> regret	<input type="checkbox"/> agenda	<input type="checkbox"/> vegetable

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

Word Scramble

Read the clue and then unscramble the word.

deesgh		yentwt	
stpir		aphneelst	
sesroh		gaaend	
solemn		esobx	
lecest		seipnen	
eosehc		derifneb	

Week 2 – Fluency Readings

Read

Today, you are going to measure your reading speed. You will do this by calculating how many words you read per minute.

Passage – Word Count = 128 Words

In a small village, a boy named Timmy saved twenty pennies to buy a pretzel at the fair. He walked past lemon trees and stables, counting the boxes stacked beside them. When he arrived, he saw a stand selling fresh lemonade. Timmy couldn't resist, and he bought a cup. With his lemonade, he took trips around the fair, looking at the horses jump over hedges. He heard the echoes of children laughing and the trumpet of elephants in the parade. Timmy wished to befriend everyone he met. He plans to see the melons grow in the garden and to learn more about the village history. It was a day full of adventure, and he didn't regret spending his pennies.

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count – at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

Calculation: $(1,140 \text{ words} \div 330 \text{ seconds}) \times 60 = 207.2 \text{ WPM}$.

Time Taken To Read
Divide 128/seconds
WPM

Visualization

Visualize

As you read, pause and visualize the characters, setting, event, and objects. Then underline the words/sentences that help you visualize. Draw what you visualized.

PREVIEW

In the village, twenty boxes full of lemons sat on the tables. Horses peered over the hedges, their echoes filling the air and the ground. A pretzel vendor befriended all, giving pets tiny treats. Nearby, children sipped lemonade, giggling at melons shaped like elephants. Pennies jingled in jars, saved for future trips. Compasses in hand, they'd select adventures, maybe even to vegetable farms. But no one had an agenda today, except to enjoy the simple joy of sun, smiles, and the promise of never having to regret a day spent in happiness.

WEEK 2 – VOCABULARY QUIZ**Spelling**

When your teacher reads the word, spell it below.

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

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

Make Plural

Change the words from singular to plural.

1) elephant	
2) brush	
3) church	
4) city	
5) baby	

6) berry	
7) boy	
8) valley	
9) hobby	
10) chair	

Identify

Is the underlined word a noun, verb, or adjective

1) teacher	
2) banana	
3) fast	

4) hike	
5) write	
6) tired	

WEEK 3 – VOCABULARY LIST**Think** Underline the suffix -ing in each word. Circle the words with a short i sound.

smiling	insect	visit	creating	window
running	pillow	music	dancing	inside
thinking	clapping	jumping	animal	pencil
sign	writing	family	noticing	visiting

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

PREVIEW

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

Spelling Patterns - VCCE Words

VCCE words contain a vowel (V), followed by two consonants (CC), and end with a silent 'e' (e). In these words, the silent 'e' does not typically alter the vowel sound.

Examples

- Wedge (the 'e' after 'd' and 'g' is silent and doesn't affect the vowel sound)
- Badge (the 'a' sound stays the same, the silent 'e' is not pronounced)
- Bulge (the 'u' sound remains consistent, with the 'e' at the end being silent)



Think: _____ the words below follow the VCCE spelling pattern?

wedge	yes	no
force	yes	no
slice	yes	no
brace	yes	no
chase	yes	no
price	yes	no
dance	yes	no
flame	yes	no
grace	yes	no

drive	yes	no
wince	yes	no
snipe	yes	no
stute	yes	no
pride	yes	no
snipe	yes	no
ridge	yes	no
smoke	yes	no
lodge	yes	no

Think

Write your own VCCE words below

Name: _____

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Adding -ing

Why Add -ing?

We add "-ing" to a word to show an action is happening now, which is called the present tense. (jump → jumping).



Adding "-ing" to Words

General rule: Just add -ing at the end of the word (play → playing)

Words Ending in "e": If the word ends in "e", remove the "e" and add -ing (bike → biking).

Words Ending in a Vowel + Consonant: If the word is a one-syllable verb that ends in a vowel + consonant, double the consonant before adding -ing (run → running).

Add -ING Change words to the present tense by adding -ing

write		give	
smile		trade	
dance	run	shine	
notice	jump		
think	visit		

Fill in the Blanks

Fill in the blanks with the -ing form of the verb.

- 1) The dog is _____ (run) in the park and _____ (chase) the ball.
- 2) My family loves _____ (visit) new places and _____ (try) new food.
- 3) She was _____ (think) about her homework while _____ (listen) to music.
- 4) They are _____ (read) their books while _____ (sit) under the tree.
- 5) He is _____ (write) a letter to his friend and _____ (drink) a cup of coffee.
- 6) The cat is _____ (chase) the mouse and _____ (make) a mess in the house.
- 7) The bird is _____ (sing) a song while _____ (fly) in the sky.

Name: _____

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Parts of Speech – Nouns, Verbs, Adjectives

Parts of speech are groups we put words into based on what job they do in a sentence. Here are some of them:

- **Nouns:** Names of people (teacher), places (park), things (book), or ideas (freedom).
- **Verbs:** Action words (run, think) or state of being words (is, am).
- **Adjectives:** Words that describe nouns (happy, blue).

Identify Is the underlined word a noun, verb, or adjective

1) I ran on a path. A <u>small</u> insect crawled by.	
2) Gazing out the window, she <u>watched</u> the sunset.	
3) We went inside the house <u>before</u> our next visit to the park.	
4) The signal changed, <u>giving</u> all cars a green light across the road.	
5) I love the <u>music</u> that our family listens to during our rides.	
6) With a sharp pencil, the boy created a beautiful <u>picture</u> .	
7) She was writing a letter, <u>smiling</u> at her thoughts.	
8) The <u>excited</u> crowd clapped and danced to the beat.	
9) They sprinted and <u>leapt</u> around the park, visiting favourite spots.	
10) Spotting the sunset through the <u>window</u> was our family's highlight.	

Write

Write 3 sentences with a noun, verb, and adjective. Underline the noun, circle the verb, and put a rectangle around the adjective.

Four Types of Sentences

There are four types of sentences:

- **Declarative Sentence:** "I love reading books."
- **Interrogative Sentence:** "Do you like pizza?"
- **Exclamatory Sentence:** "Wow, that's amazing!"
- **Imperative Sentence:** "Please close the door."



Sentences Which type of sentence is written below?

1) The insect crawled under the window.	
2) Is that your pencil?	
3) This music the band plays is fantastic!	
4) Open the window.	
5) My family loves visiting the beach.	
6) Do you have an extra pencil?	
7) Watch out for that running animal!	
8) Please stop dancing on the sofa.	

Write Write 1 example of each of the types of sentences.

declarative	
interrogative	
exclamatory	
imperative	

Name: _____

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How Punctuations Are Used as Cues in Reading

Quotation Marks (" ")

- Use: Show exactly what someone said.
- Example: She said, "Hello."

Apostrophe (')

- Use: Shows something belongs to someone or replaces missing letters in contractions.
- Example: It's John's book.

Capital Letters

- Use: Start sentences and proper nouns (names of people, places, etc.), showing importance.
- Example: Canada is a country. Toronto is a city in Canada.

Instructions: Read the sentences three times: silently, aloud, and with a friend. After each reading, count the punctuation marks. Next, circle the punctuation marks and count the number of stars in the table.

1) "Do you think we'll see a star?" she asked quietly.	☆ ☆ ☆
2) "I can't believe it's already snowing," remarked the child.	☆ ☆ ☆
3) "Let's explore the Rockies!" exclaimed Liam.	☆ ☆
4) The teacher announced, "We'll have a visitor tomorrow."	☆
5) "Whose hat is this?" the boy wondered, looking around.	☆ ☆ ☆
6) "Vancouver is on the west coast," she explained, "while Halifax is on the east coast."	☆ ☆ ☆

Period (.)	
Comma (,)	
Apostrophe (')	

Question Mark (?)	
Exclamation Point (!)	
Quotation Marks (" ")	

Independent and Dependent Clauses

An **independent clause** is like a complete sentence. It has a subject (who or what the sentence is about) and a verb (an action or a state of being), and it can stand alone as a complete thought. For example, "The dog barked."

A **dependent clause** also has a subject and a verb, but it doesn't make sense on its own. It needs an independent clause to complete the thought. For example, "because the mailman was at the door." This doesn't tell us the full story until we add an independent clause: "The dog barked because the mailman was at the door."

This is _____ clause a dependent or independent clause?

1) Because the pillow is soft.

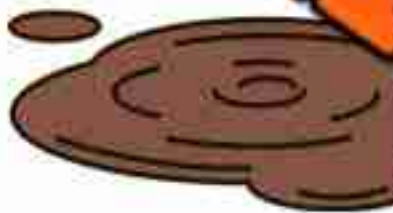
2) When the music is playing.

3) She was noticing details.

4) Is the pudding?

5) Jumping on the puddle.

6) My family is visiting.



Write

Write the sentences below using the words given.

Use the words: insect, smiling

Independent

Dependent

Use the words: family, visiting

Independent

Dependent

Use the words: music, thinking














Independent

Dependent































































Crack the Code

Directions

Use the code below to reveal each spelling word

												
a	b	c	d	e	f	g	h	i	j	k	l	m

												
n	o	p	q	r	s	t	u	v	w	x	y	z

Code	Code	Answer
       	       	
       	       	
       	       	
       	       	
       	       	
       	       	
       	       	
       	       	
       	       	
       	       	

Week 3 – Fluency Readings

Read

Read each passage 3 times at different speeds. Change how long you pause for commas and stop for periods. Read it slow, medium, and fast. Check once you have completed each reading.

	Sentence	Slow	Medium	Fast
1)	When I see my family. We visit the zoo and see animals. Sometimes we talk about...	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
2)	Running is fun, and I notice when people are clapping. It feels good like a soft pillow.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
3)	When it's raining outside, I sit by the window. I think about creating my own music. Then, I start dancing inside.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
4)	I found an insect in our house today. My mom was writing and didn't see it. I drew it with my pencil.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
5)	During music, we were visiting other lands in our minds. The teacher had us pretending to fly. We were animals with wings.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast

WEEK 3 – VOCABULARY QUIZ

Spelling

When your teacher reads the word, spell it below.

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

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

Add -ING

Change the words to the present progressive form by adding -ing

read	
whisper	
shout	
chase	
imagine	

climb	
hike	
paint	
cook	
sing	

talk	
swim	
write	
draw	
sing	

Identify

Is the word most commonly a noun, verb, or adjective

1) strong	
2) loud	
3) thinking	

4) book	
5) laughing	
6) school	

WEEK 4 – VOCABULARY LIST

Think Underline the suffix *y-* in each word. Circle the words with a short 'o' sound.

solid	sponge	monkey	spooky	crispy
common	october	blossom	fluffy	frosty
wonder	doctor	collar	windy	dusty
rock	grumpy	spotty	healthy	soggy

Fill in Choose the best word that matches each sentence.

a)	b)	c) lucky	d) chilly
e) salty	f)	g) soggy	h) sleepy

The kitten was so _____ at the cat. She felt _____ and needed a nap.	
It's quite _____ outside; take a coat. _____ is too _____ add some water.	
He acted very _____ at the joke. _____ in Hall _____ house looked _____	
The grass is _____ due to the rain. _____ _____ _____ of clover.	

Write Write 5 sentences that use all the short 'o' sound words.

1)	
2)	
3)	
4)	
5)	

Spelling Patterns - VCCC Words

The **VCCC** spelling pattern consists of a word that starts with a vowel (V), followed by three consonants (CCC).

Examples

- Trench (the 'e' is the vowel, followed by the consonants 'n', 'c', and 'h')
- Width (the 'i' is the vowel, followed by the consonants 'd', 't', and 'h')
- Match (the 'a' is the vowel, followed by the consonants 't', 'c', and 'h')

Think _____ Do the words below follow the VCCC spelling pattern?

jungle	yes	no
depth	yes	no
thrust	yes	no
angst	yes	no
plank	yes	no
catch	yes	no
sprint	yes	no
script	yes	no
length	yes	no

crisp	yes	no
prompt	yes	no
strength	yes	no
both	yes	no
delete	yes	no
cliff	yes	no
scratch	yes	no
draft	yes	no

Write _____

Choose 3 words that match the VCCC pattern and use them in a sentence.

Word Origins

Explore

Choose four words from the list and research the origins and meaning of each word. Record your findings and an interesting fact about each.

solid	sponge	monkey	spooky	crispy
common	october	blossom	fluffy	frosty
wonder	doctor	collar	windy	dusty
rock	grumpy	spotty	healthy	soggy

Word	Year Originated	Language of Origination	Interesting Fact
Spooky	fright and scary century	English	The use of "spooky" has become more popular during Halloween.

What are Prefixes and Suffixes?

What Are Prefixes and Suffixes

A **morpheme** is the smallest unit within words. There are 3 main parts of words - prefixes, suffixes, and root words.

Prefixes and Suffixes: **Prefixes** and **suffixes** are parts we add to the beginning or end of a word (root word) to change its meaning. For example, 'happy' becomes 'unhappy' when we add the prefix 'un-'. **Prefixes** go before the root word, while **suffixes** go after.

Prefix "un-" means 'not'. So, when we add 'un-' to a root word, it changes the meaning of the root word. 'Unhappy' means 'not happy'.

Morpheme Write the morphemes underlined in the words below - root, prefix, suffix

unfairly	rebuilding
misplace	historic
unthinkable	unite
unsuccessful	unful
unstoppable	posc

Write

Prefix "un-" changes a word to mean not the opposite. Write a sentence using the word, changing the meaning of the sentence to not the opposite.

Not Meaning	Your behaviour towards your friends was <u>unfair</u> .
Yes Meaning	
Not Meaning	The path was <u>uneven</u> , making it hard to ride our bikes.
Yes Meaning	
Not Meaning	After the storm, the park was <u>unclean</u> with litter everywhere.
Yes Meaning	

Coordinating Conjunctions - FANBOYS

FANBOYS is an acronym used to remember the seven coordinating conjunctions in English: For, And, Nor, But, Or, Yet, So. These words are used to connect individual words, phrases, or complete sentences together, making your writing smoother and more coherent. For example, "I love apples, but I don't like oranges."

We use FANBOYS to make compound sentences, when a simple sentence isn't a good option.

Write **F** the boring simple sentences using an interesting compound sentence

Simple	The room was too even.	He felt unlucky.
Compound		
Simple	The room was too even.	That's unfair!
Compound		
Simple	It was an unfortunate event.	He should be happy.
Compound		
Simple	The rocket launched.	No one was allowed to see it.
Compound		
Simple	The stone wasn't solid.	It wasn't heavy either.
Compound		
Simple	Was it raining?	Was it snowing?
Compound		

Name: _____

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Abbreviations

Abbreviations are shorter versions of words or phrases to make them quicker to write and read.

For example, "St." stands for Street, "Mr." for Mister, and "Dec." for December. They often use the first few letters and sometimes include a period at the end.

Identify Identify the correct abbreviation of the words below.

1. thursday	<input type="checkbox"/> Thursd.	<input type="checkbox"/> Thu.	6. square	<input type="checkbox"/> Sq.	<input type="checkbox"/> Sr.
2. minute	<input type="checkbox"/> Min.	<input type="checkbox"/> Min.	7. liter	<input type="checkbox"/> L.	<input type="checkbox"/> Lt.
3. ounce	<input type="checkbox"/> Ounc.	<input type="checkbox"/> Ounc.	8. mountain	<input type="checkbox"/> Mnt.	<input type="checkbox"/> Mt.
4. february	<input type="checkbox"/> Febr.	<input type="checkbox"/> Febr.	9. march	<input type="checkbox"/> Mar.	<input type="checkbox"/> Mr.
5. boulevard	<input type="checkbox"/> Blvd.	<input type="checkbox"/> Blvd.	10. avenue	<input type="checkbox"/> Ave.	<input type="checkbox"/> Av.

Write Fill in the blanks with the correct abbreviation for each word in parentheses.

1. The appointment is scheduled for _____ (Tuesday) morning.

2. The recipe calls for 5 _____ (tablespoons) of sugar.

3. Please respond by _____ (September) 1st.

4. The package was sent via _____ (United Parcel Service).

5. The total amount comes to 20 _____ (dollars).

6. The temperature was 10 degrees _____ (Celsius).

7. I moved to _____ (Saint) Louis last year.

8. His report card is due in _____ (February).

9. He weighed 7 _____ (pounds) at birth.

10. The library is closed on _____ (Sundays).

Name: _____

48

How Punctuations Are Used as Cues in Reading

Instructions

Read the passage and notice how each punctuation functions as a cue while you read. Colour each using this code: (.) – red; (,) – green; (?) – blue; (!) – yellow; (') – purple; (" ") – orange. Count how many you find and write them in the boxes.

Grandma's house always smelled of cinnamon and love. Lily would skip down the path, push open the door, and there was Grandma, arms outstretched. "How's my little artist today?" she'd ask. Inside, they'd sit by the fire, and Grandma would listen to



Lily would tell her cool stories, nodding and tsking at all the right places. When the clock chimed, Grandma would tuck a cookie into her mouth and whisper, "Remember, my dear, you're loved," and she'd kiss her forehead. With a cookie in one hand and a treat from Grandma in the other, Lily knew she carried a piece of that boundless love wherever she went.

Period (.)	
Comma (,)	
Apostrophe (')	

Question Mark (?)	
Exclamation Point (!)	
Quotation Marks (" ")	

Write

Can you write a sentence using these two punctuations: (?) and (')

Name: _____

49

Edit My Work – Using Capital Letters

Edit

Circle the capitalization errors below and the misspelled word list words

october was always a month of wonder for jake. he loved how the leaves would change and fall, painting the streets with the colours of autumn. one day, he was walking home from school when he spotted a monkey near the blossoms of an old tree. it was the first time he had ever seen one there, the sight was so unexpected and unknown in his small town.

Seeing the monkey reminded Jake of a story from school. it was about an unlucky monkey who got an unfortunate accident when he was launched in a rocket that went to space. he thought about the unfortunate monkey as he looked at the creature before him. he tried to unravel the mystery, but everything seemed unclear. the reason for the monkey's appearance remained unknown.

after a few minutes of watching, he realized something unpleasant. the monkey looked unclean, its fur was matted and dull. Jake felt that was unfair. No animal should have to live like that. he decided to tell his parents about it and maybe they could call a doctor, or someone who could help.

As he walked away, his path was filled with common and solid objects. His mind was still filled with wonder, but his heart was a little bit heavy. He knew he was doing the right thing, but he wished he could do more for the monkey.

Word Search

Word Search

Find the word bank words in the puzzle

<input type="checkbox"/> solid	<input type="checkbox"/> sponge	<input type="checkbox"/> monkey	<input type="checkbox"/> spooky	<input type="checkbox"/> crispy
<input type="checkbox"/> common	<input type="checkbox"/> october	<input type="checkbox"/> blossom	<input type="checkbox"/> fluffy	<input type="checkbox"/> frosty
<input type="checkbox"/> wonder	<input type="checkbox"/> doctor	<input type="checkbox"/> collar	<input type="checkbox"/> windy	<input type="checkbox"/> dusty
<input type="checkbox"/> rock	<input type="checkbox"/> grumpy	<input type="checkbox"/> spotty	<input type="checkbox"/> healthy	<input type="checkbox"/> soggy

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

Word Search

Make your own word search using 8 of the words

Word Bank

Week 4 – Fluency Readings

Read

Read each passage using a different voice. Choose from one of the voices in the table and circle when you have read it using that voice.

	Passages	Voices	
1)	I went to the doctor today and it's a wonder how a simple check-up can make you feel so healthy.	angry	happy
2)	November leaves are crispy and frosty. I like to jump on them because they make a solid sound.	frustrated	serious
3)	The spooky shadows in the room are scary at night. But my fluffy teddy bear always makes me feel safe.	curious	joyful
4)	My grumpy cat looks at me with her spots. She doesn't like the windy days much.	calm	angry
5)	Common sense says not to touch a hot stove. But my curiosity sometimes makes me wonder.	worried	amused
6)	I built a rocket out of old boxes, it's not sponge-soft. Pretending to fly it makes me feel healthy and strong.	suspicious	annoyed
7)	I wore my collar up when it was dusty outside. It helped me not to sneeze and stay clean.	cheerful	relieved

WEEK 4 – VOCABULARY QUIZ

Spelling

When your teacher reads the word, spell it below.

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

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

Morpheme

Which morpheme is underlined in the word? Write down the prefix, suffix

<u>un</u> happiness	
dis <u>loyal</u> ty	
un <u>usable</u>	
un <u>forgettable</u>	
mis <u>understood</u>	

un <u>friendly</u>	
un <u>acceptable</u>	
pre <u>heat</u>	
un <u>clearly</u>	
over <u>grown</u>	

Write

Rewrite the boring simple sentences using an interesting compound sentence

Simple	The rain stopped.	He felt unlucky.
Compound		

WEEK 5 – VOCABULARY LIST**Think** Underline the suffix *-ish* in each word. Circle the words with a short 'u' sound.

justice	childish	foolish	selfish	struggle
greenish	bookish	thunder	puncture	juggle
bluish	feverish	underneath	shuttle	subtract
stylish	sheepish	ticklish	plunge	humble

Complete the appropriate word from the vocabulary list above.

1) Space _____ launches are exciting.

2) Let's _____ to the pool!

3) His hat is very _____.

4) Her eyes are _____.

5) He looked _____ looking.

6) He's _____; he loves reading.

7) She's home sick, feeling _____.

8) My sister is very _____.

9) _____ is fair and unbiased.

10) Don't make _____ choices.

11) _____ scares my dog.

12) Stop being _____; share the toys.

Spelling Patterns – VVCCe Words

VVCCe words contain two vowels together (VV), making a specific sound, followed by two consonants (CC), and ending with a silent 'e' (e). In these words, the silent 'e' sometimes changes the sound of the vowel team, making the first vowel say its name (a long vowel sound) and the second vowel is silent.

Examples

- Bounce - the vowel team 'ou' makes a 'ow' sound in this word.
- Courser (the 'ou' says the long 'o' sound, followed by 'r' 's' as the consonants)
- Fierce (the 'e' says the long 'e' sound, followed by 'r' 'c', with a silent 'e' at the end.)



Think: Do the words below follow the VVCCe spelling pattern?

bounce	yes	no	hoarse	yes	no
house	yes	no	merge	yes	no
endorse	yes	no	ounce	yes	no
force	yes	no	sour	yes	no
curve	yes	no	spouse	yes	no
plunge	yes	no	remorse	yes	no
announce	yes	no	pounce	yes	no
store	yes	no	swerve	yes	no
mouse	yes	no			

Think

Write your own VVCCe words below

Suffix ish-

The suffix "-ish" is added to words to describe something similar to or like something else. Examples: "greenish" (like green), "smallish" (like small), "foolish" (like a fool).



Morpheme Which morpheme is underlined in the words below – root, prefix, suffix

unselfish		unfinished	
unstable		undistinguished	
improved		embellishing	
preestablish		outlandish	
overstylish		unfoolish	

Write

Write 6 sentences using the words below with suffix -ish. Use compound and simple sentences.

childish	foolish	bookish	in	selfish
----------	---------	---------	----	---------

Simple	
Compound	
Simple	
Compound	
Simple	
Compound	

Name: _____

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More Parts of Speech

Other than nouns, verbs, and adjectives, English also includes:

- **Adverbs:** Modify verbs, adjectives, or other adverbs. Example: quickly.
- **Pronouns:** Replace nouns. Example: he, it.
- **Prepositions:** Show relationships in time or space. Example: under, before.
- **Conjunctions:** Connect words, phrases, or clauses. Example: and, but, because, as.
- **Interjections:** Express strong emotion. Example: Oh!

Think Is the underlined word an adverb, pronoun, preposition, conjunction, or interjection?

1) Wow, that's a big dog!2) I wanted to go to the store, but it was raining.3) The cat is under the table.

4) He is my best friend.

5) It is a sunny day.

6) John happily ate his ice cream.7) You can have cake or ice cream.8) She placed the book on the shelf.9) She likes apples and oranges.10) Oh, I didn't see you there!11) He jumped over the fence.12) She carefully painted the picture.13) We are studying for the test.14) Yikes, that was a close call!15) The picture hangs above the fireplace.

Name: _____

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Dependent Clauses - Conjunctions

Understanding Dependent Clauses

Dependent clauses are groups of words in a sentence that have a subject and verb but don't make complete sense on their own. They need another clause (independent) to make a full sentence. **Independent clauses** can stand on their own.

Example: Because it was raining. (dependent clause).

Correct Sentence: I wore my raincoat because it was raining.

Popular conjunctions for dependent clauses: because, since, if, and although.



Write the appropriate conjunctions for the dependent clauses below. The First one is done for you. Write the conjunction you use to start a sentence with a conjunction but switch it up.

1) Because I need to recycle my waste:

I had to take a break to go outside and recycle my waste.

2) While the thunder roared:

3) Before the thunder starts.

4) Even though it's a struggle,

5) If we decide to rebuild,

6) After you refresh the page.

7) Since it's underneath the desk.

8) Although the plunge was scary.

How Punctuations Are Used as Cues in Reading

Instructions

Read the passage and notice how each punctuation functions as a cue while you read. Colour each using this code: (.) – red; (,) – green; (?) – blue; (!) – yellow; (') – purple; (" ") – orange. Count how many you find and write them in the boxes.

In the bright morning, Mum said, "Pack your suitcase, we're going to Paris." My heart leaped. Airports buzzed with languages I didn't know. "Croissant?" a baker asked. "Oui!" I replied, pointing to the golden rolls. "I whispered, "It's like a dream." At night, the city lights twinkled. Dad declared, "That's the Eiffel Tower." It shimmered in the night. "I'll remember this forever." When we left, I promised, "I'll be home." clenching my ticket like a treasure. My first trip abroad was magical.



Period (.)	
Comma (,)	
Apostrophe (')	

Question Mark (?)	
Exclamation Point (!)	
Quotation Marks (" ")	














Write







Can you write a sentence using these two punctuations: (!) and (" ")

























































































Crack the Code

Directions

Use the code below to reveal each spelling word

												
a	b	c	d	e	f	g	h	i	j	k	l	m

												
n	o	p	q	r	s	t	u	v	w	x	y	z

Code	Code	Answer
    	     	
    	   	
   	  	
    	   	
    	   	
    	   	
    	    	
    	  	
    	   	
   	  	

Week 5 – Fluency Readings

Read

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	The frog hopped by my bookish				
2)	My child her love the three balls.				
3)	We heard thunder from undern bluish blankets.				
4)	She felt a bit feverish, but her smile was still stylish.				
5)	He acted sheepish after his selfish choice to not share.				
6)	The space shuttle took a plunge back to Earth, brave and humble.				
7)	I struggle not to be selfish when I subtract my share of the cookies.				

PREVIEW

Questioning

**Instruction**

Read the passage and answer the questions that follow.

Just as the school bell rang with a thunderous echo, signaling the end of the day, a sheepish boy named Tim, with his bluish backpack, shuffled out of the gate. It was a feverish Tuesday afternoon, and the air had a greenish tint from the leaves reflecting the sunlight. Tim, known for his bookish nature, had just learned of justice in a story where a stylish but selfish queen learned to be humble. As he walked home, he pondered this question, kicking stones in a childish, yet thoughtful manner. Suddenly, a gust of wind caused him to juggle his books, and one of them fell under a nearby bush. Reaching to retrieve it, he felt a ticklish sensation as the leaves brushed against the leaves.

1) **What** did Tim carry that was bluish?

2) **When** did Tim leave school?

3) **Where** did Tim's book fall?

4) **Why** did Tim think about kindness and struggle?

5) **How** did Tim react to the gust of wind?

WEEK 5 – VOCABULARY QUIZ

Spelling

When your teacher reads the word, spell it below.

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

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

Morpheme

Which morpheme is underlined in the word? Write root, prefix, suffix

<u>re</u> assuring	
re <u>co</u> ded	
re <u>br</u> anded	
re <u>ch</u> ecked	

re <u>de</u> sign	
re <u>ph</u> rases	
re <u>re</u> ading	
re <u>in</u> vested	

Think

Is the underlined word an adverb, pronoun, preposition, conjunction, or interjection?

1) <u>Hurray!</u> It's the weekend.	
2) <u>She</u> is the best player in the team.	
3) The ball went <u>under</u> the table.	
4) The teacher <u>frequently</u> assigns homework.	
5) We can go to the beach <u>or</u> the park.	

WEEK 6 – VOCABULARY LIST**Think**Underline the prefix *dis-* in each word. Circle the words with an *il/al* blend

reveal	disagree	disapprove	dishonest	normal
utensil	metal	dislike	detail	disobey
pencil	disconnect	neutral	distract	partial
fossil	stencil	disappear	discomfort	disallow

Write

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

PREVIEW

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

Spelling Patterns – VVCCC Words

VVCCC word pattern consists of two vowels (VV) followed by three consonants (CCC). In this pattern, the two vowels often work together to produce a single sound, and the three consonants follow.



Examples

- **Health:** the 'ea' makes a long 'e' sound, followed by the three consonants 'lth'.
- **Breadth:** In this word, 'ea' makes a short 'e' sound, followed by the consonants 'dth'.
- **Grow:** the 'ow' makes a long 'o' sound, followed by the consonants 'rth'.

Think: Do the words below follow the VVCCC spelling pattern?

health	yes	no
launch	yes	no
pencil	yes	no
gauze	yes	no
wealth	yes	no
garden	yes	no
sheath	yes	no
fought	yes	no
window	yes	no

freight	yes	no
brought	yes	no
traveller	yes	no
traveller	yes	no
car	yes	no
height	yes	no
sought	yes	no
preach	yes	no

Challenge

In a popular TV gameshow, you get the letters R, S, T, L, N, and E to guess a puzzle. Use these letters and then choose 5 more to make words that follow a VVCCC pattern. You may use the same letter twice in a word.

Letters You Chose	Words You Can Make Using Your Letters + R, S, T, L, N, E

Prefix - dis

The prefix "dis-" changes the meaning of a word to the opposite or negative. For example, "like" means to enjoy something, but "dislike" means not to enjoy. Other examples include "agree" to "disagree", "appear" to "disappear", "connect" to "disconnect", showing how "dis-" reverses the meaning.

Opposites

Write the opposite of the words below

agree		allow	
dislike		dishonest	
disconnect		comfort	
obey		disrespect	
like		approve	

Write

Write 4 sentences using the dis- words below. Use all four types of sentences.

Declarative Sentence: "I love reading books."
 Interrogative Sentence: "Do you like pizza?"
 Exclamatory Sentence: "Wow, that's amazing!"
 Imperative Sentence: "Please close the door."

dislike	disapprove	disagree	discomfort	disappear	disconnect
---------	------------	----------	------------	-----------	------------

declarative	
interrogative	
exclamatory	
imperative	

Name: _____

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More Parts of Speech

Other than nouns, verbs, and adjectives, English also includes:

- **Adverbs:** Modify verbs, adjectives, or other adverbs. Example: quickly.
- **Pronouns:** Replace nouns. Example: he, it.
- **Prepositions:** Show relationships in time or space. Example: under, before.
- **Conjunctions:** Connect words, phrases, or clauses. Example: and, but, because, as.
- **Interjections:** Express strong emotion. Example: Oh!

Think Is the underlined word an adverb, pronoun, preposition, conjunction, or interjection?

