



# Preview - Information



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

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

When you make a purchase, you will receive a folder that contains each of the .pdf workbook files and links to where you can make copies of the Google Lessons units to your Google Drive.

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# Google Slides Lessons Preview







# BC Language Curriculum Conventions & Vocabulary – Grade 5

## Visualization

Drag the correct description and match it to the picture that shows the scene.

The worksheet contains four landscape images and three text boxes for matching. The images are: a lake with a boat, a forest scene, a mountain landscape, and a field of flowers. The text boxes contain descriptions of these scenes.

## Simple Sentences

Read each sentence carefully. Drag the simple sentences to the pictures they match. Remember, a simple sentence has one subject and one complete thought.

The worksheet features six illustrations and a grid of text boxes. The illustrations are: a girl at a chalkboard, a dog, two children playing soccer, a bird, a boy reading, and a pig. The text boxes contain simple sentences for matching.

## Intro To Conjunctions

Draw a line from the first part of the sentence to the second part. Read your complete sentence.

<input type="checkbox"/> I wanted to play outside.	<input type="checkbox"/> YET	<input type="checkbox"/> I still found the time to read.
<input type="checkbox"/> She likes apples.	<input type="checkbox"/> OR	<input type="checkbox"/> I shared my sandwich with Sam.
<input type="checkbox"/> The storm was the reason.	<input type="checkbox"/> SO	<input type="checkbox"/> She ran out a sandwich.
<input type="checkbox"/> I studied hard.	<input type="checkbox"/> BUT	<input type="checkbox"/> It was a beautiful day.
<input type="checkbox"/> The car drove past.	<input type="checkbox"/> AND	<input type="checkbox"/> I did not read the book.
<input type="checkbox"/> The road was long.	<input type="checkbox"/> FOR	<input type="checkbox"/> We didn't feel tired.
<input type="checkbox"/> He was late.	<input type="checkbox"/> NOR	<input type="checkbox"/> I decorated them with sprinkles.
<input type="checkbox"/> I wanted to go hiking.		<input type="checkbox"/> The weather was sunny and clear.
<input type="checkbox"/> We talked online.		<input type="checkbox"/> She was really nervous.
<input type="checkbox"/> He forgot his book.		<input type="checkbox"/> He missed the beginning of class.



# BC Language Curriculum Conventions & Vocabulary – Grade 5

## Suffix -ic and -ical

Does the word make sense when we add -ic or -ical?

Word	Make sense?
historic	
heraldic	
bookish	
magical	
musical	
bookish	
coldic	
mythic	
poetic	
athletic	
historical	
scientific	
digital	
economical	
jumpic	
ethical	
alienic	
logical	

Yes

	→		→		→		→	
	→		→		→		→	
	→		→		→		→	
	→		→		→		→	
	→		→		→		→	

## Prefix Sub-

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

submarine	submerge	substance
subway	submarine	submerge
substance	submerge	submarine
submarine	submerge	substance
submerge	submarine	substance
substance	submerge	submarine





# Workbook Preview



# Grade 5 – Language Conventions and Reading Strategies



<b>Big Idea 1</b>	Language and text can be a source of creativity and joy.
<b>Big Idea 2</b>	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
<b>Big Idea 3</b>	Texts can be understood from different perspectives.

Preview of 90 pages from this product that contains 425 pages total.

Included are weeks 1 – 8, and 28 - 30.

There are 30 weeks total.

CR5.3

**Language features, structures, and conventions:** word patterns, word families

65, 69-70, 73, 76-78, 82-83, 85-87, 90, 93-94, 97, 101-102, 105, 109-110, 113, 116-118, 122-126, 129, 132-136, 139-144, 148-150, 155-161, 164-166, 170-173, 175-176, 178-182, 185, 189-190, 195-198, 202-206, 210-214, 218-221, 224, 227-228, 230, 232-235, 239-243, 247-248

<p><b>CR5.4</b></p>	<p><b>Sentence structure and grammar:</b> parts of speech; past, present, and future tenses; subject-verb agreement</p>	<p>16, 24-25, 32-33, 39-40, 47- 48, 55-56, 63-64, 71-72, 95-96, 103-104, 111-112, 119-120, 151-152, 167-168, 183, 199, 207</p>
<p><b>CR5.5</b></p>	<p><b>Conventions:</b> common practices in punctuation (e.g., uses of the comma, quotation marks for dialogue, uses of the apostrophe in contractions); in capitalization in titles, headings, and subheadings, and in Canadian spelling</p>	<p>13-14, 48, 104, 112, 119-120, 127-128, 167, 174, 183, 191, 200, 208, 215-216, 222-223, 229, 236, 244-245</p>

# READING PROGRAM - OVERVIEW

Week	Lesson 1	Lesson 2
1	Identify Sentence Fragments:	Correct Sentence Fragments:
2	Simple Sentences	Parts of Speech: Nouns, Verbs, Adjectives, and Adverbs
3	Direct Objects for Nouns	Pronouns, Intensive and Reflexive Pronouns
4	Identify Run-on Sentence	Correct Run-on Sentence
5	Intro to Conjunctions– FANBOYS	Writing Compound Sentences Using Commas:
6	Advanced Conjunctions	Writing Advanced Conjunctions
7	Intro to Subordinating Conjunctions	Build Complex Sentences:
8	Advanced Subordinating Conjunctions	Practice Complex Sentences:
9	Figures of Speech - Understand Similes	Figures of Speech - Understand Metaphors and Imagery
10	Figures of Speech - Analogies	Figures of Speech - Understand Hyperbole
11	Subject/Verb Agreement	Present/past/future tense
12	Imperative Sentences:	Interrogative Sentences
13	Declarative Sentences	Exclamatory Sentences
14	Using Commas with Clauses	Practice Commas with Clauses
15	Introduction to Colons	Introduction to Semicolons

# READING PROGRAM - OVERVIEW

Weeks	Lessons	
16	Homophones	Decoding strategy – Syllable splitting
17	Homonyms and Antonyms	Decoding strategy – Chunking
18	Noun-pronoun agreement	Possessive pronouns, subject pronouns, and object pronouns
19	Examine Words New To The English Language	Examine words with meanings that have changed over time
20	Proper Adjectives and Capitalization	Using Correlative Conjunctions
21	Commas for Introductory Phrases	Synonyms: Identifying and Creating and Thesaurus Work
22	Commas with Interjections	Vocabulary: Context Clues: What do you think the underlined (challenging word) means?
23	Commas with Direct Address	Vocabulary: Context Clues: What do you think the underlined (challenging word) means?
24	What are Appositives?	Commas with Appositives
25	What are Participles?	Commas to set off Participial Phrases
26	Commas used in Parenthetical Expressions – Used to separate expressions	Contractions
27	Capitalization used to show importance of certain words	Contractions
28	Capitals for Historical Periods or Events	Abbreviations
29	Using Parentheses	Activity - Reading by Adjusting Expression
30	Use Quotation Marks	Writing Dialogue

NAME: \_\_\_\_\_

# LANGUAGE

**PREVIEW**



## Week 1 - Vocabulary List

Obtain	Object	Obvious	Oblige	Objection
Obscure	Oblivious	Obstacle	Cheerful	Champion
Charity	Chance	Choke	Chocolate	Trial
Treasure	Transition	Tragedy	Triumph	Trivial

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

Answer	Word	Description
		A) A very sad or terrible event.
		B) A sweet treat made from cocoa.
		C) Something valuable or special.
	Oblige	D) Write someone very good.
	Objection	E) A disagreement or saying no.
	Obscure	F) A difficulty or difficulty.
	Oblivious	G) Happy and cheerful.
	Obstacle	H) Not important or minor.
	Cheerful	I) Not clear or hard to see.
	Champion	J) To do a favour or help.
	Charity	K) Easy to see or understand.
	Chance	L) Having difficulty breathing.
	Choke	M) Something that blocks the way.
	Chocolate	N) Disagreeing or saying no.
	Trial	O) Change from one state to another.
	Treasure	P) To get or receive something.
	Transition	Q) Not aware of what's happening.
	Tragedy	R) A thing you can see or touch.
	Triumph	S) Helping others by giving.
	Trivial	T) A great victory or success.

Name: \_\_\_\_\_

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## PREFIX OB-

The prefix "Ob-" means "against," "in the way," or "towards." Here are some examples:

- **Obstacle:** "Ob-" means in the way, and "stacle" is like "stand." So, "obstacle" is something that stands in your way.
- **Object:** When you "ob-" or go against, and "ject" like throw, "object" can mean to say no or disagree with something.
- **Obtain:** This means to go towards something and get it.

### Opposites

Write the opposite of the words below, make sure that your answer starts with the prefix "-ob"

_____	Disallow, Hinder, Prevent
_____	Forfeit, Surrender
_____	Forget, Mindful
_____	Appear, Opponent
_____	Modern, Opposite



### Completion

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

A) Obstacle	B) Object	C) Observe	D) Obligate	E) Obligated
F) Obstruct	G) Oblivious	H) Objection	I) Objection	J) Obsolete

_____	1) The path was blocked by a large _____.
_____	2) He was _____ to the loud noise.
_____	3) She made an _____ during the meeting.
_____	4) That old computer is now _____.
_____	5) The instructions were quite _____.
_____	6) You must _____ permission first.
_____	7) Cats often _____ their surroundings.
_____	8) She felt _____ to help her friend.
_____	9) The tree can _____ the view.
_____	10) He couldn't find the _____ he dropped.

# IDENTIFY SENTENCE FRAGMENTS

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

**Examples:**

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



Complete or Fragment?

Is the sentence complete or is it a fragment?

1) On the way to work.	Complete	Fragment
2) Even though she was tired.	Complete	Fragment
3) Without any hesitation.	Complete	Fragment
4) Cat chases the laser.	Complete	Fragment
5) She read and wrote a review.	Complete	Fragment
6) Running in the rain.	Complete	Fragment
7) The view on the mountain.	Complete	Fragment
8) The birds were chirping.	Complete	Fragment
9) I love summer.	Complete	Fragment
10) During the movie	Complete	Fragment

Find the Fragment

Underline the fragments in the passage.

During summer, I often visit my grandmother's house. She has a vast garden filled with colourful flowers. In the middle of it all. We would have picnics on the grass. Laying under the sun, feeling the warm breeze. My younger brother trying to chase butterflies. Laughing when they elude him. My grandmother makes the best lemonade. Cool and refreshing. On some days, when the sky gets cloudy. We move our picnic indoors. Telling stories and playing board games. Until the sun shines again. Summer at grandma's is always special.

# CORRECT SENTENCE FRAGMENTS

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

**Examples:**

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



Identify the sentence fragment correct or not?

1) While surprised,		6) Never again,	
2) Like a diamond,		7) Before the final act,	
3) Singing loudly,		8) Because I said so,	
4) At long last,		9) Inbelievable!	
5) On the edge,		10) In his eyes,	

Mix and Match Match the fragments with suitable endings.

ANSWER	FRAGMENTS	Possible Endings
	While eating her sandwich,	A) she felt like a cat.
	Jumping over the fence,	B) we can play soccer.
	Riding his bike down the hill,	C) she talked with her friends.
	If we go to the park,	D) the sky turns orange.
	During the thunderstorm,	E) everyone got quiet.
	The dog wagging its tail,	F) Emily faced her fears.
	As the sun sets,	G) seemed incredibly happy.
	Though she felt scared,	H) we stayed indoors to keep dry.
	Before the game started,	I) Tim felt exhilarated.
	When the teacher walked in,	J) we practiced our cheers.

**WORD SEARCH****Word Search**

Find the word bank words in the puzzle.

<input type="checkbox"/> Obtain	<input type="checkbox"/> Object	<input type="checkbox"/> Obvious	<input type="checkbox"/> Oblige	<input type="checkbox"/> Objection
<input type="checkbox"/> Obscure	<input type="checkbox"/> Oblivious	<input type="checkbox"/> Obstacle	<input type="checkbox"/> Cheerful	<input type="checkbox"/> Champion
<input type="checkbox"/> Charity	<input type="checkbox"/> Chance	<input type="checkbox"/> Choke	<input type="checkbox"/> Chocolate	<input type="checkbox"/> Trial
<input type="checkbox"/> Treasure	<input type="checkbox"/> Transition	<input type="checkbox"/> Tragedy	<input type="checkbox"/> Triumph	<input type="checkbox"/> Trivial

**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?

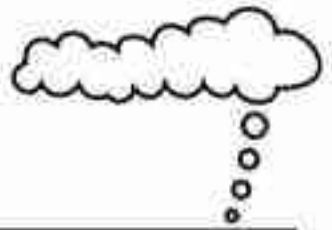
	Sentence	# of Mistakes		Time (sec)	
		1 <sup>st</sup> Try	2 <sup>nd</sup> Try	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
1)	He played outside.				
2)	An obscure medal to measure beneath the surface.				
3)	They overcame every obstacle determination and teamwork.				
4)	His triumph in the competition was obvious to all who watched.				
5)	Oblivious to the warning signs, he missed his chance to escape.				
6)	Her strong objection halted the transition of the controversial plan.				
7)	The tragedy of the fallen hero was viewed as deeply trivial by the cynics.				

PREVIEW

## Visualization

**Visualize**

Draw a picture that brings the scene to life using your imagination from the descriptions.



A bright red barn sits in the middle of a green field. A tall scarecrow watches over rows of corn, and a pumpkin patch lies near a field of big, round pumpkins ready for harvest.

The night sky is a deep blue with a big, silvery moon. Tiny stars twinkle like diamonds. In the quiet of the forest, a tree with its big, round eyes looks on.

A small, wooden bridge crosses a bubbling stream in the forest. All around, there are trees with leaves of green, yellow, and red. A squirrel scurries by, its bushy tail flicking.

In the park, there is a playground with a shiny yellow slide. Children laugh as they swing back and forth on the swings. A soft breeze blows, making the leaves on the ground dance.

On a sunny beach, the sand is warm and golden. The sea is a clear blue with gentle waves. Seashells of all shapes and sizes are scattered along the shore, ready to be discovered.

**PREVIEW**

## Week 1 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Complete or Fragment?

Is the sentence complete or a fragment?

1) Who can tell?	Complete
2) Where to?	Fragment
3) Over the rainbow.	Complete

### Completion

Complete the given fragments with suitable endings.

1) Beyond belief
2) Dreams dashed
3) If only
4) No way out

## Week 2 - Vocabulary List

Musician	Librarian	Magician	Politician	Guardian
Civilian	Historian	Physician	Wholesome	Thought
Theme	Thunder	Thousand	Theory	Thesis
Whisper	Whistle	Whack	Whimsical	Whirlwind

Cursive


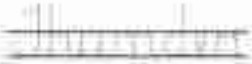



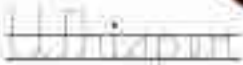
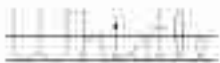




Write the word using cursive writing.

Word	Trace	Write
Musician	<i>Musician</i>	
Librarian	<i>Librarian</i>	
Magician	<i>Magician</i>	
Politician	<i>Politician</i>	
Guardian	<i>Guardian</i>	
Civilian	<i>Civilian</i>	
Historian	<i>Historian</i>	
Physician	<i>Physician</i>	
Thought	<i>Thought</i>	

## Week 2 - Vocabulary List

**Cursive**

Write the word using cursive writing.

Word	Trace	Write
Theme		
Threat		
Thousand		
Theory		
Thesis		
Whisper		
Whistle		
Whack		
Whimsical		
Whirlwind		
Wholesome		

**PREVIEW**

## SUFFIX -IAN

The suffix "-ian" means "someone who is an expert in something" or "someone who comes from a place." For example, a "musician" is someone who plays music, and a "Canadian" is someone from Canada.

- **When the word ends in 'c':** Just add "-ian." Like "magic" becomes "magician."
- **When the word ends in 'y':** Change the 'y' to 'i' and add "-an." For instance, "library" becomes "librarian." In other words, just drop the 'y'.
- **If the word is a country or place:** Adding "-ian" often means someone from that place, like "Italy" becomes "Italian."
- **For jobs or studies:** Adding "-ian" can mean someone who does that job or study, like "electric" becomes "electrician."

**Morpheme** Add "-ian" to the given base words applying the rules above.

Music		History	
Guard		Diet	
Comedy		Music	
Asia		Brazil	
Politic		Egypt	

**Write** Use the words in meaningful sentences.

1) Vegetarian	
2) Comedian	
3) Canadian	
4) Physician	

# SIMPLE SENTENCES

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

**Examples:**

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



**Identify** \_\_\_\_\_ a check mark (☑) if the sentence is in simple structure.

1) I watch TV while eating.	6) The sun is shining.
2) I love to read.	7) The cat sleeps.
3) Students run when they are tired.	8) After lunch, we'll go swimming.
4) The sun shines brightly.	9) She reads and writes.
5) She feels happy when it rains.	10) He's happy but tired.

**Write** \_\_\_\_\_

Finish the sentences making them simple sentences.

1) The fish \_\_\_\_\_

2) My sister \_\_\_\_\_

3) The wind \_\_\_\_\_

4) The teacher \_\_\_\_\_

5) The clock \_\_\_\_\_

6) The baby \_\_\_\_\_

7) The sun \_\_\_\_\_

8) The door \_\_\_\_\_

Name: \_\_\_\_\_

**PARTS OF SPEECH: NOUNS, VERBS, ADJECTIVES, AND ADVERBS****Parts of speech** are categories of words based on their function in a sentence:

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



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

	1) The dog <u>barks</u> loudly at the mailman.
	2) She <u>walked</u> through the beautiful garden slowly.
	3) The sun <u>shines</u> brightly in the sky.
	4) The <u>bridge</u> is a masterpiece of architecture.
	5) The car <u>drove</u> as fast as it could.
	6) The book on the <u>shelf</u> is old.
	7) The students <u>listened</u> attentively to the teacher.
	8) The restaurant serves <u>delicious</u> food.
	9) The baby's laugh is so <u>cute</u> .
	10) Birds <u>sing</u> cheerfully in the morning.

Write

Use the given words in sentences.

Computer	
Whisper	
Fragrant	
Slowly	

# 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

**PREVIEW**



## Visualization

**Visualize**

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

**PREVIEW**

In a whispering forest, a young hero sought a hidden treasure by a tattered map and the chocolate scent wafting through the trees. Overcoming obscure paths and trivial obstacles, they pressed on, their heart a steady drum of determination. As twilight painted the sky, they found a chest, not of gold, but of rare chocolate, promising joy to their village. With a triumphant smile, the hero turned homeward, their spirit as bright as the stars above.

## Week 2 - 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

Finish the sentences in a simple sentence.

- 1) The fox \_\_\_\_\_
- 2) The window \_\_\_\_\_
- 3) The man \_\_\_\_\_
- 4) The store \_\_\_\_\_

### Identify

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

	1) The <u>curious</u> cat explored the empty garage.
	2) She painted <u>skillfully</u> while admiring the large, blank canvas.
	3) The energetic athlete <u>ran</u> quickly across the uneven terrain.

## Week 3 - Vocabulary List

**Think** Underline the suffix -ing in each word. Circle the words with digraph: ea, ee.

Reading	Writing	Building	Creating	Exploring
Drawing	Understanding	Communicating	Feature	Breathe
Reason	Speaker	Appeal	Release	Succeed
Indeed	Refugee	Foresee	Squeeze	Decree

**Instructions** Use the words in the list and unscramble the words using the vocabulary list above.

1	_____ calms the mind.
2	She will _____.
3	_____ resolve conflicts.
4	It's cold outside, _____.
5	_____ worlds.
6	The _____ see _____.
7	Just _____ deeply no _____.
8	This _____ is innovative.
9	The _____ was inspirational.
10	_____ all negative thoughts.
11	I can _____ complications.
12	_____ is the key.

DINEDE	EAUFTER	GRADEIN	AESORN	CEDERE

## SUFFIX -ING



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

**Examples:**

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



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

1	_____ to the park.
2	The _____ at the party.
3	I _____ a letter to my friend.
4	The birds _____ south for the winter.
5	She was _____ beautiful picture.
6	We are _____ a surprise for her birthday.
7	The cat is _____ the _____.
8	They are _____ you _____.
9	I am _____ a book about _____.
10	He is _____ in the pool every morning.

**Write**

Use the words below to create a meaningful sentence.

1. Understanding	
2. Drawing	
3. Creating	
4. Building	

## DIRECT OBJECTS FOR NOUNS

A **direct object** is a noun that receives the action of a verb. It answers "what?" or "whom?" after the verb.

**Examples:**

- She reads a book. (The action is "reads." What is being read? The answer is "book." Therefore, "book" is the direct object.)



**Identify** Identify the direct object in each sentence.

	Sentence	Direct Object
1	I painted a picture.	
2	The chef prepared a delicious meal.	
3	She bought a new dress.	
4	We visited the museum last week.	
5	The children played a game.	
6	My sister adopted a cat.	
7	The teacher wrote an equation on the board.	
8	The bird sang a lovely song.	
9	He drank a cup of coffee.	
10	She read a long book during vacation.	

**Write** Use the given verbs to create sentences including a direct object.

	Verb	Student-Created Sentence
1	eat	
2	build	
3	draw	
4	watch	
5	wear	

## PRONOUNS – INTENSIVE AND REFLEXIVE

**Pronouns** replace nouns to avoid repetition.

Example: Maria said she will come. (She replaces Maria.)

**Intensive pronouns** emphasize another noun or pronoun.

Example: She herself baked the cake. (Herself emphasizes "She.")

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

Example: She cut herself while cooking. (The action done by "She" reflects back to "her.")