- | | |
|--|--|
| 1) She <u>went</u> to the store to buy a pencil. | |
| 2) <u>Before</u> you <u>start</u> your project, make sure everyone is ready. | |
| 3) <u>Oh</u> , stencil your name on the poster. | |
| 4) They don't want to discuss the details of the project yet. | |
| 5) <u>During</u> lunch, she likes to draw with her friends. | |
| 6) She <u>quickly</u> picked up the fossil. | |
| 7) <u>Although</u> he felt some discomfort, he continued to work. | |
| 8) <u>Wow</u> , that's a cool fossil! | |
| 9) <u>Slowly</u> , he moved the metal statue. | |
| 10) The dog got <u>into</u> the bin and distracted everyone. | |

Write

Write sentences by following the instructions below.

- | |
|--|
| 1) Write a sentence with the interjection: <u>wow</u> and the pronoun: <u>it</u> . |
| |
| 2) Write a sentence with the adverb: <u>slowly</u> and the preposition: <u>between</u> . |
| |
| 3) Write a sentence with the conjunction: <u>however</u> and the interjection: <u>surprise</u> . |
| |

Subject-Verb Agreement

Subject-Verb Agreement in Sentences - When we make sentences, the subject (who or what the sentence is about) and the verb (the action or state of being) must agree in numbers.

- ✓ **Singular Subject with Singular Verb:** When the subject of a sentence is a single person, place, thing, or idea, the verb should also be singular.
Example: "The cat sleeps on the mat."
- ✓ **Plural Subject with Plural Verb:** If the subject is plural, meaning there's more than one person, place, thing, or idea, then the verb should be plural as well.
Example: "The cats sleep on the mat."
- ✓ **You with Verbs:** The pronouns 'I' and 'You', even though singular in form, always take a plural verb.
Example: "I run every morning" and "You run every morning."

Think

Choose the correct verb that agrees with the subject to fill in each blank.

- 1) The dog _____ (bark/barks) at strangers.
- 2) Birds _____ (fly/flyes) in winter.
- 3) He _____ (play/plays) ball.
- 4) Apples _____ (taste/tastes) so good.
- 5) She _____ (walk/walks) to school every day.



Write

Write sentences using each word pair, ensuring correct subject-verb agreement.

- 1) Use "butterflies" and "flutter" to write a correct sentence.

- 2) Use "team" and "win" to write a correct sentence.

- 3) Use "I" and "construct" to write a correct sentence.

Name: _____

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Punctuation – Interjections and Conjunctions

Interjections

Interjections show strong emotion. Use a comma after mild interjections and an exclamation mark for strong ones.

Example: "Wow! That's amazing." or "Well, it's time to go."

Conjunctions

Conjunctions join words or clauses. Use a comma before coordinating conjunctions joining two independent clauses.

Example: "I love bananas, but I don't like banana peels."

For subordinating conjunctions at the start, use a comma after the clause.

Example: "After I was tired, I finished my homework."



Punctuation

Add punctuation to the sentences below.

- 1) Oh I really dislike olives but I can eat them if need
- 2) Ouch the pencil fell on my foot and it hurts
- 3) Well he will disobey the rules if we do not monitor
- 4) Yikes did my phone just disappear or am I imagining things
- 5) Oops I seem to have misplaced my metal detector yet I just had it
- 6) Hey watch out don't distract the driver or we might crash
- 7) Oh no I can't believe I was so dishonest and they found out
- 8) Hey be careful with the stencil as it is very fragile
- 9) Whoa the utensil fell out of my hand and into the soup
- 10) Ah I see that you disagree with me yet you won't say why

Name: _____

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How Punctuations Are Used as Cues in Reading

Instructions

Read the passage and notice how each punctuation functions as a cue while you read. Colour each using this code: (.) - red; (,) - green; (?) - blue; (!) - yellow; (') - purple; (" ") - orange. Count how many you find and write them in the boxes.

Max peered into the lake, whispering, "Looks deep!" His dog, Buddy, barked as if to say, "I'm in!" In a running start, Max yelled, "Here we go!" and they



splashed into the cool water. "Isn't this fun?" he laughed.

Buddy paddled eagerly beside him. As the sun

set, Max said, "It's time to go, buddy." They left

the lake, spirits high and hearts full. "Best swim

ever!" Max thought, leading

Period (.)	
Comma (,)	
Apostrophe (')	

Question Mark (?)	
Exclamation Point (!)	
Quotation Marks (" ")	

Write

Can you write two sentences using these two punctuations: (,) and (?)

<hr/> <hr/> <hr/>

Word Search

Word Search

Find the word bank words in the puzzle

<input type="checkbox"/> reveal	<input type="checkbox"/> disagree	<input type="checkbox"/> disapprove	<input type="checkbox"/> dishonest	<input type="checkbox"/> normal
<input type="checkbox"/> utensil	<input type="checkbox"/> metal	<input type="checkbox"/> dislike	<input type="checkbox"/> detail	<input type="checkbox"/> disobey
<input type="checkbox"/> pencil	<input type="checkbox"/> disconnect	<input type="checkbox"/> neutral	<input type="checkbox"/> distract	<input type="checkbox"/> partial
<input type="checkbox"/> fossil	<input type="checkbox"/> stencil	<input type="checkbox"/> disappear	<input type="checkbox"/> discomfort	<input type="checkbox"/> disallow

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

Word Scramble

Read the clue and then unscramble the word

wdasoill		asreappid	
yoibdse		ieedagsr	
lncepi		liidesk	
nctindsoec		atmle	
alormn		pdrvipsaoe	
seutnli		modirftsoc	

Week 6 – Fluency Readings**Read**

Today, you are going to measure your reading speed. You will do this by calculating how many words you read per minute.

Passage – Word Count = 123 Words

One day, our teacher decided to reveal the secret of the metal detector. It was not what we thought it was a utensil for discovering treasures! We used a pencil to record our findings and a stencil to mark the spots. I found a fossil, but Lily disagreed about its age. She thought it might disappear if we didn't handle it with care. Some kids felt nervous to hold the cold metal, and some were neutral, not caring much for history. Tommy was really mischievous and tried to distract us, saying he disliked old bones. The teacher disapproved of our attempts to disobey and disallow serious work. In the end, everyone agreed to write in detail our adventure in our journals, even Tommy.

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count – at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

Calculation: $(1,140 \text{ words} \div 330 \text{ seconds}) \times 60 = 207.2 \text{ WPM}$.

Time Taken To Read

Divide 123/seconds

WPM

Questioning

At the school fair, a small, dusty fossil was on display to reveal its secrets. A pencil and a shiny metal spoon were next to it, tools used to dig it up. A teacher used a map to show where the fossil was found. Some kids disagreed on how old it was, but most were just excited to see it. One kid felt a bit of discomfort touching the cold, hard . . . By the end of the day, all the kids had learned something new, and the fossil was put back into its box, where it was kept.

Instruction

Write questions using the question starters below.
Write answers to each question.



1) What

2) When

3) Where

4) Why

5) How

WEEK 6 – VOCABULARY QUIZ**Spelling**

When your teacher reads the word, spell it below.

1)		11)	
2)		12)	
3)		13)	
4)		14)	
5)		15)	
6)		16)	
7)		17)	
8)		18)	
9)		19)	
10)		20)	

Write

Write sentences using each word pair, using correct verb agreement.

1) Use "bird" and "fly" to write a correct sentence.

2) Use "kid" and "run" to write a correct sentence.

Punctuation

Add punctuation to the sentences below.

1) Uh oh we must unplug the machine but I can't find the cord.

2) Oh no I forgot my fork and I have lunch next.

3) Eek I didn't realize the situation was so severe yet I'm still hopeful.




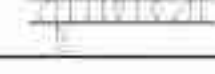
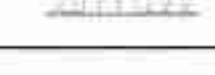




4) Ew I dislike broccoli nor do I like brussel sprouts.

WEEK 7 – VOCABULARY LIST

reptile	bravest	mobile	quietest	smile
spinner	winner	agile	nicest	textile
profile	quicker	dancer	toughest	biggest
hostile	fragile	writer	crocodile	while

Cursive

Write the word using cursive writing

	Trace	Write
reptile		
bravest		
mobile		
quietest		
smile		
spinner		
winner		
agile		
nicest		

WEEK 7 – VOCABULARY LIST

Cursive

Write the word using cursive writing

Word	Trace	Write
textile	<i>textile</i>	
	<i>prescribe</i>	
quicker	<i>quicker</i>	
dancer	<i>dancer</i>	
toughest	<i>toughest</i>	
biggest	<i>biggest</i>	
hostile	<i>hostile</i>	
fragile	<i>fragile</i>	
writer	<i>writer</i>	
crocodile	<i>crocodile</i>	
while	<i>while</i>	

PREVIEW

Suffix -er and -est

What Does The Suffix -ER And -EST Mean?

The suffix "-er" makes a word comparative, meaning more of something. For example, "fast" becomes "faster". The suffix "-est" is used for superlative, meaning the most of something. For example, "fast" becomes "fastest".

Rules - How Do We Add The Suffix -ER and -EST

- 1) Double last consonant if word ends in consonant-vowel-consonant (big → biggest)
- 2) Word ends in "y", change the "y" to "i" before adding "-er" or "-est" (happy → happier)
- 3) For most words, just add "-er" or "-est". (tall → taller)
- 4) If a word ends in "e", add "r" or "st". (large → largest)

Word Meanings Change by adding the suffixes -er and -est

Root Word	-er	-est	Root Word	-er	-est
quick					
brave					
big			thin		
quiet			soft		
hot			sharp		
spicy			happy		
heavy			lucky		

Fill in the Blanks

Use the suffixes -er and -est properly in the sentences below

1) My brother is _____ (quick) than me, but John is the _____ (quick).

2) This road is _____ (long) than that one, but the highway is the _____ (long).

3) My ring is the _____ (tough) here, but a diamond is _____ (tough).

4) My cat is _____ (lazy) than your dog, but the sloth is the _____ (lazy).

Name: _____

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Personification

Personification is a literary tool where human qualities or emotions are given to non-human things. It helps make descriptions more vivid.



Examples

- The sun smiled down at us, suggesting the sun was happy.
- The wind whispered secrets, which means the wind seemed to be talking quietly.

Identify Identify the objects being personified and circle the actions they are doing.

Personification	Non-Human Object	Human-Like Action
1. The stars winked at the night sky.	stars	winked
2. The alarm clock woke me up.		
3. The wind sang through the trees.		
4. The chocolate cake was so delicious.		
5. The car tires screamed on the road.		
6. The leaves danced in the autumn wind.		
7. The flowers are begging for water.		
8. The ocean hugged the shore.		
9. The sun stretched its golden arms.		
10. The book whispers secrets to the reader.		

Search Underline the personifications in the passage.

In the cozy town of Whimsyville, the morning sun stretched its golden arms, waking up the sleepy houses. The old clock in the town square yawned and ticked louder, telling everyone it was time to start the day. Nearby, the playful wind danced through the streets, tickling the laughing leaves on the trees. The flowers in Mrs. Bloom's garden chatted happily, gossiping about the buzzing bees. Even the grumpy clouds couldn't stay mad, as they slowly drifted away, making room for the sun's beaming smile. In Whimsyville, every day was a cheerful conversation between the town and nature.

Relative Pronouns

Relative pronouns are special words like 'who,' 'which,' 'that,' 'whom,' and 'whose.' They connect a clause or phrase to a noun or pronoun, providing more information about it.

For example, in the sentence, "The person who called you is my teacher," 'who' is a relative pronoun.

Think Underline the relative pronoun in the sentences below.

- 1) The author of this book is my favourite author.
- 2) The spinner that she used spins the longest.
- 3) The profile of the creator is professional.
- 4) The reptile whom we found in the bag was a rare species.
- 5) The textile which is used in dresses is very soft.
- 6) The crocodile that I saw at the zoo is huge.
- 7) The smile which brightens my day is yours.
- 8) The fragile vase that broke was very expensive.
- 9) The dancer whom you saw on TV is my sister.
- 10) The winner of the race, whom everyone cheered for, was the only participant.

Write Write sentences with a relative pronoun. Underline the relative pronoun.

Name: _____

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Analogy

An **analogy** shows how two pairs of things are similar. It's like saying, "This is to that as these are to those."



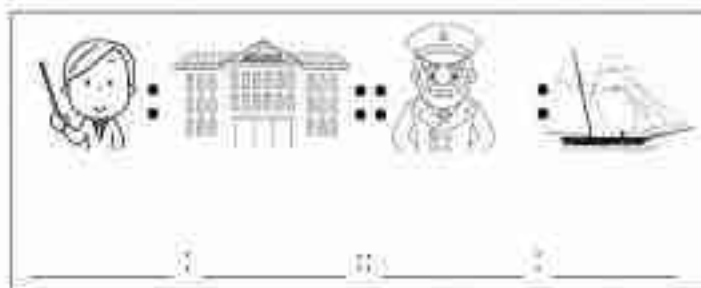
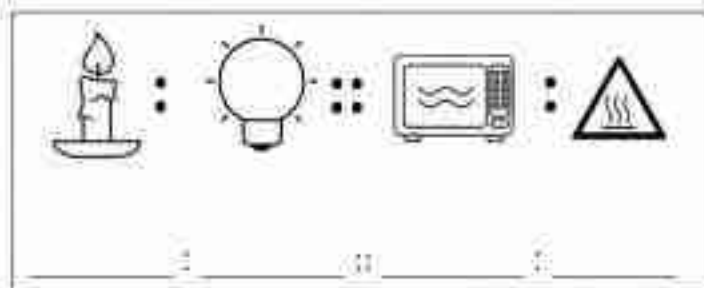
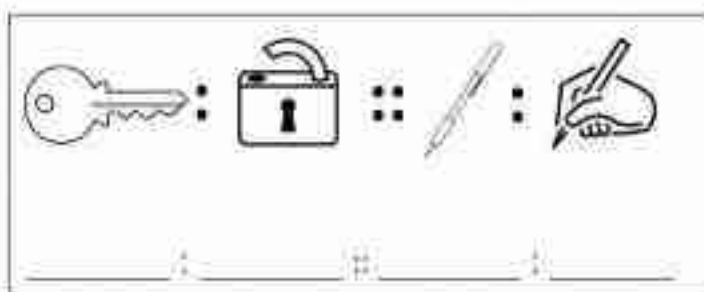
Examples:

- Fish : Water :: Bird : Air (Fish live in water as birds live in air)
- Night : Moon :: Day : Sun (Moon is to night as sun is to day)

Think Write the word that best completes each analogy.

- | | |
|-------------------|-----------------------|
| 1) _____ : _____ | 1) Television : Watch |
| 2) Pencil : _____ | 2) Scissors : Cut |
| 3) Leaf : _____ | 3) Petal : _____ |
| 4) _____ : _____ | 4) Gloves : Hands |
| 5) Bee : Hive | _____ : Colony |
| 6) Snow : _____ | _____ : Summer |
| 7) Heart : Love | 7) _____ : Thought |
| 8) _____ : Canvas | 8) _____ : Paper |

Think Decipher the analogy using the illustration.



Writing Analogies

Think How is the analogy similar to the idea presented? The first one is done for you.

Idea	Analogy
The Human Body	The Human Body is like a Machine because...
Parts of the human body work together to keep us alive, just like a machine has parts that work together to do something.	
	A Tree is like a Community because...
A Library	_____ like a Supermarket because...
A Computer	A Computer is like _____
An Ecosystem	An Ecosystem is like a Sports Team because...

PREVIEW

Name: _____

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How Punctuations Are Used as Cues in Reading

Instructions

Read the passage and notice how each punctuation functions as a cue while you read. Colour each using this code: (.) – red; (,) – green; (?) – blue; (!) – yellow; (') – purple; (" ") – orange. Count how many you find and write them in the boxes.

Excited winners filled the room as Mia stepped up to the microphone. "What's the capital of France?" the judge asked. Mia answered confidently, "Paris!" The crowd erupted in cheers. Mia's heart raced. She had studied hard, and her work was paying off.



"You're the last contestant," the judge said. Mia held her breath, awaiting the final question: "What is the largest planet in our solar system?" Without hesitation, Mia exclaimed, "Jupiter!" She had won the quiz bee! Her friends shouted, "You did it, Mia!"

Period (.)	
Comma (,)	
Apostrophe (')	

Question Mark (?)	
Exclamation Point (!)	
Quotation Marks (" ")	

Write

Can you write a sentence using these three punctuations: (.) , (,) , and (') .

Word Search

Word Search

Find the word bank words in the puzzle

<input type="checkbox"/> reptile	<input type="checkbox"/> bravest	<input type="checkbox"/> mobile	<input type="checkbox"/> quietest	<input type="checkbox"/> smile
<input type="checkbox"/> spinner	<input type="checkbox"/> winner	<input type="checkbox"/> agile	<input type="checkbox"/> nicest	<input type="checkbox"/> textile
<input type="checkbox"/> profile	<input type="checkbox"/> quicker	<input type="checkbox"/> dancer	<input type="checkbox"/> toughest	<input type="checkbox"/> biggest
<input type="checkbox"/> hostile	<input type="checkbox"/> fragile	<input type="checkbox"/> writer	<input type="checkbox"/> crocodile	<input type="checkbox"/> while

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

Word Play

How many words can you make from the letters in the word bravest

Week 7 – Fluency Readings

Read

Read each passage 3 times at different speeds. Change how long you pause for commas and stop for periods. Read it slow, medium, and fast. Check once you have completed each reading.

	Sentence	Slow	Medium	Fast
1)	The winner won the fair contest. Her was with the prize. Everyone admired her skill.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
2)	A reptile moves with grace. E biggest crocodiles can see water. Yet often, they are simply	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
3)	The quickest runner became the winner. He was nicer and shared his toys, unlike the toughest boys. His kindness made him a real champion.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
4)	When fragile vases fell, the writer noted it all. We learned to walk carefully, so nothing else would break.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
5)	We created colourful patterns on textile in art class. It was a creative project from awhile ago. Now, our vibrant profile designs decorate the walls.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast

WEEK 7 – VOCABULARY QUIZ

Spelling

When your teacher reads the word, spell it below.

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

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

Word Meanings

Change the words by adding the suffix -er and -est.

Root Word	-er	-est
slow		
dark		
tall		
young		

Root Word	-er	-est
funny		
wise		
thin		
dirty		

Write

Write 2 sentences with a relative pronoun. Underline the relative pronoun.

WEEK 8 – VOCABULARY LIST

misuse	usual	mislead	channel	misjudge
medal	mistake	arrival	misbehave	misinform
dispersal	travel	signal	crystal	mismatch
universal	misspell	mammal	misplace	misunderstand

Matching Write the letter from the description beside the matching word

Answer	Word	Description
	mismatch	a) Guide someone the wrong way
	misjudge	b) Done very badly
	misuse	c) Put something where it doesn't belong
	mislead	d) Pair of things that don't match
	misbehave	e) Give information
	misplace	f) Spelling word wrong
	signal	g) Use something the wrong way
	crystal	h) Make a wrong judgement
	misjudge	i) Not understand completely
	misunderstand	j) Something done wrong
	mistake	k) Prize for doing something well
	channel	l) Animal that feeds its babies with milk
	medal	m) When you get to where you're going
	mammal	n) Sign to give information
	arrival	o) Clear, shiny rock
	travel	p) Go on a trip
	dispersal	q) Spread things out
	universal	r) Applies to everyone
	usual	s) Happens often
	misspell	t) Path for water or communication

Word Origins

Explore

Choose six words from the list and look for the etymology of the vocabulary words and their meanings.

misuse	usual	mislead	channel	misjudge
medal	mistake	arrival	misbehave	misinform
disperse	travel	signal	crystal	mismatch
universe	misspell	mammal	misplace	misunderstand

Vocabulary	Etymology	Meaning
medal	Latin "medalia"	a coin worth half a denarius

Prefix - mis

What Does The Prefix MIS- Mean?

The prefix 'mis-' is added at the start of some words to indicate something done incorrectly or wrongly.

- Misplace:** To put something in the wrong place.
- Misunderstand:** To not understand correctly.
- Misbehave:** To act in a bad or wrong manner.



Word Meaning Add mis to the word and then explain what it means.

Root	Meaning
read	read something wrong
print	
use	
handle	
step	
treat	
judge	

Matching

Draw lines to match the word to an example of the word

Miscalculate	Mike has one blue sock and one red
Mismatch	Ava got 100 when she added $40 + 70$
Mislead	Carter said it was a short walk even though it was long
Misunderstand	Ellie dropped her mug and it smashed
Mishandle	Claire thought Kennedy said to meet at 4, but Kennedy said 5

Name: _____

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Capitalizing Proper Nouns and Proper Adjectives

A **proper noun** is a special name we give to specific things like **people, cities, or companies**. **Proper adjectives** are describing words that come from proper nouns, such as a country's name or a person's name. Just like proper nouns, they must always start with a capital.

- **Italian pizza** - 'Italian' is from the country 'Italy.'
- **Shakespearian play** - 'Shakespearian' is from the name 'Shakespeare.'
- **Canadian maple syrup** - 'Canadian' is from the country 'Canada.'
- **Victorian dress** - 'Victorian' is from the historical period 'Victoria's reign.'
- **Chinese food** - 'Chinese' is from the country 'China.'



Edit _____ the letters that should be capitalized

- 1) Every friday, we go to an italian favourite restaurant, 'mama mia.'
- 2) My brother is going on a holiday to london in the summer.
- 3) The eiffel tower is one of the most visited monuments in paris.
- 4) Last year, we adopted a siberian husky from the local animal shelter.
- 5) The great wall of china is a marvel of ancient chinese engineering.
- 6) I'm currently reading "pride and prejudice" by jane austen.
- 7) My dream is to study at harvard university and become a lawyer.
- 8) We're going to the grand canyon for our family vacation.
- 9) Thanksgiving is my favourite holiday because of the delicious turkey.
- 10) For the science project, I chose to study about mars, the red planet.

Write _____ Write 2 sentences, both with a proper noun and a proper adjective

1	
2	

Idioms

Idioms are phrases where the words together have a different meaning than the individual words.

Examples:

- Piece of cake – means something is very easy.
- Break the ice – means to start a conversation.
- Hit the books – means to start studying.



Matching Match each idiom with its correct meaning from the list.

Idiom	Meaning
1. Cost an arm and a leg	a) Very expensive
2. Spill the beans	b) Reveal a secret
3. Cry over spilled milk	c) Do something perfectly
4. Out of the blue	d) Worry about what's already done
5. Under the weather	e) Feel sick
6. Barking up the wrong tree	f) Woken up suddenly
	g) Wrong person

Write Choose five idioms from the list above and write their meanings.

1.

2.

3.

4.

5.

Perfect Verb Tense

Perfect verb tense describes an action that has been completed.

- **Past Perfect** ("I had studied"): The verb "had" indicates an action completed prior to another past event.
- **Present Perfect** ("I have studied"): The verb "have" communicates an action that began in the past and may still be ongoing.
- **Future Perfect** ("I will have studied"): The phrase "will have" reveals an action that will be completed before a specific future time.



Think Which perfect verb tense past, present or future?

	Perfect Verb
1) They had misled us about the location of the park.	
2) He will have misbehaved if he can't follow the rules.	
3) Yesterday, she had misplaced her favorite book in the library.	
4) She will have misinformed us if her source was lying.	
5) He had misspelled the word 'chocolate' in his homework.	
6) They have misused the tool, making it useless.	
7) The show had aired on the channel last night.	
8) The train has signaled its arrival by blowing the horn.	
9) I will have traveled to three continents by next year.	
10) I have made a mistake on the test.	

Write

Write 3 sentences that have the three different types of verb tenses.

Past	
Present	
Future	

Figures of Speech Review

Identify

Classify whether each sentence is an idiom, a personification, or an analogy.

Sentence	Answer
1) The clock raced around its face, eager to meet noon.	
2) The wind whispered secrets to the trees.	
3) It's raining cats and dogs outside!	
4) The world is a jigsaw puzzle where continents fit together.	
5) The stars danced in the moonlit sky.	
6) A stitch in time saves nine.	
7) Seeds are like tiny capsules holding the future of a plant inside.	
8) The sun peeked out like a shy child.	
9) Every cloud has a silver lining.	
10) A flashlight is like the sun because it provides light when it's dark.	

Draw

Illustrate 3 idioms and 3 personifications. Have your classmates guess them.

Crossword Puzzle

Crossword

Read the clues and find the words in the crossword puzzle

**Across**

1. Acting badly or wrongly
2. Giving incorrect or false information.
4. To lose something by putting it in the wrong place.
5. To write a word with wrong letters.
6. Something done wrong or incorrectly.

Down

1. To not correctly understand or interpret.
3. To guide someone the wrong way.
4. Things that don't fit together well.
5. To make a wrong or unfair decision or opinion.
6. Using something in an incorrect or inappropriate manner.

Week 8 – Fluency Readings

Read

Read each passage using a different voice. Choose from one of the voices in the table and circle when you have read it using that voice.

	Passages	Voices	
1)	I got a medal for running, but it was a mismatch because I wasn't the fastest. Sometimes, even when you win, it feels good to win.	Witch	Opera Singer
2)	I once accidentally borrowed someone's toy without asking. They were angry because it wasn't the usual way to play.	Robot	Alien
3)	On our family travel, we saw a bear for the first time. I thought it was a bear, but it was misunderstood, it was actually a cartoon!	Cowboy	Detective
4)	I like to collect crystals, but I misplaced my favourite one yesterday. I hope it turns up somewhere. It's not universal, but it's special to me.		Zombie
5)	When I tried to signal my friend from across the park, I accidentally misled someone else. They thought I was waving at them, which was a funny mistake.	Old Wise Man	Thief
6)	Sometimes I misspell words, which can change their meaning and misinform people reading my stories. It's tricky, but I'm getting better every day.	British Aristocrat	News Anchor
7)	I was supposed to wait for an arrival announcement before leaving, but I misbehaved and ran off too soon. It was a dispersal of patience on my part.	Valley Girl	Announcer

WEEK 8 – VOCABULARY QUIZ**Spelling**

When your teacher reads the word, spell it below.

1)		11)	
2)		12)	
3)		13)	
4)		14)	
5)		15)	
6)		16)	
7)		17)	
8)		18)	
9)			
10)		20)	

Think

Is the perfect verb tense past tense?

Sentence	Verb type
1) I have finished my homework just now.	
2) My mom had baked cookies yesterday.	
3) Jason has played soccer since noon.	
4) By tonight, dad will have repaired the broken chair.	
5) I have seen that dog in the park before.	

Edit

Circle the letters that should be capitalized

- | |
|---|
| 1) My sister loves the swiss chocolate we brought from switzerland. |
| 2) On her birthday, julie wore a beautiful italian dress. |

WEEK 29 – VOCABULARY LIST

subzero	subplot	submerge	submarine	subpar
subtotal	superstar	superhero	superhuman	superstore
supersede	supercharge	suit	juice	guitar
bruise	circuit	guideline	cruise	guilty

Cursive

Write the word using cursive writing

	Trace	Write
subzero	<i>subzero</i>	
subplot	<i>subplot</i>	
submerge	<i>submerge</i>	
submarine	<i>submarine</i>	
subpar	<i>subpar</i>	
subtotal	<i>subtotal</i>	
superstar	<i>superstar</i>	
superhero	<i>superhero</i>	
superhuman	<i>superhuman</i>	

WEEK 29 – VOCABULARY LIST**Cursive**

Write the word using cursive writing

Word	Trace	Write
superstore		
superstore		
supercharge		
suit		
juice		
guitar		
bruise		
circuit		
guideline		
cruise		
guilty		

PREVIEW

Prefix Sub- and Super-

Prefix "SUB-"

Think of "sub-" like "below" or "under." When you see "sub-", it means something is beneath or lower. For example, a "submarine" goes under the water.

Prefix "SUPER-"

"Super-" means "above" or "more than." When you see "super-", it tells you there's something extra or it's better. Like "superstar" means someone who's more than just a regular star. You're really special!

Match the words to its definition by writing the number beside the term

Answer	Word	Meaning or Description
		1. A vessel that travels underwater in the ocean.
	subpower	2. Extraordinary strong power, often used in comics.
	supercharge	3. To go below water or liquid.
	submerge	4. Extremely cold.
	superfast	5. Temperatures below zero, very cold.
	submarine	6. Having abilities and powers that are not natural for humans.
	superpower	7. A smaller title below the main title.
	superhuman	8. A person who is famous for what they do.
	subzero	9. A secondary story inside the main story.
	subheading	10. To boost or power up something to its maximum.

Prefix Sort

List the words below under the correct prefix column

marine	human	sonic	script	Zero
power	merge	title	structure	fast

Super	Sub

Quotation Marks in Dialogue

Quotation marks in dialogue are used to show the exact words spoken by a character. They frame the spoken words in a sentence.

Examples: Mary said, "I'll be there soon."
"Happy birthday," they shouted.

"Where are you going?" asked Tom.
"Watch out!" they yelled.

Think

Add the quotations marks in each dialogue

1) John said, "I'll get my backpack."

2) Can you help me, Sarah?

3) No, I won't go! yelled Timmy.

4) She whispered, It's a secret.

5) Why are you late? he questioned.

Analyze

Put quotation marks in the story.

Timmy was excited for the school fair. He asked his friend Sarah, "Are you going to the fair this weekend?" Sarah replied, "Yes, I can't wait! They made plans to go together."

At the fair, they met their teacher, Mr. Johnson, who said "You two have fun, and don't forget to try the pie-eating contest!" Timmy was unsure, but Sarah convinced him, "It'll be fun. Trust me."

They entered the contest and had a blast. Afterward, Sarah exclaimed, "I told you it would be great!" Timmy laughed and agreed, "You were right. That was amazing."

As they left, they saw Mr. Johnson again. He winked and said, "I knew you two would enjoy it. Have a great day!"

I Before E and Exceptions

The "I before E" Rule and Its Exceptions

In English, we often follow the rule "I before E, except after C." This means, in most words, 'i' comes before 'e' unless it follows 'c', as in "receive." However, there are exceptions like "weird" which don't adhere to this rule.

Fill in the Blanks

Complete the following words using either 'ie' or 'ei'.

1) bel_ _	6) fr_ _ nd	11) f_ _ ld
2) rec_ _ ve	7) p_ _ ce	12) th_ _ r
3) w_ _ rd	8) _ _ ve	13) rel_ _ f
4) v_ _ n	9) _ _ ce	14) w_ _ ght
5) s_ _ ze	10) _ _ or	15) n_ _ ghbour

Identifying Errors














Circle the words that do not follow the "I before E" rule in the sentences below:

1.	I cannot believe she deceived me.
2.	The ceiling of the ancient building is quite high.
3.	Their neighbor gave them a piece of pie.
4.	We will seize the opportunity.
5.	The weight of the box surprised him.
6.	She tried to conceive an idea for the project.
7.	He is a foreign delegate from a distant land.
8.	The heist was carried out in broad daylight.
9.	She received a bouquet of flowers on her birthday.
10.	His height makes him stand out in the crowd.


















































































Crack the Code

Directions

Use the code below to reveal each spelling word

												
a	b	c	d	e	f	g	h	i	j	k	l	m

												
n	o	p	q	r	s	t	u	v	w	x	y	z

Code	Code	Answer
    	    	
    	    	
    		
    		
   	   	
    	  	
    	   	
    	   	
    	  	
    	  	

Week 29 – Fluency Readings

Read

Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	_____ had superhuman strength.				
2)	Tommy was _____ at lunch.				
3)	The submarine went subzero in _____ deep sea.				
4)	Lily played a guitar at the concert and accidentally got a small, painful bruise.				
5)	In the movie, we watched a complex subplot unfold involving mystery and unexpected twists.				
6)	The detailed circuit guidelines help us build electronic devices safely and efficiently at school.				
7)	The new superstore, with its vast variety of products, will supersede the old shopping mall.				

PREVIEW

WEEK 29 – VOCABULARY QUIZ

Spelling

When your teacher reads the word, spell it below.

1)	11)
2)	12)
3)	13)
4)	14)
5)	15)
6)	16)
7)	17)
8)	18)
9)	
10)	20)

Think

Add the quotations marks in each dialogue.

1) John said, I can't find my backpack.

2) Can you help me? asked Sarah.

Instructions

Circle the correct spelling of the words below

1.	She tried to (concieve/conceive) an idea for the project.
2.	He is a (foriegn/foreign) delegate from a distant land.
3.	I cannot (beleive/believe) she (decieved/deceived) me.
4.	Sophie found a (friendly/freindly) kitten hiding under the porch.
5.	During the (science/sceince) experiment, the water began to boil and bubble.

WEEK 30 – VOCABULARY LIST

realize	organize	finalize	apologize	recognize
memorize	minimize	maximize	energize	socialize
capitalize	utilize	swoosh	doodle	squawk
wiggle	pounce	sparkle	fizzle	twinkle

Write _____ sentences that use all 20 words. You'll need to use 2 words per sentence

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

Suffix -yze- and -ize

The suffixes "-yze" and "-ize" transform words to imply a process or action, such as "analyze" (to examine) or "realize" (to become aware). While both are valid, "-ize" is more common.

EXAMPLE:

- "Analyze" (to examine)
- "Realize" (to become aware)
- "Categorize" (to place into groups)

Word Choice Add the suffix "-ize" or "-yze" to the following base words. Then draw a line to connect the word to its meaning.

Base Word	Suffix	Meaning
emphas	-ize	to arrange in a structured or systematic way
real	-ize	to summarize; give the main points
recogn	-ize	to place into specific classes or groups
organ	-ize	to put into a message or picture
final	-ize	to give special importance or value to
summar	-ize	to identify something as familiar
paral	-ize	to make free of germ or bacteria
steril	-ize	to make final; complete
categor	-ize	to finally figure something out
visual	-ize	to make unable to move or feel a part of the body

Write

Choose any four "-ize" or "-yze" words and create a unique sentence for each.

Capitalization of Quotation

When you write a quote that's a full sentence, start it with a capital letter, like: Mary said, "The sun is shining today." But if the quote is just part of your sentence, you don't need a capital, like: She thinks the sky is "so blue" today.

Rewrite

If the quotation is capitalized correctly, write "Correct." If not, circle the letters that need to be capitalized.

1.	Said "i love chocolate."	
2.	remarked Tom.	
3.	Tom said "Time to eat."	
4.	"isn't it beautiful," said Smith.	
5.	"What time will you be home?" asked Mark.	
6.	I heard her say "the best"	
7.	The teacher remarked, "you all"	
8.	"Are we there yet?" she questioned.	
9.	He declared, "i think I solved it."	
10.	"look at the stars," whispered Luna.	

Conversation

Write a conversation you had with someone recently. Include what they said. Include 2 things you both said in the conversation and use speaker tags.

You Said	
They Said	
You Said	
They Said	

Figurative Language: Oxymorons

An **oxymoron** is a figure of speech where two opposing words are combined to create a unique meaning. Examples include "jumbo shrimp," "deafening silence," and "bitter sweet."

Oxymorons

Match the words to make an oxymoron

Oxymoron	Word 1	Word 2
	1. act	A. silence
	2. clearly	B. aggressive
	3. original	C. sweet
	4. freezing	D. dead
	5. deafening	E. funny
	6. pretty	F. confused
	7. being	G. ugly
	8. pa	H. hot
	9. usly	I. copy
	ter	naturally

Oxymoron Hunt

Underline all the oxymorons in the passage.

In Timmy's colourful, dull art class, he made an unexpected discovery. He used a complex drawing technique using bright, dark colours. The room was filled with no silence as each student worked intently on their craft. Timmy's teacher gave loud whispers of encouragement, helping the students create small, giant masterpieces.

At lunch, Timmy enjoyed a frozen, hot pizza, and shared it with his best enemy, a friend who sometimes disagreed with him but was always there. They laughed at each other's seriously funny jokes, enjoying the fast, slow pace of the school day.

Back in class, Timmy tackled an easy, difficult math problem that was part of a boring, exciting lesson. The school day was a long, short adventure filled with old, new experiences, and Timmy couldn't wait for tomorrow's calm storm of learning and fun.

Word Search

Word Search

Find the word bank words in the puzzle

<input type="checkbox"/> realize	<input type="checkbox"/> organize	<input type="checkbox"/> finalize	<input type="checkbox"/> apologize	<input type="checkbox"/> recognize
<input type="checkbox"/> memorize	<input type="checkbox"/> minimize	<input type="checkbox"/> maximize	<input type="checkbox"/> energize	<input type="checkbox"/> socialize
<input type="checkbox"/> capitalize	<input type="checkbox"/> utilize	<input type="checkbox"/> swoosh	<input type="checkbox"/> doodle	<input type="checkbox"/> squawk
<input type="checkbox"/> wiggle	<input type="checkbox"/> pounce	<input type="checkbox"/> sparkle	<input type="checkbox"/> fizzle	<input type="checkbox"/> twinkle

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

Word Scramble

Read the clue and then unscramble the word.

geerenzi		qaskuw	
oecsilaiz		tziacipale	
eodold		itknelw	
zflize		ucepno	
ssohwo		zuileit	
ieggwl		learpsk	

Week 30 – Fluency Readings

Read

Today, you are going to measure your reading speed. You will do this by calculating how many words you read per minute.

Passage – Word Count = 116 Words

Billy had a busy day. First, he needed to organize his room, which was full of doodles. He tried to minimize the mess, but his cat would pounce on anything that squeaked, making it hard. In class, Billy had to memorize a poem. He felt energized as he recited words that swooshed and twinkled. At recess, he loved to socialize with his friends. They would wiggle and squawk like birds, making everyone laugh. When he accidentally bumped into Sarah, he quickly apologized. Later, Billy tried to capitalize on his free time to finalize his homework. Before bed, he watched the stars twinkle in the night sky, feeling happy about his day.

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count – at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

Calculation: $(1,140 \text{ words} \div 330 \text{ seconds}) \times 60 = 207.2 \text{ WPM}$.

Time Taken To Read

Divide 116/seconds

WPM

WEEK 30 – VOCABULARY TEST**Spelling**

When your teacher reads the word, spell it below.

1)		11)	
2)		12)	
3)		13)	
4)		14)	
5)		15)	
6)		16)	
7)		17)	
8)		18)	
9)		19)	
10)			

Rewrite

If the quotation is capitalized correctly, write "Correct." If not, circle the letters that need to be capitalized.

1.	Sarah said, "i love chocolate."
2.	My mom asked if it's "Time to eat."
3.	"isn't it a lovely day," said Mrs. Smith.

Write

Use the following oxymorons in a sentence.

1. Bittersweet	<hr/> <hr/> <hr/>
2. Act naturally	<hr/> <hr/> <hr/>



Google Slides Lessons Preview





Manitoba Language Curriculum Reading Comprehension- Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

What are Text Forms and Reading Comprehension Strategies?

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

Match The Text To Its Purpose!

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

Text Types	Purpose of the Text
A newspaper article	A) To explain how to make something operate.
A fairy tale	B) To make you laugh or enjoy a short story that is a picture.
A news feed	C) To share your facts and information about real events.
An advertisement	D) To persuade you to buy or try something.
A science report	E) To entertain the reader with made-up (fictive) stories.
A comic strip	F) To teach or explain facts about the world.

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

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

Olivia and Harold had been exploring the edge of the forest near their school when they spotted something unusual. Hidden between tall oak trees was a small treehouse. Its wooden walls looked gently in the breeze. The door was slightly open and a light sign above it read, "Keep Out." Harold wanted to drive in right away, but Olivia hesitated. "What if someone still lives in it?" she whispered. The sound of distant bells blew the air as they peered inside from the ground. There were dusty books, an old lantern and a box covered in cobwebs. "Do you think we should go in?" Harold asked. Olivia glanced at the sign again and felt her lips unsure what to do next.

Consolidation – The Mysterious Treehouse

Questions

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



Manitoba Language Curriculum Reading Comprehension- Grade 4

Who Said It? – Creation Story Voices

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

People Sky Spirit

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

Implicit or Explicit?

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

Explicit Implicit

Characteristic	Answer
1) Science experiments are fun! Mixing things feels like magic.	
2) I guess I'll eat the spinach if there's nothing else.	
3) If only homework didn't take up my whole weekend...	
4) I think soccer is the most exciting sport to watch.	
5) I love reading mystery books because they keep me guessing.	
6) Well, math isn't too bad... if you like staring at numbers all day.	
7) I'd totally go camping... if I didn't mind bugs crawling everywhere.	

Put the Story in Order

Write the sentences in order. Beginning, Middle, or End of the story.

Beginning Middle End

Mia ran fast, splashing through the waves to grab it before it sank.

Together, they pulled it back to shore, laughing and out of breath.

On a windy Saturday morning, Ben and his sister Mia flew their new kite at the beach.

The sandy waves crashed, and the kite tugged high in the bright blue sky.

They tilted the kite to the sun and watched it dance again, higher than before.

Suddenly, the string slipped from Ben's hand and the kite soared toward the water.



Manitoba Language Curriculum Reading Comprehension- Grade 4

Q Point of View


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

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

B
Laya and Victor planted flowers while the birds chirped above them.

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

D
I watched the sunset turn the sky orange and pink.



Read each part of stories on the left. Then draw a line to connect it to the right word from the word bank.

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


1) _____ act like titles that tell what the big sections are about.

2) _____ make information easy to see and compare.

3) A _____ groups related facts together using smaller headings.

4) _____ are small symbols that give us quick meaning or ideas.

Glossary **Table of content** **Icons** **Headings** **Charts**





Workbook Preview



Grade 4 – Language Manitoba ELA Curriculum



Language as Sense Making: How do learners understand what they hear, read, and view?
How do learners communicate to others when they write, represent, and speak?

	Grade Band Descriptors	Pages
1.1	Learners are demonstrating an understanding that texts are complex.	44-50, 100-101, 123-124, 148-157, 234-235
1.2	Learners are using and talking about a variety of strategies and processes to understand and create texts.	10-31, 38-250
1.3	Learners are reflecting on and using what they know	14-15, 44-50, 91-92, 121-124,
1.4	Le pe	
1.5	Le re	

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

Language as System: How do learners use what they know about how language works to read, write, represent, listen, speak, and view?

	Grade Band Descriptors	Pages
2.1	Learners are using classroom resources and what they know about spelling, grammar, capitalization, and punctuation to understand and compose texts.	N/A
2.2	Learners are recognizing, comparing, and using the codes and conventions of print, oral, visual, and multimodal texts.	10-17, 52-63, 81-98, 123-124, 140-147, 156-157, 159-160, 182-185, 217-218, 234-235
2.3	Learners are choosing and using multiple styles of communication for clarity and effect.	N/A
2.4	Learners' automaticity with printed text is becoming secure and consistent.	N/A

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

	Grade Band Descriptors	Pages
3.1	Learners are designing for specific purposes and for different audiences	123-124
3.2	Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking.	161-164, 242-243, 248-250
3.3	Learners are contributing to communities to share knowledge, explore ideas, and deepen thinking.	N/A
3.4	Learners are blending experiences to represent ideas in different ways.	N/A

Language as Power and Agency:

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

How do learners decide what and whose stories to tell?

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

	Grade Band Descriptors	Pages
4.1	Learners are recognizing the need for validity and reliability.	N/A
4.2	Learners are beginning to analyze differences in opinion.	78-79, 126-132, 203-210
4.3	Learners are expressing and supporting opinions and judgments.	N/A
4.4	Learners are recognizing that point of view has an impact on understanding.	71-72, 78-79, 126-130, 205-210
4.5	Learners are exploring the decision making of text creators.	71-72, 78-79, 126-130, 133-138
4.6	Learners are exploring how ideas like justice, equity, and fairness are complex.	137-138, 161-162
4.7	Learners are recognizing families' and peers' unique identities and similar and different ways of seeing the world.	52-67, 78-79, 83-90

Block 1: Text Forms and Reading Comprehension Strategies - Basics

Focus

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

Understanding Texts – Purpose of Texts

What are Texts?

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

Sharing Information

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

- A science book tells you about plants and animals.
- A cookbook gives you step-by-step instructions for a yummy dish.
- A newspaper article tells you about a recent event.



Telling Stories

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

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

Persuading People

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

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

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

Name: _____

11

True or False

Is the statement true or false?

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

Answer

Answer the following questions.

1) Name the type of text that shares information and describe what it might include.

2) What are the three main reasons why...

Write

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

Understanding Reading Comprehension

Understanding Reading Comprehension

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



The Importance of Reading Comprehension

- **Building Knowledge:** As you learn about different topics and ideas.
- **Improving Communication Skills:** Enhances how you understand and use language.
- **Enhancing Creativity:** Sparks ideas by connecting with various stories and information.

Strategies to Enhance Reading Comprehension

A) Before You Read: Prereading

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

B) While You Are Reading

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

C) After You've Finished Reading

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

True or False

Is the statement true or false?

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

Questions Write how reading comprehension and why is it important?

Matching

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

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

Making Connections

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

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



Making Connections: Make connections to the short passages below.

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

Text-to-Self

Text-to-Text

Text-to-World

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

Text-to-Self

Text-to-Text

Text-to-World

Comprehension Practice – Making Connections

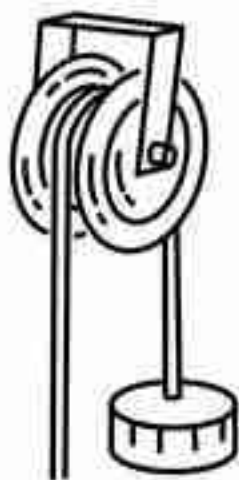
"Max's Winter Wonders: Simple Machines at Work"

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

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

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

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



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

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

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

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

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



Comprehension Practice – Making Connections

Pre-Reading

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

While Reading

As you read, stop and make connections to your life

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

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

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

After Reading

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

Main Idea	
Supporting Detail	
Supporting Detail	
Supporting Detail	

What is an Inference?

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



Example:

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

Infer the inferences below by answering the questions

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

How is Emily feeling about the weather?

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

What time of day is it?

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

Is the teacher a good teacher?

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

What kind of work ethic does the farmer have?

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

What season is it likely to be?

Comprehension Practice – Predicting

Takoda's Day: Life Before Canada Became A Country

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

Every morning, Takoda would rise with the sun and give thanks to the Creator. His respect, responsibility, and reverence were deeply rooted in his culture. His family's guiding principle was to take only what they needed from the earth, leaving no waste.

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

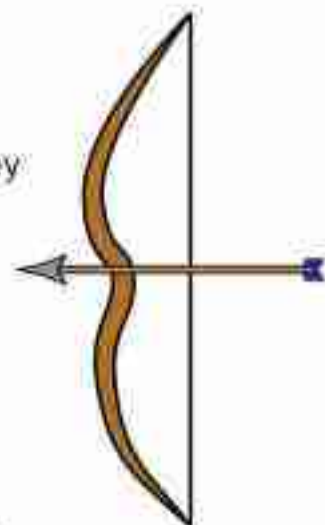
In the afternoons, Takoda and his friends would run through the fields, playing games that were more than just child's play. One of their favourite games was a cross-country race, symbolizing unity and conflict resolution. They also engaged in target practice, where they sharpened their running and aiming skills.

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

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

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

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



Comprehension Practice – Predicting

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

While Reading

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

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

After Reading

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

Was hunting easier or harder for Indigenous people?

Did kids have fun before Europeans came to what is now Canada?

Activity: Reading Goal-Setting

Objective

What are we learning more about?

To enhance reading comprehension skills by applying targeted strategies, students will set personal reading goals and monitor their progress.



Instructor

How do we complete the activity?

- 1) Review the Reading Strategies: Gather the students and discuss these reading strategies: activating prior knowledge, Purpose of reading, Making predictions, Making connections, Summarizing, Making inferences. Have each student understand the strategies by giving examples.
- 2) Personal Reflection: Have students write with each reading strategy listed. Ask students to reflect on which strategies they use often and which ones they need to practice more.
- 3) Set Individual Goals: Have students choose one strategy they want to focus on improving. They should write down this goal at the top of their worksheet.
- 4) Goal-setting Planner: Provide students with a goal-setting planner. They can set their goal for the strategy they chose. Then, they write down the ways they can work towards their goal and why that goal is important for them. For example, if the goal is to make predictions, one action might be, "I will try to guess what might happen next before I turn the page."
- 5) Weekly Reflection: At the end of each week, students should reflect on their progress and discuss it with a partner or the class. They can share if they met their goal, how their chosen strategy helped with their comprehension, and what they will focus on next.
- 6) Goal Adjustment: Allow students to adjust their goals as needed, encouraging them to challenge themselves with different strategies as they grow.

Reflection

Reflect on these reading comprehension strategies. Do you often use any of these strategies? Which strategies do you need to focus on more. Write yes/no as your answer for each.

Strategy	Do you often use this strategy?	Do you need to focus on this strategy
Activate Previous Knowledge		
Purpose Reading		
Making Connections		
Questioning		
Making Connections		
Summarizing		
Making Inferences		

Questions

Answer these questions.

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

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

MY GOAL PLANNER



My goal is to: _____

Ways I can work toward my goal:

- 1) _____
- 2) _____
- 3) _____



Why this goal is important: _____

PREVIEW

New things I will try:

I am going to work _____ harder at: _____

_____ read:

Instructions

Follow the given instructions to fill your weekly reflection table.

- 1) **Week Ending:** Write the last day of the week you are reflecting on.
- 2) **Reading Goal:** Write your specific reading goal for the week.
- 3) **Strategy Practiced:** Identify the strategy you focused on this week.
- 4) **Actions Taken:** List the actions you took to practice the strategy.
- 5) **Books/Texts Read:** Note down the titles of the books or texts you read.
- 6) **Observations:** Reflect on what you noticed about your reading. Did the strategy help? Was it difficult or easy?
- 7) **Did I meet my goal?** Simply state yes or no.
- 8) **Next Steps:** Based on your observations, outline your plan for next week. Will you continue with the same strategy or will you choose a new strategy to focus on?

Week Ending			
Reading goal			
Strategy Practiced			
Did I meet my goal?			
Actions Taken	Books/Texts Read	Observations	Next Steps
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name: _____

READING LOG

Instructions:

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

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

PREVIEW

Total books read in school year: _____

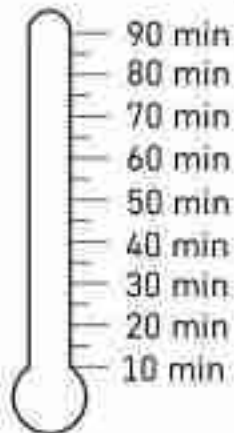
READING STAMINA CHART

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

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

My goal is to read _____ minutes without losing focus.

I want to reach my goal in _____ days.



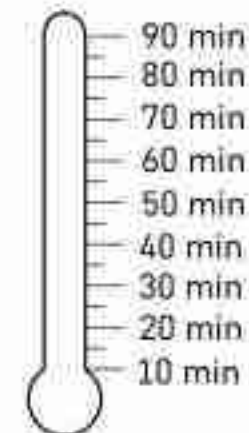
Date: _____



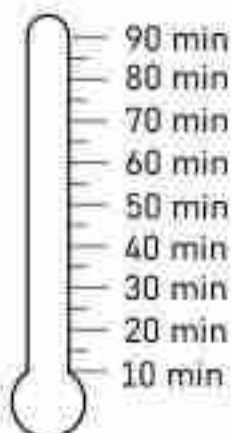
Date: _____



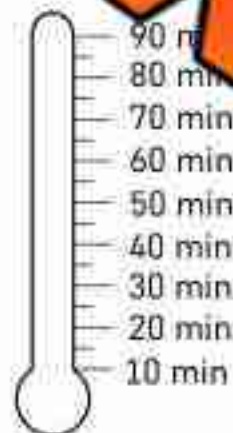
Date: _____



Date: _____



Date: _____



Date: _____

Did you reach your goal?

Yes

No

Almost

**INDEPENDENT
READING
ACTIVITIES**

Day 1

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

Name of Book _____

Before Reading: What will this book be about?

During Reading: Write 2 questions you have while you read.

1) _____

2) _____

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

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

_____**Day 2**

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

Name of Book _____

Before Reading: What genre is this - fiction, non-fiction, funny, adventure, etc. Explain.

_____During Reading: Making Connections - What does this book remind you of in your life?

_____After Reading: Make an inference - Something that wasn't stated in the book.

Day 9

Fill in the organizer below

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

Day 10

Fill in the organizer below

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

Independent Reading BINGO

BINGO

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

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

Block 2: Cultural Text Forms

Focus

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

Creation Story – Haida First Nation: The Raven

Oral Stories

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

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

Storytelling – The Island of Haida Gwaii

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

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



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

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



PREVIEW

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

Comprehension Check

Is the statement true or false?

1) The Raven is a part of the Haida Gwaii creation story.	True	False
2) Stories help you remember your history.	True	False
3) The Raven is not an important part of Haida culture.	True	False
4) The Raven made the islands of Haida Gwaii for himself.	True	False
5) The Raven married a beautiful woman named Lamshell.	True	False

Question

How do many Indigenous communities remember their history?

Making Connections

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

How does making a connection help you understand the text?

Traditional Literature – Inuit Story

Kalla and the Lost Seal Pup

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

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

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

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

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

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

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

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



Before Reading

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

Question

Answer the question below.

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

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

Comprehension Check

Is the statement true or false?

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

Traditional Literature – First Nation Story

Visualizing

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

The Sacred Drum

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

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

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

PREVIEW

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

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

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

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

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

Block 3: Reading Letters

Focus

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

Email Writing – New Vocabulary

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

Hey Cool Kids,

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

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

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

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

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

Got questions or need more information?

Catch you later,
Mr. Strickland

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

Vocabulary

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

Word	Meaning – Use Context Clues or Look Up

Letter Writing – Sentence Structure

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



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

Dear Mayor Johnson,

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

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

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

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

Sincerely,
Hunter

1) Is a formal or informal voice used?

2) What cohesive ties were used?

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

4) How did Hunter close the letter?

Letter Writing – Bias in Advertising

Dear Awesome Students,

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

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

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

See you on the streets of L.A.!

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

Questions

Answers

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

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

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

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

Letter Writing – Inferences

Thebes, Upper Egypt

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

Dear Aunt Nefertari,

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

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

Did you know Pharaoh Ramesses II has commissioned a new temple? It's amazing! The artisans are carving massive limestone blocks, transported from the quarries. The temple will be decorated with hieroglyphs and dedicated to the god Amun. I'm so proud of our Pharaoh.

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

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

Sincerely,

Akhen

Letter Writing – Inferences

Local Inferences

Make inferences from the sentences below.

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

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

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

Global Inferences

Make three inferences from the entire letter.

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

Email Writing – Questioning

Subject: Important Meeting to Discuss Cleaner Parks and Schools

Dear Minister Sarah Williams,

I hope this email finds you well. I'm writing to let you know we have an important meeting coming up to talk about making our parks and schools cleaner and better.

First, our super experts on our team is doing a great job at keeping the environment clean. But, there are still things we can do to make it better. We should all come together and share ideas to improve things like recycling and planting trees.

Secondly, I've heard lots of kids want to play in cleaner parks. They also want their schools to be nicer and healthier. This is important for our kids, but for the future of Canada too! We have to take action.

Lastly, experts like Dr. Emily Green have given us some great ideas on how we can make things better. These include planting more trees, recycling, and making sure everyone can recycle easily at school.

Our meeting will be on Monday at 9 a.m. Let's be prepared with ideas and questions. We should listen to everyone and then decide the best steps to take. This is a big deal, and I know we can do it.

If you have any questions or want to talk before the meeting, just let me know. I'm excited to see what we can do together for a better Canada.

Best regards,

Prime Minister Justin Trudeau

Email Writing – Questioning

Before Reading

Preview the text by reading the subject, greeting, and signature. Write 3 questions you have.

1)

2)

3)

While Reading

As you read, underline and write 3 questions you have.

1)

2)

3)

After Reading

After you're finished reading the email, write 3 questions you still have.

1)

2)

3)

Letter Writing – Opinions

Dear Editor,

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



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

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

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

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

Sincerely,

Rowan

Opinions

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

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

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

Answer

Do you agree or disagree? Write your ideas and opinions about justice, equity, and fairness. Why do you think that? Write a few sentences to share your thoughts.

Imagine

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

Block 4:

Narratives

Focus

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

Structure of Narrative Texts

What is a Narrative Text?

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



The Basic Story

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

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

Special Story Elements

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

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

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

True or False

Is the statement true or false?

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

Questions

Answer the questions below.

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

2) How do minor characters add to a story? You tell me a minor character from a book or movie who made the story more enjoyable.

Summarize

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

What is Indigenous Storywork?

What is Indigenous Storywork?

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

The **Seven Principles of Indigenous Storywork** are seven main ideas, which are like rules to make the stories meaningful. These are:

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



Why Is It Important?

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

How Do We Learn It?

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

What is Indigenous Storywork?

True or False

Is the statement true or false?

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

Questions

Answer the questions below:

1) What is Indigenous Storywork?

2) What 7 principles are taught in Indigenous Storywork?

Summarize

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

The Tale of Wise Owl and Eager Beaver

The Tale of Wise Owl and Eager Beaver

Long ago, in a forest filled with towering trees and sparkling streams, lived Wise Owl and Eager Beaver. They were great friends but very different. Wise Owl loved to sit and think. Eager Beaver, on the other hand, was always busy building and fixing.

One sunny day, Eager Beaver had a plan. "Let's build the tallest dam I've ever seen with joy."

Wise Owl, perched on a tree branch, shook his head. "It's good to build, but we must think of other animals in the forest, too."

But Eager Beaver was too busy. He didn't listen and started chopping down trees.

Soon, the animals in the forest noticed the problem. Little Frog couldn't get to his pond, and Mama Deer had no place for her young ones to graze. They all came to Wise Owl for help.



Wise Owl said, "This is a lesson from one of the seven teachings of our ancestors. We must also share responsibility by taking care of our home and the animals that live there."

With that, Wise Owl flew down to Eager Beaver. "Your dam is impressive, but it's causing problems. Can you use your skills to make it better for everyone?"

Eager Beaver felt a pang of guilt. "You're right," he said. "I got carried away."

Eager Beaver started to rebuild his dam to be less tall, making little streams on its sides for Little Frog and Mama Deer. The forest was happy and balanced again.



The End

Questions

Answer the questions below.

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

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

3) Cause and Effect Relationships Infer certain cause and effect relationships in the story which have not been explicitly stated.

Storywork Traits

This Indigenous Storywork teaches the traits of Responsibility, Respect and Interrelatedness. How were these traits taught?

Responsibility

Respect

Interrelatedness

Fictional Text – Fantasy Story

The Adventure in Whispering Woods

In the mystical Whispering Woods, where trees talked and animals wore hats, there was a small village named Glitter Glen. The most magical part of Glitter Glen was its legend of the Hidden Star, a treasure said to grant wishes.



Long ago, the bravest knight of Glitter Glen, Sir Rufus, had set out to find the Hidden Star. He journeyed through the Whispering Woods, meeting various creatures like Mr. Hoot, the owl, and Bella, the dancing bear. But Sir Rufus was never seen again, and the villagers always wondered about his fate.

Now, two curious children, Ellie and Max, decided to solve the mystery. Along with their pet raccoon, Rascal, they embarked on an adventure through the Whispering Woods. They met many characters along the way, including the butterfly who loved to gossip, the Mumbling Moles who always had their glasses on, and Leo the Lizard, who was an expert in riddles.

One night, as they camped under the stars, Ellie found a rusted, rusty sword. Touching it, she was suddenly whisked into a flashback. She saw Sir Rufus, young and brave, fighting a shadowy figure. He defeated the figure but was trapped in a crystal by a mysterious spell.

Ellie awoke from the flashback, realizing that the sword belonged to Sir Rufus. Determined to free him, they journeyed deeper into the woods. They met the laughing wind, the mischievous sprites, and Lolly, the laughing river, who gave them clues.

As they neared the heart of the forest, they encountered Giggles, the giggling grasshopper who offered to lead them through a maze of tall grass. Finally, they reached a clearing where a crystal stood, glowing softly.

Inside the crystal, they saw the silhouette of Sir Rufus. Remembering the words of Leo the Lizard, Ellie raised the sword and chanted, "Bravery shines and darkness fades, free the knight from timeless shades." A beam of light shot from the sword, shattering the crystal.

Sir Rufus emerged, thanking Ellie and Max for their bravery. He led them to the Hidden Star, which granted each of them a wish. Ellie wished for the Whispering Woods to always be safe, Max wished for endless adventures, and Rascal, with a twinkle in his eye, wished for an endless supply of tasty treats. The children returned to Glitter Glen as heroes, with tales of their adventure and the knowledge that the magic of Whispering Woods was safe once again.

Questions

Answer the questions below.

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

2) List all the characters in the story that helped understand the plot of the story.

3) **Personal Wonder** If you were in the story, what would you have done differently? Why?

PREVIEW

Reflection

Answer the following questions.

1) How did the flashback help you in understanding the story? Did it make the story more interesting?

2) How did the flashback help Ellie and Max in their journey?

Traditional Literature - The Tortoise and the Hare

In a sunny field next to a big, cool forest, there lived a tortoise named Tilly and a hare named Harry. Tilly was a calm and kind tortoise who liked to take her time and look at the clouds. She always finished what she started, even if it took a while. Harry was a fast and bouncy hare who loved to race the wind and brag about how quick he was to anyone who would listen.

Nearby, there were three friends: a squirrel named Sam, a sparrow named Sally, and a butterfly named Benny. Sam was always busy collecting acorns, Sally chirped all day, and Benny fluttered about looking for flowers.

One bright day while Harry was showing off how fast he could run, he was plodding along, steady and slow. He could run a mile around the old oak tree and back before you could say "cheese." He laughed.

Tilly just smiled. "You may be fast, but you can't be fun."

As Harry went to sleep, he had a dream. In his dream, he dreamt about a big race from last spring. He had zoomed and won, but he decided to take a nap mid-race. But in his dream, when he woke up, he didn't see the hare. Instead, he saw Tilly crossing the finish line, slow and steady, while he was still sleeping! He woke up with a jump. "That won't happen," he said to himself. "I'm too fast to lose!"

The day of the race came, and all the animals gathered. Sam had a little side adventure going on. He had made a bet with Sally to gather 100 acorns before the race ended. He scurried around, his little paws full of acorns, running back and forth across the field.

"Ready, set, go!" shouted Sally, and the race began. Harry zoomed like he always did, leaving Tilly far behind. Tilly didn't mind. She moved slowly, enjoying the warmth of the sun on her shell.

Harry, confident he'd win, decided to rest under a tree, thinking about the dream he had. But he didn't go to sleep this time. He watched the clouds and waited. He thought Tilly would never catch up.

Meanwhile, Tilly kept going, step by step, passing Harry as he lounged by the tree. The crowd cheered for Tilly as she went by, and Harry, hearing the cheers, suddenly remembered his dream. He jumped up and raced after Tilly with all his might.

As Tilly neared the finish line, Harry was catching up. But she didn't hurry or worry. She just kept going, steady and sure. And just like in Harry's dream, Tilly reached the old oak tree first. Everyone cheered, especially Sam, who had just gathered his 100th acorn.