**Think** Identify if the bold pronoun is Reflexive or Intensive.

1	She <b>herself</b> visited her sister.	Reflexive	Intensive
2	The team <b>themselves</b> organized the event.	Reflexive	Intensive
3	You should take care of <b>yourself</b> .	Reflexive	Intensive
4	She prepared <b>herself</b> for the exam.	Reflexive	Intensive
5	The children washed <b>themselves</b> before dinner.	Reflexive	Intensive
6	I <b>myself</b> don't believe that story.	Reflexive	Intensive
7	The cat can feed <b>itself</b> when hungry.	Reflexive	Intensive
8	You <b>yourself</b> said this was the best route.		Intensive
9	They hurt <b>themselves</b> while playing soccer.		Intensive
10	The president <b>himself</b> will attend the meeting.	Reflexive	Intensive

**Rewrite** Rewrite the original sentences using the appropriate pronoun.

	Original Sentence	Rewritten Sentence
1	Sarah taught Sarah to dance.	
2	The dog bit the dog.	
3	Michael trusts Michael.	
4	They blamed they.	

**WORD SEARCH****Word Search**

Find the word bank words in the puzzle.

<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Building	<input type="checkbox"/> Creating	<input type="checkbox"/> Exploring
<input type="checkbox"/> Drawing	<input type="checkbox"/> Understanding	<input type="checkbox"/> Speaker	<input type="checkbox"/> Feature	<input type="checkbox"/> Breathe
<input type="checkbox"/> Reason	<input type="checkbox"/> Communicating	<input type="checkbox"/> Appeal	<input type="checkbox"/> Release	<input type="checkbox"/> Succeed
<input type="checkbox"/> Indeed	<input type="checkbox"/> Refugee	<input type="checkbox"/> Foresee	<input type="checkbox"/> Squeeze	<input type="checkbox"/> Decree

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

**Word Scramble**

Read the clue and then unscramble the word.

EFTERAU		HBEEATR	
RAKPEES		SOEARN	
ELAPPA		ERSLEAE	
UCDSCEE		RFOSEEE	
UEQZEES		ERGEEFU	
EEDERC		NEIDDE	

## 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)	Reading about heroes, the speaker inspired students to build shelters for refugees. He understood the value of kindness and foresaw helping others. Kindness was a key feature of his story.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
2)	Exploring the woods, the class and whispered stories, walking about adventure gave them a reason to be in nature's embrace.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
3)	Writing their play, the class depicted a refugee becoming a great speaker. Through building connections, they were creating a new life.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
4)	In art class, drawing communicated more than words. Creating a mural, each feature added told part of a story, squeezing out laughter.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
5)	Exploring journalism, students wrote of sports and school decrees. It was a way to build understanding and release their thoughts.	<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)	11)
2)	12)
3)	13)
4)	14)
5)	15)
6)	16)
7)	17)
8)	18)
9)	19)
10)	20)

### Identify

Identify the direct object in each sentence.

	Sentence	Direct Object
1	The traveler drove an expensive car very fast.	
2	The boys played a lively game of hide and seek.	
3	He drew a school of fish.	
4	She ate a full course meal during the celebration.	

### Rewrite

Rewrite the original sentences using the appropriate pronouns.

	Original Sentence	Rewritten Sentence
1	Lisa was proud of Lisa.	
2	She helped she.	

## Week 4 - Vocabulary List

**Think**Underline the suffix *-ed* and circle the words with digraph *sh, ph*

Studied	Created	Explored	Watched	Listened
Traveled	Explained	Described	Marsh	Cherish
Vanish	Shrewd	Fashion	Cushion	Dolphin
Alphabet	Emphasis	Philosophy	Euphoria	Hemisphere

**Write**

Write 10 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 -ED

The suffix **"-ed"** is added to verbs to indicate a past action or state.

**Example 1:** "play" becomes "played" - showing the action already happened.

**Example 2:** "jump" turns into "jumped" - indicating the jump took place in the past.

Write

Rewrite the sentences in the past tense form of verb.

1	She _____ gracefully on stage during the annual talent show.
2	He _____ around the track to prepare for the marathon.
3	I _____ the piano _____.
4	They _____ their grandparents to spend quality time together.
5	The cat _____ the mouse around the living room.

Write

Write a paragraph about what you did last weekend using as many past tense verbs as you can.

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## IDENTIFY RUN ON SENTENCES

### What are run-on sentences?

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



### Example:

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

**Sentences** Label each sentence as correct or run-on.

	Sentence	Correct / Run-On
1	My favourite sport is soccer I play every weekend.	
2	I love chocolate the best I eat it every day.	
3	It was raining outside I decided to read a book.	
4	She is a talented artist she paints every day.	
5	The garden is full of flowers, and it smells so nice.	
6	He didn't want to go to the party he was feeling tired.	

**Analyze** Underline the run-on sentences in the selection.

Emily loved her little garden it was her escape from the hustle and bustle of city life. Every morning, she would go out to tend to her plants, she felt an indescribable peace in their company. Roses were her favourite they bloomed in various shades of reds, pinks, and whites. One day, she noticed a peculiar plant it wasn't something she remembered planting. Curiously, she let it grow, she wondered about its origin.

Weeks passed, the mysterious plant grew taller, and it bore a unique flower it was a shade of deep blue with a hint of silver. Emily was amazed she had never seen such a flower before. She decided to preserve it, she thought it was a gift from nature. That evening, as she sipped her tea, she looked at the garden, she felt grateful for the little surprises it held.

**CORRECT RUN-ON SENTENCES**

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

Write **F** following run-on sentences using conjunctions and/or punctuation.

1) I love apples I love my family.

2) He's a doctor he works hard.

3) She sings well she never took lessons.

4) It's raining outside I forgot my umbrella.

5) The cat's hungry it's meowing loudly.

6) The baby is sweet they like the outdoors.

7) He bought a car he didn't get insurance.

8) I wanted ice cream the store was closed.

**CROSSWORD PUZZLE****Crossword**

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

**Across**

5. The study of fundamental ideas about existence and knowledge.
8. Showing sharp judgment or cleverness.
9. To hold something dear or value greatly.
10. A marine mammal known for intelligence.

**Down**

1. To disappear suddenly.
2. A soft pillow or pad for comfort.
3. Special importance given to something.
4. A set of letters used for writing.
6. A wetland with grassy areas and water.
7. A popular style or trend.

## 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 strolled through the marsh and watched dolphins, which made me cherish nature even more.	Angry	Happy
2)	I explored ancient ruins, listened to tales, and watched the sun vanish behind the horizon.	Frustrated	Joyful
3)	I traveled through stormy seas and explored adventures that spanned the heavens.	Curious	Serious
4)	I created a new alphabet and explained it with such emphasis, my friends felt euphoria.	Excited	Calm
5)	I listened to the shrewd whispers of the wind and watched the fashion of the forest.	Worried	Determined
6)	I described my travels, creating a cushion of dreams for my listeners to rest upon.	Suspicious	Relieved
7)	I explored philosophies, studied deeply, and cherished the knowledge like a hidden treasure.	Cheerful	Annoyed

## Week 4 - 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

Rewrite the sentences in the present tense.

1	The baby <b>crawls</b> across the room to get to his mother.
2	The snake <b>slithers</b> between the rocks and was gone.

### Write

Revise the following run-on sentences using conjunctions and/or punctuation.

1) My dog is fast he can run really quickly.
2) She is nice she helps me with homework.

## Week 5 - Vocabulary List

Combine	Compare	Community	Commence	Compile
Company	Compassion	Comply	Choice	Rejoice
Poison	Exploit	Hoist	Turmoil	Doubt
Shout	Sprout	Mountain	Encounter	Announce

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

Answer	Word	Description
	Combine	A) To unexpectedly meet or face something
	Company	B) To shout or scream loudly
	Community	C) A group of people living together
	Commence	D) To start something or disorder
	Compile	E) To collect information together
	Company	F) To begin to start
	Compassion	G) A large, tall, narrow rise of land
	Compile	H) To feel very happy
	Choice	I) Something harmful or dangerous
	Rejoice	J) To gather things together again
	Poison	K) To find similarities or differences
	Exploit	L) To be unsure or not believe
	Hoist	M) The act of picking between options
	Turmoil	N) To use something to your advantage
	Doubt	O) A business or group of people
	Shout	P) To begin to grow
	Sprout	Q) A group of people living together
	Mountain	R) Feeling caring and kind towards others
	Encounter	S) To make something known publicly
	Announce	T) To collect information together

## Word Origins

### Explore

Choose five words from the list, research their origins and meanings, and record your findings along with an interesting fact about each.

Combine	Compare	Community	Commence	Compile
Company	Compassion	Comply	Choice	Rejoice
Poise	Exploit	Hoist	Turmoil	Doubt
Shy	Sprout	Mountain	Encounter	Announce

Vocabulary	Year Originated	Language of Origination	Interesting Fact

## PREFIX COM-

The prefix "**com-**" usually means "together" or "with." It helps to form a new word that talks about joining or doing something with others. Here are examples:

- **Combine:** When you combine things, you put them together. Like combining red and blue to make purple.
- **Community:** A community is a group of people who live together in the same place, like your neighbourhood or school.

**Completion** Complete the sentences with the appropriate "com" word.

Combine	Comical	Common	Compete
Compassion	Compose	Community	

- 1) She \_\_\_\_\_ before dinner.
- 2) Our team will \_\_\_\_\_ in the tournament.
- 3) The magician's \_\_\_\_\_ amazed everyone.
- 4) The \_\_\_\_\_ room was very noisy.
- 5) We \_\_\_\_\_ our lunch with friends.
- 6) He likes to \_\_\_\_\_ stories about his adventures.
- 7) The \_\_\_\_\_ worked together to build the bridge.
- 8) She showed great \_\_\_\_\_ when her friend was sad.



**Write**

Use these five "com-" words to create a short story.  
**COMMOTION, COMPASS, COMBINE, COMFY, COMMAND**

In the forest, a sudden **commotion** startled the birds. \_\_\_\_\_

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## INTRO TO CONJUNCTIONS - FANBOYS

**Conjunctions** are words that connect clauses or words in the same clause in a sentence.

**Coordinating conjunctions** are single words that connect equal sentence elements like noun with noun or clause with clause.

**"FANBOYS"** is an acronym for seven common conjunctions: **F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o.

- ✓ I like tea, but she likes coffee. - "But" contrasts the two preferences.
- ✓ He was tired, so he went to bed. - "So" indicates the reason he went to bed.

### Completion

Complete the sentences using "FANBOYS".

1	I had the money, _____ I didn't have enough money.
2	She loves math, _____ she does sums easily in her head.
3	The plant had sprouted, _____ it still needed more time to fully grow.
4	He shouted loudly at the teacher, _____ he lost his voice the next day.
5	The mountain is steep, _____ climbers accept the challenge.
6	He doubted his decision, _____ he went forward with it anyway.
7	The water was poisoned, _____ no one knew what to do.
8	I brought an umbrella, _____ it looked like rain.
9	Many people faced turmoil in their lives, _____ they found a way to rejoice.
10	Some companies value their workers, _____ they pay very well.

### Write

Create your own sentence using FANBOYS

FOR	
AND	
NOR	
BUT	
OR	
YET	
SO	

## WRITING COMPOUND SENTENCES USING COMMAS

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

### Examples:

- The cat slept, but the dog played
- I love books, yet I lack time.



**Write** Rewrite the sentences using a different coordinating conjunction.

1) She went to the store, and she ate an apple.

2) It started raining, so we canceled our picnic.

3) I wanted to visit the museum, but I couldn't go to the park.

4) She studied hard, yet she felt unprepared for the test.

**Write** Rewrite the boring simple sentences using an interesting coordinating conjunction.

<b>Simple</b>	The cat slept.	The dog played
<b>Compound</b>		
<b>Simple</b>	I love books.	I lack time.
<b>Compound</b>		
<b>Simple</b>	She practiced often.	She won the contest.
<b>Compound</b>		

**WORD SEARCH****Word Search**

Find the word bank words in the puzzle.

<input type="checkbox"/> Combine	<input type="checkbox"/> Compare	<input type="checkbox"/> Community	<input type="checkbox"/> Commence	<input type="checkbox"/> Compile
<input type="checkbox"/> Company	<input type="checkbox"/> Compassion	<input type="checkbox"/> Comply	<input type="checkbox"/> Choice	<input type="checkbox"/> Rejoice
<input type="checkbox"/> Poison	<input type="checkbox"/> Exploit	<input type="checkbox"/> Hoist	<input type="checkbox"/> Turmoil	<input type="checkbox"/> Doubt
<input type="checkbox"/> Shout	<input type="checkbox"/> Sprout	<input type="checkbox"/> Mountain	<input type="checkbox"/> Encounter	<input type="checkbox"/> Announce

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

**Word Search**

Make your own word search using 8 of the words.


**Word Bank**


## 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 <sup>st</sup> Try	2 <sup>nd</sup> Try	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
1)	Let's work together to improve our community.				
2)	The company showed a strong passion in helping others.				
3)	Before the race, they had to create a list of all participants.				
4)	The climbers encountered a steep mountain on their journey.				
5)	In science class, we learned how plants sprout and grow.				
6)	The debate team had to compare and contrast different points of view.				
7)	The story was about how to overcome doubt and rejoice in success.				

## Week 5 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Completion

Complete the sentences using "VS".

1	I'm going to the store, _____ I'll _____ my _____.
2	She didn't go to the park, _____ did she want _____.
3	He's good at math, _____ he practices every day.
4	I was tired, _____ I finished all my homework.

### Write

Rewrite the boring simple sentences using an interesting compound sentence

<b>Simple</b>	I was hungry.	I ate an apple.
<b>Compound</b>		
<b>Simple</b>	I love soccer.	I play every weekend.
<b>Compound</b>		

## Week 6 - Vocabulary List

Quickly	Softly	Rapidly	Merely	Bravely
Honestly	Eventually	Specifically	Brain	Available
Failure	Complain	Detail	Contain	Betray
Display	Birthday	Always	Portray	Dismay

Cursive






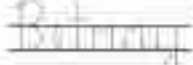

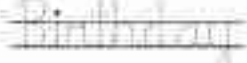



Write the word using cursive writing.

	Trace	Write
Quickly		
Softly		
Rapidly		
Merely		
Bravely		
Honestly		
Eventually		
Specifically		
Brain		

## Week 6 - Vocabulary List

**Cursive**

Write the word using cursive writing.

Word	Trace	Write
Available		
		
Compl		
Detail		
Contain		
Betray		
Display		
Birthday		
Always		
Portray		
Dismay		

**PREVIEW**

## SUFFIX -LY

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

**Examples:**

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



**Match** Match the sentences with its correct -ly words.

Answer	Sentence	Word Hint
	1) She _____.	A) Diligently
	2) He sang _____.	B) Quickly
	3) He ran _____ in the morning.	C) Loudly
	4) The flowers bloomed _____.	D) Beautifully
	5) They answered the questions _____.	E) Softly
	6) She whispered _____ so no one else could hear.	F) Correctly
	7) The kids played _____ outside.	G) Gently
	8) The sun shone _____ during the summer.	H) Happily
	9) He works _____ to achieve his goals.	I) Diligently
	10) The wind blew _____ through the trees.	J) Gently

**Write**

Write the following words in a meaningful sentence.

Rapidly	
Merely	
Bravely	
Honestly	
Eventually	

# CONJUNCTIONS

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

### Examples:

- **Although** she practiced, she didn't win. ("Although" indicates contrast between practicing and not winning.)
- **Unless** you study, you won't understand. ("Unless" sets a condition: not studying results in not understanding.)

**Fill In The Blank** Fill in the blanks using conjunctions from the word hint list.

Answer	Word	Sentence
A) Although	Although	I _____ my sister prefers basketball.
B) Unless	Unless	_____ you _____ sleeping, the snow started to fall.
C) Since	Since	_____ you _____ join _____ you go to all the practices.
D) Whereas	Whereas	_____ it's _____ outside _____ still build a snowman.
E) Until	Until	_____ it was raining _____ still _____ the park.
F) While	While	Bring an umbrella _____ _____.
G) Even though	Even though	You can play video games _____ _____ your chores.
H) As long as	As long as	You must wait _____ everyone is ready _____.
I) Provided that	Provided that	_____ you did well on your test, you can have _____ recess.
J) In case	In case	You can't go outside _____ you finish your homework.

**Write** Combine the two sentences using a conjunction from the word hint list above.

The movie was long.

I didn't get bored.

She didn't study.

She needed to pass the test.

## WRITING WITH CONJUNCTIONS

- *Although* it was raining, we decided to go for a walk.
- She loves the beach, *whereas* her brother prefers the mountains.
- *Even though* he studied hard, he didn't pass the test.



Write

Complete the sentences below.

Complete with Conjunction	Completed sentence
1) <i>Although</i> she practiced daily,	
2) We love the beach, <i>whereas</i> she loves the mountains.	
3) <i>Provided</i> that you study hard,	
4) <i>Inasmuch</i> as he studied hard,	
5) <i>Even though</i> the night was dark,	
6) <i>Let</i> us not forget,	
7) <i>Now that</i> the project is complete,	
8) <i>Insofar</i> as the company policy allows,	
9) <i>Given that</i> she had an early start,	
10) <i>As long as</i> you promise to be careful,	

Write

Write a paragraph using at least two different conjunctions from the sentences above.

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# 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

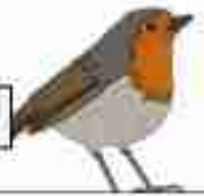
CODE	CODE	ANSWER
    	    	
    	    	
    	    	
    	    	
    	    	
    	    	
    	    	
    	    	
    	    	
    	    	



## Questioning

**Instruction**

Read the passage and answer the question that follows.



As the first light of dawn gently brushed the treetops, a boy named Alex slipped on his green sneakers and stepped outside. It was a cool Thursday morning, and the world was quiet except for the chirping of the birds. Alex, an avid bird watcher, had just read about the migratory patterns of birds and was eager to spot the early arrivals. As he hopped through the dewy grass in his backyard, he kept his eyes peeled for signs of feathers. Just then, a rustling in the bushes caught his attention. He moved closer to investigate. To his delight, a family of robins hopped onto the ground, their red breasts puffed out proudly.

1) **What** did Alex wear on his feet during his morning adventure?

2) **When** did Alex go outside to observe the birds?

3) **Where** did Alex read about the birds' migratory patterns?

4) **Why** was Alex interested in the bushes on this particular morning?

5) **How** did Alex discover the family of robins?

## 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)

### Fill in the blanks

Write the appropriate words in the space.

1) The dog barked _____ when the mail carrier _____ed.
2) She opened the fragile box _____ to avoid breaking anything.
3) He spoke _____ so he wouldn't wake the baby.

### Write

Complete the sentences below.

Clause with Conjunction	Completed Sentence
1) <i>Although</i> he had enjoyed the day,	
2) <i>Whereas</i> she agreed with her friend,	
3) <i>Provided</i> that you follow the rules,	
4) <i>Inasmuch</i> as he was the oldest,	

## Week 7 - Vocabulary List

**Think** Underline the prefix -pre and circle the words with the letter blend thr, spl

Preface	Precaution	Preclude	Preschool	Predate
Preview	Predetermine	Prerequisite	Throttle	Threshold
Threaten	Thriller	Thrifty	Thrive	Splash
Splinter	Splendid	Splatter	Spluttered	Splurge

**Letter** Write other words that start with thr and spl

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

**Write** Use the following words in a sentence

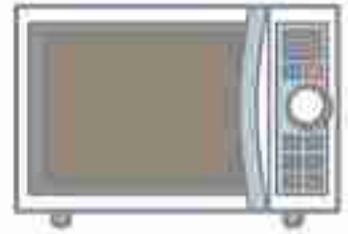
1) Splash	
2) Splendid	
3) Splurge	
4) Thriller	
5) Threaten	

# PREFIX PRE-

## Understanding the Prefix "Pre-"

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

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



**Match** Match the words below to their meanings.

Precaution	Exist or occur before another.
Precautionary School	Institution for teaching children before primary school.
Precautionary School	Decision taken beforehand for safety.
Preschool	Decision made before something occurs.
Predate	Pay or occur before something occurred.
Determine	Take steps to avoid a potential risk.
Predetermine	Institution for teaching children before primary school.
	Make an official decision before something occurs.

**Word Meanings** Write the meanings of each word below.

View	
Preview	
Face	
Preface	
Arrange	
Prearrange	

## INTRO TO SUBORDINATING CONJUNCTIONS

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

### Examples:

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

**Complete** Write the appropriate subordinating conjunction.

when	because	since
though	until	before



1) She didn't go to the party _____ she felt under the weather.
2) They decided to stay inside _____ it started to rain.
3) I always drink a cup of tea _____ to bed.
4) You can join the club _____ you pay a membership fee.
5) I prefer reading books _____ watching TV.
6) The children played outside _____ it rained.
7) She couldn't help but dance _____ the music started.
8) She finished her work diligently _____ she was tired.

### Analyze

Circle all the subordinating conjunctions in the selection.

While Maria enjoyed reading fantasy novels, her brother, on the other hand, loved mysteries. Whenever she dived into a magical world, he would dissect alibis. She would lose herself in enchanted forests because they felt like home, whereas he'd walk through dimly lit alleys, chasing clues. Although their tastes differed, they always respected each other's choices. If one found a book blending both genres, they'd read it together, ensuring that, before bedtime, they discussed every twist and turn.

## BUILD COMPLEX SENTENCES

**Complex sentences** combine an independent clause with one or more dependent clauses using subordinating conjunctions. They provide varied structure and depth to writing.

**Example:** "I read the book because it was interesting."

In the example, "I read the book" can stand alone, but "because it was interesting" cannot. The word "because" joins them.



**Write** Complete the simple sentences, complete them to create a complex structure.

1) Although the sky was clear in the morning,	the storm threatened the coast.
2)	the thriller kept her on edge.
3)	she was thrifty with her purchases.
4)	plants thrive in sunlight.
5)	the performance was splendid.
6) Even though the sky was grey,	

**Write** Complete with appropriate clauses to create complex sentences.

- Once \_\_\_\_\_  
\_\_\_\_\_
- Wherever \_\_\_\_\_  
\_\_\_\_\_
- While \_\_\_\_\_  
\_\_\_\_\_
- Though \_\_\_\_\_  
\_\_\_\_\_

**WORD SEARCH****Word Search**

Find the word bank words in the puzzle.