Harry couldn't believe it, but he smiled. "Well done, Tilly," he said. "You've taught me that being steady is just as important as being fast."



Comprehension

Answer the questions below.

1) Describe the flashback in the story. What did the character see?

2) Who were the minor characters in the story? Describe their roles.

3) What was the subplot in the story? How did it add to the story?

About the Story

Answer the following questions.

1) Why do you think the author included the subplot in the story?

2) Traditional literature includes fables, legends, folktales, myths, and fairy tales that often teach a lesson. What lesson is taught in this folktale?

PREVIEW

Traditional Literature - The Boy Who Cried Wolf

In the little village, nestled between green fields and whispering woods, there was a young boy named Alex. Alex had a big job for a boy: he was the shepherd. Every day, he watched the sheep, making sure they were safe.

Alex liked to have fun, maybe too much fun. In the village, there was Mrs. Ella, who baked the yummiest bread, and his best friend Lily, who could make a flower crown in less than a minute.

One sunny day, while the sheep nibbled on grass, Alex had a naughty idea. He wanted to play a trick. He yelled, "Wolf! Wolf!" just to see what would happen.

Mrs. Ella ran to help, and Lily dropped her flowers. They ran to help Alex, but when they got there, they realized it was all a joke. Alex laughed, but his friends did not.

He played this trick a few times, and fewer friends came to help. Mrs. Ella said, "If you tell lying tales, no one will come when you really need it."

That night, Alex remembered something his grandpa told him a story about a boy who cried wolf, and the star dimmed until it was gone. Alex now he thought maybe it was important.

While this was happening, Lily had a problem. Her flower crown had gone missing. She looked everywhere, in the meadow, by the stream, even in Mrs. Ella's bakery. She was sad because it was special, made from the first flowers of spring.

The next day, a real wolf sneaked out of the trees. Alex saw it and yelled, "It's real this time!" But the villagers were tired of his tricks. They didn't come.

Alex had to be brave. He clapped and shouted, and the wolf ran away. The sheep were safe, but Alex felt alone.

When the villagers found out there was a real wolf, they felt sorry. They told Alex they should have helped. Alex felt sorry too, because he knew he had made a mistake.

Together, they fixed the fence to keep the sheep safe. And while they worked, Lily found her flower crown! It was in the field. The sheep had found it and were using it to play a game. Lily laughed. She wasn't sad anymore because now she had a funny story to tell.

From that day on, Alex was honest. And when he said something, everyone listened. Mrs. Ella gave him the first slice of bread from the oven, and Lily made him a new flower crown, one with extra colours.

And Alex, with his honest words, was like a bright star in the village, never dimming again. Lily's flower crowns became famous, and the villagers knew they were all safer and happier when they worked together and told the truth.



Questions

Answer the questions below.

1) Who was the major character in the story? Describe his personality.

2) List the two minor characters in the story. What roles did they play?

3) Describe the _____ in the story. How did it connect to the main story?

4) What lesson did you learn from this fable?

Visualizing

Draw what you were picturing while you were reading. Explain the picture.

Narrator's Point of View

Narrator's point of view is about who is telling the story. There are three main types:

First-Person: Told by a character in the story. Uses words like "I" and "we."

➤ Example: "I found a treasure!"

Second-Person: Talks directly to the reader, making them part of the story. Uses words like "you" and "your."

➤ Example: "You find a treasure!"

Third-Person: Told by someone not in the story. Uses words like "he," "she," "they."

➤ Example: "He found a treasure!"

Instructions

Read the story prompts and decide which point of view is being used

1) I ran as fast as I could.	First	Second	Third
2) You feel the wind in your hair.	First	Second	Third
3) He jumps over the log.	First	Second	Third
4) We had so much fun at the fair.	First	Second	Third
5) You spot a rainbow in the sky.	First	Second	Third
6) She laughs at the funny joke.	First	Second	Third
7) I can't find my favourite toy.	First	Second	Third
8) You hear a mysterious noise.	First	Second	Third
9) My dog and I went for a walk.	First	Second	Third

Book Hunt

Look in your classroom for books that are written in different points of view.

Name of Book	Point of View

The Story of Marathon – Different Points of View

First-Person

My name is Pheidippides, and I'll never forget the day General Miltiades called me into his tent. He looked at me with grave eyes. "Pheidippides, we've won the Battle of Marathon, but the Persians have set sail to attack Athens. You must warn the city!" My heart sank, but I nodded in the urgency.

My sandals strapped, I sprinted down the path from Marathon to Athens. Each step was a mix of agony and urgency, my legs heavy but my mind even heavier. I couldn't let my city down.



Second-Person

Imagine you're in my place. You feel the urgency, the need to protect your loved ones back in Athens becomes your driving force. Each stride you take is a Herculean effort, but the thought of Athenian children playing under the shade of the Parthenon spurs you on.

Your legs are aching, your throat is dry, but you can't stop. You must deliver, a city to save.

Third-Person

As Pheidippides' feet pounded the earth, his eyes glimpsed the distant Athens skyline. The Parthenon stood tall, a beacon calling him home. He thought of his family and friends who were unaware of the looming threat.

His muscles screamed in agony, but his determination was unbreakable. Bursting into Athens, he shouted, "Prepare for battle! The Persians are coming by sea!" His voice echoed across the agora, ringing the alarm for all to hear. Exhausted but relieved, Pheidippides collapsed, knowing he had saved his city.

Questions

Answer the questions below.

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

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

PREVIEW

Personality Traits

Describe Pheidippides personality - ambitious, curious, trustworthy, confident, empathetic, brave

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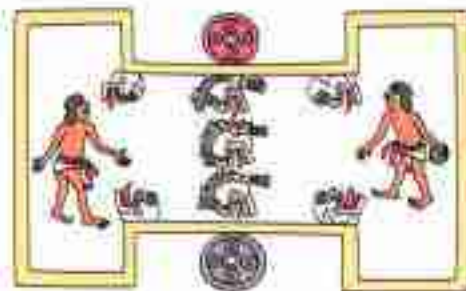
Advantages/Disadvantage of Points of View

Version 1: First-Person Point of View

Hi, I'm Maya! Guess what? My favourite game in the whole wide world is Ulama! It's not just any game; it's a really, really old one that people have been playing for thousands of years! My friends and I play it every Saturday.

Last weekend, we had the most exciting match ever. I was on Team Jaguar, and we were up against Team Monkey. The ball was super heavy, but I pushed it with my hips as hard as I could. "Go, Maya!" my friends cheered. I felt like a real Ulama champion! We won by just one point, and I couldn't believe it!

So, if you're looking for a game to play, why not try Ulama? Maybe you'll enjoy it just as much as I do!



Version 2: Second-Person Point of View

Imagine you're Maya, a kid who loves playing Ulama more than any other game. It's Saturday, your favourite day of the week. You're playing Ulama every day! You're on Team Jaguar, and you're playing against Team Monkey.

The ball feels heavy, but you're ready. Using your hips, you push the ball toward the goal. Your friends are cheering, "Go, Maya!" and it makes you feel like you're doing it; you're really playing Ulama like the champions from the past. Your team wins by a single point, and you can't help but smile. You're a part of something so exciting and ancient, and it feels amazing.

Version 3: Third-Person Point of View

Maya is a young girl who absolutely loves playing Ulama, an ancient game that has been around for thousands of years. Every Saturday, she and her friends gather for a match. This Saturday is special; Maya's Team Jaguar is going head-to-head with Team Monkey.

The ball is heavy, but Maya is determined. She uses her hips to push the ball toward the goal. Her friends cheer her on, shouting, "Go, Maya!" Their cheers fill her with pride and excitement. In a nail-biting finish, Team Jaguar wins by just one point. Maya can't contain her smile; she feels like a true Ulama champion.

Playing Ulama makes Maya feel connected to a rich history, and she can't wait for next Saturday to do it all over again.

Advantages/Disadvantage of Points of View**Analyze**

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

Advantages of the Point of View

First Person	Second Person	Third Person

Disadvantages of the Point of View

First Person	Second Person	Third Person

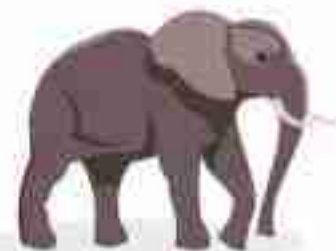
Reflect

Which story is your favourite version? Explain why.

Simile

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

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



Think Read and underline examples of similes, then write them below.

Once upon a time, in a small village, as a silent night, there lived a young boy named Felix. Felix was as curious as a cat, always seeking new adventures.

One sunny morning, bright as a polished mirror, Felix discovered a hidden path in the forest. The trees stood tall like guardposts, and a soft breeze rustled like whispers of ancient stories.

Suddenly, he saw a bird with feathers as blue as the sky, singing a song as sweet as honey, leading Felix to a clearing. There, in the middle of the clearing, was a sparkling pond, clear as a crystal.

Felix realized that beauty and wonder were all around, just like a clear night sky. He promised to explore as much as the endless ocean and share his adventures, inspiring others to find their own paths.

Scavenger Hunt

Find books that have examples of similes.

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

PREVIEW**Matching**

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

Column A	Column B
As loud as	a clown
As funny as	water
As slow as	a tortoise
As blue as	thunder
As clear as	the sky



Imagery

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

- **See:** The big, yellow school bus rumbled down the street, looking like a cheerful banana on wheels.
- **Smell:** The air smelled like fresh cookies from the oven, sweet and warm, making my tummy rumble.
- **Hear:** The meow was as soft as a whisper, like a secret just for me.



Think Read the passage and underline examples of imagery, then write them below.

In the mountains of Peru, where the peaks touch the sky, lived a girl named Marisol. The sun painted the morning gold and the air was filled with the scent of blooming flowers. Marisol loved to look at the colorful clothing at the market, smelling of spicy corn and sweet bread.



In the daytime, Marisol worked with her hands quickly to make cloth with lots of colours. The market, where she sold things, was full of laughter and chatter, as bright and colourful as parrots.

At night, Marisol gazed up at the twinkling stars, feeling the cool breeze on her feet. The cool breeze carried the promise of adventure, and she knew her heart belonged to the beautiful land of Peru, wrapped in a blanket of history and dreams.

Metaphor

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

- The moon is a glowing cookie in the sky.
- Her eyes were shining stars.
- The birds were singing songs today.
- His words were a treasure.



Think

Read the story below and find examples of metaphors.

Once upon a time, in a village nestled in a valley, lived a young girl named Clara. Her heart was as big as the sun, and her imagination soared like an eagle in the sky.

One day, Clara found a tiny, trembling kitten hidden under a bush of flowers. Its fur was as soft as clouds, and its eyes sparkled like stars. Clara's heart melted like snow in spring.

She named the kitten Leo, and they became inseparable. They danced in the rain, and Leo taught Clara to purr with happiness. Together, they created a symphony of joy, playing sweet music that echoed through the village.

As the seasons changed, their friendship bloomed like a flower in the sun. Clara and Leo showed the village that love and kindness are golden keys that unlock the treasure chest of happiness. And so, their story became a legend, a whispering wind of warmth and light in every heart.

Metaphor

Scavenger Hunt

Find books that have examples of metaphors.

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

Match The Column

Match the words in Column A with the metaphorical descriptions in Column B to create metaphors.

Column A	Column B
Heart of a lion	Brings happiness and bright
Time is a thief	Very brave
Life is a rollercoaster	Time passes quickly, taking moments away
She is the sunshine	Pleasant to listen to
Her voice is music	Full of ups and downs

Personification & Anthropomorphism

Literary devices are special tools that writers use to make their stories more exciting and fun to read. They help paint pictures in our minds, make us feel emotions, or understand the story better. Here are two:

Personification: Giving human traits to things that aren't human.

- Example: "The sun smiled down on us."

Anthropomorphism: Making animals or objects act like humans.

- Example: In the movie "Cars," the cars talk and have feelings.



Think **Personification** and find examples of personification and anthropomorphism:

In a quiet forest, deep in the heart of nature, Benny the Bear often felt lonely. The towering trees swayed gently in the breeze, as if they were whispering secrets to each other. Nearby, a babbling stream seemed to giggle and play with the rocks.

One night, the moon shone exceptionally bright, casting a soft glow over the forest. Oliver the Owl, perched high on a branch, suddenly noticed. "Wow, Benny, do you see this? The forest is alive with magic tonight!"

Feeling the soft wind caress his fur like a comforting hug, and as the stars twinkle as if they were winking at him, Benny had to agree. "You're right, Oliver," he said, feeling less lonely. "Some nights truly are special, although the forest reminding us we're not alone."

Personification

Personification

Personification

Personification

Anthropomorphism

Anthropomorphism

Figurative Language - Analogy

An **analogy** is when you explain something by comparing it to something else. It's like saying, "This is like that..." An analogy helps us understand things better by showing how two different things are similar.



For example:

1. "Just like a fish swims in water, a bird flies in the sky." This shows how fish and birds move in their homes.
2. "Reading a book is like going on a treasure hunt. You discover new things on every page." This compares reading to an exciting adventure.

This Reading Story below and find examples of analogy. Write them below.

Once upon a time in a lush green forest, there was a little rabbit named Benny. Benny loved to explore, his curiosity leading him to gaze at the stars in the night sky. Every day, he hopped around the forest like a joyful explorer, his ears perked up in excitement. The forest was his playground, filled with wonderful adventures waiting to be discovered.

One sunny morning, Benny stumbled upon a stream. The water was as clear as glass, flowing gently like a peaceful melody. "This is like a mirror," thought Benny, as he gazed into it. He saw fish swimming gracefully, their movements smooth and coordinated like dance ballet. Their scales were vibrant, they were like tiny, living jewels glinting in the sunlight. Benny watched in awe, fascinated by the lively underwater world.



Just then, a butterfly fluttered by, its wings flapping softly like gentle whispers. Benny followed it with his eyes, admiring its delicate beauty. The butterfly was as colourful as a painter's palette, leaving a trail of magic in the air. In that moment, Benny realized the forest was full of beautiful things, each unique and special in its own way. The stream, the fish, and the butterfly - they were all part of the forest's grand tapestry. And Benny, the little rabbit with a big heart, knew he was right where he belonged.

Figurative Language - Idiom

An **idiom** is a phrase where the words together have a different meaning than the individual words. It's like a special code! When you hear an idiom, you can't understand it just by looking at each word. You have to know what the whole phrase means together.

For example:

1. "Break a leg" doesn't mean to actually break someone's leg. It's a fun way to wish someone good luck.
2. "Cry over spilled milk" is not about crying about actual milk. It means to be sad about something that can't be changed or fixed.



Think _____
 Read the story below and find examples of idiom. Write them below.

In the heart of a bustling city lived a young boy named Max who always had a lot on his plate. He was a bundle of energy, jumping from one activity to another. One sunny day, Max decided to bake a cake for his mother's birthday. He knew it wouldn't be a piece of cake, but he was up for the challenge.

Max started by breaking a few eggs, but he slipped up when he accidentally dropped one! He didn't cry over spilled milk; instead, he cleaned up and continued. Mixing the batter, he realized baking was not his forte, but he was in too deep to back out now.

After what felt like ages, the cake was finally in the oven. Max paced the kitchen and hoped for the best. To his surprise, the cake turned out great. His mother beamed. "You've really outdone yourself," she beamed.

That day, Max learned that even if something isn't your forte, giving it your best shot can lead to sweet success.

Sequencing the Plot of a Story

- A) Emily couldn't believe her eyes. There, half-buried in the dirt, was a bone—no ordinary bone, but a dinosaur bone! Her heart raced with excitement as she carefully began to brush away the dirt surrounding it.
- B) Emily had always loved dinosaurs. She read books about them, watched documentaries, and even visited museums just to see their massive skeletons. Her room was like a mini-museum filled with dinosaur posters and models.
- C) "You're on to something, Emily!" said Mr. Johnson, her science teacher and the club supervisor. "Make sure you document everything." Emily nodded, jotting down her findings in her paleontologist's notebook.
- D) Armed with her field kit—a small shovel, brushes, and a journal—Emily had joined the after-school paleontology club. Today was their first field trip, and they had come to a site where a dinosaur bone had been found before.
- E) With the bone finally unearthed, Emily carefully placed it in a protective box. She couldn't wait to get it back to the school for further examination.
- F) At school the next day, Emily showed Mr. Johnson the bone. He cleaned and examined the bone. "It's definitely from the Cretaceous period," Mr. Johnson said, looking through a microscope. "Probably from a Triceratops."
- G) As Emily got off the school bus, her eyes immediately began scanning the ground. She was full of hope but also nervous. What if she didn't find anything? All her worries evaporated when her eyes met the dirt.
- H) Emily presented her findings to the paleontology club the following week. Her classmates listened in awe as she described her discovery and its importance. Emily felt proud; she had uncovered a piece of history, and her dream of becoming a paleontologist was one step closer to reality.



Sequence

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

Plot Sequence	

Narrative Writing – Inferencing: Cause and Effect

In stories, "cause and effect" means one thing happens because of another thing. It's like a chain of events.

- **Cause:** It rains. **Effect:** You get wet.
- **Cause:** You study hard. **Effect:** You get good grades.
- **Cause:** The dog barks. **Effect:** The cat runs away.



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

The <u>switch</u> turned the lights on.	Cause	Effect
You don't water the plants, <u>so</u> they die.	Cause	Effect
She reads a book every day, <u>and</u> she becomes a better reader.	Cause	Effect
Because he didn't tie his shoelaces, <u>he</u> tripped and fell.	Cause	Effect
It's <u>your birthday</u> , so you get presents and cake.	Cause	Effect
She feels sick, <u>so she goes to bed early</u> .	Cause	Effect
He <u>practices the piano daily</u> , and he becomes good at it.	Cause	Effect
If you feed the dog, <u>the dog wags its tail</u> .	Cause	Effect
The <u>teacher explains the lesson</u> , so the students understand it better.	Cause	Effect

Think

Think of either the cause or effect that matches below.

Cause	Effect
She studies hard,	
	so now you are hungry.
They didn't follow the recipe,	
	so you slept in.

The First Printing Press Adventure

The First Printing Press Adventure

Once upon a time in a quiet, little village, a brilliant man named Mr. Gutenberg showed his newest invention: the first-ever printing press. "With this incredible machine," he declared, "books and ideas can be shared with everyone in the village!"

His daughter Emily was beyond thrilled. She had always dreamed of creating a storybook for her little brother Tim's upcoming seventh birthday. "This is my chance!" Emily thought with excitement. She gathered her quills, ink, and an abundance of parchment to begin drafting.



At the same time, Mr. Thompson, the village elder, had heard whispers of this groundbreaking invention. "A printing press, you say? It could revolutionize our village!" He approached Mr. Gutenberg and proposed, "Could you print our village laws? It would help our citizens be more informed and responsible."

Emily was deep in the creative zone, her imagination soaring like a bird over a river, when disaster struck. Her elbow accidentally knocked over the bottle of ink on the table. The ink spilled across her draft, ruining her hard work. "This is terrible," she wept. "Now I'll have to rewrite everything."



Her father, Mr. Gutenberg, agreed to Mr. Thompson's request and began preparing the press for the village laws. This meant Emily had to wait.

After what seemed like an eternity, Emily finished her new, improved draft. Mr. Gutenberg had also completed the printing of the village laws. Together, they fed Emily's pages into the press, and her beautiful storybook was printed just in time for Tim's birthday.

The impact was immediate and astonishing. Villagers found it much easier to understand the laws, now that they were clearly printed and posted in the town square. As for Tim, he was overjoyed with his special storybook, hugging Emily tightly.

And so, the invention of the printing press brought joy, understanding, and a sense of community to everyone in the village.

Cause/Effect

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

1) Finish the effects of the causes below.

Mr. Gutenberg makes a printing press,

Emily wants to write a story,

Mayor Thompson hears about it.

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

so she has to re-write her story

so Emily has to wait

so they print Tim's book

Think

Write any causes you can think of from the story.

Plots

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

PREVIEW

Adventure Story

The Canyon's Secret Glow

Once upon a time, in a vast, colourful canyon, lived two friends: Oliver and Zoe. They were curious about the mysteries of the world and loved exploring new places. One sunny day, they discovered an ancient, hidden cave behind a waterfall.

"Let's see what's inside!" exclaimed Oliver, his eyes sparkling with excitement. Zoe nodded, her heart racing with anticipation. They cautiously entered the cave, their torches illuminating the walls covered in mysterious paintings.

Suddenly, the floor shifted, revealing a large, glowing rock. Oliver wanted to take it back to his village, thinking it could be a treasure. "No, don't touch it," Zoe warned. "It might be important here. It might be important to argue about the consequences."



Despite Zoe's warning, Oliver couldn't resist. He picked up the rock, and instantly, the cave began to shake. As his friends hurried out, the rock still in Oliver's hand.

As they stepped outside, they noticed the sky had turned dark, and birds were flying away in fear. Zoe looked at Oliver with concern. "We need to fix this," she said firmly.

They decided to seek the advice of an old, wise eagle named Maximus. After listening to their story, Maximus spoke in a deep voice, "You must return the rock to its rightful place to restore balance."

With determination, Oliver and Zoe raced back to the cave. They carefully placed the glowing rock back where it belonged. The moment they did, the sky cleared, and the birds returned, singing joyfully.

"We did it!" cheered Zoe, relieved. "Thank you, Zoe, for showing me the right thing to do," Oliver said gratefully.

From that day on, Oliver and Zoe continued their adventures, always respecting the wonders of nature, and their friendship grew even stronger.

Questions

Answer the questions below.

1) What disagreement or conflict do Oliver and Zoe face in the story?

2) How is the conflict resolved? What do Oliver and Zoe do to fix the problem?

3) Write two character traits that Oliver has. Provide evidence from the story.

Imagine

Imagine you are an explorer like Oliver. What kind of adventure would you like to go on? Describe and draw it.

PREVIEW

Block 5: Persuasive Texts

Focus

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

Persuasive Writing Advertisement

🌟 Come Join Our Persuasive Writing Class! 🌟

Hey Awesome Grade 4s! Ever wanted to be a word superhero? Get people to see things your way? We have the perfect class for you! 📄



What You Will Learn:

- Winning Arguments:** Be like a word lawyer and make your case!
- Sentence Structure:** Learn to build strong sentences that people can't ignore!
- Power Vocabulary:** Use cool persuasive words like "must," "should," and "important!"



Why Persuasive Writing?

- Share Your Ideas:** Make people understand why your thoughts are the best!
- Become a Word Artist:** Paint pictures with your words to win people over!
- Friendly Debates:** It's like having a super fun argument!
- Boost Confidence:** Feel super sure of yourself when you write persuasively!



Who Should Join?

- Anyone who loves sharing their ideas!
- Kids who like convincing others that their opinion is best.
- Future politicians, company owners, advertisers, or lawyers.



So what are you waiting for? Come and join our Persuasive Writing Class and become a word superhero!



Sign up today and let your words do the talking! 💬 🌟

Persuasive Writing Advertisement

True or False

Is the statement true or false?

1) Only a formal voice is used in persuasive writing.	True	False
2) Persuasive Writing is boring.	True	False
3) This class will teach you to be a "word lawyer."	True	False
4) Being persuasive sometimes means friendly debates.	True	False
5) Choosing persuasive words isn't important in persuasive writing.	True	False

Questions

Answer the questions below.

1) What is persuasive writing?

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

Original Word	Option 1	Option 2	Option 3	Option 4
Good				
Bad				
Happy				
Smart				
Small				

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

Politician	
Company Owner	
Lawyer	
Advertisers	

Persuasive Writing – Multiple Perspectives

Smartphones Should Be Allowed in Class

Did you know that smartphones can be educational tools? According to research, smartphones can be used to access information quickly and efficiently during class. Teachers can use apps to help with interactive learning, and students can look up facts or definitions in real-time. With parental controls and educational apps, the distractions can be minimized. A study by the University of Toronto showed that students who used educational apps scored higher on tests than those who didn't. So, allowing smartphones in class, when used responsibly, can actually benefit our education.

Smartphones are Too Distracting for Class!

I can't count the number of times I've seen kids glued to their screens, ignoring the teacher completely. Smartphones are way too distracting and make it hard for anyone to focus. It's not just about one person; if one kid starts giggling at a funny video, the whole class gets distracted. And what about the temptation to text or play games? Sure, smartphones have some uses, but they have no place in the classroom. We're here to learn, not to be entertained by social media!

Think Critically

Answer the questions below.



1) Which text is more persuasive? Explain your answer.

2) Which text uses facts? Do facts help the author be more persuasive?

3) Which text uses emotions? Do you think being emotional is persuasive?

Persuasive Writing – Thinking Critically

Hey everyone, I'm Sammy, and I've got something super important to tell you: kids should absolutely be allowed to choose their own bedtime! I mean, come on, bedtime is just so unfair! Why do parents get to stay up late and we don't? It's like they don't even trust us!

Honestly, staying up late is super fun and missing out on it is just the worst thing ever. Parents say it's because of "school" or "health," but let's be real here. They just don't want us to have fun!

And guess what? When I'm up late, I can play more video games, chat with my friends, and even sneak some extra snacks. I mean, that's way better than just going to bed and doing NOTHING!

So, let's make a rule: I want to tell all the grown-ups that kids should pick their own bedtime. Trust me, it would be so much better!



Think Critically

Answer the questions below.

1) We should ask questions when we read something or hear an argument. Answer the questions below.

a) Who is the source of the writing? Are they biased?


b) Are their arguments true? Did they make up any lies?

c) Is this person a trustworthy source of information? Explain.

2) Sammy didn't use any statistics/facts. What facts/stats would have helped his argument?

Inferences - Persuasive Writing Advertisement

Revolutionize Your Landscaping Business with Our Ultra-Durable Wheelbarrows!

Hey there, landscaping pros! Tired of back-breaking work and time-consuming projects? Say hello to efficiency and goodbye to sore muscles with our top-of-the-line wheelbarrows! 

Why Choose Our Wheelbarrows?

- **Massive Capacity:** Hold up to 500 pounds! That's like moving 10 large bags of soil in a single trip.
- **Back Injury Prevention:** Studies show that using wheelbarrows reduces the risk of back injuries by a whopping 35%!
- **Time-Saver:** Cut your work time up to 25% by eliminating constant back-and-forth trips.
- **Longevity:** Our wheelbarrows are built to last, made from high-grade materials that can withstand the toughest terrain.

Stats Don't Lie!

- 95% of our customers reported increased efficiency!
- 89% experienced reduced muscle fatigue!
- An impressive 100% said they would recommend our wheelbarrows to other landscape owners!

Think About the Time and Money You'll Save!

If you finish jobs 25% faster, you could take on an extra 1 or 2 projects every week! More jobs = more profits!

A Wise Investment

The cost of our wheelbarrow pays for itself in just a few jobs, thanks to the time and effort you'll save!

So why settle for less? Elevate your landscaping business today with our unbeatable wheelbarrows!

 Call Now and Take Your Business to the Next Level!



Local Inferences

Make inferences based on the sentences below.

"Studies show that using wheelbarrows reduces the risk of back injuries by a whopping 25%!"

"If you finish jobs 25% faster, you could take on an extra 1 or 2 projects every week!"

"Long-lasting. Our wheelbarrows are built to last, made from high-grade materials that can withstand the toughest conditions."

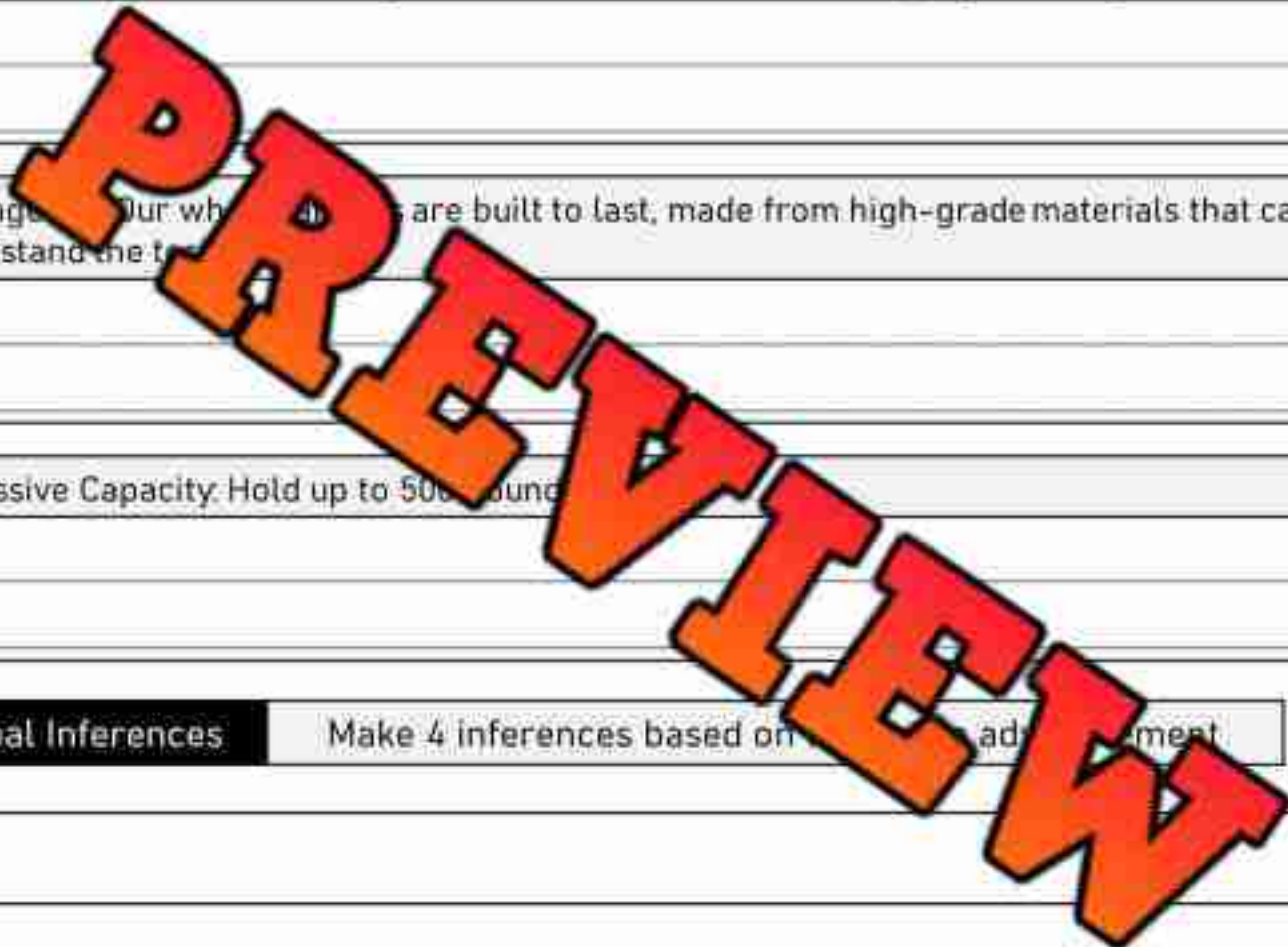
"Massive Capacity. Hold up to 500 pounds."

Global Inferences

Make 4 inferences based on the advertisement.

Reflect

Why is it important to think critically about advertisements?



Inferences - Persuasive Writing Advertisement

Dear Students,

I hope you are all doing well and enjoying your time at school. I wanted to talk to you about something very important: being inclusive and celebrating diversity.

Our school is a special place because it is like a big, colourful garden. In a garden, different types of flowers bloom side by side, making it more beautiful. Just like flowers, each one of you is unique and brings something special to our school community.

It is important to include everyone, even if they look or act differently than you. When we all play together, share our ideas, and treat each other kindly, we learn so much more.

Have you ever noticed the wobbly bench in the playground? It is there to help kids who are feeling lonely. If someone is sitting there, it's a good chance to make a new friend.

Please remember that our differences are what make us special. By including everyone, our garden—our school—can be a beautiful and amazing place to be.

Thank you for listening, and for making our school the best it can be!

Sincerely,
Principal McGuire



Local Inferences

Write 3 things the principal is trying to persuade you about. Write the first piece of evidence is provided. Then draw a conclusion from these things.

Evidence	It is important to include everyone...
Conclusion	

Evidence	
Conclusion	

Evidence	
Conclusion	

Local Inferences

Write an inference from the implicit evidence in the table below. Then make a conclusion based on the inference.

Implicit Evidence	"In a garden, different types of flowers bloom side by side, making it more beautiful."
Inference	
Conclusion	

Implicit Evidence	"If you see someone sitting there, it's a good chance to make a new friend."
Inference	
Conclusion	

Implicit Evidence	"Please remember, differences are what make us special."
Inference	
Conclusion	

Global Inferences

Make 3 inferences based on the entire text.

Reflect

Why is it helpful to understand bias in persuasive texts?

Block 6: Informational Reports

Focus

- ✓ Text features like bold, hyperlinks, etc.
- ✓ Diversity, inclusion, and accessibility themes - facts
- ✓ Making inferences after reading
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Summarizing and Synthesizing
- ✓ Problem/Solution Reports

Comprehension – Text Features in Reports

The Rock Cycle: Nature's Recycling System

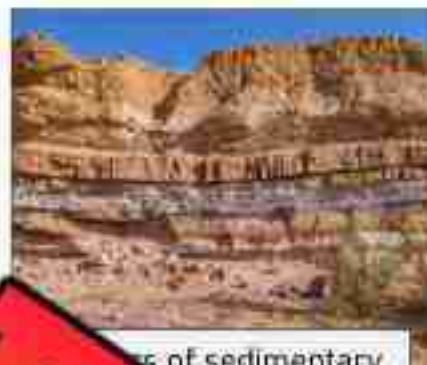
Rocks are all around us, and they go through an amazing journey called the **rock cycle**. This cycle changes rocks from one type into another through processes like **melting**, **cooling**, and **erosion**.

Meet the Major Rocks

Igneous rocks form when **magma** cools and hardens. The speed of the cooling affects the size of the crystals. **Basalt** has small crystals because it cools quickly, while **granite** has large crystals because it cools slowly.

The Layered World of Sedimentary Rocks

Sedimentary rocks come from materials like sand, shells, and even old plant matter. These materials are pressed together over time to form rocks like limestone and sandstone.



Transformation into Metamorphic Rocks

Metamorphic rocks used to be either igneous or sedimentary rocks but changed because of heat and pressure. If you've ever seen marble, you've seen a metamorphic rock.

The Journey of Rocks

Throughout their life, rocks can change into different types thanks to the rock cycle. Here are some steps rocks might go through:

- 1) **Weathering**: Breaks down igneous rocks into smaller pieces.
- 2) **Forming Sedimentary Rocks**: These small pieces can later gather and form sedimentary rocks.
- 3) **Becoming Metamorphic**: With heat and pressure, any rock can change into a metamorphic rock.

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) What subheadings are used in the report?

3) Why is the caption helpful to the reader?

Making Connections

Make connections to your world, and to other texts.

Text-To-Self: What does the report remind you of about your life?

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

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

Compare and Contrast Report – Arch or Beam Bridge

Comparing Engineering Marvels: Arch Bridge vs Beam Bridge

Introduction

Bridges are essential for connecting places separated by water, valleys, or other obstacles. Two of the most commonly used bridge designs are arch bridges and beam bridges. This report aims to compare and contrast these two types of bridges to help you understand their unique features and applications.



Essential Differences: What Makes Them Stand?

Both arch and beam bridges serve the fundamental purpose of providing a passageway over an obstacle, but their structural designs are quite different.

- **Arch Bridges:** Rely on a curved structure that distributes weight onto the foundations at each pier. They are naturally strong and can bear heavy loads.
- **Beam Bridges:** Simplicity is key for them. They consist of a horizontal beam supported at each end by piers. The weight of the bridge and any additional load is transferred to the supporting piers.

Advantages and Limitations: What Works Where?

Arch bridges and beam bridges have their own set of advantages and disadvantages:

- **Longevity:** Arch bridges often last longer and require less maintenance.
- **Load Capacity:** Beam bridges can usually handle less weight in comparison to arch bridges.
- **Construction Time:** Beam bridges are quicker and less expensive to build.
- **Aesthetic Appeal:** Arch bridges usually offer more visual appeal.

Making the Choice

The decision to build an arch bridge or a beam bridge depends on various factors like the location, purpose, and available resources. In terms of longevity and aesthetic value, an arch bridge usually wins out. However, if speed of construction and cost-effectiveness are primary concerns, a beam bridge may be the better option.



True or False

Is the statement true or false?

1) Arch bridges have a curved structure that helps distribute weight.	True	False
2) The aesthetic appeal is usually greater in beam bridges.	True	False
3) Speed of construction is a big concern when building an arch bridge.	True	False
4) Beam bridges are generally more expensive and take longer to build.	True	False
5) Arch bridges require more frequent maintenance than beam bridges.	True	False

During Reading

Write 3 questions that come to mind while you read.

1)	
2)	
3)	

Compare

Fill in the table with the advantages and disadvantages of both types of bridges

Criteria	Arch Bridges	Beam Bridges
Longevity		
Load		
Construction		
Look		

Problem and Solution Report

Understanding Climate Change: Our Role in Making a Difference

What is Climate Change?

Climate change is a big problem where the Earth gets warmer and the weather changes a lot. This happens because of things like cars and factories putting too much gas into the air, which traps heat from the sun. This is making our planet warmer, causing problems like melting ice and weird weather.



Solutions From An Environmentalist – Has An Expert Opinion

- 1) Plant More Trees: Trees are like Earth's air filters. They take in bad gases and give out oxygen, which we need to breathe. Planting more trees can help clean the air.
- 2) Use Renewable Energy: Renewable energy comes from things that won't run out, like the sun and wind. Using wind turbines instead of burning coal or oil can reduce the bad gases.
- 3) Protect Our Oceans: The oceans take in carbon dioxide, a gas that causes climate change. Keeping oceans clean and healthy helps them do this job better.

Solutions From A Child – Wants To Save The World For A Future

- 1) Walk or Bike More: Instead of using cars, we can walk or bike. It's fun and good for our health, and it also means less gas goes into the air.
- 2) Recycle and Reuse: By recycling things like paper and plastic, we can make so much new stuff. This saves energy and reduces waste.
- 3) Spread the Word: We can tell our friends and family about climate change and how to help. The more people know, the more they can do to help.

Solutions From A Teacher – Can Educate Students Who Can Make A Big Difference

- 1) Educate About Climate Change: As a teacher, I can teach you about climate change and how we can help. Understanding the problem is the first step to solving it.
- 2) School Projects: We can do projects like planting a garden at school or making posters about saving energy. This helps us learn and make a difference.
- 3) Encourage Eco-Friendly Habits: I can encourage habits like turning off lights when not in use or not wasting water. Small changes in our daily routine can have a big impact.

Reflection

Answer the questions below.

1) Write one solution from each perspective that you like the best and explain why.

Environmentalist

Child

Teacher

2) **Inferencing:** Think about what would happen if many people started following the solutions given by the child and the teacher. List two changes you think could happen.

3) **Personal Wondering:** If you could add one more solution to fight climate change, what would it be? Explain why you think it would be helpful.

4) **Cause/Effect Relationship:** If we don't take action against climate change, what are some negative effects you think might happen in the future? List two.

Activity – Summarizing Reports

Objective

What are we learning more about?

To summarize a 4-part report, understand the main ideas, and work together as a team.



Instruction

How do we complete the activity?

- 1) Form Groups: Divide the class into groups of 4. Each group receives a 4-part report.
- 2) Assign Parts: Each student in the group picks one part from the report to read and summarize.
- 3) Read and Summarize: Each student reads their part carefully and writes a short summary on a piece of paper. The summary should be 2-3 sentences and capture the main idea of their section.
- 4) Share Summaries: Once everyone has finished writing, each student shares their summary with the rest of the group.
- 5) Create the Big Summary: After hearing all the summaries, work together to combine them into one big summary that captures the main points of the entire report. You can write this on a separate piece of paper.
- 6) Discuss: Talk about how each student's summary contributed to the overall understanding of the report. Were there any surprises? Did summarizing help you understand the report better?

Activity – Summarizing Reports

Instructions

Cut out the sections of the report below

1)

The Climate Zones: Earth's Weather Patterns

Our planet Earth has different climate zones that make each part of the world unique. The climate zones have special types of weather, and they help to create the habitats where plants and animals live. Let's explore these fascinating zones!

Hot and Wet: The Tropical Zone

In the tropical zone, it's all hot and rainy all year long. This zone is near the equator. The rainforests are a part of this zone, filled with lots of trees, colourful birds, and interesting animals like monkeys and toucans. The heavy rain and warm temperatures are a home for many creatures.

Warm Summers, Cold Winters: The Temperate Zone

The temperate zone has seasons like summer, autumn, winter, and spring. This is where you'll find forests with trees that lose their leaves in autumn, and animals like deer and squirrels. The changing seasons make it a very interesting place for different kinds of plants and animals.

3)

Cold and Icy: The Polar Zone

In the polar zone, it's very cold almost all the time. You'll find ice and very few trees. The animals here, like polar bears and penguins, have thick fur or feathers to stay warm. It's a challenging place to live, but these animals have adapted to it.

4)

Hot and Dry: The Desert Zone

Deserts are places with very little rain and a lot of heat. Cacti, snakes, and camels are some of the plants and animals you'll find here. They've adapted to survive with very little water.

So, as you can see, the climate zones play a huge role in shaping the habitats around the world. Each zone has its own unique weather and creatures, making our Earth an incredibly diverse and interesting place to live!

Our History: A Journey Through the Anishinaabe Nation

Our History: A Journey Through the Anishinaabe Nation

Hello, young learners! My name is Makwa, and I am a member of the Anishinaabe Nation in Canada. Today, I want to share with you the rich history and traditions of my people. I hope you find it as fascinating as I do!

The Beginning: Our Ancestors and Lands

Long before there was even a country, the Anishinaabe people lived here. We have always respected the land, the water, and the sky. Our ancestors taught us to respect other Earth and living things.

Traditions like singing, storytelling have been passed from generation to generation.



Spiritual Beliefs and Ceremonies

Spirituality is very important to the Anishinaabe people. We have special ceremonies to celebrate life's big moments. Some of these include the Drum Dance and the Powwow. Elders, who are wise older people, help guide us in these traditions.

The Impact of Colonization

It's important to also talk about the hard times. When European settlers came, they tried to change our way of life and take our land. That was a tough time for us, but guess what? We stayed strong!

Now, we're doing lots of things to keep our traditions alive and teach young people like you all about them. Here's a list of some ways we keep going:

- Telling stories from our history and learning from our elders
- Fighting for our rights in court
- Teaching our languages and dances in schools

About the Text

Answer the questions below.

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

2) What text terms are used in the report?

Inferencing

Answer the questions about the text below.

1) What do you think Makwa means when she said, "We have always been connected to the land, the water, and the sky."

2) What do you think Makwa means when she said, "Traditions and our stories of storytelling have been passed down from generation to generation."

3) What did Makwa mean when she said, "When European settlers came, they tried to change our way of life and take our land. That was a tough time for us, but guess what? We stayed strong!"

Report – Justice

Introduction to Justice

Justice is the principle of fairness and the right treatment of individuals. It's like making sure everyone gets a turn to speak in class or ensuring that everyone follows the rules during a game.



Key Statistics – Global Justice

- **Number of Courts:** There are over 20,000 courts across the world, helping to resolve disputes and enforce laws.
- **Lawyers and Judges:** The world has nearly 4 million lawyers and about 1,000 judges working to uphold justice.
- **Annual Case Resolution:** Millions of cases, from small disputes to serious crimes, are resolved every year through the justice system.
- **Youth Justice:** A 2021 study found that nearly 40% of children worldwide face challenges in accessing justice, emphasizing the need for improvement.

Challenges in Achieving Justice

Despite its importance, achieving justice can be difficult due to several factors:

- **Limited Access:** Not everyone can easily access legal help or understand their rights.
- **Delays in Cases:** Sometimes, courts take a long time to make decisions, causing stress for those involved.
- **Inequality:** In some places, people are not treated equally, which goes against the idea of justice.

How Can We Improve Justice?

To make justice more accessible and fairer, we can:

- Educate everyone about their rights.
- Make legal help more available to people who need it.
- Work to treat everyone equally, no matter their beliefs and origin.

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

Note-taking

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

List Key Terms

Questions I Have About The Report

Words I Need To Define

Summary Main Points

PREVIEW

Report – Oceans

Introduction

Our Earth is mostly covered by large bodies of saltwater known as oceans. They cover about 71% of the Earth's surface.



The Five Major Oceans

1) Pacific Ocean

The Pacific Ocean is the largest, covering more than 63 million square miles. It has the deepest point, the Mariana Trench, at about 36,000 feet (nearly 11,000 meters) deep.

2) Atlantic Ocean

The Atlantic Ocean is the second largest, spanning over about 41 million square miles. It has the world's largest ocean current, the Gulf Stream, which keeps the climate mild in Northern Europe.

3) Indian Ocean

The Indian Ocean ranks third in size, covering approximately 29 million square miles. It is home to many unique wildlife species and beautiful coral reefs, including the Maldives and Sri Lanka.

4) Southern Ocean

Surrounding Antarctica, the Southern Ocean covers about 7.8 million square miles. It is known for its powerful currents that help distribute heat around the Earth, despite being the coldest ocean.

5) Arctic Ocean

The smallest and shallowest, the Arctic Ocean spans over 5.4 million square miles. Much of it is covered by sea ice that changes in size with the seasons.

The oceans are vast and filled with mysteries, holding most of Earth's water and supporting a rich variety of life. They play a crucial role in our climate, weather, and the air we breathe. Protecting them is essential for our future.

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

Skim And Scan

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

	Questions	Answers
1)	How many oceans are there?	
2)	What is the world's largest ocean called?	
3)	Which ocean is the second largest?	
4)	What is the world's largest ocean current?	
5)	Where are coral reefs prominent in the Indian Ocean?	
6)	What ocean surrounds Antarctica?	
7)	How much area does the Arctic Ocean cover?	
8)	What percentage of Earth's water do oceans hold?	
9)	How deep is the Mariana Trench?	
10)	Where does the Gulf Stream affect the climate?	

Block 6: Procedural Writing

Focus

- ✓ Prereading – what is the purpose of reading?
- ✓ Text features of procedural writing
- ✓ Visual aids used in procedural writing
- ✓ How to craft traditional Indigenous objects
- ✓ Comparing procedural texts – which is easier to understand?
- ✓ Non-Fiction Genre – Sub-form: instructions
- ✓ Linear Sequencing – Linear sequencing presents information in a straight, progressive line

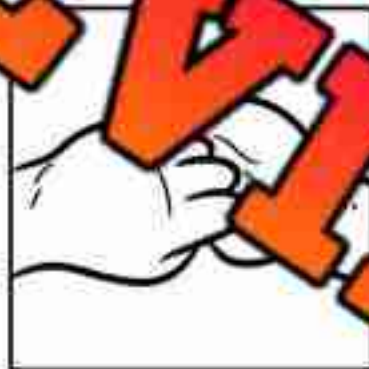
Graphics in Procedural Writing – Handwashing

Label

Pictures in procedural texts are important because they help us understand what to do. Write instructions below each picture.



Rub back of hands



Wash palms



Graphics in Procedural Writing – Drawing

Label

The pictures below are numbered, showing the steps to draw a frog. On the back of this page, explain each step.



Label

Describe what to do at each step

Step	Instruction
1	Draw a big circle with two small circles on top of it.
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

PREVIEW

Following Instructions – Drawing a Tipi

Draw

Follow the procedural text below to draw a tipi.



Title	Drawing a Tipi
Materials	<ul style="list-style-type: none"> - A blank sheet of paper - A pencil - Eraser - Coloured pencils (optional)
Introduction	<p>Tipis are cone-shaped tents made of animal skins upon wooden poles used by indigenous peoples of the Plains as homes and travelling places.</p>
Step 1	<p>Start by drawing a wide shallow "U" shape at the bottom of your paper. This will be the base of your tipi.</p>
Step 2	<p>Draw three straight lines starting from the top of the U shape and meeting at a point above the U. These lines represent the wooden poles that hold up the tipi.</p>
Step 3	<p>Draw a slightly curved line connecting the top of the U shape, following the curve of the U. This line represents the animal skin that would wrap around the poles.</p>
Step 4	<p>On one side of the U shape, draw a small flap extending outwards. This represents the entrance of the tipi.</p>
Step 5	<p>Tipis often have beautiful designs. Draw some simple shapes like circles, triangles, or lines on the body of your tipi.</p>
Step 6	<p>Go over your drawing with a darker pencil to make the outlines more visible.</p>
Step 7	<p>Use coloured pencils or markers to colour in your tipi. Be imaginative with your colours!</p>
Finish	<p>Draw some grass at the base of the tipi and maybe a sun or clouds in the sky to show where the tipi is set up.</p>

Name: _____

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Curriculum Connection
1.2

Following Instructions – Drawing a Tipi

Draw

Draw the tipi below.

PREVIEW

Comparing Instructions – Playing Hide and Seek

Compare Read both instructions. Which is easier to understand?

Option 1:

How To Play Hide and Seek

Hide and seek is a fun game where one person, the "seeker," closes their eyes and counts to a certain number while everyone else hides. When the seeker finishes counting, they open their eyes and start looking for everyone. If you're found, you're out. The last person found wins!



Step	Instructions
Step 1	Everyone decides who will be the seeker first. This is the person who looks for others.
Step 2	The seeker closes their eyes and counts to a number while standing in one spot.
Step 3	While the seeker is counting, everyone else finds a place to hide.
Step 4	After counting, the seeker opens their eyes and starts looking for everyone who is hiding.
Step 5	When the seeker finds someone, that person is out of the game.
Step 6	The game ends when everyone is found. The last person to be found is the winner and becomes the seeker in the next game.

Before Reading

Make a Connection

Background knowledge - Read the title and look at the pictures. What do you know about this already?

Sum _____ could you explain how to play to someone? Write 6 steps.

After Reading

Answer the question below

Which set of instructions were easier to understand? Explain what made it easier to understand.

PREVIEW

Block 7: Poetry

Focus

- ✓ Literary devices in poetry
- ✓ Reading Comprehension Strategy: Visualizing
- ✓ Making inferences based on implicit evidence in a variety of poems.
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups
- ✓ Concrete poems
- ✓ Free-verse poetry

Types of Poems

Exploring Types of Poems

Poetry is a wonderful way to express emotions, ideas, and stories in a creative form. There are many types of poems, and each has its own unique characteristics.

Haiku: The Nature Poem

Haiku is a type of poem from Japan and it's all about nature! This poem has only three lines. The first line has 5 syllables, the second line has 7 syllables, and the third line has 5 syllables.

Snowflakes gently fall
Covering the ground in white
Winter's soft blanket



Acrostic: The Hidden Message

In an Acrostic poem, the first letter of each line spells a word or message when read from top to bottom. This is a fun type of poem to make. Here's how it looks with the word "Sun":

Sunny days are here!
Under clouds, the rain has gone
No more rain, it's time to play!



Limerick: The Funny Poem

A Limerick is a funny poem with five lines. The first, second, and fifth lines rhyme with each other, and the third and fourth lines rhyme too. Limericks are short and snappy, and they make people laugh.

Cinquain: The Five-Line Poem

Cinquain poems have five lines and each line has a specific job. The first line is one word that's the title, the second line describes the title in two words, the third line tells an action in three words, the fourth line shares a feeling in four words, and the fifth line is another word for the title.

Dog
Furry, playful
Running, barking, wagging
Always happy to see me
Pooch



Paraphrase

Rewrite the rules for each poem in your own words.

Acrostic	_____
Haiku	_____
Limerick	_____
Cinquain	_____

PREVIEW

Visualizing

Read each poem and draw what you're picturing.

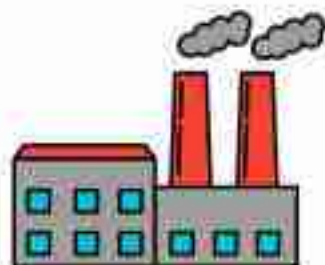
Haiku	Cinquain
Acrostic	

Haiku Poetry – First Nation Reflection

Haiku Poetry – First Nation Reflection

Long ago, the First Nations people lived on the land we now call Canada. They had their own ways of living, speaking, and celebrating. Then, people from Europe came to the land. These new people and the First Nations did not always get along. Things changed a lot.

Here are short poems called haikus that help us think about what it was like for the First Nations during that time.



Whisper,
Europe on horizon—
World's new rule.

River used to be
Steel and smoke now cloud
Still, the salmon leap.



Ancestors' stories,
Drowned out by foreign muskets—
Echoes in the wind.



Beaver, elk, and pine,
Traded for some shiny beads—
Lands lost, what's the cost?

Inferences

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

1) "Worlds start to collide"

2) "Ancestors' bones, Drowned out by foreign muskets"

3) "River used to smile and let an old man cloud its voice"

4) "Lands lost, what's the cost?"

Visualizing

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

Haiku 1	Haiku 2	Haiku 3	Haiku 4

Acrostic Poems – Canada's Regions

Acrostic Poems – Canada's Regions

Canada is a big country with many different places to see! One of these places is called the "Canadian Shield." It has lots of rocks and lakes. Another is the "Western Cordillera," with tall mountains and beautiful views. We're going to learn about these regions through special poems called "acrostic poems." Each letter in the name of the region will be the start of a line in the poem!

Acrostic Poems



Canadian Shield

- C** - Creeks and lakes abound
A - Ancient rocks on the ground
N - Northern lights dance around
A - Animals like moose are found
D - Deep forests spread all around
I - Icy winters are quite renowned
A - All seasons have their own sound
N - Nature's beauty truly unbound
- S** - Sprawling lands far and wide
H - Hiking trails where adventures reside
I - Indigenous history we cannot hide
E - Every lake like a sapphire, side by side
L - Loons call across waters far and wide
D - Dense forests where secrets abide

Western Cordillera

- W** - Where the mountains touch the sky
E - Eagles soar and freely fly
S - Streams and rivers, never dry
T - Tall peaks reach up high
E - Every sunset, oh my, oh my!
R - Rocky mountains, goats pass by
N - Nature's beauty catches the eye
- C** - Canyons deep and wide
O - Open spaces far and wide
R - Ranges of mountains side by side
D - Downhill skiing, a slippery ride
I - Incredible views that can't hide
L - Lakes that shimmer like a bride
L - Landscapes that fill hearts with pride
E - Every sunset a colourful glide
R - Rivers that through valleys slide
A - Adventure waits, so come outside

Visualizing

Poetry is written to paint a picture in our minds. Draw what you are picturing while you read each poem.

PREVIEW

Captain Shield

Western Cordillera

Limerick Poem – Analogy

Limerick Poetry – Different Communities


The poems that follow are called limericks. They provide insight into different communities: one from ancient Egypt, another from ancient Greece, and a third from the Métis people in Canada. Each limerick uses a special writing tool called analogy. An **analogy** compares two things to show their similarities, making the poems engaging to read.

Ancient Egyptian:




In Egypt where deserts are vast,
Lived thinkers and pyramids past.
Like stars in the night,
Their legends and myths
Their legends and myths

Ancient Greek:



In Greece, where the olive trees grow,
Lived thinkers and heroes we know.
Like a play that unfolds,
Their stories are told,
In myths where the gods' powers glow.

Métis



The Métis, with sashes so bright,
Danced like the northern lights' flight.
Their culture, a blend,
Like a river that bends,
Reflects a history so right.

Questions

Answer the questions below

1) What is an analogy?

2) How did analogies used in the limericks improve the poems?

3) Personal Preferences: Which one do you like the best?

4) Personal Preferences: What is your favourite line of the poem? Quote it and explain why it was your favourite.

Quote

Explain

Questioning

Write 3 questions you had about the poem

1)

2)

3)

Cinquain Poems – Critical Thinking

Cinquain Poetry – Life in an Inuit Community

A cinquain is a short poem with five lines. Each line has a special job, like describing or showing action. Want to make your cinquain extra special? Use similes and metaphors!

A simile compares something using "like" or "as," such as saying a kayak is "as agile as a fish." A metaphor says something is something else, like calling snow "Earth's winter blanket." Look at the Inuit themed cinquains below that use similes and metaphors.

Drum

Drum

Round, loud

Tapping, booming, echoing

The heartbeat of community

Rhythm



Northern Lights

Lights

Bright, dance

Glowing, waving, twinkling

Like a night rainbow

Aurora

Seal Hunt

Seal

Quick, smooth

Swimming, diving, hiding

Fast as a dart

Prey



Northern Lights

Sun

Bold, warm

Glowing, lighting

A never-ending campfire

Daylight



Whale

Whale

Massive, deep

Diving, surfacing, singing

Ocean's gentle giant

Mammal

Kayak

Kayak

Long, sleek

Gliding, paddling, floating

As agile as a fish

Vessel



Critical Thinking

Answer the questions below.

1) In "Drum Beat," why do you think the drum is described as the "heartbeat of the community"? What does that metaphor tell you about the drum's importance?

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

3) Personal Preferences: Which poem did you like the best?

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

Quote

Explain

PREVIEW

Visualizing

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

Seal Hunt

Midnight Sun

Rhyming Poems – Critical Thinking

Rhyming Poetry – Simple Machines

Have you ever wondered what makes a rhyming poem so catchy? It's all about the words at the end of each line sounding the same! There are different ways to make these rhymes. One way is ABAB, where the first line rhymes with the third, and the second with the fourth. Another way is AABB, where the first two lines rhyme with each other and the next two lines rhyme too. Rhyming makes poems so easy to remember!



The Lever

A lever sits on a fulcrum,
Balancing objects with all its might.
Left and right, in day and night,
It makes lifting things so light.

Pulley

Up in the sky, so high and free,
A pulley works with great ease.
Lifting loads without a plea,
Moving heavy things a gentle breeze.

Wheel and Axle

Round and round the wheel will spin,
Connected to an axle within.
They work as one, a perfect twin,
Moving loads, that's how they win.

The Inclined Plane

An inclined plane
Helps us carry a heavy load.
We walk right up, no need to strain,
Easier work, that's what we gain.

Gears

Teeth meshing close in twos and threes,
Clocks and bikes, in both of these,
They transfer force with such great ease,
Gears make work feel like a breeze.

Wedge

A wedge can split a log in two,
Making hard tasks easy to do.
It dives right in, a helpful friend,
Easing work from start to end.

Critical Thinking

Answer the questions below.

1) In "The Inclined Plane," the phrase "no need to strain" is used. What does this tell you about the purpose of an inclined plane?

2) The "Gear" poem mentions different applications like clocks and bikes. Can you think of another place where gears are used and explain how they make work easier there?

3) Personal Preferences: Which poem did you like the best?

4) Personal Preferences: What was your favourite poem? Quote it and explain why it was your favourite.

Quote

Explain

Visualizing

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

Wedge

Pulley

Concrete Poems – Critical Thinking

Concrete Poetry

Concrete poems are really fun! They are poems where the words are arranged in a special shape that shows what the poem is about. Imagine writing a poem about a star, and you arrange the words in the shape of a star. That's a concrete poem! The shape helps tell the story of the poem and makes it more interesting to look at. So, concrete poems are like a mix of writing and drawing! Let's look at these examples of concrete poems.

Rainbow

Red, sweet
Orange, bitter
Yellow, soft
Green, tough
Blue, my
Indigo, high
Purple, weak

honey, bitter as blood
fall, still as a stone

Raindrop

I
watch
the
rain fall
full of wonder
under as each
drop crashes a-
gainst the ground
and is no more. The
long, curvy teardrop
shape is lost as it splat-
ters and dies, joining
its brothers and sisters. It
is no longer rain now, but
water soaking the earth,
wetting the garden, spot-
ting my eyeglasses, and
making my sneakers
go "squish" when
ever I take a
step.

Critical Thinking

Answer the questions below.

1) What colours were mentioned in the "Rainbow" poem? How did they make you feel?

2) How did the shapes of the poems help you understand them better?

3) Personal Preference Which poem do you like the best? Explain your opinion.

Write

Write the poem below about the lightning bolt

In the heart of a cloud,
so high and so bright,
A spark of light flares,
suddenly white.

It dances through
skies, a jagged flash
spun,
A burst from the
heavens, a shot from a
gun.

In the blink of an eye,
it's come and gone,
Leaving awe in its
wake, from dusk till
dawn.

Block 8: Book Reviews

Focus

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

Finding Bias in Reviews

What is Bias in Reviews?

Bias in reviews means the person writing the review has a strong opinion or feeling that affects what they say. For example, if someone loves superhero stories, they might say all superhero books are amazing, even if some are not that good. Or if someone doesn't like talking animals, they might say a book about talking animals is bad, even if other people love it. So, it's good to read different reviews to get a full picture.

Bias

Read the reviews below and answer the questions.



Review: "The Adventures of SuperCat"

Wow! "The Adventures of SuperCat" is the best movie ever made in the history of movies! If you don't watch the movie, you're missing the most amazing thing in the world. It has a superhero cat, so obviously cats are the best animals ever, and finally, there's a movie that gets it right: cats are perfect because they're all cats or cat-lovers. The villain, DogMan, could never beat SuperCat because dogs are just not as cool as cats. Honestly, I don't even know why anyone would make movies without cats in them anymore. You have to see this movie to have a life-changing experience!

- 1) Why is this review a biased review? What is the author's bias?

- 2) Should you believe everything the author writes about the movie? Why or why not?

- 3) What could you do to learn more about this movie?

Book Review: "The Great Cake Mystery" - Rating: 10/10

This book is the most perfect read for anyone who loves cake and solving mysteries, like me! The characters are incredible because they're all bakers and detectives. Honestly, mysteries and cakes are the best combo ever, so this book can do no wrong. If a book doesn't have cake or a mystery, it's not worth reading. You'll be hooked on the first page, just like I was!

1) Why is this a biased review? What is the author's bias? Give examples from the text.

2) Should you believe everything the author writes about the book? Why or why not?

Book Review: "The Lonely" - Rating: 1/10

I really don't get why people like books about sad, lonely characters. They swim around, and that's it. So, when I read this book about a lonely, I was not moved at all. If you're like me and prefer exciting characters like wizards, skip this snooze fest.

1) Why is this a biased review? What is the author's bias? Give examples from the text.

2) Should you believe everything the author writes about the book? Why or why not?

Understanding Hyperbole in Review Writing

Hyperbole is used in reviews to make things sound super exciting and interesting. It's like using extra-big words to show that something is really, really good or amazing. For example, saying a book is "the best thing since sliced bread" means it's awesome!

Review

Read the hyperbole below and answer the questions.



1) This book is so gripping, you'll forget to eat or sleep!

What It Means

Why Is It A Hyperbole

How Does It Improve Writing?

2) The characters in this story are so real, they practically jump off the pages.

What It Means

Why Is It A Hyperbole

How Does It Improve Writing?

3) The plot twists come at you like a freight train, totally unstoppable!