<input type="checkbox"/> Preface	<input type="checkbox"/> Precaution	<input type="checkbox"/> Preclude	<input type="checkbox"/> Preschool	<input type="checkbox"/> Predate
<input type="checkbox"/> Preview	<input type="checkbox"/> Predetermine	<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Throttle	<input type="checkbox"/> Threshold
<input type="checkbox"/> Threaten	<input type="checkbox"/> Thriller	<input type="checkbox"/> Thrifty	<input type="checkbox"/> Thrive	<input type="checkbox"/> Splash
<input type="checkbox"/> Splinter	<input type="checkbox"/> Splendid	<input type="checkbox"/> Splatter	<input type="checkbox"/> Spluttered	<input type="checkbox"/> Splurge

**Word Scramble**

Unscramble the word.

UETEQRIRERPIS		IEVWRPE	
EANRTEH		PSASLH	
RIERTEEMEDPN		EEPTDAR	
ERTLLRIH		ORLHHTESD	
ROTHLTET		PNIRTELS	
HRITEV		FTITHYR	

## 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 book's preface was a prerequisite to understanding the thrilling story, filled with adventures and treats that made hearts throb at the	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
2)	Taking place as she stepped over the threshold, her pulse raced, pre-dating the present. She recalled puddles, recalling splintered friendships and splendid victories.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
3)	He previewed the game, where strategy precluded luck, and determination was predetermined to make players thrive. Outside, the rain splattered, but his focus never wavered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Fast
4)	Before the race, her anticipation spluttered like an old car's engine. She needed no preface to feel the thrill, her pulse racing at the starting line's threshold.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
5)	She was thrifty, but the dress was a splurge worth every penny. As she crossed the threshold, the room went silent, her splendor undeniable.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast

## Questioning



**Instructions** After reading the passage, write 6 questions and answer them below

The classroom was buzzing with excitement as the clock struck two in the afternoon. A girl named Sarah, with her sketchbook under her arm, waited eagerly by the window. Today was special; her class was about to have an art lesson outside, where the school's garden was in full bloom.

As they walked out of the classroom, Sarah noticed how the roses and daisies turned their faces to the sun, basking in its warmth. She found a quiet spot under the willow tree, its leaves whispering secrets in the breeze. With her pencil poised, Sarah began to draw, capturing the vibrant colors and life around her.

1) What

2) When

3) Where

4) Why

5) Who

6) How

**PREVIEW**

## Week 7 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Completion

Write the appropriate subject pronoun.

1) I like to be fit		I enjoy playing sports.
2) The dog was itchy		he had seas.
3) The boy did not like sushi		did he like tr.
4) He knocked on the door		no one answered the bell.
5) Many problems came up day		he could not get to sleep that night.

### Write

Complete with appropriate clauses to create complex sentences.

1) Though _____	_____
2) Provided that _____	_____

## Week 8 - Vocabulary List

**Think** Underline the suffix *-ness* and circle the words with diphthong *oo*, *aw*

Happiness	Kindness	Eagerness	Willingness	Loneliness
Business	Wilderness	Forgiveness	Drool	Smooth
Hoopla	Rookie	Ooze	Scooter	Sawdust
Withdrew	Awesome	Sprawl	Brawny	Outlaw

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

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

## SUFFIX -NESS

The suffix **"-ness"** is added to adjectives to form nouns that describe a quality or state.

For example, **"happy"** becomes **"happiness"** to mean the state of being happy. Similarly, **"kind"** changes to **"kindness,"** indicating the quality of being kind.

### Matching

Put the correct number of the word beside their meanings.

1. Happiness		State of being alone
2. Loneliness		Desire to do or act
3. Eagerness		Commercial activity
4. Willingness		Untamed, natural area
5. Kindness		State of being kind
6. Business		State of contentment
7. Wilderness		Far from people or buildings
8. Forgiveness		Ready to forgive someone

### Think

Add **-ness** to the given adjectives.

ADJECTIVE	-NESS
Cheerful	Cheerfulness
Lazy	
Sleep	
Neat	
Weak	
Calm	
Grateful	
Brave	

ADJECTIVE	-NESS
Free	
Curious	
Eager	
Lonely	
Sad	
Rude	
Idle	
Busy	

## SUBORDINATING CONJUNCTIONS

Subordinating conjunctions make sentences more detailed and layered.

### Examples:

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

**Matching** Match the clauses to create a complex sentence.

1) Inasmuch as you're the expert,	A) he'll always choose a chocolate cake.
2) Inasmuch as we can determine,	B) we will go on the picnic.
3) Unless you finish your homework first,	C) we'll still have the outdoor concert.
4) Whereas many people believe,	D) you won't be allowed to watch TV.
5) Provided that the movie goes on,	E) I think it's a masterpiece.

### Debate

Write an agreeing and disagreeing statement about the provided topic using subordinating conjunctions.

<b>Topic:</b>	Urban sprawl helps cities.
<b>Agree:</b>	Insofar as growth is concerned, sprawl provides needed space.
<b>Disagree:</b>	Provided that sprawl adds space, it causes traffic woes.

<b>Topic:</b>	Being brawny is more beneficial than being brainy.
<b>Agree:</b>	
<b>Disagree:</b>	

<b>Topic:</b>	Outlaws are often misunderstood heroes.
<b>Agree:</b>	
<b>Disagree:</b>	

## PRACTICE COMPLEX SENTENCES

**Examples:**

- Because she was late, Mary missed the bus.
- While I enjoy hiking, I haven't had the chance to go recently.
- After the movie finishes, let's grab some dinner.

**Write**

Create complex sentences out of the provided simple sentences by adding an additional clause.

**Simple** \_\_\_\_\_ when they see food.

**Complex** \_\_\_\_\_

**Simple** Her sister is interested in \_\_\_\_\_.

**Complex** \_\_\_\_\_

**Simple** The festival was full of \_\_\_\_\_.

**Complex** \_\_\_\_\_

**Simple** The team welcomed a talented rookie \_\_\_\_\_.

**Complex** \_\_\_\_\_

**Write**

Write a short paragraph about your favourite place, make sure to use at least 3 complex sentences.

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**CROSSWORD PUZZLE****Crossword**

Read the clues and find the words in the crossword puzzle

**Across**

3. Not rough.
6. Letting go of anger.
8. Physically strong
9. Tiny wood particles
11. Remove from a situation.

**Down**

1. Excited commotion
2. A person new to a field
3. Small vehicle ridden standing or sitting.
4. Saliva flowing out
5. Remove from a situation
7. Spread out carelessly
10. Slowly leak out

## 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 felt happiness as I showed kindness to a lost rook in the wilderness. It was an awesome feeling to help someone out.	Witch	Opera Singer
2)	The billowing sails have brought me peace and turned my journey into a smooth transition on the ship.	Robot	Alien
3)	I withdrew from the noise and found in the quiet of my room. The sawdust oozed out like sawdust from an old workshop.	Cowboy	Detective
4)	I was eager to ride my scooter down the sprawling new road. It felt brawny and free, like an outlaw on the run.		Zombie
5)	Withdrawing from the loud business meeting, I sought the awesome quiet of the park. The sprawling trees and the soft ooze of the creek calmed me.	Old Wise Man	Strain
6)	I felt a bit like an outlaw as I withdrew from the hoopla of the playground. Alone, I could enjoy the awesomeness of a quiet moment.	British Aristocrat	News Anchor
7)	Amidst the business of the city, I found happiness watching the brawny dogs sprawl in the sunshine. Their drool was messy, but it was a part of the awesome day.	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)	19)
10)	

### Debate

Write an agreeing and disagreeing sentence using subordinating conjunctions using the provided topic.

<b>Topic:</b>	Banks should allow unlimited withdrawals.
<b>Agree:</b>	
<b>Disagree:</b>	

### Write

Create complex sentences out of the provided simple sentences by adding a clause.

<b>Simple</b>	Lava started to ooze from the volcano.
<b>Complex</b>	
<b>Simple</b>	He rides his scooter to school daily.
<b>Complex</b>	

## Week 28 - Vocabulary List

**Think** Underline the suffix -ance, -ence and circle the words with the letter blend thr, spl.

Acceptance	Guidance	Independence	Assistance	Tolerance
Evidence	Alliance	Reliance	Presence	Consequence
Thrusted	Thriftiness	Throttle	Thriving	Throwback
Splot	Splendor	Splashy	Splayed	Splatter

**Write** \_\_\_\_\_ 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 -ANCE, -ENCE

Both suffixes "-ance" and "-ence" are added to verbs to turn them into nouns. It often means "a state or action."

### Examples:

- Perform → Performance (the act of performing)
- Assist → Assistance (the act of assisting)
- Patient → Patience (the quality of being patient)
- Silent → Silence (the state of being quiet)



Search \_\_\_\_\_ "ance" to the base word to create a new word.

Base word	Suffix -ance
Accept	Acceptance
Perform	Performance
Maintain	Maintenance
Resist	Resistance
Signify	Significance

Base Word	With Suffix -ance
Acquaint	Acquaintance
Comply	Compliance
Disturb	Disturbance
Remember	Rememberance

Search \_\_\_\_\_

Write the base word of the given word with suffix -ence.

Base Word	With Suffix -ence
Absent	Absence
	Existence
	Difference
	Insistence
	Obedience

Base Word	With Suffix -ence
	Preference
	Coherence
	Coincidence
	Precedence

Write \_\_\_\_\_

Think of one word with suffix -ance and -ence and use them in one sentence.

## CAPITALS FOR HISTORICAL PERIODS OR EVENTS

**Capitals** are used at the start of names for specific historical periods or events to show their importance.

**Examples:**

- **Renaissance** - a time when art and knowledge flourished.
- **Civil War** - a major war in the U.S. over states' rights.



**Edit** Circle the capitalization errors below for historical periods or events.

Once Mrs. Hamilton decided to take her students on a journey through a historical book. They first landed in the Roman Empire where they saw various structures like the Colosseum.

The next page took them to the Middle Ages. Villages, castles, and markets were bustling with life. However, they learned about the Black Death that plagued Europe, causing great sorrow. Then they moved forward to the Renaissance, a period of art, music, and science. Famous artists like Leonardo da Vinci and scientists like Galileo were making significant discoveries.

Next, they jumped to the American Revolution, with thirteen colonies fighting for their independence from Britain. Mrs. Hamilton explained the importance of the Declaration of Independence as they watched it being signed.

Their final stop was during the World War II era. The world was engulfed in a fierce battle, and many nations were involved. It was a sobering experience for the students. Returning to the present, they realized the significance of remembering and honoring these historical events in the right way.

## 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. Doctor	<input type="checkbox"/> Dr.	6. Laboratory	<input type="checkbox"/> Lab.	<input type="checkbox"/> Lb.
2. Mistress	<input type="checkbox"/> Mstr.	7. October	<input type="checkbox"/> Oc.	<input type="checkbox"/> Oct.
3. Ounce	<input type="checkbox"/> Ounc.	8. Number	<input type="checkbox"/> Num.	<input type="checkbox"/> No.
4. Identification	<input type="checkbox"/> Ident.	9. Government	<input type="checkbox"/> Gov.	<input type="checkbox"/> Govt.
5. Boulevard	<input type="checkbox"/> Blvd.	Versus	<input type="checkbox"/> VS.	<input type="checkbox"/> Vrs.

### Write

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

- 1) \_\_\_\_\_ (Captain) Rogers was leading the team in exercise today.
- 2) \_\_\_\_\_ (Miss) Thompson will attend a parent-teacher meeting.
- 3) \_\_\_\_\_ (Attorney) Johnson filed the paperwork.
- 4) Please mail it to 24 George \_\_\_\_\_ (Street).
- 5) The festival begins on the first of \_\_\_\_\_ (August).
- 6) The temperature today is 90 degrees \_\_\_\_\_ (Fahrenheit).
- 7) The package weighs approximately 5 \_\_\_\_\_ (pounds).
- 8) The workshop is scheduled for this coming \_\_\_\_\_ (Saturday).
- 9) The recipe requires 2 \_\_\_\_\_ (tablespoon) of olive oil.
- 10) I have a meeting with the \_\_\_\_\_ (Department) of Health officials.

## Week 28 – 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)	My subject was a splashy splotch of color, giving my creative acceptance.	Angry	Happy
2)	With guidance, I gained confidence and independence.	Frustrated	Joyful
3)	I got assistance to reach my goals, a throwback to younger days.	Curious	Serious
4)	My parents' tolerance and alliance with others teach me about respect.	Fearful	Calm
5)	At my science fair entrance, I relied on my project's success.	Worried	Determined
6)	After learning the consequence of neglect, my garden is now thriving.	Suspicious	Relieved
7)	In the race, I had to throttle carefully, learning control and balance.	Cheerful	Annoyed

**CROSSWORD PUZZLE****Crossword**

Read the clues and find the words in the crossword puzzle

**Across**

4. Spread out or extended widely.
6. A place or means of going in.
8. State of being in a particular place.
10. Magnificent and splendid appearance; grandeur.

**Down**

1. Scatter or splash liquid or particles.
2. Advice from someone knowledgeable.
3. Dependence on something or someone.
5. To control the speed of an engine.
7. Attracting attention; flashy, showy.
9. An irregular or large spot or stain.

## Week 28 - 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)	

### Capitalization Error

Circle the words that need capitalization.

- 1) The renaissance was a time of great art and learning in Europe.
- 2) Many soldiers fought in the civil war between the North and the South.
- 3) The industrial revolution brought many new machines and factories.

### Write

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

- 1) Please turn in the reports by 3 p.m. \_\_\_\_\_ (Eastern Standard Time).
- 2) The recipe calls for 2 \_\_\_\_\_ (teaspoons) of sugar.
- 3) Please provide your \_\_\_\_\_ (Identification) at the desk.
- 4) He was promoted to \_\_\_\_\_ (Corporal) last month.

## Week 29 - Vocabulary List

Exchange	Exceed	Examine	Expel	Express
External	Extract	Exclude	Baulk	Sulking
Polka	Folklore	Grump	Dampen	Attempt
Exempt	Chomp	Triumph	Impulse	Empathy

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

Word	Description
Exchange	A) Understand another's feelings.
Exceed	B) Go beyond a limit.
Examine	C) Look at something closely.
Expel	D) Remove someone or something.
Express	E) Show or state a feeling or opinion.
External	F) Swapping something for something else.
Extract	G) Displaying respect or admiration.
Exclude	H) Force out.
Baulk	I) Make slightly wet.
Sulking	J) Freed from obligation.
Polka	K) Inspect closely.
Folklore	L) Sudden urge.
Grump	M) Lively dance.
Dampen	N) Bite down hard.
Attempt	O) Convey thoughts or feelings.
Exempt	P) Significant victory.
Chomp	Q) Try to achieve.
Triumph	R) Outside of something.
Impulse	S) Bad-tempered person.
Empathy	T) Hesitate or refuse.

**PREFIX EX-**

The prefix "ex-" often means "out of" or "former."

**Examples:**

- "Export" combines "ex-" and "port." It means to send goods out of a country.
- "Ex-president" means a former president, someone who previously held the role.

**Opposit**

Identify the opposite of the given words with prefix "ex-"

Enter	A) Enter
Export	B) Internal
Import	C) Import
Express	D) Decrease
Expel	E) Exclude
External	F) External
Extract	G) Separate
Exterminate	H) Create
Export	I) Import
Extend	J) Admit

**Write**

Use the following words to create sentences.

1. Expel	
2. Extract	
3. External	
4. Express	

## USING PARENTHESES

Using parentheses involves placing a pair of curved lines in a sentence to include extra information or an explanation. This additional content is separate from the main idea of the sentence but provides more detail or clarification:

- In the sentence 'My brother (who is the youngest in the family) loves to play soccer,' the parentheses are used to provide additional information about the brother.
- The sentence 'We visited the new science museum (which opened last month) on our field trip' uses parentheses to give more details about the science museum.

Insert parentheses to enclose the extra information for each sentence.

- 1) My cat named Mimi loves to play with yarn.
- 2) We went to the mall which was very crowded yesterday.
- 3) In math class, we learn about fractions which can be quite tricky.
- 4) My favourite book is 'The Hobbit' which is a fantasy novel.
- 5) For lunch, I had a sandwich with turkey and cheddar cheese and an apple.

**Journal Entry** Write a journal entry about your day using parentheses to include personal thoughts or extra details.

PREVIEW

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# READING BY ADJUSTING EXPRESSION

Reading by adjusting expression means changing your voice to match the mood or feeling of what you're reading.



## Examples:

- "He shouted, 'Hooray!'" – Read loudly with excitement.
- "She whispered, 'Be quiet.'" – Read softly and gently.

**Identify** When reading which lines should be spoken loudly and softly?

	Loud	Soft
1) "All aboard! We're departing!"		
2) "Listen closely to the sound of the night."		
3) "Fire! Everyone get out of the building!"		
4) "Her voice was barely a whisper in the crowd."		
5) "Goal! Our team won the match!"		
6) "Be gentle, the little bird is frightened."		
7) "Surprise! Happy Birthday to you!"		

**Explain** How does the punctuation change the meaning of the sentence?

You're coming with us.	
You're coming with us?	
You're coming with us!	

It's raining outside.	
It's raining outside?	
It's raining outside!	

## 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 <sup>st</sup> Try	2 <sup>nd</sup> Try	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
1)	... and express joy.				
2)	She felt an ... to ...				
3)	He tried to exceed in his attempt ...				
4)	Sulking, the grump was dampened by folklore tales.				
5)	The grump was exempt from chores, yet his mood didn't improve.				
6)	To extract honey, external equipment is essential, as is empathy for bees.				
7)	If we exclude others, we expel the chance to understand diverse perspectives.				

PREVIEW

**WORD SEARCH****Word Search**

Find the word bank words in the puzzle.

<input type="checkbox"/> Exchange	<input type="checkbox"/> Exceed	<input type="checkbox"/> Examine	<input type="checkbox"/> Expel	<input type="checkbox"/> Express
<input type="checkbox"/> External	<input type="checkbox"/> Extract	<input type="checkbox"/> Exclude	<input type="checkbox"/> Balk	<input type="checkbox"/> Sulking
<input type="checkbox"/> Polka	<input type="checkbox"/> Folklore	<input type="checkbox"/> Grump	<input type="checkbox"/> Dampen	<input type="checkbox"/> Attempt
<input type="checkbox"/> Exempt	<input type="checkbox"/> Chomp	<input type="checkbox"/> Triumph	<input type="checkbox"/> Impulse	<input type="checkbox"/> Empathy

**Word Search**

Make your own word search using 8 of the words.


**Word Bank**


## 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)	19)
10)	20)

### Insert

Insert parentheses to enclose the underlined part of each sentence.

- 1) My teacher who loves science makes learning fun.
- 2) We went to the aquarium it was huge and saw many fish.
- 3) My best friend who moved here last year is really good at soccer.

### Identify

Which lines should be spoken loudly and softly?

	Loud	Soft
1) "Get ready! The rocket is launching!"		
2) "Pay attention to the whispers of the wind."		
3) "Look out! The ball is coming this way!"		

## Week 30 - Vocabulary List

Adjoin	Adduce	Adore	Advertise	Adhere
Advance	Adrift	Adjourn	Accept	Attempt
Corrupt	Contempt	Encrypt	Exempt	Hazard
Afford	Forward	Steward	Absurd	Standard

Cursive

Write the word using cursive writing

	Trace	Write
Adjoin	<i>Adjoin</i>	
Adduce	<i>Adduce</i>	
Adore	<i>Adore</i>	
Advertise	<i>Advertise</i>	
Adhere	<i>Adhere</i>	
Advance	<i>Advance</i>	
Adrift	<i>Adrift</i>	
Adjourn	<i>Adjourn</i>	
Accept	<i>Accept</i>	

**Week 30 - Vocabulary List****Cursive**

Write the word using cursive writing.

Word	Trace	Write
Attempt	<i>Attempt</i>	
Concept	<i>Concept</i>	
Content	<i>Content</i>	
Encrypt	<i>Encrypt</i>	
Exempt	<i>Exempt</i>	
Hazard	<i>Hazard</i>	
Afford	<i>Afford</i>	
Forward	<i>Forward</i>	
Steward	<i>Steward</i>	
Absurd	<i>Absurd</i>	
Standard	<i>Standard</i>	

**PREVIEW**

## PREFIX AD-

The prefix "ad-" typically means "to," "toward," or "near." It often indicates direction, motion, or addition.

### Examples:

- **Adjoin:** To be next to or joined with.
- **Adjust:** To change slightly, to make fit or suitable.



### Word Scramble

Unscramble the words from the word bank.

Adrift	Adhere	Admit	Adopt	Adore	Advance
Advertise	Adhere	Adapt	Adept	Adjust	Adjoin

IAEDSV	DMIAI	
IADERM	ATED	
PADTO	OMET	
TASUDJ	REARHE	
TAIRDVESE		
RADEO		

### Write

Use the following words to create sentences.

Adrift	
Adjourn	
Adjust	
Adhere	

## USE QUOTATION MARKS

Quotation marks (" ") are used to highlight words someone directly says or to emphasize specific words and phrases.

### Examples:

- Sarah said, "I love pizza."  
Explanation: We use quotation marks to show Sarah's exact words.
- The word "unexpected" means unanticipated.  
Explanation: Quotation marks emphasize or highlight a specific word in a sentence.



Insert quotation marks in the direct quote of the speaker.

- 1) Tommy exclaimed, "I found a meteorite in my backyard!"
- 2) The teacher said, "The universe is considered infinite."
- 3) Sarah asked, "Do you have an appetite for some pizza?"
- 4) He told her, "Your opinion is the opposite of mine."
- 5) The magician whispered, "This trick will excite the audience."
- 6) The sign read, "Caution: dynamite in use."
- 7) She responded, "I can't accept your invitation right now."

### Completion

Complete each sentence by providing suitable words.