What It Means

Why Is It A Hyperbole

How Does It Improve Writing?

PREVIEW

Literary Devices in Reviews

Literary devices like personification, analogy, and idiom make writing more interesting.

- **Personification** gives human traits to things that aren't human, like "The wind whispered."
- An **analogy** compares two things, like "Life is like a box of chocolates."
- An **idiom** is a phrase with a special meaning, like "Piece of cake" for something easy. These make reviews fun to read!

Examine the review below and find examples of the literary devices used.



Soaring High in 'Skybound Adventures'

Jumping into 'Skybound Adventures' is like opening a door to a world where the sky's the limit! In this exciting story, young Emily and her pet parrot, Skyler, find a mystical hot air balloon. It's not just any balloon; it's a gateway to the clouds!

As Emily and Skyler soar through the sky, they embark on a journey filled with breathtaking views and sky-high escapades. The clouds swirl around them like joyful spirits, guiding their way. Each chapter feels like a burst of fresh air, bringing new adventures that are as bright as the sun in the sky.

This book truly spreads its wings and flies off the shelves, capturing the essence of adventure. The story's charm is as infectious as a giggle in a sunny room. It's like finding a pot of gold at the end of a rainbow – an absolute delight!

I give this book a 5/5 star rating. It's a page-turner that keeps you on the edge of your seat, floating in suspense!

Personification	
Analogy	
Idiom	

Title: "Sailing into Fantasy in 'The Ocean's Secret'"

Diving into "The Ocean's Secret" is like embarking on a thrilling sea adventure! Leo and Luna find a magical compass that leads them to mysterious waters full of mythical creatures. The ocean itself whispers secrets, making each chapter a wave of excitement.



This book shines like a beacon in children's fantasy, brimming with exhilarating escapades. Reading it feels like uncovering a hidden treasure on a sunken island. It's a truly captivating journey!

Awarding it 5/5 stars, this is a must-read for young adventurers who dream of the sea's mystique. It's like finding a pot of gold at the end of a rainbow—every page brings a new delight!

Personification

Analogy

Idiom

"Journey Through Secrets of the Rainforest"

Reading "Secrets of the Rainforest" is like stepping into a lush world of vibrant colours and lively lessons! This beautifully illustrated book takes readers on an expedition with Mia and Alex, exploring the wonders of the rainforest and the diverse wildlife that thrives there.

The book stands tall like a towering tree in the world of children's books. It's rich, radiant, and ripe with fascinating facts! The vivid descriptions make you feel like you're wandering through a lush jungle of knowledge. Truly, it's a breath-taking educational adventure, as eye-opening as watching the dawn break over a new horizon.

Giving this vibrant volume 5/5 stars, it's a page-turner that you'll cling to like a monkey on a branch! And just like the icing on the cake, this book makes learning about the rainforest the best part of your day.

Personification

Analogy

Idiom

Review Writing - Inferences

Title: "Exciting Escapades in 'Space Cadet Sally's Stellar Journey'"

Introduction

Greetings, space enthusiasts! Ready to embark on an out-of-this-world adventure? "Space Cadet Sally's Stellar Journey" is a galactic rollercoaster ride of fun! Perfect for those who love stars, planets, and interstellar adventures, this book sings to space.

Summary

This thrilling tale revolves around brave young space cadet, who discovers a mysterious map leading to a hidden planet. Her journey takes her across the cosmos, meeting extraordinary friends and dodging space pirates. Sally faces cosmic challenges and solves space riddles to uncover an ancient star secret.

Thoughts

This book is like launching into space in a rocket. The characters are as vibrant as comets streaking across the night sky. The author's use of metaphors and descriptive language is like a spiral galaxy, keeping you glued to each page. The author's use of metaphorical descriptions makes every scene sparkle brighter than a supernova. This book is more exhilarating than a meteor shower on a clear night!

Rating

I'm awarding "Space Cadet Sally's Stellar Journey" a dazzling 5/5 stars for its sheer brilliance! It's impossible to put down. A must-read for every young astronaut-in-training who gazes at the stars and wonders about the vast universe.



Examine

Read the review below and find examples of the literary devices used.

Write 1 example of each of the following literary devices used in the review.

Personification

Analo

Idio

Inferencing

Answer the questions below to show your understanding.

1) **Global Inference:** Describe who you think wrote the review based on the word choice, sentence structure, and punctuation used (voice). What can you infer about them?

2) **Local Inference:** What did the author mean when they wrote, "The characters are as vibrant as comets streaking across the night sky?"

3) **Local Inference:** What did the author mean when they wrote, "The characters are as vibrant as comets streaking across the night sky?"

Block 9: Graphic Texts

Focus

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

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

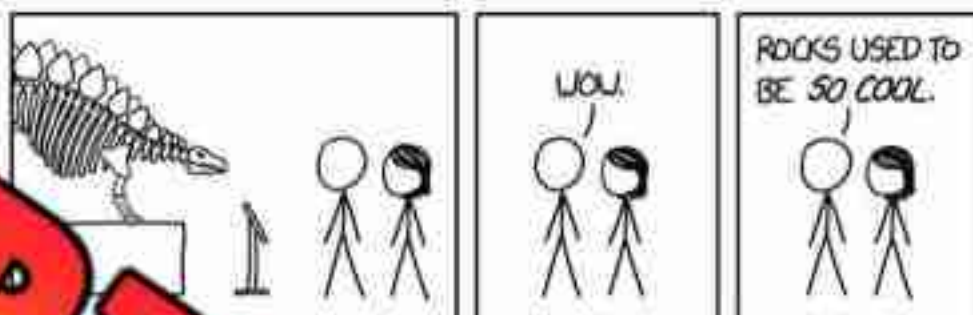
2) Is the joke explained explicitly, or is it implicit? Explain.

3) Global Inference: After reading the comic carefully, explain the joke.

Understanding Graphic Texts

Analyze

Read the comic and answer the questions.



1) What is the comic about? Describe the joke.

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

1) What is the comic about? Describe the joke.

2) Make a connection: What does this remind you of?

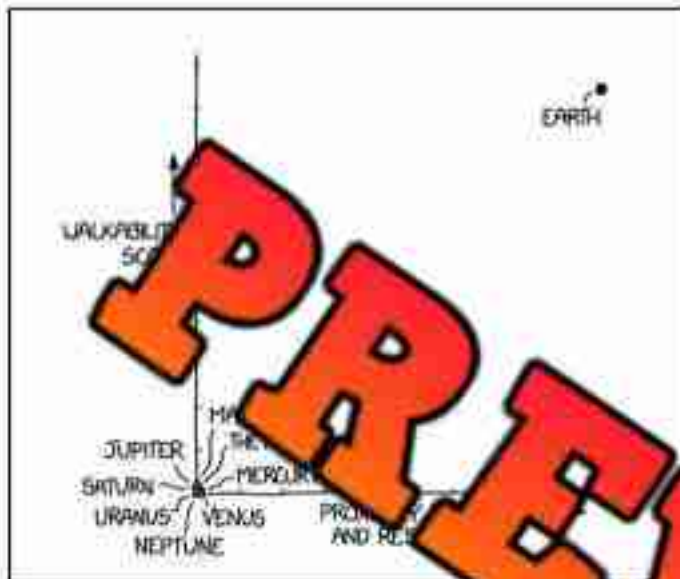


THIS FEATURE SHOULD AUTOMATICALLY
APPEAR WHEN YOU REACH AGE 30.

Understanding Graphic Texts

Analyze

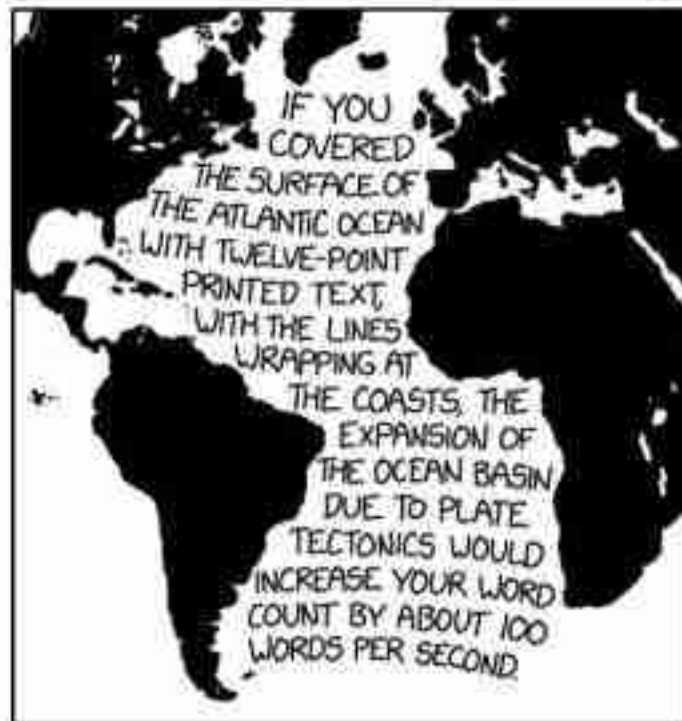
Read the comic and answer the questions.



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

1) What is the comic about?

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



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

What is the comic about?

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

Text Features in Infographics

Infographics are special pictures that give you information in an easy-to-understand way. They might talk about how animals live, how to recycle, or even how your favourite game was made!

In infographics, you'll find:

- 1) Titles to tell you the main idea.
- 2) Pictures or icons that show what the words mean.
- 3) Labels that point out parts of the pictures.
- 4) Short paragraphs or bullet points to give you facts.

Exam. _____ graphic and answer questions

1) What is the title of this infographic?

2) What are the 3 types of rock?

3) How does sedimentary rock transform into metamorphic rock?

4) How does metamorphic rock transform into igneous rock?

5) How does igneous rock transform into sedimentary rock?

6) Were you able to learn a lot from this infographic? Was this easier to understand than a paragraph? Explain.

ROCK CYCLE



Text Features in Infographics

Examine

Answer the questions.

Canada Food Guide

Have plenty of
vegetables and fruits

Eat protein foods

Make water
your drink
of choiceChoose
whole grain
foods

1) What is the title of the infographic?

2) Summarize the infographic.

3) Does the infographic have more text or pictures?

4) Does the text and arrows help you understand the infographic? Explain.

5) List 4 things you can infer from reading this infographic. Remember, an inference isn't directly stated, so draw conclusions from the information provided.

Reading Maps – Text Features

Reading a Map Made Easy

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

- **Country Names:** Look for big, capitalized words like CANADA.
- **Provinces and Territories:** Smaller, but still capitalized words are provinces, like ONTARIO.
- **Cities and Towns:** Names with only the first letter capitalized are cities or towns, such as Ottawa.
- **Red Dots:** A small red dot marks cities, and a bigger red dot is for the capital of Canada.
- **Map Symbols:** Lines that may be numbered, like "Hwy 1," show the big roads you can get on.



Reading Maps – Text Features

Questions

Answer the questions below.

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

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

3) What does it mean when the first letter of a word is capitalized on a map?

4) What do red dots on a map represent?

5) What does a bigger red dot represent?

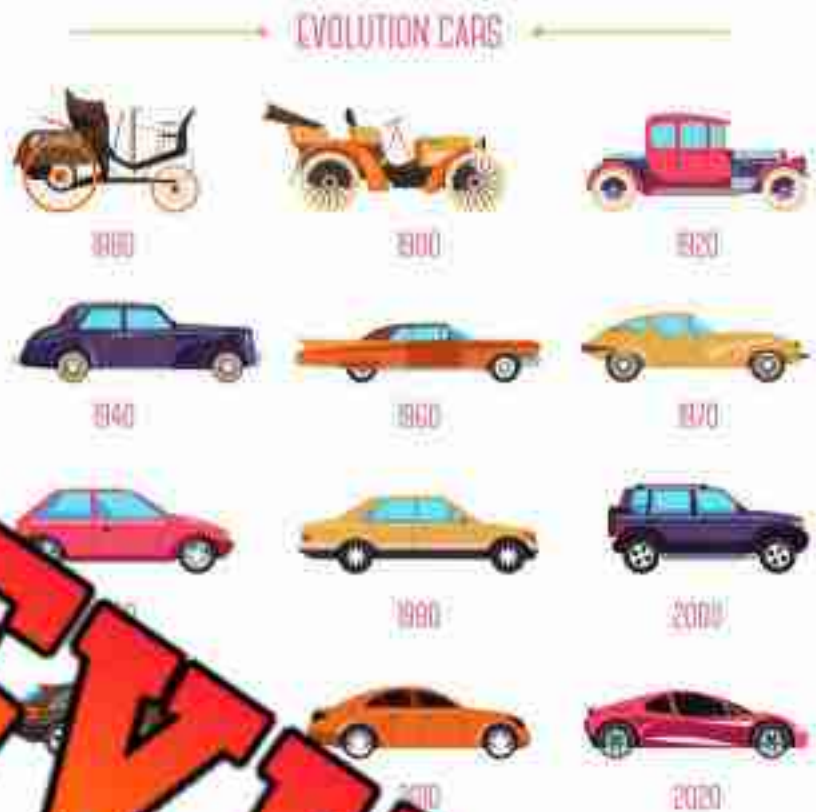
Examine

Take a close look at the map and write any information you learn from it.

Graphic Text - What's a Timeline?

Analyze

Look closely at the timeline and answer the questions.



1) What is the title of the timeline?

2) What features are on this timeline?

3) How have cars changed over the years? Be sure to base your answer on what you see on the timeline.

4) Make a connection to the timeline. What does this remind you of in your life?

Block 10: Biographies

Focus

- ✓ Biographies about important Indigenous people
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategies: Summarizing, visualizing, and making connections

What Are Biographies?

Understanding Biographies

A **biography** is a special kind of book that tells the story of someone's life. It's like taking a journey through time to learn all about what a person did, how they felt, and why they did it.

Biographies can be about all sorts of people: famous inventors, brave heroes, or even ordinary people who did extraordinary things!



What's Inside a Biography

Biographies have lots of parts that help you understand the person's life better. Here's what you might find:

- **Introduction:** A few pages at the beginning that give you an idea of who the person is.
- **Chapters:** These break the story into parts. Usually, each chapter covers a different time or event in the person's life.
- **Photos or Illustrations:** Pictures help you see what the person did and what they did.
- **Timeline:** A line with dates and events, just like we talked about before.
- **Index:** A list of important topics and their location (page numbers) in the book.

Why the Text Features Matter

Text features are like clues that help us understand the story better. For example, captions under pictures give us extra information. If you see a bold word, it's probably important, and you can often find its meaning in the glossary at the back. Indexes at the end of the book can help you find specific information quickly.

Prereading

Before reading, answer the questions below.

Read the title and headings and predict what the report will be about.

Summary

Summarize the reading – follow the instructions below.

Main Idea	
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

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

Biography – Jane Goodall

Jane Goodall: A Friend to Chimpanzees

P1- Early Life

Jane Goodall was born on April 3, 1934, in London, England. Ever since she was a little girl, she loved animals. She dreamt of going to Africa to see wild animals in their homes. She worked hard, saved her money, and at the age of 26, her dream came true!

P2- Amazing Discoveries in Ethology

Jane went to Gombe Stream National Park in Tanzania. She became an ethologist, which is a scientific study of animal behaviour. She studied chimpanzees and made friends with them. She gave them names like David Greybeard and Flo. She found out that they use tools to get food, which was groundbreaking in the field of ethology.

P3- Conservation Efforts Over the Years

Jane has won many honours for her conservation work. Conservation is all about protecting nature and animals. She has travelled the world teaching people how to care for animals and the planet. In her late 80s, she is actively involved in conservation efforts.

P4- Timeline

- 1934: Born in London, England
- 1960: Went to Gombe, Tanzania
- 1960s: Discovered chimps using tools
- 1977: Started the Jane Goodall Institute
- 2002: Received a special UN award



Jane Goodall

Index

- [A]** : Africa, P1, Animals, P1
[C] : Chimpanzees, P2, Conservation efforts, P3
[E] : Ethologist, P2
[G] : Gombe Stream National Park, P2
[H] : Honors and awards, P3
[J] : Jane Goodall Institute, P3
[L] : London, birthplace, P1
[T] : Timeline of life, P4, Tool use in chimps, P2
[U] : United Nations award, 2002, P4

Prereading

Before reading, answer the questions below.

Prediction: After reading the title and headings, make 2 predictions about Jane Goodall.

During Reading

Stop and write questions about what you are reading.

1	
2	
3	

Questions

Answer the questions below.

1) What is an index? Why are they helpful when reading a report or a book?

2) How does the picture of Jane Goodall help you understand her better?

3) What big discovery did Jane Goodall make?

PREVIEW

Biography – Hiawatha: The Peacemaker's Helper

Hiawatha: The Peacemaker's Helper

Hiawatha's Beginnings

Hiawatha was an Indigenous leader from the Mohawk First Nation, born around the year 1525. He faced hardship early in life when he lost his family due to fighting between First Nations. This event shaped his goal to bring **harmony** among nations.

Major Accomplishments

Hiawatha worked with the Great Peacemaker and together, they worked to create the Haudenosaunee Confederacy. This was a powerful **alliance** of five, later six, nations. Hiawatha used his skills in **oratory** to convince chiefs from other nations to join. He helped create a **constitution** called the **Great Law of Peace**, which helped nations live together peacefully. This achievement was so important it influenced Canadian law today.

Life After the Confederacy

After successfully forming the Haudenosaunee Confederacy, Hiawatha retired and lived the rest of his life in peace. His **legacy** of unity and peace lives on, and the Haudenosaunee Confederacy lasted for centuries.

Timeline

- Born around 1525 in a Mohawk First Nation
- Lost his family in early life due to fighting between nations
- Met the Great Peacemaker and started to work on unity
- Formed the Haudenosaunee Confederacy with the Great Law of Peace
- Retired and lived a peaceful life



Glossary

- **Harmony:** Living peacefully without conflict.
- **Oratory:** Skill in public speaking.
- **Great Law of Peace:** The constitution of the Haudenosaunee Confederacy.
- **Alliance:** A partnership for mutual benefit.
- **Constitution:** A set of laws and principles.
- **Legacy:** Something left behind by a person for future generations to remember them.

Understanding

Is the statement true or false?

1. Hiawatha was from the Apache First Nation.	True	False
2. Hiawatha was born around 1525.	True	False
3. Hiawatha lost his family due to a natural disaster.	True	False
4. He wanted to bring harmony among nations.	True	False
5. Hiawatha met a man called the Great Warrior.	True	False
6. The Haudenosaunee Confederacy was an alliance of three nations.	True	False
7. Hiawatha was a skilled orator.	True	False
8. The Great Law of Peace was a treaty.	True	False
9. Hiawatha retired from the Haudenosaunee Confederacy.	True	False
10. Hiawatha's legacy is his story and the Great Law of Peace.	True	False

Critical Thinking

Answer the questions below.

1) **Inference:** How do you think Hiawatha's skills as an orator helped him achieve his goal?

2) **Inference:** How do you think an alliance would help the Haudenosaunee Confederacy?

3) **Personality trait:** Use one word to describe Hiawatha. Then explain why you chose that word. Examples – brave, creative, loyal, curious, confident, ambitious, calm, etc.

Autobiography – Justin Trudeau

Justin Trudeau: Canada's Prime Minister

Hello! My name is Justin Trudeau. I was born on December 25, 1971, in Ottawa, Canada. My dad, Pierre Trudeau, was also the **Prime Minister** of Canada once! As a kid, I loved learning and exploring new things. I always believed in helping others and making a difference in the world.

Before I became a politician, I was a teacher. I taught French and drama. Teaching was my chance to help kids learn and watch them grow. I believe that **education** is very important for everyone.

In 2008, I decided to become involved in politics. **Politics** is about leading the country and making decisions that help people live better lives. I wanted to make Canada a great place to live. So I worked hard and talked to many people about how we can make it better.

In 2015, something amazing happened. I was elected the Prime Minister of Canada. As Prime Minister, my job is to work with other leaders and make laws that are good for Canadians. I also travel to different countries to meet with other leaders and talk about how we can work together.

I hope my story shows you that if you care about something and work hard, you can achieve your dreams. You can be a leader in your **community** and make a difference in the world!

Timeline

- **1971:** Born in Ottawa
- **1998:** Became a teacher
- **2008:** Entered politics
- **2015:** Elected Prime Minister

Glossary

- **Community:** A group of people living in the same area or having similar interests.
- **Education:** Learning in school and gaining knowledge and skills.
- **Politics:** The activities involved in leading a country or area.
- **Prime Minister:** The leader of the government in Canada.



Justin Trudeau

Reflection

Answer the questions below.

1) If you were the Prime Minister for a day, what would you do to make your school or community better?

2) Imagine you have the chance to interview Justin Trudeau. Write down two questions you would like to ask him about his life or job:

3) Justin Trudeau became Prime Minister because he wanted to make a difference. What are some qualities you think a good leader should have?

Timeline

Create a timeline of your own life so far. Include important events and achievements, just like in Justin Trudeau's timeline.

Date	Event

Biography Research Assignment

Objective

What are we learning more about?

Choose a person from the list provided and read an online biography about them. You will summarize their life focusing on their early life, achievements, and later life. Then, create a timeline of major events in their life.

Instructions

How do we complete the activity?

- 1) Pick a Person: Choose a person from the list your teacher gave you.
- 2) Research Time: Use the internet or tablet to read a biography about the person you chose.
- 3) Jot Down Notes: As you read, jot down notes about their early life, achievements, and later years.
- 4) Write a Summary: After reading, write a brief summary about the person's early life, achievements, and later life. Use your notes to help you.
- 5) Create a Timeline: On a piece of paper, draw a timeline and mark significant events in the person's life using coloured pencils or markers.



Options

Individuals you could choose to research.

Isaac Newton
Albert Einstein
Thomas Young
Alexander Graham Bell
Christian Doppler
Charles Darwin
Alexander Mackenzie
John Palliser

Rachel Carson
Jane Goodall
E. O. Wilson
David Attenborough
Archimedes
Galileo Galilei
Tecumseh
Tom Longboat

Leonardo da Vinci
Hero of Alexandria
Blaise Pascal
James Hutton
Alfred Wegener
Harry Hess
Lucy Maud Montgomery
Buffy Sainte-Marie

Name: _____

249

Curriculum Connection
12.12

Research

Write jot notes as you read more about the person.

Early Life

Achievements

Later Life

PREVIEW



Google Slides Lessons Preview





Manitoba Language Writing – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to recognize and understand different text forms so we can choose the best way to share our thoughts, ideas, and information with others. This helps us communicate more clearly and makes our writing easier to enjoy and understand.

Idea Development Strategies

Drag and drop the items to match the correct text with the brainstorming strategy and the idea.

Brainstorm ideas quickly	You don't need full sentences	You write down every idea
You need ideas, not full sentences	Brainstorming is an idea-generating process	Just jot down ideas as they come
You need ideas and full sentences	That's what brainstorming is all about	Nothing that is too good to write down!
Brainstorming is a process, not a product	It's only for yourself, not for others	It's only for yourself, not for others

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

The Power of Planning

Part 1: Writing a Good Planning System

Instructions: Write down your ideas and plan your writing.

Score: _____



Manitoba Language Writing - Grade 4

Building Strong Paragraphs

Draw and write two correct subject and verb details into each cell. Write one sentence that summarizes the paragraph.

<p>Reading books is a great way to learn.</p>	<p>Reading books is one of my favorite hobbies.</p>
<p>Taking care of pets teaches us responsibility.</p>	<p>Having a pet is great for kids.</p>
<p>Running and playing games keeps our bodies strong and healthy.</p>	<p>They make great conversation.</p>

Whodunnit Bang: Conclusion Sentences

Read the paragraph and write a conclusion sentence you think is best.

Paragraph 1: I was hanging in the kitchen, I saw the police officer who was very angry and shouting at me for taking the money.

Paragraph 2: Cooking with my family is always fun. We always have the best meal.

Paragraph 3: Sometimes we go shopping for fruit.

Paragraph 4: The beach is my favourite place. I like to swim in the waves, collect seashells, and build sandcastles in the sand.

Paragraph 5: The beach is the best place to enjoy a family day.

Paragraph 6: I enjoy having a picnic at the beach.

Paragraph 7: Shopping is my favourite part.

Paragraph 8: Soccer is an exciting sport. Players try to kick the ball into the goal, and try to score goals for their team.

Paragraph 9: Soccer is the most popular sport.

Paragraph 10: Soccer can be played by all ages.

Paragraph 11: Soccer is a game full of energy and teamwork.

Paragraph 12: Reading is one of my favourite hobbies. I like to read books about science and nature.

Paragraph 13: I enjoy how books take me to exciting places.

Paragraph 14: Two hour reading spans I can focus attention.

Paragraph 15: Reading opens the door to amazing adventures.

Analyzing Informal English

Read the informal English text and identify the tone of the text. Write the letter of the tone in the box.

Hey Sam! Guess what? There's a new superhero movie coming out this Friday. We already got the tickets, and I was hoping you could come with me. It's going to be so much fun! Let me know if you're free.

Wow, yesterday's beach trip was amazing! The waves were huge, and we built the tallest sandcastle ever! I feel bad in relation that the other boys were.

Phew, last night's sleepover was so funny! I can't stop laughing about the prank you pulled with the flashlight. My cheeks still hurt from laughing.

Hi Alex, I think I lost my pencil in the gym after PE. I'm so frustrated because I was really nervous. If you see it, can you please bring it to me?

Ugh! Our soccer game got cancelled because of the snow. I was really looking forward to playing. Maybe we can practice at the park tomorrow instead?

A	Amused
B	Angry
C	Relaxed
D	Scared
E	Playful
G	Excited
H	Worried



Manitoba Language Writing – Grade 4

Matching: Story Setting

Look at each picture of a story setting and drag the appropriate story title from the boxes on the right to match it.

- Snow White and The 7 Dwarves
- Hansel and Gretel
- The Tortoise and The Hare
- Alice in Wonderland
- Cinderella
- Little Hansel
- Hopalong
- Three Little Pigs

The Castle

- B** The knights rush to the dragon flying away into the night.
- C** Ella lived in a castle with tall stone towers.
- D** Ella smiled. "The castle is safe—for now."
- E** Ella smiled and waved to the dragons flying around the castle along the morning hill.

Spotting Facts, Opinions, and Bias

<p>Opinion</p> <p>Opinion is a statement that expresses a feeling or a judgment about something. It is not based on facts.</p>		
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<p>Fact</p> <p>Fact is a statement that can be proven true or false. It is based on evidence.</p>	<p>Fact</p> <p>Fact is a statement that can be proven true or false. It is based on evidence.</p>	<p>Fact</p> <p>Fact is a statement that can be proven true or false. It is based on evidence.</p>
<p>Both</p> <p>Both fact and opinion can be used to describe something. Facts provide evidence, and opinions provide a personal perspective.</p>	<p>Both</p> <p>Both fact and opinion can be used to describe something. Facts provide evidence, and opinions provide a personal perspective.</p>	<p>Both</p> <p>Both fact and opinion can be used to describe something. Facts provide evidence, and opinions provide a personal perspective.</p>



Workbook Preview



Grade 4 – Language Manitoba ELA Curriculum



Language as Sense Making: How do learners understand what they hear, read, and view?
How do learners communicate to others when they write, represent, and speak?

	Grade Band Descriptors	Pages
1.1	Learners are demonstrating an understanding that texts are complex.	11-14, 21-27, 36-42, 46-49, 51-54, 78-81, 84-93, 171-173, 210-220, 226-231, 240-247, 252, 275-276
1.2	Learners are using and talking about a variety of strategies and processes to understand and create texts.	N/A
1.3	Learners are reflecting on and using what they know about texts and themselves to make purposeful and personal decisions.	11-12
1.4		0-251
1.5		77-83, 7-209, 5, 273-

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

Language as System: How do learners use what they know about how language works to read, write, represent, listen, speak, and view?

	Grade Band Descriptors	Pages
2.1	Learners are using classroom resources and what they know about spelling, grammar, capitalization, and punctuation to understand and compose texts.	30-35, 266-267
2.2	Learners are recognizing, comparing, and using the codes and conventions of print, oral, visual, and multimodal texts.	36-42, 46-49, 57-67, 73-76, 78-81, 96-114, 117-132, 134-136, 171-173, 194-197, 202-206, 226-231, 252, 257-262, 268-269, 277-278, 291-293, 297-310
2.3	Learners are choosing and using multiple styles of communication for clarity and effect.	13-14, 164-168, 270-272
2.4	Learners' automaticity with printed text is becoming secure and consistent.	9-10, 94-95, 115-116, 142-143, 250-251

Language as Power and Agency:

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

How do learners decide what and whose stories to tell?

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

	Grade Band Descriptors	Pages
3.1	Learners are recognizing the need for validity and reliability.	153-155, 182-191, 279-287
3.2	Learners are beginning to analyze differences in opinion.	144-149, 164-168, 232-235
3.3	Learners are expressing and supporting opinions and judgments.	43-45, 51-54, 144-149, 164-168, 202-206, 232-235
3.4	Learners are recognizing that point of view has an impact on understanding.	156-163, 236-239
3.5	Learners are exploring the decision making of text creators.	N/A
3.6	Learners are exploring how ideas like justice, equity, and fairness are complex.	192-193, 200-201
3.7	Learners are recognizing families' and peers' unique identities and similar and different ways of seeing the world.	N/A

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

	Grade Band Descriptors	Pages
4.1	Learners are designing for specific purposes and for different audiences	57-67, 73-76
4.2	Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking.	15-20, 150-155, 168, 174-191, 202-206, 279-282, 288-290
4.3	Learners are contributing to communities to share knowledge, explore ideas, and deepen thinking.	N/A
4.4	Learners are blending experiences to represent ideas in different ways.	198-199, 217-220, 253-262, 268-269, 277-278

Name: _____

10

Curriculum Connection
1.1.7.4

Practice

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

PREVIEW

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

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

Understanding Text Forms

What Are Text Forms?

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

The Purpose of Different Forms

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

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



Who Are We Writing For?

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

Matching Forms with Audiences

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

Understanding Text Forms

Which Form?

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

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

Questions

Answer the questions.

1) What do the terms below mean?

Audience

Purpose

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

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

Identifying Purpose of a Text

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

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

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



Think

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

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

Think

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

Books That Educate	Books That Entertain

Think

Texts can be used in many ways. Circle the best reason below.

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

Activity: Power of Planning

Objective

What are we learning more about?

To understand the impact of planning on writing by comparing two 8-minute writing exercises: one without brainstorming and one with 2 minutes of brainstorming.

Instruction

How do we complete the activity?

Part 1: Writing Without PlanningSubject: My Favourite Animal**Instructions:**

- 1) Students are given 8 minutes to write about the chosen subject without any time for brainstorming.
- 2) Encourage students to write freely and continuously for the entire 8 minutes.
- 3) Collect the writing and set it aside for later comparison.

**Part 2: Writing With Brainstorming**Subject: My Favourite Season**Instructions:**

- 1) Students are given 2 minutes to brainstorm ideas for the chosen subject. They can jot down key words, phrases, or outline their thoughts.
- 2) After the brainstorming session, students have 8 minutes to write about the subject using their brainstormed ideas.
- 3) Collect the writing.

Activity: Power of Planning

Part 1


Write for 8 minutes straight about what your favourite animal is and why.

PREVIEW

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

1) Brainstorm below – What is your favourite season? Why is it your favourite? Write everything that comes to mind. Then write for 6 minutes below.



Season

PREVIEW

Personal Voice in Writing

What Is Personal Voice?

Personal voice in writing means the unique style or expression an author uses. It's like their special way of talking but in writing. When you read something, you can sometimes hear the writer's voice in your head, just like listening to a friend.

How to Find Your Voice

Finding your voice is like finding your way of speaking.

Here's a list of things that might help you make up your voice:

- The words you use
- How you put sentences together
- The feelings you show



For example, if you're excited, you might use lots of exclamation marks!!!

Different Voices for Different Pieces

Different types of writing might need different voices.

- In a diary, you might use a voice that's just like how you talk to your best friend.
- In a school report, you might use a more serious voice, with careful words and full sentences.

Examples of Personal Voice

Here are a few ways different voices might sound:

- Friendly: "Hey there, friend! Let's learn about dogs."
- Serious: "Dogs are important animals in many cultures."
- Silly: "Dogs? Oh, those furry goofballs that love to play!"

Personal Voice in Writing

True or False

Is the statement true or false?

1) Personal voice means a unique writing style.	True	False
2) You must use the same voice in all writings.	True	False
3) Personal voice includes word choice and sentence structure.	True	False
4) Personal voice cannot be silly.	True	False
5) Your writing helps people know it's you.	True	False

Practice

Choose one of the writing prompts below. Write about this writing prompt using three different voices – silly, friendly, and serious.

Favourite subject

Family

Favourite game

Favourite place

Friendly

Serious

Personal Voice – Word Choice

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

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

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

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

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

Words I Use Now	Words I Want To Start Using

Personal Voice – Word Choice

Word Choice

Replace the crossed out boring words with more interesting word choices

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

Think

Write synonyms for the words below

Good				
Big				
Happy				
Fast				
Funny				

Varying Sentence Lengths

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

Examples:

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



Practice writing short and long sentences about the topics below.

Topic	My Favorite Animal
Short Sentence	_____
Long Sentence	_____ _____

Topic	On the Playground
Short Sentence	_____
Long Sentence	_____ _____

Topic	When I Grow Up
Short Sentence	_____
Long Sentence	_____ _____

Varying Sentence Lengths

Write

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

Dinosaurs were incredible creatures: _____

Some, like the enormous Brachiosaurus, were as tall as buildings, while others were small and quick. The T-Rex has huge teeth. It was a feared dinosaur: _____

Many dinosaurs ate plants, but some were carnivores, eating other dinosaurs. They all became extinct, meaning they don't exist anymore. _____

Outer space is a mysterious place. It's filled with stars, planets and galaxies far beyond our own. _____

There are eight planets in our solar system, including Earth. Some planets like Jupiter, are gigantic, while others, like Mercury, are much smaller. _____

The Earth has one moon: _____

Space is still full of secrets, with new discoveries always waiting to be found.

Fluent Writing

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

Fluent Writing:

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

Non-Fluent Writing:

The beach was noisy. Children made sandcastles. Waves were loud.



Think: _____ example fluent or not fluent?

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

Write

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

Fluent	
Not Fluent	

Fluent	
Not Fluent	

Fluent Writing

Revise

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



Not Fluent The cat. On the mat. Sleeps.

Fluent

Not Fluent Rainy. Went outside. Forgot umbrella.

Fluent

Not Fluent He reads book. Book are

Fluent

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

Fluent

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

Fluent

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

Fluent

Exploring the Structure of Paragraphs

What Makes a Paragraph?

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

Starting with Topic Sentences

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

- Introduce the main idea of the paragraph.
- Be interesting to make the reader want to keep reading.
- Connect to the paragraph that follows it, if there is one.



Why Are Topic Sentences Important?

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

Hooking the Reader with a Special Topic Sentence

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

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

Exploring the Structure of Paragraphs

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

Topic Sentence

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

Topic Sentence

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

Topic Sentence

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

Hooks

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

Boring Version Rain is water that falls from the clouds.

Your Version

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

Your Version

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

Your Version

Exploring the Structure of Paragraphs

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

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



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

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

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

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

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

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

Hooks

Read the hooks below using the different strategies.

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

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

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

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

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

b) I do these things every morning.

c) Most people start the day with a routine.

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

a) Lions are a kind of big cat.

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

c) You can see animals perform tricks.

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

a) Birds and butterflies visit gardens.

b) Gardens contain plants and attract wildlife.

c) Planting gardens is a fun hobby.

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

a) Reading books is a great way to learn.

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

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

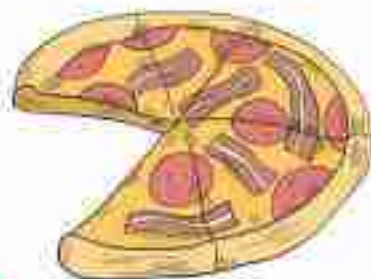
Crafting Perfect Paragraphs

Building Strong Paragraphs

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

Supporting Details: What Are They?

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



Let's Explore Examples:

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

Supporting Details: It's cheesy, has delicious toppings, and it's just what I need.

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

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

Making It Stick: Coherence

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

Tips for Making Perfect Paragraphs:

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

Crafting Perfect Paragraphs

Supporting Details

Write 3 supporting details about the topic sentences below.

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

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

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

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

Supporting Details

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

Brainstorm why summer is the best season

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

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

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

1) What is your dream house?

Dream
House

Write the 3 ideas you can pull from your brainstorming.

1)

2)

3)

Transition Words - Supporting Details

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

Think

go _____ transition word for the supporting details.

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

Ending With a Bang: Conclusion Sentences

What is a Conclusion Sentence?

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

Why are Conclusion Sentences Important?

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

How to Write a Good Conclusion Sentence

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

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

Examples of Conclusion Sentences

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



Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

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

Think

Circle the conclusion sentence you think is best.

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

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

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

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

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

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

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.

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

2) In the summer, many families go to the beach. Children build sandcastles and collect seashells. People sit on beach chairs, and everyone enjoys splashing in the waves.

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

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

PREVIEW

Analyzing Paragraphs

Analyze

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

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

Main Idea

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

Main Idea

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

Main Idea

Success Criteria - Analyzing Paragraphs

Analyze

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

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

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

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

Describe your favourite animal.	What's the best season of the year?
Write about a visit to the zoo.	Describe a beautiful place you visited.
What do you like to do on a rainy day?	Explain how to make your favourite sandwich.
Explain your favourite hobby.	What is your favourite game? Explain how to play.
Would you like to be invisible?	Describe what you would do on a perfect day.

1) What is your topic?

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

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

Write

Plan your paragraph by brainstorming about your topic below.

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

1:

2:

3:

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

PREVIEW

Edit

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

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

Edit

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

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

Assignment - Paragraph Writing

Write

Write your paragraph below.

PREVIEW

Rubric - Paragraph Writing

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

Teacher Comments

Mark

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

Formal Versus Informal Letters

Formal Letters: A Professional Way to Write

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

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

Informal Letters: Friendly and Family

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

- **Greeting:** Start with something friendly like "Hi" or "Hello."
- **Body:** Share news, ask questions, or express your feelings.
- **Closing:** End with something warm like "Love" or "See you soon."

Email Letter Writing: Modern Communication

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

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

Key Parts of an Email

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



Formal Versus Informal Letters

True or False

Is the statement true or false?

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

Think

which type of letter is given in the example.

Dear Principal Jones,

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

Sincerely,
James

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

Hi Sammy!

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

See you soon,
Miley

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

Subject: Inquiry About Science Project

Dear Mrs. Smith,

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

Yours truly,
Brian

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

Subject: My Soccer Game

Hi Auntie,

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

Love,
Kennedy

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

Purpose and Audience of Letters

Think

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

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

Think

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

Audience	Purpose	Formal or Informal	
		Formal	Informal
		Formal	Informal
		Formal	Informal
		Formal	Informal
		Formal	Informal

Analyzing Informal Emails

Analyze

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

Subject: Weekend Plans

Hi Emily! Guess what? I just found out about a cool carnival happening this weekend. It has everything from fun games to tasty snacks. I think it would be amazing if we could go together. There's a giant Ferris wheel and even a magician! What do you think? I can't wait for your thoughts! Talk to you soon,

Your friend,

Jessica

Author's
Voice

Subject: Lost My Favourite Toy

Hello Jordan! You won't believe what happened. I lost my little red car, and I can't find it anywhere. I've looked all over the house. If you happen to see it, please let me know. I feel lost without it.

Thanks,

Dylan

Author's
Voice

Subject: Math Test Tomorrow

Hey Taylor! Our math test tomorrow has me in knots. I've been trying to study, but I'm struggling with some concepts. Could you maybe help me after school today? I think together we can crack it.

Thanks so much, Ethan.

Author's
Voice

Informal Email Writing

Write

Using what you've learned about informal letters, write 2 letters below. Use the audience and purpose provided for you.

Audience	Purposes
Friend	Inviting to a sleepover or expressing thanks

Subject: _____

Audience	Purposes
Teammate	Asking to practice more or telling them how you did

Subject: _____

Informal Email Writing - Interjections

Yay!	Ugh!	Wow!	Grrr!	Eek!
Oh!	Ouch!	Yippe!	No!	Yikes!
Hooray!	Sob!	Wahoo!	Argh!	Gulp!

Think

Add the appropriate interjections and describe the voice used.

Subject: Loud Noise!

Hey Mom, _____! Why does your dog have to bark so late at night?

_____! He wakes again! _____! Can you please keep him
inside or do something to stop the noise?

Talk to you soon,
Jenna.

Voice (Angry, Sad, Mad, Frustrated, etc.)

Subject: Lost My Favourite Toy

Hi Mom, _____! I lost my favourite toy today at school. _____
I looked everywhere for it, even in the lost and found. I really miss it.
Can we look for it together tomorrow?

Love,
Tom.

Voice (Angry, Sad, Mad, Frustrated, etc.)

Subject: Won the Art Contest!

Hey Dad! _____! I won the art contest at school! _____! My painting
of the sunset got the first prize! _____! I can't wait to show it to you. Let's
celebrate!

See you soon,
Lily.

Voice (Angry, Sad, Mad, Frustrated, etc.)

Success Criteria – Informal Emails

Analyze

Read the email below. Write things you like about the email. Afterwards, share your ideas with the class, so you and your classmates can come up with between 4 – 7 criteria that make a good informal email.

Subject: My Weekend Adventure

Hi Sarah,

Whoa! I had a great weekend at the adventure park! First, you wouldn't believe: the roller coasters; I felt so excited and terrified at the same time. Next, I tried the giant swing, and it was awesome! Also, I met a new friend named Jake who's also into thrill rides. Wheel You have had a great weekend?

How was your weekend? I miss our weekend outings. So, let's plan something soon, maybe a movie or a picnic.

Catch you later,

Emily

1)

2)

3)

4)

5)

6)

7)

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.

Audience	Purposes
Friends	Sharing news, inviting to a party
Family Members	Giving thanks, holiday greetings
Classmates	Asking for homework help, playdate
Sports	Discussing practice, game updates
Pen Pals	Introducing oneself, cultural exchange
Favourite Celebrity	Writing a letter, asking questions

1) Who will be the audience for my email?

2) What will be the purpose of my email?

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

4) Write the subject line below.

5) Write the greeting you will use.

6) Write the closing you will use.

Write

Plan your email by filling in the graphic organizer.

7) What voice will you use in your email? Are you angry, happy, excited?

8) What adjectives/words will you use to communicate your voice? For example, if you're mad, you might use interjections like: Argh! Ugh! Grr! Seriously! You might also use _____ exclamation marks.

9) Write your _____ part of your email below. Include interjections like the ones listed above.

PREVIEW

Edit

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

Criteria	<input type="checkbox"/>	<input type="checkbox"/>
Greeting		
Clear Topic Sentence		
Engaging Body - Good word choice		
Use of interjections		
Appropriate Voice and Tone		
Clear Conclusion Sentence		
Appropriate Closing		
Flow - Does it Make Sense?		

Edit

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

Criteria	<input type="checkbox"/>	<input type="checkbox"/>
Greeting		
Clear Topic Sentence		
Engaging Body - Good word choice		
Use of interjections		
Appropriate Voice and Tone		
Clear Conclusion Sentence		
Appropriate Closing		
Flow - Does it Make Sense?		

Name: _____

Assignment – Informal Email Writing

Write

Write your informal email below.

PREVIEW

Revision – Take a Closer Look

Instruction

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



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

Revision – Writing Feedback Sheet

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



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

Student Being _____

Reviewer's Name: _____

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

Rubric – Informal Email

Category	4 Points	3 Points	2 Points	1 Point
Greeting	Friendly and appropriate greeting	Greeting is mostly friendly	Greeting is vague or impersonal	Greeting is inappropriate or missing
Topic Sentence	Clear and engaging topic sentence	Topic sentence is clear	Topic sentence is vague	Topic sentence is missing or confusing
Engaging Body/Word Choice	Words are lively and interesting; body is engaging	Good word choice; body is mostly engaging	Some engaging words; body lacks interest	Words and body are dull or confusing
Use of Interjections	Uses appropriate interjections	Uses some appropriate interjections	Uses few or inappropriate interjections	No interjections are used
Voice	Voice matches purpose (e.g. happy, excited)	Voice is consistent	Voice is inconsistent or unclear	Voice is missing or inappropriate
Closing	Closing is warm and wraps up the letter	Closing is appropriate	Closing is new or inappropriate	Closing is missing or inappropriate

Teacher Comments

Mark	
-------------	--

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

Writing Goals

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



Ideas

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

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

a) Use different types of punctuation.	Yes	No
b) Write a word and its meaning.	Yes	No
c) Edit work for better adjectives/adverbs	Yes	No
d) Edit writing for spelling mistakes.	Yes	No
e) Practice writing neat handwriting.	Yes	No

2) What other writing goal should you have?

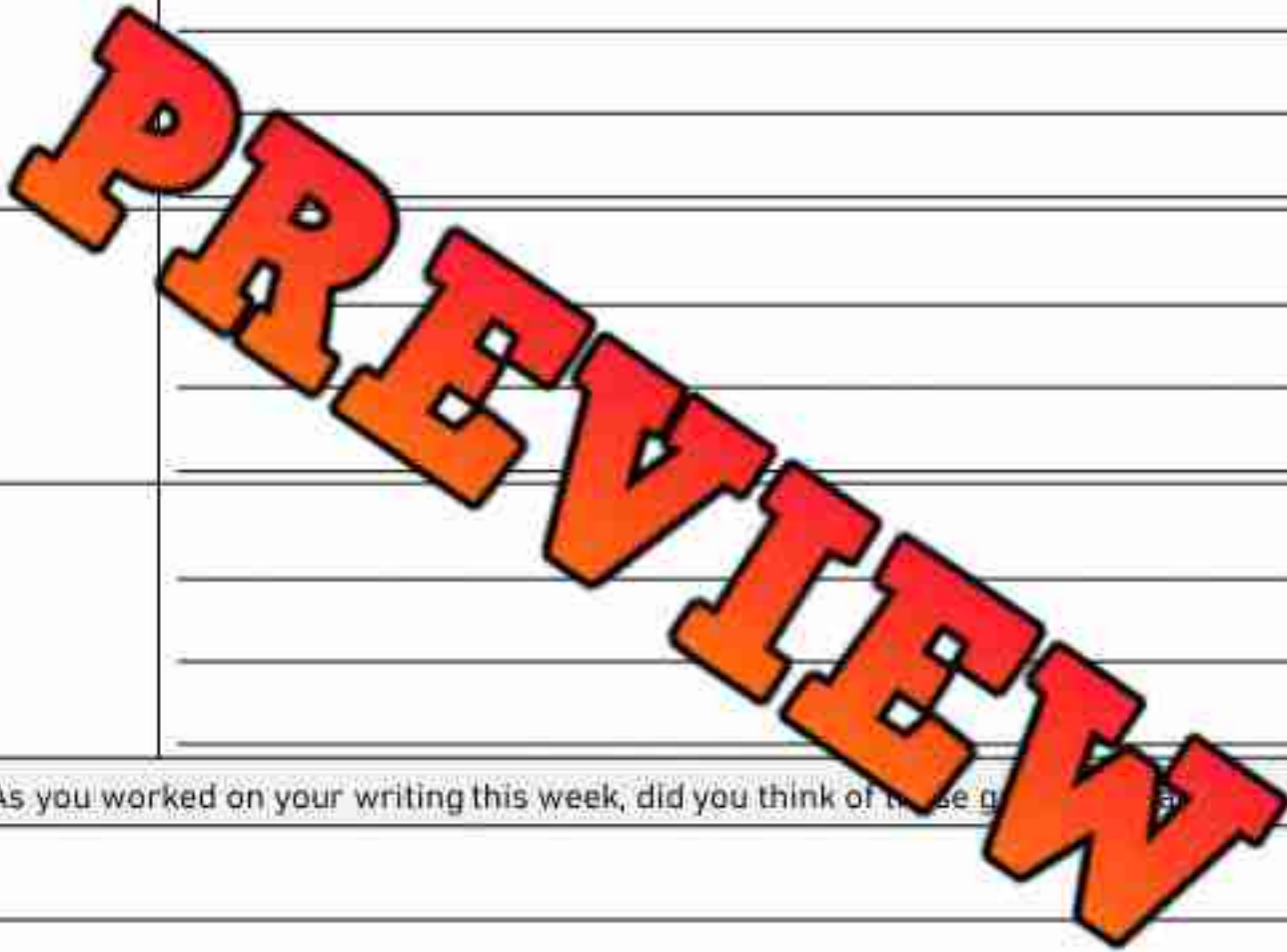
3) Write the 3 writing goals and how you will achieve them.

Achieving Our Goals

Goals - Checking In

Did you achieve your goals?

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



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

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

Writing Similes

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

Here are some examples of similes:

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



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

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

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

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

4) The leaves were beautiful. They were like little green diamonds.

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

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

7) Her smile was as bright as the sun.

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

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

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

Figurative Language - Simile

**Write**

Add a simile to the sentences below.

1	The frog jumped like _____.
2	Her eyes as shiny _____.
3	Her hands _____.
4	The puppy's _____ as _____.
5	The flowers in the garden _____.
6	The basketball bounced like _____.

Write

Finish the similes below.

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

Figurative Language - Personification

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

Here are some examples of personification:

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



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

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

Figurative Language - Idiom

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

Here are some examples of idioms:

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



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

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

He had studied hard and knew all the answers now, so he was confident and happy.

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

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

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

_____ She spent her afternoons at the library,

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

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

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

Figurative Language - Analogy

Write

Write a short text about the topics below. Use at least one analogy in each.

Example: Making a sandwich is like building a house. The bread is like the foundation, strong and supportive. Adding lettuce, tomatoes, and cheese is like decorating the rooms, each layer adding its own special touch. In the end, the sandwich, like a well-built house, stands tall and is full of flavour.

**Topic: My _____ Season****Topic: The Animal I Admire Most****Topic: Playing My Favourite Sport****Topic: My Dream Vacation**

PREVIEW

Writing Metaphors

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

For example:

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

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

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

2) My life is an open book.

3) Time is a thief stealing childhood from us.

4) He is a bright star in our class.

5) Her laugh is as loud as a hyena.

6) The classroom was as noisy as a beehive.

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

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

9) Her eyes shone like stars in the sky.

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



Figurative Language - Metaphor

**Write**

Finish the metaphors below

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

Write

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

1	_____ _____
2	_____ _____
3	_____ _____

Intro to Narrative Writing

What's the Big Idea?

Narrative writing is a way of telling a story. It's like painting a picture with words! You can write about something that really happened or something you make up. Let's explore what makes narrative writing special.

Characters and Setting

In narrative writing, you need characters. They are the people, animals, or things in your story. Stories also need a setting, which tells where and when the story happens. You can write about a spooky haunted house or a beach. It's up to you!



The Plot Thickens

The plot is what happens in the story. It has a beginning, a middle, and an end.

- **Beginning:** The start of the story where we meet the characters.
- **Middle:** The part where exciting things happen, like a conflict or a problem.
- **End:** This is where the story wraps up, and we find out how everything turns out.

Interesting Words

When you write a story, using interesting words makes it more fun to read. Instead of saying "said," you could use "whispered," "yelled," or "laughed." It helps the reader feel like they are right there in the story with the characters.

Bringing it to Life

Narrative writing is like building a bridge between your imagination and the reader's mind. You can make them laugh, feel scared, or even cry. The words you choose and the way you put them together make the story come alive.

Intro to Narrative Writing

True or False

Is the statement true or false?

1) A setting tells where the story happens.	True	False
2) The plot has no ending.	True	False
3) The beginning of the plot introduces characters.	True	False
4) "Whisper" is an interesting word choice for "said."	True	False
5) The end of the plot resolves the story.	True	False

Questions

Answer the questions below.

1) What are the main parts of narrative writing?

2) Idea generation: Write 2 plot ideas for a story. Think about your hobbies and then think of problems you face when doing these hobbies.
Ex: William the hockey goalie lets in 10 goals in his first game.

Think

Write the beginning, middle, and end for the story idea below.

Story Idea: Dane is nervous because he is starting at a new school.

Beginning	
Middle	
End	

Narrative Writing – Themes

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

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

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

Summary	A little squirrel overcomes its fear of climbing to the top of a tall tree to save a nut stuck on a branch.
Theme	<hr/> <hr/>
Summary	Different children in a neighborhood work together to create a community garden, learn to work together, and appreciate each other's differences.
Theme	<hr/> <hr/>
Summary	A girl finds a magic paintbrush and learns that using it for selfish reasons has negative consequences, but using it to help others brings happiness.
Theme	<hr/> <hr/>
Summary	During a school camping trip, two students who usually don't get along learn to cooperate and help each other when they get lost during a hike.
Theme	<hr/> <hr/>

Narrative Writing – Identify Conflicts

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

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



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

Summary

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

Conflict

Summary

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

Conflict

Summary

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

Conflict

Narrative Writing - Setting

Describe

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



See	
Feel	
Hear	
Taste	
Smell	

Use your notes above to write a paragraph form.

Analyze

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

Once upon a time in a magical land, a medieval castle stood tall. Young Emily stepped through the gates, feeling the cool, rough stones and hearing knights' swords. She smelled baking bread and burning candles, tasted a hearty feast, and saw walls with tapestries of dragons, lit by torchlight. Emily knew adventure awaited.

See	
Feel	
Hear	
Taste	
Smell	

Narrative Writing - Characters

Analyze

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

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

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

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

Name	
Look	
Personality	
Special Trait or Talent	

Name	
Look	
Personality	
Special Trait or Talent	

Name	
Look	
Personality	
Special Trait or Talent	

Narrative Writing - Plot

Creating a plot in a story is like putting together a puzzle. Here's a simple way for you to develop a plot for your story.

- 1) **Start with an Idea:** Think of what you want your story to be about. It can be an adventure, a mystery, or even a funny event.
- 2) **Build the Characters:** Who are the main characters in your story? What do they want, and what's stopping them from getting it?
- 3) **Plan the Beginning:** This is where you set the scene and introduce the characters and the problem.
- 4) **Write the Middle:** The middle part of the story is where the characters try to solve the problem or reach their goal. They might face challenges, meet new friends, or learn important lessons.
- 5) **Design the End:** How does the story end? Will the characters solve the problem or reach their goal? What should the reader feel at the end of the story and leave the reader satisfied.

Remember, your plot doesn't have to be complicated. You can start with a simple idea and build on it. Be creative, and most importantly, have fun writing your story!

Practice

Read the short story plot below. Then use the organizer.

Meet Billy, a brave 8-year-old boy who loves exploring. One day, he finds a clue in his playroom hinting at treasure in his garden. Excitedly, he takes a shovel and goes outside.

Billy digs and digs. He finds rocks and bugs but keeps going. His hands get tired, but he's determined to find the treasure.

Soon, he finds a small box. Inside, there are old toys from his dad's childhood and a note about cherishing memories. Billy feels happy, not because of gold or jewels, but because he's discovered something special about his family. He learns that real treasure is the love and memories we have with those we care about.

Character	
Beginning	
Middle	
End	

Describing Narrative Elements

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



Think Read the following story summaries and describe their elements.

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

Writing Summaries – Different Genres

Write

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

Genre	Science Fiction
Theme	
Conflict	
Setting	
Character(s)	
Summary	

PREVIEW

Using Quotations in Narratives

What are Quotations?

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



Rules for Quotations

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

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

Using Quotations in Narratives

Edit

Fix the mistakes below.

Original "the cat meowed."

Edited

Original said "Time for dinner."

Edited

Original "Is he in bed?" Max."

Edited

Original "I think, therefore I am."

Edited

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

Edited

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

Edited

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

Edited

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

Edited

Writing Speaker Tags

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

Fill in the _____'s

Use a different speaker tag for the quotations below.

1)	"I'll be late for school," _____ Mom.
2)	Sally _____ "I think I see a rabbit."
3)	"Can you help me with my homework?" _____ Mike _____.
4)	"I wish it would stop raining," _____ Tim.
5)	"You're it!" _____ Emily as _____'s friend.
6)	Lucy _____, "I'll be there for you."
7)	"Watch out for that puddle!" _____ _____.
8)	"This is the best ice cream ever," Peter _____.
9)	"Do you think it will snow tomorrow?" _____ Sam.
10)	"I don't want to go to bed," _____ Lily.
11)	"We won the game!" _____ the whole team.
12)	"Please pass the salt," _____ Grandpa.
13)	Tom: _____, "I have finished my painting."
14)	"I can't find my shoes," Brian _____.

Character Personality and Dialogue

Think

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

Personality: Brave

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

Personality: Curious

- a) "I wonder what's behind that door. I should go explore and find out!"
- b) "I've never really worked on this kind of work."
- c) "I don't really care why things happen. It's just a fact."

Personality: Kind

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

Personality: Funny

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

Personality: Adventurous

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

Name: _____

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Writing Using Quotations

Practice

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



Speech bubble containing three horizontal lines for writing.

PREVIEW



Speech bubble containing three horizontal lines for writing.



Speech bubble containing three horizontal lines for writing.

Success Criteria – Narrative

Analyze

Read the story below. Write things you like about the story. Afterwards, share your ideas with the class, so you and your classmates can come up with 7 criteria that make a good narrative.

The Hidden Garden

In the small town of Willowbrook, lived a curious girl named Lily. One sunny day, she stumbled upon a hidden garden filled with magical flowers. The aroma of sweet nectar filled the air, and the vibrant colours dazzled her eyes.

"What is this?" she asked, startling Lily. It was a talking butterfly, its wings shimmering in the sunlight.

"I'm Lily," she replied, "and this is this place?"

"This is the Garden of Wishes," the butterfly explained. "Make a wish but choose wisely."

Lily thought hard and finally said, "I wish for my friends and family to always be happy."

"Your wish is pure and kind," the butterfly raised, "and it will be true."

Lily thanked the butterfly, feeling a warm glow. "I'll never forget this garden or you," she said, leaving the enchanted place.

As she returned home, she knew she had experienced something truly magical. Her senses had been awakened, and her character had grown. The memories of the hidden garden and the wise butterfly would remain with her forever.

1)	
2)	
3)	
4)	
5)	
6)	
7)	

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

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

Plan

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

1) Describe the basic plot idea.

2) What characters are involved in this plot?

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

Plan

Fill in the organizer below.

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

1

2

3

4

5

5) End - How will the problem be resolved? How will the character solve the problem?

6) What is a good title for your story?

Name: _____

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Assignment – Narrative Writing

Rough Draft

Write the rough draft of your narrative below.

PREVIEW

Edit

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

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

Edit

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

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

Activity: Story Swap Revision Party

Objective

What are we learning more about?

To allow students to practice proofreading and revising narrative stories by working with peers in an engaging and supportive environment. This activity will foster collaboration and help students develop their writing skills.

Materials

What is needed to complete the activity?

- Drafts of narrative stories
- Pencils and paper
- Highlighters (yellow, green, and red)
- Revision checklist (see page 134) or other success criteria



Instructions

How do we complete the activity?

- 1) **Introduction:** Explain to the students that they will be participating in a "Revision Party," where they'll get to read each other's stories and help each other make them even better. Emphasize that constructive feedback is important and helpful.
- 2) **Pair Up:** Divide students into pairs and have them swap stories.
- 3) **Read Carefully:** Each student reads their partner's story and uses highlighters to mark areas that are particularly good or might need revision.
- 4) **Use the Checklist:** Hand out the revision checklist and ask students to review their partner's story, checking for each of the criteria.
- 5) **Discuss:** Encourage the pairs to discuss the feedback and brainstorm ways to make improvements.
- 6) **Revise:** Students take back their own stories and begin revising based on the feedback and their discussions.

Activity: Story Swap Revision Party

Feedback

Fill in the graphic organizer below to give feedback to your partner.

1) Based on the success criteria, what did your partner do well?

2) Based on the success criteria, what does your partner need to change?

3) What is your favourite part of your partner's story?

4) Write 3 questions you have about your partner's story.

1)

2)

3)

5) **Hand this sheet back to your partner.** Now, your partner should write how they will change their story to ensure it is as good as it can be. If there were lots of questions, what could you add to the story to ensure it is easy to follow? Think of 3 changes.

1)

2)

3)

PREVIEW

Rubric – Story Writing

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

Comments

Mark

Practice

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

PREVIEW

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

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

Understanding Persuasive Writing

Understanding Persuasive Writing

Persuasive writing is a type of writing where you try to convince someone to agree with your opinion. It's like talking to a friend and trying to get them to see things your way.

When Do We Use Persuasive Writing?

We use persuasive writing in many areas of our lives. Here are some examples:

- In an opinion piece or editorial, arguing a book is the best or why a rule should be changed.
- In advertisements, convincing people want to buy something.
- In letters to politicians or officials, to ask for a new park or safer streets.

Key Ingredients in Quality Persuasive Writing

1. Strong Opinions

A persuasive piece must have a clear opinion. You must know what you think and why.

2. Good Reasons and Facts

You have to give good reasons and facts to back up your opinion.

This is what makes people believe you.

3. Understand Your Audience

Think about who you are talking to and what might convince them.

4. Clear and Exciting Words

Choose words that help the reader feel what you feel. If you are writing about a new playground, use words like "fun" and "exciting" so the reader wants it too.

5. Structured Writing

You have to organize your writing well. Start with what you think, then give your reasons, and finish with a strong sentence that sums it all up.



Understanding Persuasive Writing

True or False

Is the statement true or false?

1) Persuasive writing is used to convince someone.	True	False
2) You must have a clear opinion in persuasive writing.	True	False
3) You don't need reasons or facts in persuasive writing.	True	False
4) Persuasive writing is used only in school.	True	False
5) Persuasive writing is like talking to a friend.	True	False

Questions

Answer the questions below.

1) What is the main purpose of persuasive writing?

2) Name two places where persuasive writing might be used.

Be Persuasive

Explain your opinion below but be persuasive.

Which is better, summer or winter?

Quick Look: Learning to Skim and Scan

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



For Example:

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

Instruction

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

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

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

2) During which period did the Tyrannosaurus Rex live?

3) What do scientists who study dinosaurs called?

4) How many years ago did dinosaurs become extinct?

Quick Look: Deep Dive (Close Reading)**Instruction**

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

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

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

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

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

PREVIEW

Research: Discovering New Things

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



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

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

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

Persuasive Writing - Research

Research in persuasive writing is like finding clues to solve a mystery. Imagine you're trying to convince your friends that chocolate ice cream is the best flavour. You would need to find reasons why chocolate is tastier, creamier, or more popular than other flavours.

Research helps you find those reasons. You can look up information in books, talk to people who love chocolate ice cream, or even taste different flavours yourself. When you gather all these "clues," you can share them with others to make your argument stronger.