- 1) He exclaimed, \_\_\_\_\_
- 2) She whispered, \_\_\_\_\_
- 3) The teacher inquired, \_\_\_\_\_
- 4) We questioned, \_\_\_\_\_
- 5) They muttered, \_\_\_\_\_

## WRITING DIALOGUE

Writing dialogue means recording the exact words spoken by characters, using quotation marks (" ") to indicate these spoken words.

**Examples:**

- Anna said, "I love reading." (Explanation: Quotation marks show Anna's exact words.)
- "Where are we going?" asked Tom. (Explanation: The quotation marks indicate the words Tom spoke.)

**Write** Write a conversation between two characters with the given topic.

**Topic:** Can sports be a test?

Tom:

Ray:

Tom:

Ray:

Tom:

Ray:

**Dialogue Rewrite** Read the example below. Then rewrite the dialogue as a conversation with speaker tags. Write it below.

**Example:** Lisa looked eagerly at Mark, "Can I borrow your new book?" Mark frowned slightly, "I don't know... It's my favourite." After a moment's thought, he smiled, "Alright, you can borrow it, but just for a week."

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## 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 = 119 Words

In the heart of the city, two buildings adjoin, creating an unexpected standard for modern architecture. On one side, a company attempts to advertise its latest products through billboards that seem almost absurd in their intensity. The other building, a law firm, handles sensitive data, a task not exempt from hazard. Inside, employees are focused on making design and the stewardship of their innovative boss. Meetings are held to discuss creative ideas floating adrift in their minds. It's a place where progress advances in new norms, a sharp contrast to the corrupt practices in some other industries. Here, the pursuit for mediocrity fuels their ambition. They adhere to excellence, bringing to the city a glimpse of a better future.

**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 119/seconds

WPM























































































# 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	ANSWER	CODE	ANSWER
   		   	
   		   	
   		   	
     		   	
   		   	
    		   	
    		   	
    		   	
   		   	
    		   	

**Week 30 - Vocabulary Quiz****Spelling**

When your teacher reads the word, spell it below.

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

**Insert**

Place the quotation marks in the correct position for the speaker.

- 1) The nurse whispered, He will be fine now.
- 2) The sign read, Keep Out Private Property.
- 3) She replied, Of course I will.

**Write**

Write a short conversation between two characters with the given topic

**Topic:** Favourite Music

Tom:

Ray:

Tom:

Ray:



# Google Slides Lessons Preview





# BC Language Curriculum Reading Comprehension – Grade 5

## 3-Part Lesson Format

### Part 1 – Minds On!

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

**Learning Goal**

**What are Reading Comprehension Strategies?**

We are learning to use different reading comprehension strategies so we can better understand texts, make connections, ask questions, and draw inferences that help us think more deeply about what we read.

**Pick The Best Questions**

Circle the questions that you agree or feel questions into the answer box. Leave the ones that don't belong.

- What kinds of vegetables did the students grow?
- How many students were in the class?
- What did the students eat for dinner at home?
- Why do the insects matter to the garden?
- How did the students solve the problem of harmful insects?
- What was the main plan in the garden?
- How many vegetables did they harvest (HOW)?
- What lesson did the students learn from the project?

### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

**Consolidation – Understanding Letters and Emails**

Read the letter and the email. Then answer the questions by copying carefully all the words, sentences, and lines.

**Questions for the letter**

- 1) What is letter writing to? (Circle the letter and write its name.)
- 2) Describe the main body of the greeting, body, and closing in Dora's letter.
- 3) Making an inference: Who do you think David expects for an invitation to play?

**Questions for the email**

- 1) How 'friendly' is the email? (Circle 'friendly' or 'unfriendly'.)
- 2) Describe the main body of the email (what is the main message?).
- 3) Explain the closing. Why does the person sign like a 'person' in the email? (Describe the closing or the signature.)



# BC Language Curriculum

## Reading Comprehension – Grade 5

### Match The Story to The Principle!

Drag the principle to the matching part of the story. Some parts can show more than one principle because the principles are connected.

**Part from The Gift of the Great Lake**

The trees give us shelter and wood, so we treat them with respect.

Only take what you need, so the bushes keep growing strong.

Families worked side by side, preparing food and decorating the meeting place.

"What we give will come back back to us in kindness."

"When we sit together and listen to each other, our hearts grow stronger."

The roots of the cedar trees remind us of community strength.

The people sang and danced, each song weaving with the drumbeats.

All living things are connected, when one thrives, we all thrive.

The feast ended with quiet thanks to the land and to the ancestors.

Everyone promised to care for the forest as the future generations would care for us.

**Principle Bank**

- Reciprocity
- Interrelatedness
- Respect
- Restorative
- Synergy
- Holism
- Responsibility

Match the cause and effect carefully. First, look at the cause and effect. Match them together by dragging the correct effect to the correct cause. If the correct cause does not fit its effect.

**Match with Effort**

Pressure builds up inside the Earth.

And that causes the high into the air.

Layers flow across large areas of land.

**Effect**

Rocks form from cooled lava.

People must evacuate for safety.

Plants grow faster.

People feel earthquakes.

**Match with Cause**

- People feel earthquakes.
- Homes and forests are destroyed.
- Magma pushes upward, leading to eruptions.
- Sunlight gets blocked for days.
- Crustal plates collide.
- Cracks form in the ground.
- Temperature and pressure increase.
- Plants die and animals are killed.
- People feel the ground shake.

### Character Power Match-Up

Match each character on the left to its correct power or trait on the right. Then, discuss why each pair makes sense before drawing your lines.

Characters	Magical Abilities or Traits
Elarja the Sky Healer	A: Can control plants and make forests come alive.
Thorne the Fire Guardian	B: Can read minds and communicate silently.
Lira the Whispering Seer	C: Can heal others using light and air.
Kael the Shadow Runner	D: Can move unseen through darkness.
Mira the Green Sorceress	E: Can summon flames to protect the realm.



# BC Language Curriculum

## Reading Comprehension – Grade 5

### Direct or Indirect Characterization

Direct
Indirect

Read each line from the story. Decide whether it shows **Direct Characterization** (the author tells you a trait directly) or **Indirect Characterization** (you infer the trait from actions, words, or reactions). Choose the correct answer for each one.

Statements	Direct or Indirect
1) "Marcus was a thoughtful and patient boy."	
2) Tara held the door open for everyone, even when she was in a hurry.	
3) "I'm not scared of anything," Leo bragged as he walked into the dark tunnel.	
4) Sofia always made sure her friends felt included, especially new classmates.	
5) "Liam is surprisingly stubborn," his sister said, shaking her head.	
6) James trembled as he stepped onto the stage, clutching his note cards tightly.	

### Cause-and-Effect

Match each cause on the left to its correct effect on the right. Then discuss why each pair makes sense before drawing your lines.

Cause	Effects
People throw plastic bottles and bags into rivers instead of recycling them.	<b>A</b> Beaches become smelly, dirty, and unpleasant for people to visit.
Factories dump dirty water filled with chemicals into rivers.	<b>B</b> Fish and birds eat the plastic and get very sick or die.
Oil leaks from ships and spreads across the ocean's surface.	<b>C</b> The chemicals make the water unsafe for people to drink or use.
Trash and oil wash up in beaches after storms.	<b>D</b> Sea animals get coated in oil and can't swim or breathe properly.

### 7 Devices in Poetry

Read each sentence. Fill in the blank with the right word from the word bank.

- A \_\_\_\_\_ is when a word sounds like the noise it makes, like "buzz" or "crash."
- A \_\_\_\_\_ is when words that start with the same letter are used together, like "Silly snakes slither."
- A \_\_\_\_\_ happens when words at the end of lines sound the same, like "cat" and "hat."
- A \_\_\_\_\_ makes a strong comparison using "like" or "as," such as "Her smile was as bright as the sun."
- A \_\_\_\_\_ is when one thing is described as if it were another, like saying "Time is a thief."
- A \_\_\_\_\_ is when something is described in an extreme way, such as "I've told you a million times!"

alliteration
simile
onomatopoeia
rhyme
hyperbole
metaphor



# Workbook Preview



# Grade 5 – Language

## Comprehension, Story, Text Forms



<b>Big Idea 1</b>	Language and text can be a source of creativity and joy.
<b>Big Idea 2</b>	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
<b>Big Idea 3</b>	Texts can be understood from different perspectives.
<b>Big Idea 4</b>	Using language in creative and playful ways helps us understand how language works.
<b>Big Idea 5</b>	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

<p><b>Preview of 150 pages from this product that contains 347 pages total.</b></p>		
<b>CST5.1</b>		85 - 92, 93 - 99, 160 - 242
<b>CST5.2</b>	Text features: how text and visuals are displayed	149 - 154, 149 - 154, 160 - 161, 163 - 164, 210 - 226, 230 - 242
<b>CST5.3</b>	Literary elements: narrative structures and characterization	85 - 92, 94 - 95, 98 - 99, 115 - 121, 126 - 113
<b>CST5.4</b>	Literary devices: sensory detail (e.g., imagery) and figurative language (e.g., metaphor, simile)	100 - 110, 176 - 194
<b>CST5.5</b>	Perspective/point of view	93 - 97

## Grade 5 – Language Comprehension, Story, Text Forms

<b>Big Idea 1</b>	Language and text can be a source of creativity and joy.
<b>Big Idea 2</b>	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
<b>Big Idea 3</b>	Texts can be understood from different perspectives.
<b>Big Idea 4</b>	Using language in creative and playful ways helps us understand how language works.
<b>Big Idea 5</b>	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

<b>CST5.6</b>	Reading strategies: using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences	10 - 31, 50 - 92, 94 - 95, 98 - 99, 111 - 226, 230 - 242
<b>CST5.7</b>	Metacognitive strategies: talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer	39 - 56
<b>CST5.8</b>	Paragraph structure: development of paragraphs that have a topic sentence and supporting details	34 - 38,

# Block 1: Reading Comprehension Strategies - Basics

## Focus

- Pre-reading: activate prior knowledge and identify the purpose of reading.
- During reading: Making and confirming predictions, questioning, visualizing, and making connections to self, other texts, and to the world.
- After reading: Summarizing the main idea and supporting details, asking questions, and making inferences.
- Cross-Curriculum Connections: Government (social studies), Indigenous Communities, Energy (science)

# Understanding Reading Comprehension

## Understanding Reading Comprehension

Reading comprehension isn't just about reading words; it's about truly understanding them. This means you can remember and apply what you've read. It's a key skill you'll use in school and beyond.



## Why Reading Comprehension is Important

Reading comprehension is super important because it helps you learn, communicate better, and boosts your confidence. It helps you understand what you're reading, you can think more deeply, and think in creative ways. So, reading helps you in many different parts of your life.

## Strategies to Boost Reading Comprehension

### A) Before You Read: Preparation

- **Activate Prior Knowledge:** Think about what you already know about the topic; it will help you make connections.
- **Set Reading Goals:** Decide why you're reading (for school, work, research, or enjoyment)? Knowing this will help keep you focused.

### B) While You're Reading

- **Make Predictions:** As you read, try to guess what might happen next to stay engaged with the material.
- **Ask Questions:** Pose questions about the text to yourself. It encourages you to think critically about what you're reading.
- **Make Connections:** Relate what you're reading to your own experiences, or to other things you've read.

### C) After You've Finished Reading

- **Summarize Key Points:** Take a moment to think about the main ideas and the details that support them. It helps cement the material in your memory.
- **Make Inferences:** Use both clues from the text and your own knowledge to understand things that the author hasn't clearly stated.

# Understanding Reading Comprehension

## True or False

Is the statement true or false?

1) Reading comprehension is only about reading words.	True	False
2) Reading comprehension is important for school only.	True	False
3) Good comprehension improves communication skills.	True	False
4) Reading _____ most creativity.	True	False
5) Prior knowledge is not useful in prereading.	True	False

Question: \_\_\_\_\_ Reading comprehension and why is it important?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Matching

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

Answer	Strategy	Description
	Purpose of Reading	A) Asking questions before, during, and after reading to deepen comprehension.
	Summarizing	B) Engaging with what you already know to better understand new information.
	Questioning	C) Creating a brief overview of the text
	Activate Prior Knowledge	D) Relating the text to personal experiences, other texts, or to the world.
	Making Inferences	E) Identifying the reason for reading to focus attention.
	Making Predictions	F) Drawing conclusions based on evidence in the text and prior knowledge to deepen understanding.
	Making Connections	G) Telling what will happen next to engage with the text

## Making Connections

Making connections while reading is like solving a mini-mystery. It links what you're reading to things you already know, helping you understand better.

- **Connection to Text:** This happens when something you read reminds you of another book or movie you've seen.
- **Connection to World:** This is when the text relates to real-world events or common knowledge.
- **Connection to Self:** This occurs when the story makes you think of your own experiences or feelings.



**Making Connections** Make connections to the short passages below.

1) Jake stared at the night sky as he watched a shooting star. He closed his eyes tightly and made a wish for a new year.

Text-to-Self

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Text-to-Text

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Text-to-World

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2) Max heard a strange noise coming from his closet. When he opened the door, he found his cat playing with a toy mouse.

Text-to-Self

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Text-to-Text

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Text-to-World

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## Comprehension Practice – Making Connections

### "Sara's Solar Solution: Renewable Energy to the Rescue"

In a bustling Canadian town lived a curious and eco-conscious young girl named Sara. Sara was passionate about environmental science, and her favourite subject was renewable sources of energy.



One summer, Sara noticed that the local park was always full of litter. People visited the park often, but there were no lights, making it dark and dirty at night. Sara had a brilliant idea: why not use renewable energy to power lights in the park?

First, Sara used solar energy. She created small solar panels that she installed on the roof of the park's maintenance shed. The panels soaked up the sun's rays during the day and stored it in batteries. At night, the stored energy powered LED lights, brightening up the park.

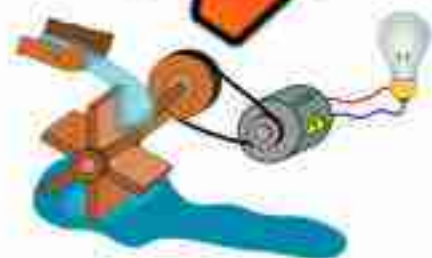


Next, Sara thought about wind power. She designed a miniature wind turbine that could catch the slightest breeze. With the help of her dad, she set it up on a pole in the park. So, when the wind blew it generated electricity.

Sara didn't stop there; she also explored hydroelectric power. There was a small creek running through the park. She created a tiny water wheel, and as the water flowed over it, it generated more electricity.

Finally, Sara introduced kinetic energy from playground machines. She installed sensors on the seesaws and swings so that when kids played on them, they generated energy. This energy was stored and used to power the park's lights.

The mayor and community members were thrilled. They celebrated Sara's ingenuity by declaring a "Sara's Solar Solution Day" in the park, complete with solar-powered music and decorations. Sara beamed with pride, thrilled to have made her community safer and cleaner using renewable energy.



"Renewable energy isn't just the future," she said, "it's a way to make our lives better right now!"

Sara went home that night, excited and inspired, her mind buzzing with ideas for her next eco-friendly project.

## Comprehension Practice – Making Connections

**Pre-Reading**

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

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**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?

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

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

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**After Reading**

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

Main Idea	
Supporting Detail	
Supporting Detail	
Supporting Detail	

## Comprehension Practice – Newspaper Article

### "Our Planet's Future: The Power of Recycling"

Welcome, young readers! Today we're diving into a topic that is vital for our planet – recycling. Have you ever wondered what happens to your plastic bottles, paper, and cans after you toss them into the recycling bin? Let's find out!

Recycling means taking materials like paper, glass, plastic, and metal and turning them into new products. This process is crucial because it helps reduce waste, save energy, and protect our environment. When we recycle, we give these materials a second chance to be useful again, instead of ending up in landfills.



Imagine a mountain of garbage, as tall as a five-story building. That's a lot of trash! Unfortunately, much of this

waste could have been recycled. By recycling, we can shrink this mountain, making more space for nature and less pollution.

Recycling also saves energy. Producing new things from recycled materials uses less energy compared to making them from new resources. For instance, recycling aluminum cans saves 95% of the energy needed to make new cans from raw materials. That's like turning off the lights in your home for three whole days!

More recycling helps protect wildlife. When we don't recycle, large amounts of trash end up in oceans or rivers, harming fish and plants. By recycling, we keep our homes clean and our planet healthy.

So, how can you help? Start by separating your trash into paper, plastic, cans, and glass in separate bins. Always clean them before recycling. This small step can make a big difference.

Remember, each time you recycle, you are helping our planet breathe a little easier. You are part of a global team working towards a greener future. Let's all do our part and keep recycling!

**Comprehension**

Answer the following comprehension questions from the article.

1) What are three facts you learned from the article about recycling?

1

2

3

2) How does recycling save energy? Give an example mentioned in the article.

**Evaluate**

Answer the following evaluation questions about the article.

1) Based on the text, how important do you think recycling is for our planet, and why?

2) The author claims that recycling can help reduce a mountain of waste. What evidence does the text provide to support this claim?

3) Why does the author believe that recycling saves energy? Can you find a part of the text that explains this?

## Comprehension Practice – Questioning

### Getting to Know Canadian Government

Have you ever wondered how the Canadian government works?

Understanding the government is like understanding the rules of a game.



### Three Levels of Government

In Canada, there are three levels of government:

federal, provincial, and municipal. The federal government takes care of the whole country. The provincial government is all about one province, like Ontario or Quebec. Lastly, the municipal government takes care of cities and towns.

- **Federal:** Based in Ottawa and handles national and international matters
- **Provincial:** Located in each province and focuses on provincial issues
- **Municipal:** Manages local areas like cities and towns

### Who's in Charge?

At the top of our federal government is the Prime Minister. In each province, the leader is called the Premier, and cities have Mayors. These people are elected through elections, which is a way of letting the citizens decide who should lead.

### What Kind of Government Do We Have?

Canada has a system known as a parliamentary democracy and constitutional monarchy. That sounds fancy, but it means we have a King (or Queen) who is the official head of state but doesn't make the laws. Instead, politicians like Members of Parliament (MPs) at the federal level and Members of the Legislative Assembly (MLAs) at the provincial level make decisions for us.

### How Do Decisions Get Made?

In both the federal and provincial levels, decisions are made in a place called a Parliament or Legislature. These are big buildings where elected leaders talk about laws and make choices about how to run the country or province.

## Comprehension Practice – Questioning

**Pre-Reading**

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

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**While Reading** As you read, stop and write down questions you have.

1)	
2)	
3)	
4)	

**After Reading**

Write a summary. Start with the main idea and then write the supporting details.

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## What is an Inference?

When we encounter new information through reading or listening, our mind integrates it with our existing knowledge. We then utilize this updated knowledge to generate new insights, ideas, or conclusions. Often, we employ this information to draw inferences, which are conclusions not explicitly stated but inferred from the combined knowledge of new and existing information.



### Example

- **New Information:** Elephants travel in herds to protect their young ones.
- **Inference:** (1) Elephants are social animals. (2) Elephants face dangers, like predators.

Infer the inferences below by answering the questions

1) Jenny looked at a pile of books on a table and sighed. She then opened her laptop and began typing.

How is Jenny feeling about work in front of her?

2) Emma wore sunglasses and spread sunscreen on her face. She put a big hat on before stepping outside.

What is the weather like?

3) Jackson opened his toolbox and began tightening the bolts on his helmet and knee pads before going outside.

What is Jackson doing?

4) Carter wore his chef's hat and apron. He was carefully measuring flour and sugar on the kitchen counter.

What might the chef be making?

5) Noah carried an umbrella and wore a long raincoat. He stepped into a puddle as he walked to school.

What season is it likely to be?

## Comprehension Practice – Predicting

### Nokomis's Journey: The Wisdom of the Cree People

Once upon a time, in the vast landscapes now known as Canada, lived Nokomis, a young Cree girl. She belonged to a community that thrived on the wisdom and practices of their ancestors.

Nokomis would start each day greeting the sun, offering tobacco to thank the Creator for another day. Values like humility, courage, and honesty were the foundation stones of her people's way of life. Sustainability was a principle; they believed in giving back to the land as much as they took from it.

Her father was a skilled hunter, well-versed in reading the waters. He taught Nokomis the importance of respecting all living beings, showing her how to catch fish without disrupting the river's ecosystem. Her mother was a skilled bead worker, teaching her the intricate patterns that told stories of their family history.

In the afternoons, the community's children gathered for games. Shiny, a type of field hockey, was a favourite among them. The game was not just entertainment; it taught teamwork, agility, and the art of strategy. They also loved playing the "Snow Snake" game in winter, where wooden sticks were thrown across the snow to see whose would slide the farthest.

But life wasn't just about play. Nokomis eagerly absorbed lessons from the community's Knowledge Keeper. Lessons revolved around the ever-present values of love, respect, courage, honesty, wisdom, humility, and truth—which were passed through oral storytelling.

As the evening sky adorned itself with stars, people of all ages would gather. The drumming and singing began, as did the sharing of legends and creation stories. For Nokomis, these gatherings were magical, weaving together the history, values, and spirit of her people.

Nokomis's everyday life was an intricate mosaic of tradition, sport, and ethical values. Her people's philosophy was deeply rooted in the balance and interconnectedness of life, concepts that are still incredibly relevant and urgent.

And so, through Nokomis, we glimpse an enduring world founded on rich traditions and ethical living, a world whose teachings resonate with us still, urging us to respect and protect the intricate web of life around us.



## 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 4, it starts by saying "After the winter rains, the community's children gathered for games." You could predict what games they used to play.

1 <sup>st</sup> Prediction		Was Your Prediction Correct?
2 <sup>nd</sup> Prediction		Was Your Prediction Correct?
3 <sup>rd</sup> 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.

1) Was their way of fishing environment-friendly or not?


2) Do their games need a lot of fancy equipment? Do you think they had arenas to play in?