Without research, it's just your word against someone else's, and that might not be enough to win over to your side. By doing research, you have proof to back up what you say, and that makes your opinion more powerful and convincing!

Research _____ learn more about the topics.

Topic	Which province in Canada _____
1) Before you start researching, decide your opinion. Write it below. If you're unsure, ask some of your classmates what they think and _____ so you can formulate an opinion.	
2) Now you'll need to find research about why the province you _____ You might want answers to these questions below.	
Sports teams in the province	
Average temperature	
Average snowfall	
Average rainfall	

Persuasive Writing - Research

Research

Fill in the table below to learn more about the topics.

Major rivers, oceans, lakes	
Amusement parks	
Popular Foods	
Number of Hospitals	
Population	
3) What other interesting facts did you learn about the province is the best?	
4) Go ask your classmates and teachers why they like the province you chose. Write down 5 things you learned below.	
1)	
2)	
3)	
4)	
5)	

Persuasive Writing - Research

Plan

Fill in the table below to plan your paragraph.

1) What is the main idea of your paragraph?

2) Write a topic sentence for your paragraph.

3) What evidence do you think are most convincing? Write them below.

4) Write a closing sentence.

Write

Write a paragraph about why the province you chose is the best province.

PREVIEW

Understanding Bias in Persuasive Writing

Understanding Bias in Persuasive Writing

Bias means leaning towards one side in an argument without considering all sides fairly. In persuasive writing, it's essential to know what bias is and how to spot it.

Different Points of View

Everyone has their own opinion, and it's normal to have different points of view on the same topic. For example, some people might think that school uniforms are a great idea, while others may think they are unnecessary. Both sides have valid reasons, and it's essential to understand and respect these different perspectives.

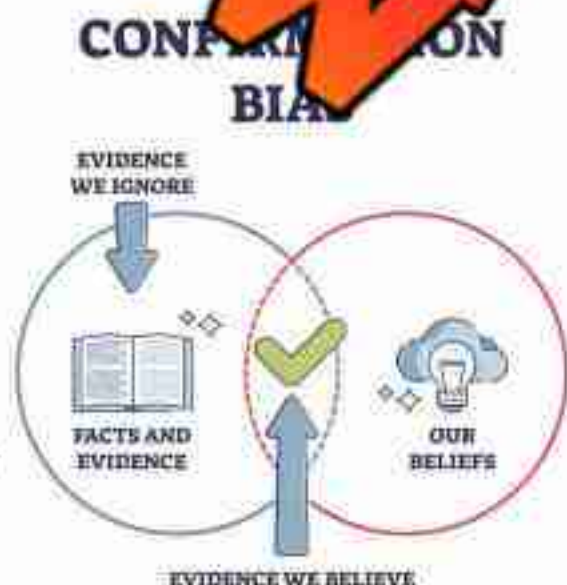
Analyzing Different Perspectives

When reading persuasive writing, it's important to consider different perspectives. Here are some steps to follow:

- **Identify the Author's Opinion:** What side is the writer taking on?
- **Find the Reasons:** Why does the writer feel that way? Look for examples that support their opinion.
- **Look for Bias:** Is the writer only telling one side of the story? Are they not fairly presenting the other side?
- **Think About Your Own Opinion:** After reading all sides, what do you think?

What is Confirmation Bias?

Confirmation bias is when people pay attention to information that agrees with their own beliefs and ignore information that doesn't. It's like only listening to friends who like the same games as you and not hearing others who might like different games.



Understanding Bias in Persuasive Writing

Analyze

Read the opinions below and answer the questions.

Pizza is undoubtedly the best meal because it's incredibly tasty, highly customizable, and perfect for any occasion. The combination of gooey cheese and crispy crust creates a taste that no other food can match. With endless topping options, you can have a different pizza every day and never get bored. Plus, it's perfect for parties, family dinners, or just a treat for yourself. These three reasons make pizza the superior choice for any meal!

1) What is the author's opinion?

2) What reasons did they give? List 3.

3) Why is this a biased opinion? Write the other perspective – people who do not agree.

Summer stands above all other seasons because of its weather, fun activities, and the joy of relaxation. You can bask in the sun's rays, which is something that only summer provides. The season allows for beach trips, picnics, and playing outside, unlike winter's chill or spring's rain. Also, summer means school's out, so you can relax without worrying about homework. These things make summer the best time of the year!

1) What is the author's opinion?

2) What reasons did they give? List 3.

3) Why is this a biased opinion? Write the other perspective – people who do not agree.

Version 3: Activity – Finding Bias in Writing

Tough Job

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

Dear Principal,

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

Sincerely,
Dan Parker

1) What is the author's opinion?

2) What reasons did they give? List 3.

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

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

Write your response letter back to Dan.

PREVIEW

Include:

- A greeting
- Topic sentence
- Body with main points



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

Informational Reports: A Quick Guide

What Are Informational Reports?

Informational reports tell us facts about something. They're used to explain things in a simple and clear way. For example, if you want to learn about lions, an informational report about lions will tell you where they live, what they eat, and other interesting facts. Read the rest of this report to learn more about informational reports.

Parts of an Informational Report

An informational report usually has these parts:

- **Title:** Tells what the report is about.
- **Introduction:** Introduces the topic.
- **Headings:** Break the report into sections.
- **Body:** Has the facts and information.
- **Pictures or Diagrams:** Help explain the words.
- **Conclusion:** Summarizes the main points.

How to Format an Informational Report

An informational report should be organized so it's easy to read. Here are some tips:

- **Use Headings:** They help the reader find what they want to know.
- **Write in Short Paragraphs:** Keeps information clear.
- **Use Bulleted or Numbered Lists:** Makes some information stand out.
- **Include Pictures or Diagrams:** Makes it fun to read and helps explain things.

Informational reports are important in school and everyday life. They help us learn new things and understand the world around us. Next time you have a question about something, try reading an informational report!



PREVIEW

Informational Reports: A Quick Guide

True or False

Is the statement true or false?

1) Informational reports tell facts about something.	True	False
2) Pictures or diagrams make a report harder to understand.	True	False
3) Headings break the report into sections.	True	False
4) Bulleted lists confuse the reader.	True	False
5) Informational reports are only used in school.	True	False

Questions Answer the questions below.

1) What is the purpose of an informational report?

2) Describe each of the components of an informational report below.

Introduction	_____
Headings	_____
Body	_____
Pictures/Diagrams	_____
Conclusion	_____

Brainstorm

Write as many topics as you can that you would want to write a report about.

Informational Reports: Non-Fiction

Fiction means a story that's made up, like fairy tales or superhero adventures. **Non-fiction** is about real things. If you read a book about lions in Africa, that's non-fiction. If you read a story about a talking lion who goes on adventures, that's fiction. Fiction is pretend, and non-fiction is true!

Think

Is the story with the topic below fiction or non-fiction?

1)	A map that helps a child find lost treasures in a forest.	Fiction	Non-Fiction
2)	A report about the solar system, with facts about planets.	Fiction	Non-Fiction
3)	The true story of the first train built across Canada.	Fiction	Non-Fiction
4)	Talking animals work together to solve problems.	Fiction	Non-Fiction
5)	A young wizard struggles to attend a magical school.	Fiction	Non-Fiction
6)	A guide to recycling and how it helps protect the environment.	Fiction	Non-Fiction
7)	A biography of a famous Canadian inventor and his inventions.	Fiction	Non-Fiction
8)	A dream grants a child the power to fly, leading to whimsical escapades.	Fiction	Non-Fiction
9)	Space robots discover a new planet and embark on thrilling adventures.	Fiction	Non-Fiction
10)	A historical account of a Canadian community and its traditions.	Fiction	Non-Fiction

Think

Write at least 2 fictional and 2 non-fictional stories you've read recently.

Fiction	Non-Fiction

Writing a Report - Rocks

Objective

What are we learning more about?

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



Instructions

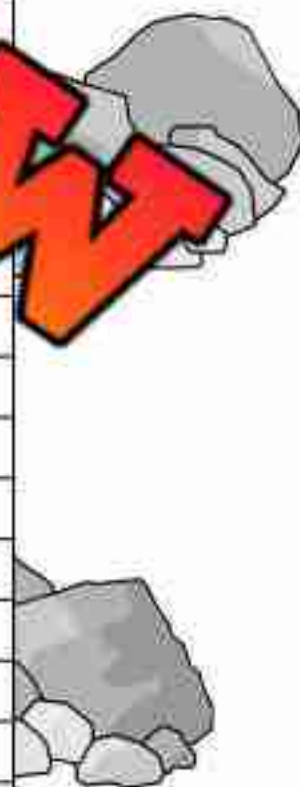
How do we complete the activity?

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

Facts

Organize your facts

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



Writing a Report - Rocks

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

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

Heading #1*Fact 1**Fact 2**Fact 3***Heading #2***Fact 1**Fact 2**Fact 3***Heading #3***Fact 1**Fact 2**Fact 3*

Conclusion – Summarize the report in just a few sentences.

Name: _____

Writing a Report - Rocks

PREVIEW

How To Research Effectively

Finding Information: How to Start

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

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

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

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

Good Searches	Bad Searches
"What do elephants eat?"	"I want to know what elephants eat for dinner."
"How does a rainbow form?"	"How does a rainbow happen, please?"
"Canada's tallest mountain"	"What is the name of the tallest mountain in Canada?"

The Importance of Trustworthy Sources

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

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

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

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

How To Research Effectively

Think

Is the search good or bad?

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

Questions

Answer the questions below.

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

Research Activity - Questioning

Think

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

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

	Questions	Answers
1		
2		
3		
4		
5		

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

	Questions	Answers
1		
2		
3		
4		
5		

How To Research: Online Treasure Hunt

Objective

What are we learning more about?

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

Material

What is needed to complete the activity?

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



Instructions

How do we complete the activity?

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

How To Research: Online Treasure Hunt

Research

Find answers to the questions below.

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

Report Writing – Generating Ideas

Brainstorm

Think of as many ideas as you can that are interesting to you.
Examples: sports, foods, hobbies, animals, cars, sports teams, etc.

Planning

Today you will be writing outlines for different report topics.
Choose one of your topics from above and then write 3 headings
you could use for each report. The following is an example.

Topic	The Ottawa Senators
<i>Heading #1</i>	When Did They Begin? Team
<i>Heading #2</i>	Best Players And Statistics
<i>Heading #3</i>	Best Seasons

Topic	
<i>Heading #1</i>	
<i>Heading #2</i>	
<i>Heading #3</i>	

Topic	
<i>Heading #1</i>	
<i>Heading #2</i>	
<i>Heading #3</i>	

Report Writing – Generating Ideas

Topic	
Heading #1	
Heading #2	
Heading #3	

Heading #1	
Heading #2	
Heading #3	

Topic	
Heading #1	
Heading #2	
Heading #3	

Reflection

Answer the questions below.

1) Which topic is your favourite? Explain.

2) With the outline finished for the topic you chose, do you feel more prepared to write? Explain why it is easier to start when you have an outline.

Report Writing – Introductions

A good introduction grabs the reader's attention and tells what the writing is about. Here's what makes an introduction great:

- Start with a fun fact or question.
- Tell the main idea.
- Give a hint of what you'll talk about.
- Keep it short and interesting!

Analyze the introductions below and use a checkmark if it meets the criteria.

Do you know why _____? In this report, we'll explore the fascinating science behind the color _____ and _____ some fun facts along the way! Get ready to look up and discover some _____ new.

Start with fun fact or question?	Give a hint of what you'll talk about.	
----------------------------------	--	--

Tell the main idea?	Keep it short and interesting!	
---------------------	--------------------------------	--

I'm writing about trees. Trees are big and small. In this report, you'll learn about trees, and it will be about trees.

Start with fun fact or question?	Give a hint of what you'll talk about.	
----------------------------------	--	--

Tell the main idea?	Keep it short and interesting!	
---------------------	--------------------------------	--

Canada is home to some amazing animals! This report will introduce you to the unique wildlife found across our country, from the snowy Arctic to the dense forests. From polar bears to beavers, there's so much to explore!

Start with fun fact or question?	Give a hint of what you'll talk about.	
----------------------------------	--	--

Tell the main idea?	Keep it short and interesting!	
---------------------	--------------------------------	--

Recycling is a thing. In this report, you'll learn about recycling. Recycling is about using old things again.

Start with fun fact or question?	Give a hint of what you'll talk about.	
----------------------------------	--	--

Tell the main idea?	Keep it short and interesting!	
---------------------	--------------------------------	--

Report Writing – Introductions

Write

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

Topic: Canadian Wildlife: Exploring Animals Native to Canada

Start with fun fact or question?

Give a hint of what you'll talk about.

Tell the main idea?

Keep it short and interesting!

Topic: Transportation: Why We Need Planes, Trains, and Buses

Start with fun fact or question?

Give a hint of what you'll talk about.

Tell the main idea?

Keep it short and interesting!

Report Writing – Conclusions

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

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

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

In this report, we learned about the water cycle. You not try drawing your own water cycle at home? Connecting back to the introduction, we said, "Water is always moving, and it never stops moving!"

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

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

Summarize the main points

Connect to the introduction

End with something interesting

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

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

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

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Activity – Finding Diagrams/Pictures/Charts

Objective

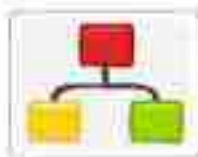
What are we learning more about?

We are learning how to find and select visuals that will help readers understand the information in our reports.

Materials

What is needed to complete the activity?

- Computer or tablet
- PowerPoint or Google Slides
- Prompts on the separate sheet



Instructions

What do we need to complete the activity?

- 1) Choose a Topic: Select a topic to research in the separate section of this activity. Make sure to understand the topic before proceeding.
- 2) Research Visuals: Using safe search methods, visit a few sources, find visuals that are relevant to the chosen topic. Look for charts, diagrams, or pictures that help explain or illustrate the subject.
- 3) Create a Slide Presentation: Open PowerPoint or Google Slides and create a new presentation.
- 4) Write the Prompt: On the first slide, write the topic you have chosen and the prompt.
- 5) Add the Visual: On the same slide, insert the visual (chart, diagram, picture) that you found to supplement the topic. Make sure it is clear, and appropriately sized to fit the slide.
- 6) Include a Description: Beneath the visual, explain how the visual relates to the topic. Share what the visual shows and why it is important.
- 7) At the bottom of the slide, write where you found the information. For example, Source: Website: energy.gov/energysaver or Source: Book: Types of Heat, School Library.
- 8) Continue this for 5 different prompts.

Activity – Finding Diagrams/Pictures/Charts

Prompts

Find visuals that go with these topics below.

Question	Source
Explore the life cycle of a butterfly and its different stages.	
Write about different activities people do in school.	
Research the mountains and rivers of Japan.	
Analyze how sunflowers grow and what they need to thrive.	
Tell about the achievements of Alexander Graham Bell.	
Investigate how recycling helps the environment.	
Describe how the water cycle works and why it's important.	
Explain the importance of eating fruits and vegetables.	
Discuss the different types of clouds and their meanings.	
Describe how bees make honey.	

What is a Haiku?

What is a Haiku?

A haiku is a special type of poem that comes from Japan. It has only three lines and follows a pattern of syllables: 5 in the first line, 7 in the second, and 5 in the third.

Haikus often talk about nature or feelings, and they paint a simple picture with words. Here are a couple of examples:



Snow

Snow on the ground
Children laughing and playing
Winter's chilly day

Night Sounds

Frog leaps in the pond (5)
Splash breaks the quiet night's peace (7)
Nature's song is sung (5)

These little poems are fun to read and a wonderful way to share something special about the world around us!

Write

Finish the Haiku poems below.

Topic: Rainy Afternoon

Line 1	Rain taps on the roof,
Line 2	Umbrella in my wet hand,
Line 3	

Topic: Playing at Recess

Line 1	Friends laugh and they run,
Line 2	Playing tag, having such fun,
Line 3	

How to Write a Rhyming Poem

Getting Started with Rhyming Poetry

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

What is a Rhyme?

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

Steps to Write a Rhyming Poem

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

Example of AABB Rhyme Scheme:

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



Tools for Finding Rhymes

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

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

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

Write

Finish the poem below using rhyming words.

AABB Poems

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

AABB Poems

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

ABAB Poem

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

ABAB Poem

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

Name: _____

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Curriculum Connection
1.1.4.4

Children's Book

Illustrate

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

Jamie woke up on a bright new day,
Singing and counting sheep to hearay!
Flowers blooming and birds chirping,
Spring brought everything new and bright.

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

PREVIEW

Name: _____

218

Curriculum Connection
1.1.4.4

Children's Book

Illustrate

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

Leaves and air grew cool,
Back to school, the time to rule,
Yet Jamie loved the autumn
Pumpkins and apples hanging

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

PREVIEW

Assignment – Writing a Children’s Book

Plan

Write a plan for your children’s book.

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

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

2) What topic did you choose?

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

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

Activity Title: "Poem Editing Teams"

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

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

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

1) The author of this story is...

2) Proofreader comments:

3) Punctuation and Capitalization comments:

4) Word and Rhyme Choice Artist comments:

5) Appreciation Analyst

PREVIEW

Rubric – Poetry Children’s Book Assignment

Category	4 Points	3 Points	2 Points	1 Point
Content & Theme	Clear, engaging theme in all poems.	Clear theme in most poems.	Inconsistent theme.	Unclear or inappropriate theme.
Rhyming Patterns	Flawless AABB or ABAB pattern.	Minor deviations in pattern.	Inconsistent patterns.	Unclear or missing patterns.
Illustrations	Original, vibrant, theme-supporting.	Mostly theme-supporting.	Lacks coherence with theme.	Missing or unrelated.
Grammar & Spelling	It has no errors, it is perfect.	Minor mistakes.	Several errors.	Numerous errors, affects understanding.
Creativity & Originality	Highly creative and original.	Some creativity but not original.	Some creativity, may be derivative.	Lacks creativity or originality.
Organization & Layout	Exceptionally well-organized, 1 poem/page.	Well-organized, 1 poem/page.	Somewhat confusing.	Confusing layout, detracts from reading.

Teacher Comments

Mark

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

Reflection Journal

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



2) What was your favourite part of your assignment?

3) What did you find challenging while writing?

4) How could you have done better?

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

What is a Limerick Poem?

What is a Limerick Poem?

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



The Pattern of a Limerick

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

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

Examples of Limericks

Funny Raccoon

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

Running Bear

Running in the deep chilly winter,
A bear was acting like a sprinter,
He'd run and he'd jump,
In the snow,
And warmth in his paws.

Write

Finish the Limerick poems below

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

What is a Limerick Poem?

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

Write

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

Line 1 _____ where fairness did _____.

Line 2 _____ would have chance, none in _____.

Line 3 _____ especially _____.

Line 4 So that _____.

Line 5 All together, the toy _____.

Line 1 Our school's _____ where all kids _____.

Line 2 No matter what others may _____.

Line 3 Each voice it is _____.

Line 4 Inclusion's our _____.

Line 5 Together, we laugh, learn, and _____.

Line 1 In a garden with flowers so _____.

Line 2 Many colours spread across the _____.

Line 3 No blossom the _____.

Line 4 Diversity its _____.

Line 5 Our garden grows bright, never _____.

Writing A Limerick Poem

Plan and Write

Plan and write your poems below.

1) Brainstorm a list of topics that you are interested in. These will help you come up with ideas for your poems. Examples: friends, hobbies, sports teams, seasons, weather, etc.

2) Which topic will you write your poem about?

3) What words come to mind when you think of your topic? When you think of a word, write down rhyming words that go with it.

Your Word	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4	Rhyme 5

PREVIEW

Writing A Limerick Poem

Plan and Write

Plan and write your poems below.

4) Write your limerick below.

Line 1

Line 2

Line 4

Line 5

5) Illustrate your poem below.

6) Try rewriting your limerick in cursive writing.

Line 1

Line 2

Line 3

Line 4

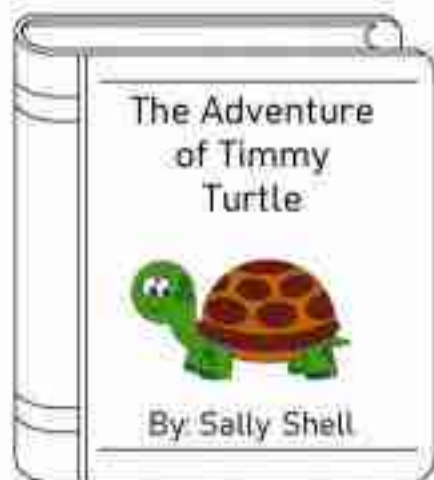
Line 5

PREVIEW

Analyzing a Book Review

Title and Author: "The Adventure of Timmy Turtle" by Sally Shell

Introduction: Ever wanted to go on an adventure with a brave turtle? Dive into "The Adventure of Timmy Turtle" and you'll be swimming through exciting adventures in no time!



Summary: Timmy is a little turtle who sets out to explore the world beyond his pond. His adventure takes him to new places where he makes wonderful friends. Timmy learns about courage, friendship, and the importance of being true to himself. I won't spoil any surprises, but get ready for a thrilling journey!

Your Thoughts: This book captured my heart because Timmy is not only brave but also really fun! The colourful pictures make the story so lively. Timmy's kind nature makes you want to be his friend. My favourite part was when he met a friendly frog who helped him when he was lost. The only thing I wish was different is that the book was longer, as I wanted more of Timmy's adventures!

Rating: I give "The Adventure of Timmy Turtle" 4 out of 5 stars. It's perfect for anyone who loves exciting stories about courageous animals. If you're up for an adventure with a turtle who's full of surprises, this book is for you!



Analyzing a Book Review

Describe

After reading the book review, explain if it met the criteria below.
Write an example of how the book review meets the criteria below.

1) Does it have a catchy introduction that grabs attention? Write it below.

2) Include the title of the book:

Yes

No

3) Include the author's name:

Yes

No

4) Does it give a rating with compelling surprises?

Yes

No

5) Did they share why they liked the book? Give an example.

6) Does it talk about what was liked and disliked?

7) Does it use interesting words that are fun to read? Give an example.

8) Does it end with a rating? Write it down.

9) Does it make it clear who might enjoy the book? Explain.

10) What voice comes through in the review? Is the author fun, boring, frustrated, excited?

Eliminating Bias In My Reviews



Eliminating bias in a book review means trying to be fair and not letting your personal likes or dislikes take over what you say. Here's how you can do it:

- 1) **Focus on the Story:** Instead of saying you like or dislike the topic, talk about what happens in the book. Share the plot without giving away the ending.
- 2) **Talk about the Writing:** Explain if the writing was good or not so good, and why. Did it make the story exciting or was it confusing?
- 3) **Be Honest and Fair:** It's okay to say if you didn't like something, but explain why. Instead of saying "I hate this book because it's about space, and I don't like space," you could say, "The book's setting in space hard to understand, but someone who loves sci-fi might enjoy it."
- 4) **Think about your readers:** Remember, other people who have different likes and dislikes might read your review. Think about what they might want to know.

Write

Write a review about a book/TV shows/movie. Use the ideas above to help you eliminate bias.

Book/Movie/TV Shows:

Your Rating



Practicing Reviews – Tommy's Time Travel Hat

Reviews

Write your thoughts about the short stories below. What voice will you write with? Are you frustrated with the story? Excited about it? What were your favourite/least favourite parts? What rating will you give the story?

Short Story - Tommy's Time Travel Hat

Tommy bought an old hat adorned with feathers at a yard sale. When he wore it and spun around the room, he traveled back in time! He played with dinosaurs, had tea with Queen Elizabeth, and met his parents when they were his age. Each adventure taught him something new about history, and every time he took off the hat, he was back in his room, bursting with ideas to write in his journal.

1) What are your thoughts about the story? Write using a certain voice – happy, mad, etc.

2) What was your favourite part? Least favourite part?

Favourite

Least Favourite

3) What rating do you give this story? Explain your rating and who would like this story.

Assignment – Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

1) What book will you be reviewing?

2) Who is the author of the book?

3) Summarize the book without giving away any surprises.

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

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

PREVIEW

Assignment – Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

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

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

Write

Write your introduction below

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

PREVIEW

Name: _____

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MY BOOK REVIEW

Title: _____

Author: _____

Summary

My Thoughts

PREVIEW

My Rating ☆☆☆☆☆

Edit

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

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

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Shares a brief summary without giving away the ending		
Gives an unbiased recommendation		
Includes a rating		
Makes it clear who would enjoy the book		
Author's voice comes through in the writing		
Is interesting and informative		

Rubric – Book Review

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

Teacher Comments

Mark

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

Writing A Comic Strip



Examine

Look at the comic closely to plan the dialogue.

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

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

1)

2)

3)

4)

5)

6)

Writing Comic Strips – The Cave

Instructions

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

Panel 1:

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

Panel 2:

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

**Panel 3:**

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

PREVIEW

A large empty comic strip template with three panels. The panels are arranged in a row, with the first panel on the left, the second in the middle, and the third on the right. The panels are separated by black lines. The word "PREVIEW" is written in large, bold, orange letters across the top of the panels.

Biography – Thomas Edison

Introduction: Meet the Inventor

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



Early Life and Education

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

Achievements: Lighting Up the World

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

Later Life and Legacy: Remembering a Legend

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

Timeline: Important Dates

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



Biography – Thomas Edison

Questions

Answer the questions below

1) Who was the biography about?

2) Write 3 facts from the biography.

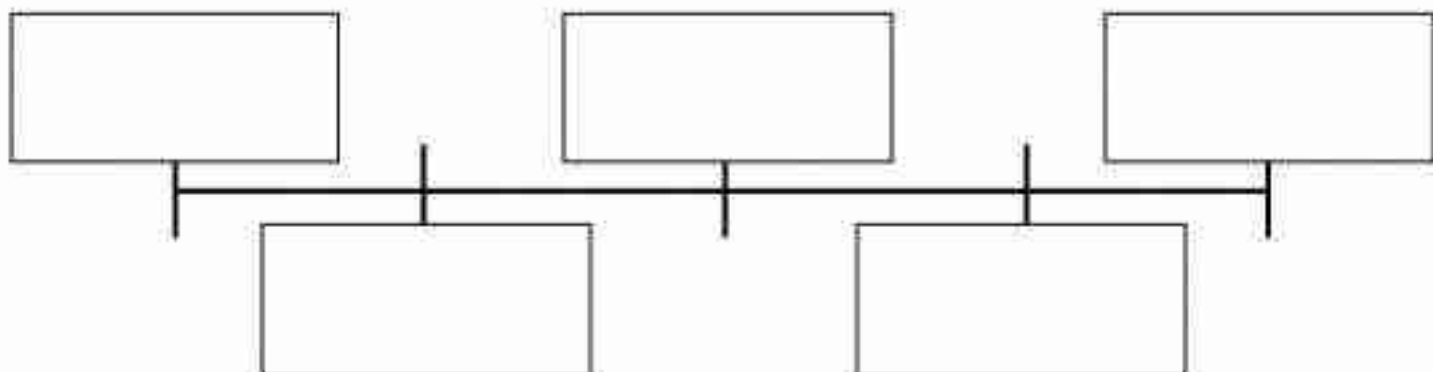
3) What quote from Edison is in the biography? Write it below.

4) What achievements did Edison have?

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Timeline

Fill in the timeline below using the timeline from the biography



Researching Skills - Plagiarism

What is Plagiarism?

Plagiarism is like copying someone's homework. It means using someone's words or ideas without saying they made them up first. It's not fair, and it's not allowed in school.

Avoiding Plagiarism - Use These Methods Below

- 1) **Paraphrasing:** Paraphrasing is rewriting something in your own words, keeping all the details.
- 2) **Summarizing:** Summarizing is telling the main points of something in a short way.
- 3) **Quoting:** When writing exactly what you read, you need to use quotations to show the original words. Then you need to cite where you found the information.

Practice

Paraphrase, summarize, and quote the passages below.

The rock cycle is a loop where rocks change from igneous, sedimentary, or metamorphic kinds. These transformations happen because of temperature and pressure, showing how Earth's surface changes.

Paraphrasing The rock cycle is like a loop where rocks can become three different types: igneous, sedimentary, or metamorphic. These changes take place when there's heat and squeezing.

Summarizing The rock cycle shows how rocks change from explaining Earth's surface changes.

Quoting "The rock cycle is a loop where rocks change from (igneous, sedimentary, or metamorphic)." (Source: _____)

Habitats are special places where animals and plants live. Different habitats like forests, deserts, or oceans provide everything needed for survival. Protecting these areas is very important.

Paraphrasing

Summarizing

Quoting

Researching Activity – Note Taking

Instruction

While your teacher reads the biography below, copy down notes on the next page. When you write notes, use point form, not full sentences and do not worry about spelling. You can also draw pictures.

Introduction: Meet Thanadelthur

Thanadelthur was a brave Dene woman from what is now Canada. She lived in the early 1700s. People remember her because she helped different groups of people talk to each other.

**Early Life: Growing Up with Challenges**

Thanadelthur was born into a Dene family in northern Canada around 1697. She was captured by the Inuit people but managed to escape. Living with both the Dene and Inuit taught her many things.

Achievements: Making Friends and Building Peace

Thanadelthur worked with the Hudson's Bay Company and the Dene. She helped them understand each other and become friends. She worked with a man named James Knight. Together, they made trade agreements. One of her famous sayings was, "Understanding begins with talking and listening."

Later Life and Legacy: Remembering a Hero

Sadly, Thanadelthur died in 1717, probably from a sickness called tuberculosis. But people still remember her today. The friendships she helped make lasted a long time. She is a hero for helping people communicate and work together.

Researching Activity – Note Taking

Note Taking

While your teacher is reading, write down notes in point form

PREVIEW

Pictures

Draw things that will help in your research and note taking

Success Criteria – Biography

Analyze

Read the biography below. Write things you like about it. Afterwards, share your ideas with the class, so you and your classmates can come up with 7 criteria that makes a good biography.

Biography – Alexander Graham Bell

Introduction

Alexander Graham Bell was a famous inventor known for inventing the telephone. He said, "Great discoveries and improvements invariably involve the cooperation of many minds."

Early Life

Born in Scotland in 1847, Bell's family was involved in teaching speech. He moved to Canada and then to the United States.

Achievements

Bell's most famous achievement was inventing the telephone in 1876. He also worked on other inventions, like a device to help people with hearing difficulties.

Later Life and Legacy

In his later life, Bell continued to invent and explore new ideas. He died on August 2, 1922. His inventions, especially the telephone, left a lasting impact on how we communicate today. His work in speech and hearing continues to help people all over the world.

Bibliography

"Alexander Graham Bell." Encyclopedia Britannica. Encyclopedia Britannica, updated 2021.



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1)	
2)	
3)	
4)	
5)	
6)	
7)	

Cursive Writing Activities

Cursive Writing Activities

Practice

Trace the cursive letters below.

aaaaaa aaaaaa

BBBBBB bbbbbb

cccccc ccccccc

DDDDDD ddddddd

EEEEEE eeeeeee

JJJJJJ jjjjjj

MMMMM mmmmm

TTTTT ttttt

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Cursive Writing Activities

Practice

Write the letters in cursive in each of the boxes.

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

PREVIEW

Cursive Writing Activities

Practice

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

Cats love to chase mice.

Dogs bark very loudly.

Trees grow big and tall.

Birds fly in the sky.

Fish swim in water.

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Cursive Writing Activities

Questions

Answer the questions below using cursive writing.

What's your favourite colour?

What's your favourite animal?

What sports

What's your favourite movie?

What's your favourite fruit?

What's your favourite holiday?

What's your favourite dessert?

What's your favourite snack?

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