**Comprehension Practice – Visualizing**

September 14, 1497

To: Sister Eleanor  
8 St. George Street  
Bristol, England

Dear Sister Eleanor,

I hope this letter finds you and the family well, and that the streets of Bristol are as lively as ever. I am writing from an awe-inspiring new land that we are calling the 'New World' on the other side of the vast Atlantic Ocean.

Upon stepping foot on this uncharted land, I was greeted by striking landscapes. Imagine forests that stretch as far as the eye can see, filled with towering trees the likes of which are unknown in England. Mountains rise majestically towards the sky, and the rivers sparkle in the sunlight. It is a paradise of endless natural resources—timber, fish, and more.

Our King, Henry VII, has sent me on this voyage to discover a direct route to Asia. While we have not yet achieved that purpose, I may have stumbled upon something equally as big. This land is abundant in natural resources, from timber that can be used for shipbuilding to fish-rich waters and even promising whispers of precious metals like gold.

We have met with the local people, whom we refer to as the First Nations. These individuals are skilled in navigating this rich yet demanding land. They have taught us about the plants and animals in this new world, and they have been teaching us fishing techniques that are far more advanced than our own. They have also introduced us to foods we have never seen, rich in flavours and nutrients.

It's clear that a trading relationship with these First Nations could be beneficial for both sides. We are excited to establish good relations and have already exchanged items like metal tools for furs. These furs will be worth a lot in England!

This new world is full of promises and surprises, and I am documenting everything so that future expeditions can learn from our experiences. How I long for the day when I can take you sailing across the Atlantic to witness the marvels of this magnificent land.

Until then, you are in my thoughts and prayers, dear sister. I hope to return with stories that will fill your evenings with wonder.

With all my heart,  
Your brother, John Cabot the Explorer

**Comprehension Practice – Visualizing****Pre-Reading**

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

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**While Reading**

Draw two different pictures of what you are visualizing while

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**After Reading**

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

1) Why do you think the First Nations were wise and skilled in living off the land?

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2) How do you think a trading relationship could be beneficial for both parties?

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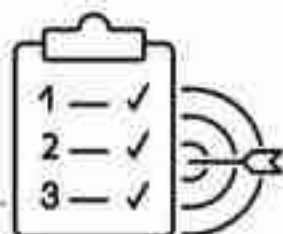
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Name: \_\_\_\_\_

# MY GOAL PLANNER



My goal is to: \_\_\_\_\_

Ways I can work toward my goal:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_



Why this goal is important: \_\_\_\_\_

New things I will try:

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I am going to work \_\_\_\_\_ harder at:

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read:

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**PREVIEW**

**Instructions**

Follow the given instructions to fill your weekly reflection table.

- 1) **Week Ending:** Write the last day of the week you're 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 goal, 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	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name: \_\_\_\_\_

# READING LOG

My goal for \_\_\_\_\_ is \_\_\_\_\_ minutes.  
(month) (number)

### Instructions

Write the number of minutes you read each day and then the total for each week. Fill this log each month to reach your reading goals.

SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.

Total minutes read for the month: \_\_\_\_\_

## Activity: Writing Goal-Setting

### Objective

What are we learning more about?

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



### Instructor

How do we complete the activity?

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

**Reflection**

Answer these questions.

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

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

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

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**Instructions**

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

Expand Vocabulary	Enhance Descriptive Writing
Improve Spelling	Develop Storytelling Skills
Practice Punctuation	Organize Thoughts Clearly
Experiment with Different Genres	Build Writing Stamina

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

**PREVIEW**

**Action Plan**      What steps do you need to take to get your goal?

Action Items	Expected Completion Date	Actual Completion Date

**INDEPENDENT  
READING  
ACTIVITIES**

# Independent Reading - Responses

**Day 1**

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

Name of Book	
Before Reading: What will this book be about?	
_____	
_____	
During Reading: What questions you have while you read.	
1)	_____
2)	_____
After Reading: Summarize the book. What was it all about?	
_____	
_____	

**Day 2**

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

Name of Book	
Before Reading: What genre is this - fiction, non-fiction, funny, adventure, etc. I am.	
_____	
_____	
During Reading: Making Connections - What does this book remind you of in your life?	
_____	
_____	
After Reading: Make an inference - Something that wasn't stated in the book.	
_____	
_____	

## Independent Reading - Responses

**Day 9**

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Making Connections - How does the book remind you of?	
Text-to-Self	
Text-to-Text	
Text-to-World	

**Day 10**

Fill in the organizer below.

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

# 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	<b>Free Space</b>	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 – Mohawk First Nation: Kahnawake

Once upon a time, in the early days when the Earth was still taking shape, the Mohawk First Nation community of Kahnawake lived near the grand St. Lawrence River. They were skilled in fishing and hunting, and they were known as the People of the Flint. They loved to share stories, and their favourite tale was about Orenda, the spirit of fire and magic.



In the beginning, the people of Kahnawake had no fire. They could not cook their food, and the nights were cold and dark. The people prayed to Orenda for a solution. Orenda was a wise and powerful spirit who helped when the people were in true need.

Orenda flew westward over the mountains, where he found a glowing flintstone near a volcanic mountain. The stone was filled with an inner fire and felt warm to the touch. With great care, Orenda carried the stone back to the people of Kahnawake. He taught them how to strike the flint to create sparks that would ignite into fire. The fire warmed their homes and helped them to grow crops.

Yet, the people soon discovered that fire could also be dangerous. It could burn too quickly and harm their land. So, they asked Orenda for guidance on how to control the fire.

This time, Orenda travelled eastward towards the great St. Lawrence River. He scooped a handful of its water and blessed it with the spirit of balance and harmony. He brought it back to the people and showed them how to use water to control the fire, to balance its intensity, and to make the land fertile.

The people of Kahnawake rejoiced. They now had fire to warm them and water to cool and nourish their land. From that day on, whenever they sat around a fire or fished in the St. Lawrence River, they remembered Orenda's gifts and thanked him for the balance he brought into their lives.

## Comprehension Check

Is the statement true or false?

1) Kahnawake is near the St. Lawrence River.	True	False
2) The people could not cook without fire.	True	False
3) The flintstone was found near a volcano.	True	False
4) Orenda blessed the water with balance and harmony.	True	False
5) Orenda found flintstone in the east.	True	False

Questions Answer the questions below.

1) What did the people of Kahnawake initially lack? Why was that a problem?

2) Why did the people of Kahnawake need fire?

## Visualizing

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

	_____
	_____
	_____
	_____
	_____

## Indigenous Norms and Values – Métis Story

### Luc, Marie, and the Trapped Fox

Long ago in the lands of the Métis, near the Red River, lived a young boy named Luc. He loved roaming the prairies and woodlands with his fiddle, playing tunes that echoed the spirit of the land. One day, Luc and his friend Marie stumbled upon a fox caught in a trap.

Marie wanted to free the fox right away, but Luc said, "Hold on. Let's ask the Elders. They'll know what's right."



They went back to the community and consulted Elder Jean, a respected figure who was well-versed in the traditions of the Métis and the land. Luc and Marie described the fox's situation.

Elder Jean listened carefully and then spoke. "Our ancestors have taught us the value of balance and respect for all creatures. We trap only for sustenance, never for mere sport, and we use every part of the animal, honouring its life."

Listening intently, Luc and Marie absorbed Elder Jean's words. He continued, "It's possible this fox has young ones waiting. We must respect the balance of nature."

Guided by Elder Jean's words, they returned to the trapped fox and released it, watching as it scampered away into the woods. Over the next few days, they spotted the fox several times, always at a safe distance, playing with its kits.



Luc and Marie learned a vital lesson that day. They understood the teachings of their Métis ancestors about balance, respect, and responsibility. They committed to living these values, ensuring their actions harmonized with the natural world and their community's traditions.

And so, the story of Luc, Marie, and the trapped fox became an enduring tale among the Métis people, passed down through generations, reminding all Métis children about the importance of their values and living in balance with nature.

**Before Reading**

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


**Question**

Answer the question below.

1) **Balance the scales:** What value are important to Métis people? Examples: curiosity, respect, freedom. 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) Marie wanted to consult the Elders.	True	False
2) Luc and Marie ignored Elder Jean's advice.	True	False
3) The story takes place near the Red River.	True	False
4) The Métis trap animals for sport.	True	False
5) The story promotes balance with nature.	True	False

## Indigenous Artifacts – Inuit Story

### Visualizing

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

### The Goggles of Wisdom

Long ago in the Arctic lands of the Inuit, a young boy named Kunik was fascinated by the objects stored in the qammaq, their sod house. His eyes always fell upon a pair of intricately carved snow goggles made of ivory. Elder Nukilik told him they were made by his great-grandfather and had special powers.

"Those goggles help you see the true essence of nature. But they can only be worn by someone who has a pure heart," said Nukilik.

One day, Kunik couldn't resist. He put on the goggles and ventured out into the snow. The world transformed before his eyes. He could see the spirits of the land, the ocean, and the animals.

**PREVIEW**

However, he noticed a group of caribou who looked distressed. Realizing they were being pursued by hunters not respecting hunting traditions, Kunik knew he had to act.

Remembering the teachings about balance and respect, Kunik approached the hunters and told them,

"We must only take what we need and give thanks for it," Kunik said, using the wisdom he had always fully understood.

The hunters listened, and they changed their ways. From then on, Kunik wore the goggles on special occasions, teaching others about the balance and respect that his people had practiced for generations.

The goggles weren't just artifacts; they were a link to the values and teachings of his ancestors.

# 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?

## Letter Writing – Bias in Advertising

Dear Amazing Students,

Hello! I'm Turbo Tim, the world's best race car driver and video game champion! You won't believe what I have for you! It's the Turbo Tim Super Speedy Remote Car, and let me tell you, this toy car will zoom its way into your heart.

This isn't just any car, it's a car that will make all your dreams come true! Want to be the fastest kid around? This car will make it happen! Are you into robots? This car can transform into a robot! It's 1,000,000 times cooler than any other toy you could ever think of. If you don't have it, you're really missing out.

Don't wait until it's gone! Get yours now! Having a Turbo Tim Super Speedy Remote Car is your ticket to becoming the coolest kid ever, just like me, Turbo Tim!

Catch you on the

Your soon-to-be

Turbo Tim



### Questions

### Answer questions

1) Is Turbo Tim biased in what toy is the best? Explain and give an example.

2) Is Turbo Tim giving you the full story, or just his own opinion? How do you know?

3) Why do you think Turbo Tim wrote this letter?

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

## Letter Writing – Inferences

Dear Students,

Hey, it's Ranger Zoe here, and guess what? I get to explore forests and protect animals for my job! Can you believe it? I've always loved the outdoors, and today I want to tell you the secret to living your dream life: taking school seriously.

You're in grade 5 now, and it might seem like what you learn in school doesn't matter much. Trust me, it does. The work you put in today will set the stage for what you can achieve in the future. Whether you want to be a ranger like me, a scientist, or a musician, giving your school the best of you is the first step.

Think of your school as planting a tree. Every science experiment you do, and each story you write is like adding a new leaf or branch. The more you learn, the taller your tree grows, and you're moving toward your dreams.

Sure, there will be challenges. Sometimes you'll even feel like quitting. But listen, every challenge is like a storm that helps your tree grow stronger roots. Face the storms, and your future will be as grand as the tallest tree in the forest.

Wishing you an awesome journey ahead!

Ranger Zoe



### Questions

Answer the questions.

1) What is the perspective of Ranger Zoe? Does she state it explicitly or implicitly?

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2) Make a local inference – what conclusion can you make from this sentence: "Sure, there will be hurdles."

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3) Make a global inference – what conclusions can you make from the entire reading? Idea: Is Ranger Zoe a hard worker? Is it important to work hard in school?

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## Email Writing – Questioning

Subject: Crucial Gathering to Chat About Safer Streets and Community Centres

Dear Minister Sadi Kingsley,

I hope you're doing great! I want to tell you about a big meeting we have planned. We'll be talking about how to make our streets safer and our community centres more fun.

First, I want to say thank you for the good work they've done so far in community safety. Even so, there's always more to do. We need to sit down and brainstorm ways to do even better.

Secondly, I've heard from many people who like safer places to walk and bike. Kids are saying they want their community centres to have more fun activities. Making these changes is important for all of us and for Canada's future. We've got to step up!

Lastly, experts like Dr. Aiden Lee have shared some great ideas to upgrade our community spaces. Suggestions include installing better lighting and adding more art and books to our centres.

Our meeting is set for Tuesday at 10 a.m. Let's come ready to share our thoughts and make plans. We should listen to each other and pick the best way forward. This is a big opportunity, and I'm confident we can make things better.

If you have questions or want to chat before our meeting, feel free to reach out. I can't wait to see what we can achieve together for a brighter Canada.

Warm wishes,

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 the main idea 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)

# 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.
  - Indigenous cultures, relationships, communities, groups, nations, and lived experiences
- Literary devices – imagery and humour
- Sequencing the events of multiple plots in a story, explaining the cause and effect

## What is Indigenous Storywork?

### What is Indigenous Storywork?

Indigenous Storywork is a form of storytelling that comes from the First Nations, Metis, and Inuit cultures in Canada. It's not just about telling a story; it serves a higher purpose of teaching important life lessons.

### The Seven Principles

Indigenous Storywork is structured around seven key principles that serve as guides to make these narratives impactful.

- **Respect:** Show courtesy and understanding towards others.
- **Responsibility:** Follow through with duties and commitments.
- **Reciprocity:** The practice of mutual exchange, giving back to the community.
- **Reverence:** Holding respect for something, almost sacred.
- **Holism:** Seeing the whole picture, not just parts of it.
- **Interrelatedness:** Learning how every component is connected to the others.
- **Synergy:** Working together is more powerful than the sum of individual efforts.

### Why Is It Significant?

Indigenous Storywork is more than just fun stories. It serves as a guidebook for ethical living, teaching us to respect not just other humans but also the earth and its creatures. It improves our understanding of how to take care of the environment and each other.

### How Do We Learn It?

We can learn this invaluable knowledge by listening to stories from people within these Indigenous communities. These stories are often shared during special cultural ceremonies, family reunions, and sometimes during educational sessions in schools. Books and online resources also offer ways to learn more about these stories.



**PREVIEW**

## What is Indigenous Storywork?

**True or False**

Is the statement true or false?

1) Indigenous Storywork teaches respect for the earth.	True	False
2) Holism focuses on the whole picture.	True	False
3) Synergy means working alone.	True	False
4) Indigenous storywork is just for fun.	True	False
5) Reversing is to respect for something.	True	False

**Questions**

Answer the questions below:

1) Why is Indigenous storywork significant?

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2) What 7 principles are taught in Indigenous storywork?

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**Summarize**

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

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## The Tale of Lila and the Sacred Mountain

### The Tale of Lila and the Sacred Mountain

Elder Nokomis, with her deep, soothing voice, began to share a tale as children settled around the evening fire. "In our land, there's a tale about Lila and the Sacred Mountain," she said, her eyes reflecting the dancing flames.

Lila, a spirited girl of the village, often ventured to the mountain, gazing at its towering peaks and whispering to the winds. Her deep connection, often leaving behind a token of gratitude for the mountain's beauty.



One winter, the village experienced the coldest temperatures ever known. Their food stores began to deplete. Desperation crept in as Lila gathered her seeds and journeyed to the mountain's base, hoping to find even a single seed.

To her astonishment, the base was covered in a lush landscape of vegetables and fruits, grown from the seeds she'd left. The mountain, in its reverence for the gestures of respect, had reciprocated Lila's kindness.

She gathered the bounty and returned to the village. As they feasted, Lila shared her story. Elder Nokomis, even then a guiding force, remarked, "Through reverence, Lila honored the mountain, and through reciprocity, it provided for us."

The village learned an invaluable lesson. By respecting and giving to nature selflessly, nature often finds its own beautiful ways to give back, cherishing the bond of mutual respect and care.

From that day, the villagers approached the Sacred Mountain and all of nature with deep reverence, understanding the power of reciprocity.

**Questions**

Answer the questions below.

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

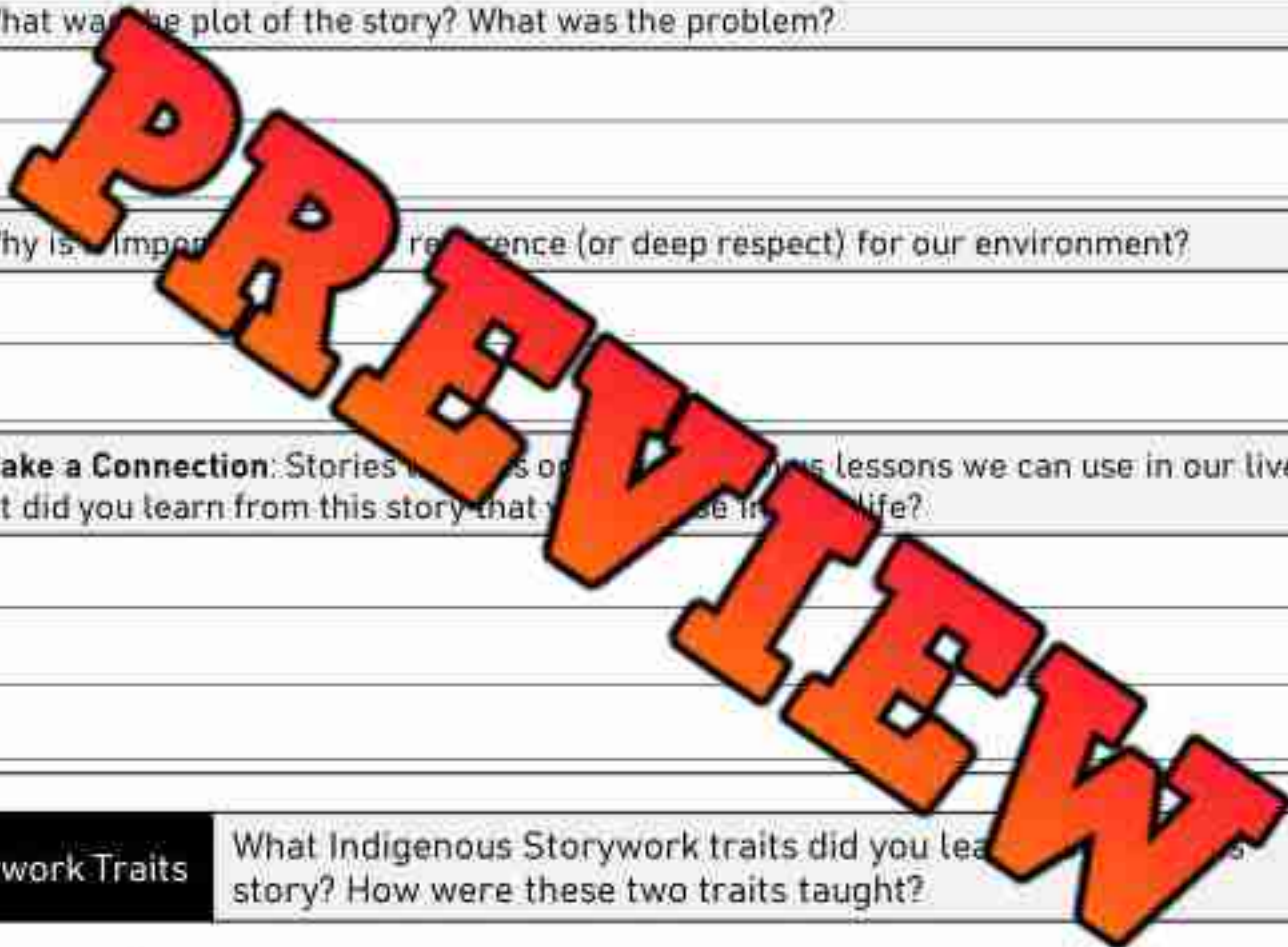

2) What was the plot of the story? What was the problem?


3) Why is it important to have reverence (or deep respect) for our environment?


4) **Make a Connection:** Stories teach us lessons we can use in our lives. What did you learn from this story that you can use in your life?


**Storywork Traits**

What Indigenous Storywork traits did you learn from this story? How were these two traits taught?

## Narrator's Point of View

The narrator's point of view is about who's telling the story. There are three main kinds:

- **First-Person:** A character in the story is telling it. They use words like "I" and "we."  
Example: "I found a treasure!"
- **Second-Person:** The story talks to you, the reader. It makes you a part of the adventure. Words like "you" and "your" are used.  
Example: "You find a treasure!"
- **Third-Person:** Someone who isn't in the story tells it. This type uses words like "he," "she," and "they."  
Example: "He found a treasure!"

Each kind has a different effect on the story!



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

1) I opened the mysterious door.	First	Second	Third
2) You find an ancient map.	First	Second	Third
3) We climbed the steep hill.	First	Second	Third
4) I caught the winning ball.	First	Second	Third
5) They reach the mountain's peak.	First	Second	Third
6) We found the hidden exit.	First	Second	Third
7) She forgot her best friend's birthday.	First	Second	Third
8) You hear a mysterious noise.	First	Second	Third
9) He picks up the phone.	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 Forest Fire – Different Points of View

### First-Person:

Hello, I'm Sara, a fire lookout in Yellowstone Park. One day, Chief Warden Jenkins urgently called me into the office.

"Sara, there's a forest fire near Old Faithful. We need to alert all campgrounds!" My stomach churned with both fear and respect.

Without a moment's delay, I climbed up to the observation tower. As I scanned the horizon, my eyes caught a plume of smoke. I radioed in the location to headquarters, knowing every second counted.



### Second-Person:

Picture yourself in my shoes. You suddenly feel the weight of your responsibility. The safety of campers and wildlife becomes your top priority. Each flick of the radio dial feels immensely important; you know that families are at the campgrounds, probably roasting marshmallows, unaware of the peril.

Your palms are sweaty, your heart races, but you must stay focused. You have an alert to send out; lives to protect.

### Third-Person:

As Sara peered through her binoculars, her eyes widened at the sight of smoke ascending towards the sky. Old Faithful, an iconic geyser, was in the vicinity. She thought of all the campers, families, and animals that could be in danger.

Her fingers quickly dialed the radio, relaying the urgent message to the warden's office. "Initiate evacuation procedures! A fire is spreading near Old Faithful!" Her words echoed through radios across the park. Drained but fulfilled, Sara knew she had set the wheels in motion to protect Yellowstone.



**Questions**

Answer the questions below.

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

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

**Personality  
Traits**

Describe Sara's personality, give the traits that she could be. Traits could be, ambitious, courageous, humble, curious, confident, empathetic, brave, honest, etc.

## Advantages/Disadvantage of Points of View

### Version 1: First-Person Point of View

Hey, I'm Liam! You know what's totally awesome? My top pick for a game is Stickball, a traditional Indigenous North American game! It's like lacrosse but way older. We play it as a community event sometimes, even involving our families!

Last Sunday was a thriller! I was part of Team Eagle, and we battled Team Wolf. The sticks we used were handmade. I swung the stick into the goal with finesse. My teammates shouted, "You rock!" I felt connected to centuries of tradition. We won the victory by a single point. It was momentous.

If you want an authentic experience, consider playing Stickball. You might be captivated, like I am.



### Version 2: Second-Person Point of View

Picture yourself as Liam, a young fan of Stickball, a game with deep Indigenous roots. It's Sunday, the best day for playing this ancient game. You're on Team Eagle, lined up against Team Wolf.

The handcrafted stick feels comfortable yet sturdy in your hands. You hurl the ball toward the goal, your aim true. Friends are cheering, "Go, Eagle!" The game energizes you. You're part of a lasting tradition, and it fills you with pride. With a dramatic finish, Team Eagle snags the win by one point. Your face breaks into a wide smile, and you feel connected to something much larger than just a game.

### Version 3: Third-Person Point of View

Liam is a young fan of Stickball, a game originating from Indigenous cultures. Each Sunday, like clockwork, he and his community engage in an exciting match. This week, it's Team Eagle versus Team Wolf.

The stick, handcrafted by community elders, feels weighted with history. With skillful movements, Liam throws the ball toward the goal. His friends erupt in cheers, "Go, Liam!" These praises make him feel a sense of belonging and honour. After a tense finale, Team Eagle wins by just a single point. Liam's smile is big; he's not just playing a game, he's honouring a rich cultural heritage.

For Liam, Stickball isn't just about scoring points; it's about keeping a valued tradition alive, one Sunday at a time.

**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.

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## Literary Device: Imagery in Narratives

When writers want to make their stories feel super real and alive, they use a special trick called "imagery." **Imagery** is a literary device where authors use detailed and descriptive words to paint pictures in our minds. It's like they're using words to create a movie scene in our heads!

For example, instead of just saying, "It was a nice day," a writer might use imagery to say:

- "The sun blazed brightly in the clear blue sky."
- "Birds sang sweet melodies from the treetops."
- "The fresh flowers filled the air."

Describe the setting of the stories below by using imagery - descriptive words.



## Literary Device: Imagery in Narratives

**Draw** Read the imagery in the excerpts from the stories below. Draw what you imagine.

The golden sun warmed the vast, open meadow, making daisies nod gently in the light breeze. Butterflies danced from flower to flower, their wings shimmering. A babbling stream whispered nearby, its waters sparkling.

The rain poured down, making city streets shimmer. The glow of streetlights, people holding colourful umbrellas, the sound of splashing in the puddles. The buildings, draped in mist, stood like silent, watchful giants.

The busy marketplace was alive with bright colours and loud, happy voices selling fresh food. You could smell sweet fruits and spicy aromas swirling together as people moved from stall to stall. In the sunshine, the fresh fish sparkled like silver beside a stall filled with big, red tomatoes.

Captain Flint had a long, bushy beard the colour of midnight, and his eyes sparkled like the treasures he sought. He wore a faded red coat with golden buttons, and a parrot, bright and chatty, perched on his shoulder. Every step he took was with confidence, his boots echoing tales of the high seas.

**PREVIEW**

## Literary Devices: 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 as a ball of fur.
- The baby's smile is bright like the sun.
- The pillow is big as an elephant.
- The fire is hot as fire.



**Think** Read and underline examples of similes. Then write them below.

In the heart of a lush green forest, a rabbit named Alfie embarked on an adventure. His fur was as soft as a ball of wool, and his eyes sparkled like stars in the night sky. One sunny morning, he hopped out of his burrow, eager to explore. The forest was alive with sounds, each leaf rustling like a gentle applause.

As Alfie ventured further, he stumbled upon a stream that flowed like a ribbon of silver through the green. Nearby, a butterfly danced in the air, its wings fluttering as softly as a whisper on the breeze. Alfie watched the stream flow as smoothly as a lion on a quest.

Suddenly, he spotted a berry bush, its fruits as red as rubies. Alfie found them, finding them as sweet as summer's first kiss. With a heart as full as a balloon, Alfie realized that adventures could be found in every corner of the forest. He hopped back home, eager to share his tales.

**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.

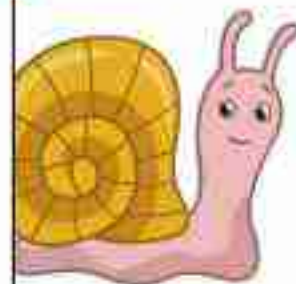
**PREVIEW**

**Matching**

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



Column A	Column B
As strong as	a razor
As sharp as	a snail
As smooth as	an ox
As sweet as	silk
As quick as	honey
As slow as	a feather
As cold as	lightning
As light as	ice



## Literary Devices: 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 clouds are going to go today.
- His words were like a treasure.



### Think

Read the passage below. Underline the metaphors and circle the similes.

In a quaint village where the wind danced like golden marbles rolling across a vast playground, you embarked on an adventure. With a heart as brave as a lion, he ventured into the forest, a land of emerald secrets. The trees stood tall, their branches weaving a tapestry of shadows and sunlight, whispering tales of old.

Marcus, with eyes wide with wonder, saw the forest where every leaf played a part in nature's symphony. The bubbling stream was a storyteller, its waters murmuring stories of distant lands.

As the day folded into the arms of twilight, Marcus found a clearing where the stars peeked through the leafy dome like shy fireflies. He realized that even the smallest light can brighten the darkest night, a beacon of hope in the vast universe.

With a heart full of stories and eyes sparkling with dreams, Marcus journeyed home, his spirit as light as a feather riding the wind.

## Scavenger Hunt

Find books that have examples of metaphors.

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

Match The  
Column

Match the words in Column A with the most exact metaphorical descriptions in Column B to create compound metaphors.

Column A	Column B
Life	The best medicine
Snow	Balls of cotton
Laughter	A white blanket
Clouds	A whirlwind
Romance	A rollercoaster

## Literary Device: Humour in Narratives

Using **humour** as a literary device in narratives means using funny words, situations, or characters in a story to make readers laugh or smile. Here's how you can do it:

**Exaggeration:** Make something much bigger, smaller, or weirder than it actually is. Like saying, "My backpack was so heavy, I felt like I was carrying an elephant!"

**Funny Dialogue:** Have characters say things in a funny or silly way. For example, a bird might say, "I forgot how to fly!" when it's just resting.

**Silly Situations:** Put characters in unexpected or goofy situations. Imagine a teacher teaching a fish how to climb a tree!

**Funny Characters:** Create characters with quirky habits or traits, like a dog who believes he's a cat or a squirrel that's afraid of nuts.

**Play on Words (Puns):** Use words that sound the same but have different meanings in a funny way. For instance, "I got a new truck and he said he'd put it on his bill."

**Surprising Endings:** End the story in a way that is unexpected and makes readers laugh. Maybe the scary monster just wanted to borrow a pencil sharpener.



### Questions

Answer the questions about \_\_\_\_\_

1) **Exaggeration:** Describe a pet that is so big, it could be mistaken for \_\_\_\_\_

2) **Dialogue:** Imagine two animals having a conversation at a bus stop. What do they talk about?

Animal 1

Animal 2

Animal 1

Animal 2

**Questions**

Answer the questions below.

3) **Silly Situations:** What would happen if you found an alien in your lunchbox at school?

4) **Fun!** Create a character who does everything backward: eats dessert before dinner, wears shoes on their hands. What's a day in their life like?

5) **Play on Words (Puns):** Describe a bakery run by a cat. What "purr-fect" pastries might they sell?

6) **Surprising Endings:** Tell the ending of a story about a knight who goes on a quest to rescue a dragon from a princess.

**PREVIEW**

## Sequencing the Plot of a Story

- A) Sophia couldn't believe what she was seeing. There, partially covered in soil, was not just any rock, but a meteorite! It sparkled mysteriously, catching her eye as she felt her heart rate soar with excitement. She carefully started to unearth it, using the tools from her geology kit.
- B) Sophia had always been fascinated by space and geology. She devoured books on the solar system, asteroids, and meteorites. Her room was a treasure trove of space-themed decor and mineral specimens, resembling a junior scientist's lab.
- C) "Sophia, you've made an incredible discovery!" Ms. Davis, her science teacher and astronomy enthusiast, exclaimed. "Don't forget to record all your observations." Sophia nodded and began writing down the characteristics of her find in her astronomy journal.
- D) Equipped with her geology kit consisting of trowels, magnifiers, and a sturdy journal—Sophia was a member of her school's after-school astronomy club. They were on their first expedition to a field where meteorites had reportedly fallen.
- E) Finally, with the meteorite fully visible, Sophia carefully placed it in a cushioned box. She was eager to analyze it further in the school's science lab.
- F) The next day at school, Sophia and Ms. Davis scrutinized the meteorite. "This is remarkable; it appears to have high iron content," Ms. Davis noted while examining it under a microscope. "It might be a part of a larger asteroid that fell here."
- G) Stepping off the school bus earlier, Sophia felt a blend of excitement and nervousness. All her worries melted away the moment she spotted the path leading to the field.
- H) The following week, Sophia shared her discovery with the astronomy club. Her peers listened with rapt attention as she outlined the meteorite's unique properties. She felt immense pride; not only had she made a scientific contribution, but her dream of becoming an astronomer was also a step closer to realization.



### Sequence

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

Plot Sequence	

## Narrative Writing - Cause and Effect

In stories, "cause and effect" shows that one event occurs as a result of another. It's like a series of connected actions:

- Cause: The snow falls. Effect: Kids go sledding.
- Cause: You practice piano. Effect: You play better songs.
- Cause: A firework explodes. Effect: People look up and cheer.



**Instruction:** Is the underlined part of the sentence the cause or effect?

The <u>strong wind</u> made the trees sway wildly.	Cause	Effect
He pressed the button and the <u>motor</u> started moving.	Cause	Effect
The chef added spices to give the soup <u>its special flavour</u> .	Cause	Effect
The ball hit the window, <u>causing the glass to shatter</u> .	Cause	Effect
The <u>storm</u> arrived suddenly, forcing everyone to go indoors.	Cause	Effect
The car ran out of fuel, <u>causing it to stop</u> .	Cause	Effect
The <u>alarm clock</u> rang, waking her up from sleep.	Cause	Effect
The rain poured down, <u>making the streets wet and slippery</u> .	Cause	Effect
The <u>door slammed shut</u> , causing a loud noise to echo.	Cause	Effect

**Think**

Think of either the cause or effect that matches below.

Cause	Effect
She waters the plants,	
	so now you are tired.
They ignored the instructions,	
	so you took a nap.

## The Beginning of Democracy

### The Beginning of Democracy: The Story of Athena City

In a bustling city called Athena City, a wise leader named Marcus had a big idea. "Why should only a few people decide everything?" he wondered. "Let's give everyone a chance to have their say!"

His son, Leo, was really excited about this. "Wow, Dad, this could change everything," he thought. He started making signs and flyers to let people know about his new idea, which Marcus called "democracy."



Around the same time, a mayor named Olivia thought about Marcus's idea. "Democracy, huh? This could be a real game-changer," she said. She talked to Marcus with a plan. "What if we start with a small group of people making decisions together? Then we can see how it goes."

Leo was daydreaming about how cool it would be to have everyone voting on important stuff. But then he realized not everyone was happy with the old way of doing things. "Oh no, some people are against this idea," he thought, feeling a bit down.

Marcus liked Mayor Olivia's idea and they started with a small council of regular folks. This meant that Leo's dream of everyone voting right away had to wait.

After a little bit of time, the city saw what happened when more people helped make decisions. Parks got cleaner. Schools got better. People were happier. Marcus and Mayor Olivia gathered data to show that democracy was working.

The effect was amazing! People felt like they had a voice, and they took better care of their city. For Leo, it was like a dream come true. He saw how one idea could make a big difference for everyone. Democracy didn't just change the rules; it changed people's lives, making the city a better place to live for everyone.

**Cause/Effect**

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

1) Finish the effects of the causes below.

He started making signs and flyers to share his idea.

More people made decisions for the city.

Oh no! He was rejected again for his idea.

2) Think of the cause and effect for each below.

Then everyone will have a voice.

The parks got cleaner, and the city got better.

His dream came true for everyone, and they didn't have to wait.

**Plots**

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

## Science Fiction Story - The Time-Traveling Treehouse

In the small town of Starfield, there stood a mysterious treehouse, perched on a tall tree near the town's wilderness. Everyone in town knew about it, but no one dared to go near. That is, until Sam, a curious and brave student, and his cautious best friend, Leo, decided to explore it.

The inside of the treehouse was like nothing they'd ever seen. Levers, and screens covered the walls. "It looks like a control room," Leo whispered. Sam, always eager for adventure, pressed a big red button. Suddenly, the treehouse began to vibrate and hum!

In a flash, they found themselves in the future! Hovering cars zipped through the sky, and people walked around in shiny, silver suits. Sam felt nervous. "We should go back," he said. But Sam was too excited to listen.

They met a girl named Ava, who showed them around. She was kind and wise beyond her years. She explained how the world had changed, how technology had solved many problems but created new ones. Sam listened, fascinated. Ava spoke of the importance of taking care of the planet.

After their tour, Sam realized that Leo was right. They had to go home with what they'd learned. They said goodbye to Ava and returned to the treehouse. With a whoosh, they were back in their own time.

Years later, Sam, now a scientist, remembered his journey. He worked to create a better future, just like the one he had seen. Leo, still cautious but supportive, helped Sam in his endeavors.

The treehouse stood silent, a reminder of their incredible journey. Sam had changed, growing more responsible and thoughtful. Leo, always practical, stayed the same, a steady presence in Sam's life. Together, they remembered the day they traveled in time and how it changed their world.



**Character  
Analysis**

Round characters are interesting and layered and may change throughout the story. Flat characters stay the same throughout the story. Answer the following questions about the characters in this story.

1) Describe Sam's character. What are some traits that make him a round character? How does Sam change throughout the story?

2) Who was the flat character in the story? Leo or Ava? Why would you consider him/her a flat character?

**Evaluation/Reflection**

Answer the following questions about the story.

1) Describe the flash forward in the story.

2) How does the journey to the future change Sam's perspective or actions in life?

3) What was the underlying theme of the story? What lesson do you think Sam and Leo learned from their adventure?

## Drama Story – The Lost Melody

### The Lost Melody

Once in a small coastal town, there lived a girl named Emma, who loved music more than anything else in the world. Music was her escape, her joy, and her connection to her mother, who had been a great pianist before she passed away. Emma had inherited her mother's old piano, a beautiful, albeit slightly out of tune instrument that sat in the corner of their living room.



One day, a fierce storm hit the town, and massive waves crashed against Emma's home, flooding the lower floors and damaging many of their belongings, including the cherished piano. Emma was heartbroken; she had lost her home, but the piano felt like her last connection to her mother, now silenced.

In the weeks that followed, the community came together to rebuild. One of the volunteers was Mr. Harmon, the music teacher from Emma's school. He noticed Emma's quiet despair and learned about the damaged piano. Understanding the depth of her loss, Mr. Harmon offered to help repair it.

As they worked on the piano together, Emma shared stories of her mother, and Mr. Harmon shared his own story of finding solace in music after losing his wife. Their conversations were filled with moments of sadness and laughter, and a bond formed between the teacher and his student.

## Drama Story – The Lost Melody

The emotional theme of coping with loss and finding hope was ever-present. Emma struggled with her grief, but as the piano slowly came back to life under their careful hands, so did her spirit. She realized that her connection to her mother wasn't just in the piano itself but in the love for music they shared.

The moment the piano was finally restored, Emma sat at it, her fingers trembling. With the town's help in the rebuilding efforts, she played her mother's piece. The music swelled, filling the room and touching everyone there. It was a moment of triumph and testament to her character's growth and resilience.



As the notes faded, the room erupted in applause. Emma looked at Mr. Harmon, her eyes shining with tears of gratitude. She had lost much but had gained a mentor and friend who helped her see that her mother's melody would always be with her, in every note she played.

The story concluded with Emma and Mr. Harmon starting a fundraiser to repair other instruments damaged in the storm, bringing music back into the lives of many. Emma's journey had shown her the power of community and the healing strength of sharing one's passion.

**Character  
Analysis**

Describe Emma. Think about her personality, interests, and how she behaved in the story. Write at least three sentences about her character.

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**Evaluation/Reflection** Answer the following questions about the story

1) What is the main theme of the story? Write out the overall message or lesson.

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2) How did the story make you feel? Did it inspire you, make you angry, or feel something else? Explain your feelings.

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3) Explain how the three emotions below were portrayed in the story.

Sad	
Happy	
Proud	

# Narrative Structure

## Understanding Narrative Structure

**Narrative structure** is like a blueprint for a story. It helps to organize the events in a way that makes the story interesting and easy to follow. Identifying the key elements of a story is called **Story Mapping**. Let's break down what narrative structure involves.

### Beginning Journey: Introduction

Every story begins with an introduction. Here, we meet the main characters and learn about the setting, which is where and when the story takes place. The introduction also gives us a hint about the story's main problem or what the adventure might be.

### Building the Excitement: Rising Action

As we move on, we reach the rising action. This part is all about building tension by adding challenges. The characters face problems that make us wonder, "What's going to happen next?" This keeps us engaged and wanting to find out more.

### The Story's Peak: Climax

The climax is the most thrilling part of the story. It's the point where all we've been waiting for, where the main problem or conflict reaches its peak. The characters must face their biggest challenge, and everything feels intense and exciting.

### The Adventure Winds Down: Falling Action

After the climax, we enter the falling action. Things start to calm down as the characters deal with the aftermath of the climax. They work through the remaining challenges and start to find solutions.

### Wrapping Up: Resolution

Finally, every story needs a resolution, where all the loose ends are tied up. The characters have learned important lessons, and the main problem is solved, one way or another. This part leaves us feeling satisfied, knowing how everything turned out for the characters we've been rooting for.

By following this structure, stories can take us on incredible journeys, filled with ups and downs, and leave us feeling like we've been part of something special.



**PREVIEW**

Answer

Which part of the narrative structure is described?

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

Identify

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

1) During the science fair, the experiment began to bubble and hiss, drawing a crowd of onlookers.	Falling Action	Rising Action
2) In a daring move, Hugo leapt onto the balcony, narrowly grasping the cold metal railing in time.	Introduction	Climax
3) After the storm passed, the villagers emerged to find their homes untouched, a miracle they couldn't explain.	Falling Action	Rising Action
4) The once cursed forest flourished again, with the villagers and wildlife living in harmony.	Resolution	Climax
5) As the sun rose, Ethan found the lost puppy, bringing it back to its grateful owner, Mrs. Bianca.	Falling Action	Rising Action
6) With the final spell cast, the room went silent, and the once-menacing shadows vanished into thin air.	Climax	Resolution
7) With each step up the ancient tower, Nora felt the mysterious amulet grow warmer against her skin.	Falling Action	Rising Action
8) On his first day in the new town, Leo made an unlikely friend—a small, talkative parrot.	Introduction	Climax
9) As the storm approached, Maya and her friends hurried to fortify their makeshift fort with branches and leaves.	Falling Action	Rising Action
10) Years later, the friends would reminisce about the summer adventure that brought them closer together.	Resolution	Climax

## Story Mapping - Secrets of the Echo Cave

Once upon a time, in a bustling underwater city hidden deep in the ocean, lived two adventurous friends, Brandon and Marina. They had always dreamt of exploring the mysterious Cave of Echoes, a place full of ancient alien artifacts, but no one dared to enter because of the legendary Guardian that protected it.

One morning, driven by curiosity and the thrill of adventure, Brandon and Marina decided to go to see the cave for themselves. They equipped themselves with glowing scuba gear and set off, swimming past colourful coral reefs and schools of shimmering fish.

As they approached the cave, they noticed strange symbols etched into the rock walls, some with glowing warnings. Ignoring the warnings, they ventured inside, their hearts racing with excitement. The cave was filled with wondrous sights: shimmering crystals with iridescent crystals, and alien gadgets they scattered all around, unlike anything they had ever seen.



Suddenly, they encountered the Guardian, a massive, ancient creature with sparkling eyes. It spoke in a deep, rumbling voice, expressing its disappointment that they had entered the cave. Brandon and Marina realized they had disrupted the peace of this sacred place. They apologized, explained their fascination, and promised to protect the cave's secrets.

Understanding their genuine remorse, the Guardian offered them a deal. If they could solve an ancient puzzle, they would be granted a glimpse of the cave's greatest treasure. Working together, they deciphered the puzzle, revealing a hidden chamber filled with alien technology that promised to clean the oceans.

Grateful for the experience and the valuable lesson learned, Brandon and Marina returned home, their minds buzzing with ideas on how to use the newfound technology for the good of their underwater world. They had not only found an incredible adventure but also a way to make a difference.

**Instructions**

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

**Introduction**

**Rising Action**

**Falling Action**

**Climax**

**Resolution**

**PREVIEW**

# Characterization

## Understanding Characters in Stories

When you read a story, meeting different characters is like meeting new friends or sometimes foes. But how do we get to know them? Let's dive into the world of characters in stories!



## What is Characterization?

**Characterization** is the way writers share what characters are like. Think of it as a recipe that helps us understand who these characters are, from their personality to their actions.

## Types of Characterization

- 1) **Direct Characterization:** This is when the author tells us directly what a character is like. For example, "Alex is brave." It's straightforward, like a friend telling you about someone.
- 2) **Indirect Characterization:** This is like detective work. The author shows us things about the character through their actions, what they say, how they interact with others, and what others say about them. For instance, if Alex jumps into a river to save a puppy, we figure out he's brave without being told directly.

## How to Analyze Characters

To understand characters better, think about these points:

- **Looks:** What does the character look like? This can tell us a lot about them.
- **Actions:** What does the character do? Their actions can show us their true nature.
- **Words:** What does the character say, and how do they say it? This can reveal their thoughts and feelings.
- **Thoughts:** What is going on in the character's mind? Sometimes, we get a peek into their thoughts.
- **Reactions:** How do others react to the character? This can show us how the character fits into their world.

By looking at these aspects, you can become a character detective, uncovering the hidden depths of characters in any story you read!

**Instructions** Read the sentences below and circle what characterization type is used.

1) Mia is very kind and always helps her friends, especially when they're feeling sad or need support.	Direct	Indirect
2) When a stray dog wandered onto the playground, Sophie gently took care of it and made sure that it is safe.	Direct	Indirect
3) During group work, Bianca listened intently to everyone's ideas, and showed interest in all of them.	Direct	Indirect
4) Mrs. B. is a music teacher, is incredibly patient and encourages all her students.	Direct	Indirect
5) Tess is a kind girl who loves to help others without expecting anything in return.	Direct	Indirect
6) When he found a wallet on the school ground, Caleb immediately turned it in and found.	Direct	Indirect
7) Every lunch break, Dylan sits under a book under his favourite tree, completely absorbed.	Direct	Indirect
8) During the long walk for the field, Elsie shared interesting stories to keep everyone entertained.	Direct	Indirect
9) Miss Green, our librarian, is knowledgeable and enjoys sharing interesting facts with us.	Direct	Indirect
10) After winning the race, Simon did not boast his victory and made sure to shake hands with every competitor.	Direct	Indirect
11) Leo is quite mischievous and often comes up with playful pranks.	Direct	Indirect
12) Coach Bennett is passionate about sports and inspires us to do our best no matter what happens.	Direct	Indirect
13) In the middle of the chaos, Grace found a way to solve the problem without any fuss.	Direct	Indirect
14) Without hesitation, Mia jumped into the game, even though she had never played before.	Direct	Indirect
15) Principal Harvey is strict but fair, and he values honesty above all.	Direct	Indirect

## Characterization – Finley’s Fantasy

In a magical garden filled with twinkling lights and whispering flowers, there lived a curious creature named Finley. Finley wasn't like anyone you've ever seen before; with wings shimmering in a kaleidoscope of colours and eyes that sparkled like stars, this being was truly one of a kind.

Finley had the remarkable ability to change colours to show how they felt, turning blue when sad, red when excited, and green when content. This made Finley a natural at helping everyone understand how to get along with a single word.



One sunny day, while exploring an enchanting garden, Finley stumbled upon a peculiar rock that seemed to have a life of its own. Curious, Finley reached out a gentle hand, and the moment they touched it, a soft, golden light enveloped them.

When the light faded, standing before Finley was a shy gnomelike creature named Alastair. Alastair had been trapped in the rock for ages, and Finley's kindness had set him free. Grateful for his freedom, Alastair promised to grant Finley one wish.

Finley thought hard. They had the power to wish for anything, but they already had what mattered most: a magical garden full of friends and a way to express their feelings in the most extraordinary way. So, Finley wished for the garden to remain a safe haven for all magical beings, where everyone could live in harmony.

Alastair nodded, and with a wave of his hand, the garden glowed even brighter, its magic stronger and more inviting than ever. Finley and Alastair became fast friends, and together, they looked after their enchanted garden, making sure it was a place where every creature, big or small, felt welcomed and loved.

Finley, with their ever-changing colours and kind heart, reminded everyone that it's our differences that make us special and that understanding each other's feelings can create a world filled with magic and friendship.

**Instructions**

Characterize Finley. In the middle draw what you think they look like and answer the questions related to their personality.

**What does Finley do?**

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**What do you think is going on in Finley's mind?**

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**What does the character look like?**



**What traits do you think Finley has?**

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**What do other characters in the story think of Finley?**

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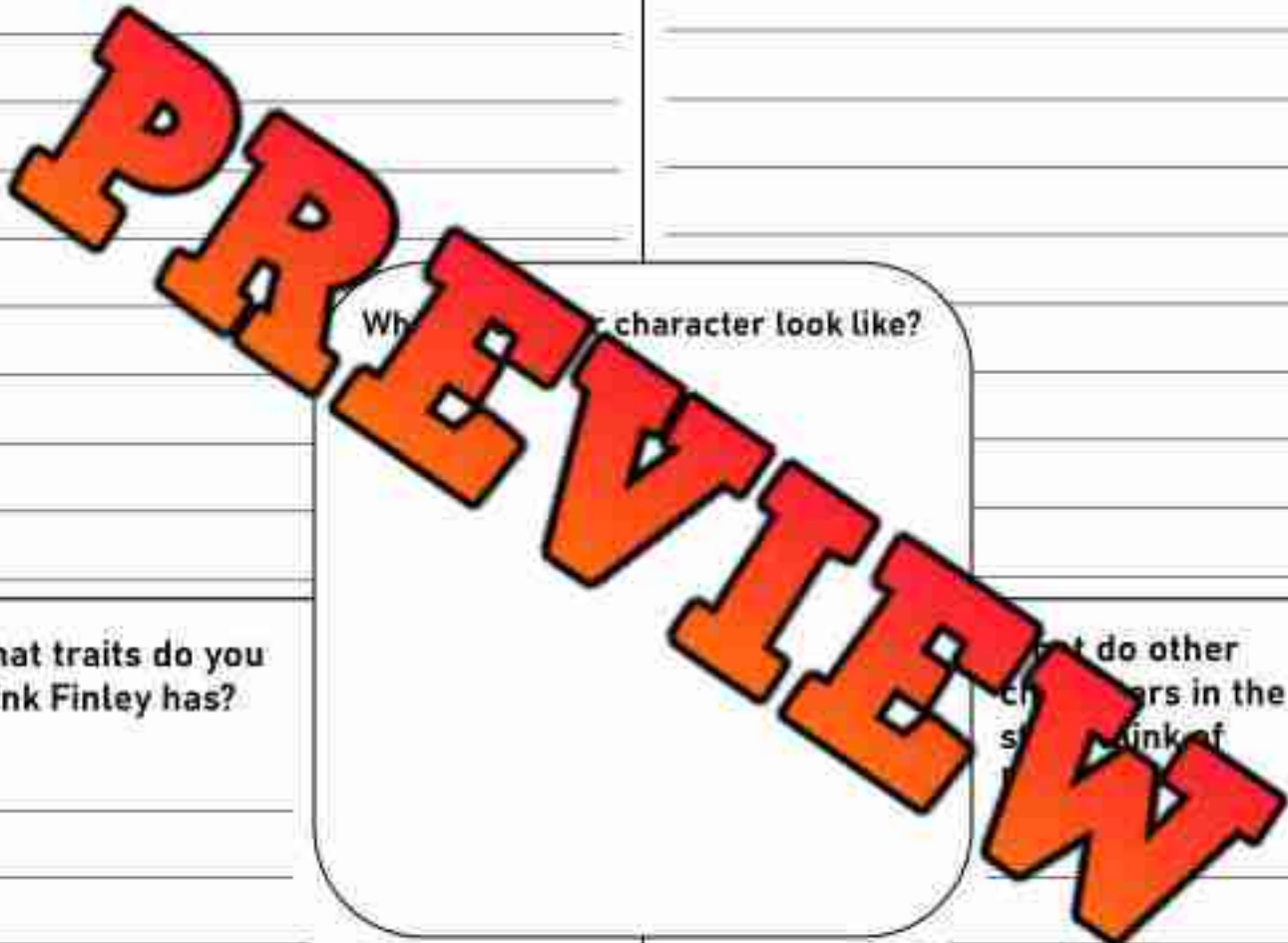
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# Block 5: Persuasive Texts

## 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?
- ✓ Examining different perspectives
- ✓ Reading Comprehension Strategy: Inferencing

## Persuasive Writing Advertisement

### 🌟 Elevate Your Writing Skills in Our Persuasive Writing Class! 🌟

Hey Remarkable Grade 5s! Have you ever dreamed of becoming an influential writer? Want to hone your skills to persuasively express your opinions? This class is perfect for you! 📄



### 👉 What You'll Learn:

**Persuasive Power:** Not just a word lawyer—be the judge and jury of your own ideas!

**Compelling Evidence:** Craft intricate sentences that capture attention

**Dynamic Vocabulary:** Incorporate key terms and use impactful words like "crucial," "advocate," and "pivotal."

### 🌈 Why Mastering Persuasion is Key:

**Elevate Your Ideas:** Showcase the brilliance of your thoughts with compelling arguments.

**Artistic Expression:** Go beyond simple descriptions; weave vivid imagery with your language.

**Informed Debates:** Engage in intellectual debates, presenting arguments in a well-organized written form.

**Empowerment:** Gain self-confidence as you learn to express your voice.

### 👤 Who Should Join?

- ☑ Students keen on saying their ideas effectively.
- ☑ Those who enjoy persuading people to see things from their unique perspective.
- ☑ Aspiring leaders, entrepreneurs, marketers, or legal experts.

Don't miss this chance! Enroll in our Persuasive Writing Class and ascend to new heights as a wordsmith! 👤👤

Sign up now and let your words not only talk but inspire! 💬🌟

**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 engaging words isn't important in persuasive writing.	True	False

**Questions**

Answer the questions below.

1) Write persuasive words for the words below.

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

Original Word	Option 1	Option 2	Option 3	Option 4
Sad				
Wise				
Excited				
Tall				
Healthy				

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

Sales Representative	
Negotiator	
Journalist	
Lawyer	

## Persuasive Writing – Multiple Perspectives

### Perspective 1: Homework Should Be Abolished

You know, homework is just not fair! After spending the whole day in school, we have to come home and do even more work? Imagine this: It's a sunny day, and you can hear your friends playing outside. They're having the time of their lives while you're stuck inside, writing an essay about a book you didn't even want to read. You're missing out on playing tag, soccer, or just hanging out. It feels like we're in school all day and night! What about family time? We should be able to have dinner and talk with our families without stressing about homework.

### Perspective 2: Homework Should Not Be Abolished

According to expert Harris Cooper, who has done extensive research on the subject, homework improves learning and help students perform better in school. Studies show that students who do homework regularly score 50% better on standardized tests. Homework teaches important skills like time management and self-discipline, which are essential for future success in both school and work. The Canadian Department of Education recommends that students spend approximately 5 minutes per grade level on homework. For a 5th grader, that's only about 25 minutes a day, leaving plenty of time for other activities.



HOMESCHOOL

### Think Critically

Answer the questions below.

1) Which text is more persuasive? Explain your opinion.

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2) Which text uses facts? Do facts help the author be more persuasive?

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3) Which text uses emotions? Do you think being emotional is persuasive?

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## Inferences - Persuasive Writing Advertisement

### **Boost Your School Grades with Our Amazing Study Planner!**

Hey students, are you tired of forgetting assignments and feeling overwhelmed with schoolwork? Get organized and stress-free with our super cool Study Planners! 

### **Why Pick Our Study Planners?**

If you finish your work 20% faster, you'll have more time for games, sports, or hanging out with friends! More fun = happy life!

- Less Stress!** Research shows that kids who plan their work forget 30% fewer assignments!
- Save Time!** Save your time by 20% by knowing what's due and when!
- Built to Last!** Our planners are made of tough materials that can survive the whole school year!

### **Numbers Speak Volumes!**

- 92% of our users said they felt more organized!
- 86% reported less stress!
- A whopping 100% would tell their friends to use our Study Planners!

### **Think of the Extra Free Time!**

If you finish your work 20% faster, you'll have more time for games, sports, or hanging out with friends! More fun = happy life!

### **A Smart Choice**

Our Study Planner pays for itself by helping you ace tests and assignments, saving you tons of stress!

So, why not get ahead? Level up your school life today with our awesome Study Planners!

 **Order Now and Get Ready to Succeed!**

**Local Inferences**

Make inferences based on the sentences below.

"Research shows that kids who plan their work forget 30% fewer assignments!"

"If you finish your work 20% faster, you'll have more time for games, sports, or hanging out with friends. More fun = happy life!"

A whopping 100% of all the kids want to use our Study Planners!

"Reduce your study time by 20% by knowing what's due when!"

**Global Inferences**

Make 4 inferences based on the entire ad.

**PREVIEW**

## Inferences – Implicit or Explicit Evidence

- **Explicit Evidence:** This is when something is told to you straight up, so there's no guessing needed.

Example: Your mom says, "Dinner is at 6 PM," so you know for sure when it's time to eat.



- **Implicit Evidence:** This is when something isn't said out loud, but you can still figure it out.

Example: Your dog keeps running to the door and wagging its tail, so you guess that it wants to go for a walk.

Instructions: The evidence provided is explicit, meaning it's directly stated. Form a conclusion that you can draw based on this clear evidence.

Example – Evidence: The store closes at 9 PM.

Conclusion: My mom bought bread before 9PM.

1) Explicit Evidence: She is washing a car.

Conclusion

2) Explicit Evidence: The sign says "Out of Order."

Conclusion

3) Explicit Evidence: He is brushing his teeth and it is dark out.

Conclusion

4) Explicit Evidence: The game starts at 8:00 a.m. It takes you 30 minutes to get ready.

Conclusion

5) Explicit Evidence: The oven timer is beeping.

Conclusion

6) Explicit Evidence: The teacher handed out art supplies.

Conclusion

## Inferences - Persuasive Writing Advertisement

Dear Students,

I hope you're all having a fantastic time learning and having fun. Today, I want to chat about something super key, being eco-friendly at school.

Our school is amazing, kind of like a clean, happy planet. On Earth, every tree, ocean, and animal has a part to play to keep it healthy. Similarly, each one of you can do something special to make our school greener.

Being eco-friendly means caring for our planet. When we recycle, save water, and don't waste electricity, we learn valuable lessons.

Ever seen those recycling bins in the hallways? They're not just for show! If you see someone with a plastic bottle in the trash, maybe guide them to the recycling bin.

Let's remember, small actions make a big difference. By being eco-friendly, we can make our planet – just like our school – the best it can be.

Thanks for your time, and let's all work together to make our school awesome!

Cheers,  
Principal Johnson



### Local Inferences

Write 3 things the principal expects. For each, write a piece of evidence is provided. Then draw a conclusion from the evidence.

Evidence	Each one of you can do something special to make our school greener.
Conclusion	

Evidence	
Conclusion	

Evidence	
Conclusion	

# Block 6: Expository Writing

## Focus

### **Reports**

- ✓ Text features like bold, hyperlinks, etc.
- ✓ Making inferences after reading
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Summarizing

### **Procedural Writing**

- ✓ Reading how-to-guides
- ✓ Comparing procedural writing

## Reports – Text Features

### What is a Report?

A report is like a treasure map, but instead of leading you to hidden gold, it guides you through heaps of information about a specific subject. It's an organized way to explore and learn.

To make this journey easier, reports use tools called text features. These are like signposts to help you navigate, telling you what to read, what's important, and where to find more information.

### The Toolkit of Text Features

Text features are the tools for understanding a report, acting like a toolkit to help you go a little deeper into some key text features. You'll often see:

- **Headings:** These are the large words that tell you the main idea of a section.
- **Subheadings:** These are smaller than headings and tell you about specific topics under the main idea.
- **Bold Words:** Words that are darker to help you find important vocabulary.
- **Bullet Points/Numbers:** They organize lists of facts and give you a clear order to follow.
- **Hyperlinks:** These are clickable words in digital reports that lead you to more information.
- **Images and Diagrams:** These are not decorations but help you understand things better.
- **Captions:** Short sentences under images that explain what you're looking at.
- **Tables and Graphs:** These organize data in rows and columns or visually display data.



### Digital Features: Beyond Hyperlinks

In digital reports, the toolkit gets even more interesting with additional features.

**Hyperlinks**, for example, can transport you to a new webpage with even more information. Videos can be inserted right into the text to show you something in action, like a science experiment. **Buttons** might direct you to interactive quizzes or extra reading materials, making the learning experience even more engaging and fun.

## Reports – Text Features

True or False

Is the statement true or false?

1) A report is like a diary.	True	False
2) Headings are smaller than subheadings.	True	False
3) Bullet points make lists hard to read.	True	False
4) Hyperlinks are only in printed reports.	True	False
5) Captions are used for pages or diagrams.	True	False

Scavenger Hunt: Choose a non-fiction book and look for examples of the text features listed below. Write down the name of the book and the page number in which it can be found.

Text Form	Book	Page Number
Heading		
Subheading		
Bold Words		
Bulleted List		
Numbered List		
Diagram		
Caption		

## Cause and Effect Report – Deforestation

### Introduction

Deforestation is when large areas of trees are cut down or removed. This report explains why deforestation happens and what effects it has on our planet.



### Causes of Deforestation

1) Food Production  
One major cause of deforestation is to clear land for farms where people can grow food. Also, trees are cut down to make space for people to live and build houses.

2) Wood and Paper  
Trees are a source of wood for furniture and buildings. They are also used to make paper products like books and newspapers.

### Effects of Deforestation

1) Harm to Animals  
When trees are removed, animals lose their homes. Many animals rely on forests to live and find food. Deforestation can lead to fewer animals in the area and even some becoming extinct.

2) Climate Change  
Trees help in absorbing carbon dioxide, a gas that contributes to climate change. When trees are cut down, more of this gas stays in the air, leading to a warmer planet.

3) Soil Problems  
Trees help hold soil in place. Without trees, soil can be washed away by rain, making it harder to grow plants in the future.

### Conclusion

Deforestation is a serious issue. It leads to loss of animal homes, contributes to climate change, and causes soil erosion. By understanding these causes and effects, we can find better ways to protect our forests and the environment.

## True or False

Is the statement true or false?

1) Deforestation is the process of planting more trees.	True	False
2) Trees are cut down to make wood and paper products.	True	False
3) Deforestation leads to soil erosion, making it difficult to grow plants.	True	False
4) One of the main reasons for deforestation is to create land for farming.	True	False
5) Deforestation has no effect on animals living in the forest.	True	False

## Evaluate

Answer the following questions.

- 1) List two causes of deforestation mentioned in the essay.  
\_\_\_\_\_  
\_\_\_\_\_
- 2) Name three environmental impacts/effects of deforestation.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3) How does deforestation lead to climate change?  
\_\_\_\_\_  
\_\_\_\_\_
- 4) Do you think the report effectively covers the topic? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 5) How easy was it to understand the report due to the text features (lists, headings, etc.)

 Very easy Easy Neutral Somewhat difficult Very difficult

## Activity – Summarizing Reports

### Objective

What are we learning more about?

To summarize a four-part report, comprehend the major points, and collaborate as a team.



### Instruction

How do we complete the activity?

- 1) **Form Groups:** Divide students into groups of 4. Each group receives a 4-part report.
- 2) **Assign Parts:** Each student in the group picks one part from the report to read and summarize.
- 3) **Read and Summarize:** Each student reads their part carefully and writes a short summary on a piece of paper. The summary should be 2-3 sentences and capture the main idea of their section.
- 4) **Share Summaries:** Once everyone has finished writing, each student shares their summary with the rest of the group.
- 5) **Create the Big Summary:** After hearing all the summaries, work together to combine them into one big summary that captures the main points of the entire report. You can write this on a separate piece of paper.
- 6) **Discuss:** Talk about how each student's summary contributed to the overall understanding of the report. Were there any surprises? Did summarizing help you understand the report better?

## Activity – Summarizing Reports

**Instructions**

Cut out the sections of the report below

1)

**What is Energy?**

Energy makes things go! From lights in your home to cars on the street, energy is everywhere. This report will teach you about natural resources and how they can be renewable or non-renewable.

**Natural Resources**

Natural resources come from the Earth and we use them for energy. These can be things like water, wind, or sunlight. Some of these are renewable, meaning we can use them again and again. Others are non-renewable.

**Renewable Energy**

Renewable energy is like a never-ending source of power. It's fun! The best part? We won't run out of it. Here are some examples:

- **Solar Energy:** We get this from the sun, and we use it to make electricity.
- **Wind Energy:** Wind moves turbines around, which turns them into power generators.
- **Hydropower:** We get this from water, especially when it moves fast, like in a river.

3)

**Non-renewable Energy**

Non-renewable energy is the opposite of renewable. Once we use it, it's gone forever. Examples include:

- **Fossil Fuels:** These are things like coal and oil. They can create a lot of energy, but they also make pollution.
- **Nuclear Energy:** This is strong but can be dangerous and it is difficult to dispose of nuclear waste safely.

4)

**How Can We Help?**

We can make choices to use energy wisely. Turning off lights when we leave a room saves energy. Walking or biking instead of using a car helps too. Let's think about using more renewable energy and less of the kinds that can run out or harm Earth.



## Inferencing Practice

**Inference**

Read the short reports written by Indigenous people in Canada. Then make an inference based on what you read.

**Ice Fishing: More Than Just Fun**

Hey, I'm Kayal! In the northern regions, ice fishing is more than just an activity for leisure; it's a lifeline. Our winters stretch on, making fish a crucial part of our diet. Plus, we catch extra to give to our neighbours!

**United We Stand: The Value of Working Together**

We need each other; it's a group effort. This is crucial for safety reasons, but it also helps us better enjoy fishing. Working as a team helps us fish more effectively!

**The Powerful Totem Poles: Telling Our Story**  
Hi, I'm Lila! Totem poles aren't just tall pieces of wood; they're our history books. Each figure carved into a totem pole tells us about our past and helps us learn about our traditions. Every carving has its own story to tell.

**Art That Connects Us**

In our Haida Nation, art is more than just pretty pictures; it's a living memory of who we are, and it illustrates our beliefs. From traditional art to modern designs, we learn to carve and create, linking us to both our community and our ancestors.

**Navigating Our Story: The Art of Canoe Building**

Hi there, I'm Mika! Canoes are much more than just boats for us. We use them for many things, like fishing, getting around, and special ceremonies as well!

**Wisdom in Every Canoe: Learning the Craft**

Canoes are deeply rooted in our traditions. Our older folks guide us in crafting them and share tales about the adventures our forefathers had while paddling these special boats.

## Fur Trade: A Journey Through the Ojibwe Nation

### The Fur Trade Through Indigenous Eyes

Hey, young explorers! I'm Makoons, and I'm from the **Ojibwe Nation** in Canada. Today, let's dive into the fur trade era, a really important time in our history!

### Before the Fur Trade: Our Original Ways

Before Europeans arrived, we were already experts in using the land. We hunted, fished, and trapped animals, using every part so nothing was wasted. Fur wasn't just for warmth in cold winters.

### Trading with the Europeans

When Europeans came, they wanted furs from our lands. We became important **partners**. They gave us tools and blankets in exchange for furs. But remember, trading was not new to us; we had networks long before they came.



Ojibwe people doing fur trade

### Changes and Challenges

The **fur trade** brought new things but also some problems. More trapping led to fewer animals. Some Indigenous communities moved to be closer to trading posts, which changed our traditional ways of living.

### Staying Strong

Even when things got tough, we didn't give up. Our people were smart traders and skilled trappers. We adapted and found ways to keep our culture alive. Today, we continue to share our history and traditions with new generations.

### Our Place in the Story

The fur trade is just one chapter in our long history. Though it brought changes, good and bad, we remain resilient. Learning about the fur trade helps us all understand the bigger picture of Canada's past.

And there you have it! The fur trade was a complex time, but it's crucial to know all sides of the story, especially ours!

**About the Text**

Answer the questions below.

1) Who wrote the report? Whose perspective is being explained?

2) What text features are used in the report?

**Inferencing**

Answer the questions about the text below.

1) What do you think Makoons means when they said, "We hunted, fished, and trapped animals, using every part so nothing was wasted?"

2) What do you think Makoons means when they said, "Fur was most important in cold winters."

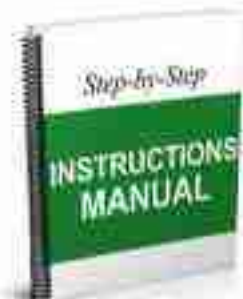
3) What did Makoons mean when they said, "When European settlers came, they wanted furs to send back to their countries. We became important trading partners. They gave us goods like metal tools and blankets in exchange for furs."

**PREVIEW**

## What is Procedural Writing?

### What is Procedural Writing?

Procedural writing is a form of writing that guides us through the steps of completing a task. It can be compared to the instructions found in a manual for assembling furniture or the steps listed in a recipe. This style of writing is crucial because it provides clear guidance on how to achieve a specific outcome, ensuring we follow the correct process.



### Features of Procedural Writing

- **Title:** Every procedural text begins with a title that clearly indicates the task.
- **List of Materials:** A list of all items required before outlining the steps, ensuring all necessary items are prepared.
- **Sequential Steps:** The instructions are organized in a sequential order, often with numbering, to guide the reader through the process.
- **Clear Directions:** The instructions are straightforward and easy to comprehend, avoiding unnecessary details.
- **Command Verbs:** It frequently employs imperative verbs that prompt action, such as 'write', 'fold', or 'insert'.
- **Illustrations or Diagrams:** Often, visuals are included to provide a better understanding of the steps involved.

### Example: Crafting a Simple Origami Boat

#### Materials:

A square piece of paper

#### Steps:

- 1) Place the paper on a flat surface, with one corner pointing towards you.
- 2) Fold the paper in half by bringing the bottom corner up to meet the top corner, forming a triangle.
- 3) Take the left and right corners of the triangle and fold them upwards to meet at the top point.
- 4) Gently pull the two layers at the bottom apart to open up your origami boat.
- 5) Your origami boat is now ready to be displayed or used in water play!

This example illustrates how procedural writing can guide us in creating a simple origami boat. By following the steps outlined, we can achieve the desired result effectively.

**Prereading**

Before reading, answer the questions below.

Before reading, decide why you are reading this. Is it because your teacher told you to? Or is it because it looks interesting? How does that affect how you read it?

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Mr. ... have you seen instructions before? When do you get instructions?  
 Connections ... do you read them? When have you used instructions?

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**Order**

Order the steps below from the first step to the last step in making an origami boat.

Order	Steps
	Take the left and right corners of the triangle and fold them upwards to meet at the top point.
	Your origami boat is now ready to be displayed or used in water play!
	Gently pull the two layers at the bottom apart to open up your origami boat.
	Fold the paper in half by bringing the bottom corner up to meet the top corner, forming a triangle
	Place the paper on a flat surface, with one corner pointing towards you.

# Linear Text - Recipes – Ordering Steps

## Examine

The information in the procedural writing is in the wrong order. Number what should come first, second, third, and so on.



Order	Information
	Take small amounts of the mixture and roll them into balls about the size of a golf ball.
	<b>Spaghetti With Meatballs Recipe</b>
	In a large pan used for meatballs, pour in tomato sauce and bring to a boil.
	In a bowl, mix ground beef, bread crumbs, egg, salt, pepper, and garlic powder with your hands to mix well.
	<b>Ingredients</b>
	<ul style="list-style-type: none"> <li>➤ Spaghetti noodles (1 box)</li> <li>➤ Ground beef (about 500 grams)</li> <li>➤ Bread crumbs (1/4 cup)</li> <li>➤ 1 egg</li> <li>➤ Salt (1 teaspoon)</li> <li>➤ Pepper (1/2 teaspoon)</li> <li>➤ Garlic powder (1/2 teaspoon)</li> <li>➤ Tomato sauce (1 can)</li> <li>➤ Grated cheese (optional)</li> <li>➤ Olive oil (1/2 cup)</li> </ul>
	In a large pan, heat olive oil over medium heat. Add ground beef and cook until brown on all sides. Remove meatballs from the pan.
	Once spaghetti is cooked, use a colander to drain the water out.
	Fill a large pot with water and a pinch of salt. Bring it to a boil.
	Put the meatballs back in the pan with the tomato sauce. Cover and let it simmer for about 10 minutes.
	Place spaghetti on a plate, top with meatballs and sauce. Sprinkle some grated cheese on top if you like.
	Add spaghetti noodles to boiling water and cook according to the package instructions until they are soft.

# 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



## Following Instructions – Drawing an Inuksuk

Draw

Follow the procedural text below to draw an inuksuk.

Title	Drawing an Indigenous Inuksuk: A Fun Art Adventure!	
<b>Materials</b>	<ul style="list-style-type: none"> <li>- A blank sheet of paper</li> <li>- A pencil</li> <li>- Eraser</li> <li>- Colored pencils (optional)</li> </ul>	
<b>Introduction</b>	<p>An inuksuk is a stone landmark used by the Inuit people for navigation, as a reference, a marker for travel routes, fishing places, hunting sites, and more. These structures are significant in Inuit culture for cooperation, balance, and unspoken communication.</p>	
<b>Step 1</b>	<p>Start by drawing two large, vertical rectangle shapes side by side with a space between them (like legs) at the bottom of your paper. These are the foundation stones.</p>	
<b>Step 2</b>	<p>Resting on the foundation stones, draw two rectangles for the body stones, making sure they are slightly different in size.</p>	
<b>Step 3</b>	<p>On top of the center body stones, add a thinner rectangle that is longer than the body stones. This is the balance stone that sits across the body stones. (like a bridge)</p>	
<b>Step 4</b>	<p>Above the balance stone, place a smaller, slightly rounded stone by drawing an oval shape. This is the head of the inuksuk.</p>	
<b>Step 5</b>	<p>Add details to your stones by giving them some texture with light, curved lines to mimic the rough surface of real stones.</p>	
<b>Step 6</b>	<p>Go over your drawing with a darker pencil or pen to make your inuksuk stand out.</p>	
<b>Finish</b>	<p>If you like, colour your inuksuk using colored pencils or markers, choosing natural stone colors like grey, brown, or black.</p>	

Name: \_\_\_\_\_

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Curriculum Connection  
CST3.1, CST3.4

## Following Instructions – Drawing an Inuksuk

Draw

Draw your inuksuk below.

**PREVIEW**

# Block 7: Poetry

## Focus

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

## Literary Devices Used in Poetry

### What Is Poetry?

Poetry is an extraordinary form of writing that uses language to express emotions, share thoughts, or narrate stories. Unlike normal writing, it often uses musical elements like rhythm and can even include rhyming schemes. Like painting and music, poetry is a form of art that allows writers to be more creative.



Shakespeare

### Literary Devices In Poetry

In the world of poetry, you'll find "literary devices" that improve the writing. These devices can make a poem not only beautiful but thought-provoking. Here are some important literary devices you'll find in poetry:

- **Rhyme:** Words that share the same ending sound, such as "moon" and "soon."
- **Alliteration:** A sequence where the starting sounds of words are identical, like "Sally sells seashells."
- **Metaphor:** Directly comparing two unlike things without using "like" or "as," e.g., "Life is a rollercoaster."
- **Simile:** Comparing two things using "like" or "as," for instance, "as white as snow."
- **Rhythm:** The arrangement of stressed and unstressed syllables that creates a beat.
- **Hyperbole:** Using exaggeration for strong effect, like saying "I could sleep for a year."
- **Humour:** The use of funny subjects and playful word choices make the reader laugh.

### How Poetry Uses Literary Devices to Mesmerize

When you read a poem, you'll likely find different literary devices. These tools make poetry more fun and interesting for the reader. For instance, rhyme makes the words musical, while alliteration draws focus to specific phrases. Metaphors and similes paint vivid mental pictures, and humour makes the audience chuckle.

**Inferences**

Answer the questions by making inferences.

1) What do you think is meant by the metaphor, "Life is a rollercoaster."?

2) What do you think is meant by the simile, "Clear as crystal."?

**Reflect**

Answer the questions below.

1) Why do poets sometimes use rhyming words in poems?

2) Which literary device(s) is used in the lines from the poem below?

1) As busy as a bee, I buzz around

2) My dog is so lazy, he makes a sloth look fast

3) My homework weighs more than a mountain!

4) My love is like a red, red rose

5) Peter Piper picked a peck of pickled peppers

6) Silly Sally swiftly shooed seven silly sheep

7) The cat and the fiddle danced under the moon

8) The moon is a glowing football in the sky

9) Time flies and waits for none

10) Twinkle, twinkle, little star

## Types of Poems

Poetry is an enchanting way to share feelings, concepts, and narratives. This captivating form of writing comes in various styles, each with distinct elements that make them special. Let's explore a few!

### Haiku: A Breath of Nature

Originating from Japan, Haikus are nature-centric poems that are concise but expressive. They follow a strict syllable pattern: the first line has 5 syllables, the second has 7, and the third has 5.

Gentle river flows  
Mountains guarding its pure course  
Nature's harmony



### Acrostic: The Secret Poem

Acrostic poems are poems where each line contains hidden messages. The first letter of each line, when read vertically, spells out a particular word or statement. This secret makes the poem extra enjoyable.

Sunny skies are blue.

Under clouds, the rays peek through  
When it starts to pour rain, it's true!

### Limerick: Laughter in Lines

Limericks are light-hearted poems made to elicit laughs. These five-line poems have a specific rhyme scheme: lines 1, 2, and 5 rhyme, while lines 3 and 4 form their own rhyming pair. They also have a set rhythm. They are often humorous and playful.

There was a man on the phone,  
Who said, "I'll never be alone."  
He sent out a message  
Then went on to the next  
Then he wondered who he'd be.

### Cinquain: The Structured Five-Liner

Cinquains have a set structure of five lines, where each line serves a specific function. Line 1 is a single-word title, line 2 has two descriptive words, line 3 includes three action words (verbs), line 4 contains a four-word feeling, and line 5 gives a synonym or related term for the title.



Moon  
Bright, quiet  
Shining, illuminating, waxing  
Guide through the night  
Satellite



**Paraphrase**

Rewrite the rules for each poem in your own words.

Acrostic	<hr/> <hr/> <hr/> <hr/>
Haiku	<hr/> <hr/> <hr/> <hr/>
Limerick	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Cinquain	<hr/> <hr/> <hr/> <hr/> <hr/>

**PREVIEW**

**Visualizing**

Read each of the poems from the reader and draw what you're picturing.

Haiku

Acrostic

----------------------

## Haiku Poetry – Inuit Observations

### Haiku Poetry – Inuit Observations

Long ago, the Inuit people thrived in the Arctic regions that are part of modern-day Canada. They were skilled at hunting, fishing, and adapting to the extreme cold. However, when European explorers arrived, the Inuit way of life began to change significantly, sometimes causing conflict.

Here are some thought-provoking haikus that can help us think about what life was like for the Inuit as changes unfolded.

Land once boundless, vast—  
Ship through the frozen sea—  
Inuit ways old ways.



Engines roar on out to sea  
Hunters adapt to new ways

Northern lights dance in sky  
Overwhelmed by distant ship  
Skyline forever changed.

Whale, fish, and blubber,  
Exchanged for metal and cloth—  
What value, our lore?



These haikus serve as tiny windows into the Inuit experience. Each poem reveals complex emotions and situations that happened as two different cultures crossed. The Inuit, resilient and resourceful, continue to adapt while holding onto their traditions. This form of poetry allows us to reflect on their resilience and the weight of their experiences during this transitional period.

**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) "New paths cross old ways"

2) "Seal songs in the air, Engines roar, drown out the calls"

3) "Northern lights high in the sky, lit by distant ships"

4) "What value, our lore?"

**Visualizing**

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

Haiku 1	Haiku 2	Haiku 3	Haiku 4

## Acrostic Poems – Canada's Regions

### Acrostic Poems – Exploring Canada's Geographical Regions

Canada is an immense country with so many diverse areas to explore! Today, let's discover two such regions: the "Appalachian Mountains" in the east and "Ellesmere Island" in the far north. We'll get to know them better through the magic of "acrostic poems." Each letter of the region's name starts a new line in the poem!



#### Ellesmere Island

- E - Extreme cold, where glaciers slide
- L - Landscapes stretch far and wide
- L - Limited flora, yet life does abide
- E - Endless nights and days, in polar stride
- S - Snowy owls and Arctic hares reside
- M - Melting ice in summer, a changing tide
- E - Elusive narwhals in the waters glide
- R - Rugged cliffs where ancient rocks hide
  
- I - Icy winds make it hard to stay outside
- S - Summer blooms bring a lively guide
- L - Long winters where the sun does hide
- A - Arctic foxes in their dens bide
- N - Northern lights in the sky glide
- D - Days are either long or short, no divide

#### Appalachian Mountains

- A - Ancient hills roll on for miles
- P - Peaks and valleys with huge smiles
- P - Pine forests, a home for wildlife style
- A - Appalachian folk music, a cultural file
- L - Lush meadows where deer compile
- R - River banks with abundant rivers, a fisherman's aisle
- C - Craggy cliffs, worthwhile
- H - Hiking trails with a unique trial
- H - Historic sites with historical dial
- A - Abundant pine in a colorful pile
- N - Natural wonders in a scenic side
  
- M - Maple trees tapped for maple vials
- O - Outdoor sports, each a versatile trial
- U - Below, minerals like coal compile
- N - Nature's beauty, in style
- T - Towering peaks test climbers' wiles
- A - Amazing views make hikers smile
- I - Interesting flora make florists compile
- N - Notable fauna, from bears to reptiles
- S - Springs and waterfalls, nature's aisle

Name: \_\_\_\_\_

Visualizing

Poetry is written to paint a picture in our minds. Draw what you are picturing while you read each poem.

**PREVIEW**

Elm Island

Appalachian Mountains

## Limerick Poem – Alliteration

### Limerick Poetry – First Nation Reflection

Today, we're going to read limericks that shine a spotlight on various communities from different periods in history and cultures. This time, the limericks are from the Aztec Empire, the Roman Republic, and the Inuit community in Canada.

Each of these limericks uses an interesting literary technique known as alliteration. In alliteration, words near each other in the sentence start with the same initial letter. This makes the poem more engaging and rhythmic.

#### Aztec Empire:

An Aztec named Clive,  
Had a secret to his archive.  
A cache of ancient paintings,  
And no one could mistake.  
His Aztec genetics were fine.



Aztec art

#### Roman Republic:

Rambunctious Rosie from Rome,  
She roamed the roads, far from home.  
With reliable reins,  
She rode through the plains,  
She was skilled so she never was thrown.

#### Inuit Community:

An icy Inuit named Bertrand,  
Ice-fished in the Nunavut land.  
With an igloo as base,  
In this icy-cold place,  
Inuit traditions he did understand.



**Questions**

Answer the questions below

1) What is an alliteration?

2) How did alliterations used in the limericks improve the poems?

3) Which poem do you like the best?

4) What was your favourite part of the poem? Copy it and explain why it was your favourite.

Quote

Explain

**Questioning**

Write 3 questions you had about the poems

1)

2)

3)

**PREVIEW**

## Cinquain Poems – Critical Thinking

### Cinquain Poetry – Insights into Métis Culture

Cinquains are short poems with five lines, where each line performs a specific role, such as describing or depicting action. Want to add more flair to your cinquain? Incorporate similes and metaphors! A simile compares two things using "like" or "as," while a metaphor says something is something else. For instance, you can say a fiddle's tune is "as joyful as water" or call a river "Nature's highway." Here are cinquains that bring to life aspects of Métis culture, featuring similes and metaphors for added depth.

#### Fiddle Tune

Fiddle

Quick, sweet

Playing, resonating, thrilling

Like a prairie breeze

Melody



#### Red River Cart

Cart

Wooden, sturdy

Rolling, carrying

A base for travelling

Vehicle



#### Bison Hunt

Bison

Mighty, wild

Running, dodging, charging

As unstoppable as time

Game



Sash

Sash

Colourful, woven

Tying, wrapping, adorning

A ribbon of unity

Belt



#### Jig Dance

Dance

Lively, fun

Twirling, hopping, stepping

A foot-tapping celebration

Rhythm



#### Métis Flag

Flag

Blue, white

Waving, uniting, symbolizing

A tapestry of culture

Banner



**Critical Thinking**

Answer the questions below.

1) In "Fiddle Tune" why do you think the fiddle is described as the "prairie breeze"? What does that metaphor tell you about the fiddle's importance?

2) What emotion does the "Bison Hunt" poem make you feel? Happy, sad, excited, calm, scared, surprised, nervous, creative, etc. Explain.

3) Which poem did you like best?

4) What was your favourite part of the poem? Quote it and explain why it was your favourite.

Quote

Explain

**Visualizing**

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

Jig Dance

Red River Cart

## Rhyming Poems – Critical Thinking

### Rhyming Poetry – Matter

Rhyming poems are quite catchy because they have words that sound the same at the end of each line! You can use different rhyme schemes like ABAB or AABB to make your poem unique. Rhyming makes the poem memorable and enjoyable to read. In this poem, we are diving into the fascinating world of matter—its changes and states. Matter can be solid, liquid, or gas, and it can change from one form to another.

### Solid Matter

Solid stuff is firm and strong,  
Locked in place, it doesn't budge.  
From chairs to rocks, easy to see,  
Solid matter, stable as a tree.

### Liquid Matter

In a cup, or flowing in a stream,  
Liquid matter is like a dream.  
It takes the shape of its container fast,  
From a drop of dew to oceans so vast.

### Gaseous Matter

A gas will spread out, far and wide,  
Filling spaces, it can't hide,  
From oxygen to water vapour,  
Gaseous matter is quite the shape-shifter.

### Phase

From ice to water, a phase change,  
A phase change happens between,  
With heat or cold, matter rearranges,  
Through melting, freezing, it changes.

### Sublimation

A special change, quite rare to find,  
From solid to gas, it leaves liquid behind,  
Like dry ice to fog, as we can see,  
Sublimation is as mystifying as can be.

### Condensation

Water vapour, in the air,  
Finds a chill and lingers there,  
Turns to droplets, as if to say,  
"I'm liquid now, hip hip hooray!"

**Critical Thinking**

Answer the questions below.

1) In "Solid Matter," the phrase "locked in place" is used. What does this tell you about the properties of solid substances?

2) The "Phase Change" poem mentions different changes like ice to water. Can you think of other situations where phase changes can occur and explain how they work?

3) Which poem did you like best?

4) 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 below and draw what you are picturing.

Sublimation

Condensation

# 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 - humour and imagery

## Implicit and Explicit Perspectives – Book Reviews

In a book review, "**explicit perspective**" is when the person tells you straight up what they think. "**Implicit perspective**" is trickier; you have to figure out their opinion.

### Explicit Examples:

- "The book was awesome."
- "I didn't like the ending."



### Implicit Examples:

- "The book kept you guessing until the last page." (Probably means it's suspenseful)
- "There were too many details in the story." (Might mean it's too complicated)

**Perspectives** Is the perspective explicit or implicit in describing their opinion of the book?

1) This book is a masterpiece and if you don't read it, you're missing out.	Implicit	Explicit
2) I couldn't put the book down.	Implicit	Explicit
3) Despite its length, the book was so engaging that I forgot to eat.	Implicit	Explicit
4) The story was hard to follow.	Implicit	Explicit
5) The pictures in the story were very detailed.	Implicit	Explicit
6) The mystery keeps you guessing throughout the whole book.	Implicit	Explicit
7) It's a perfect bedtime story.	Implicit	Explicit
8) I learned a lot from the book.	Implicit	Explicit

**Perspectives** The author implicitly described their perspective. What do you think it is?

1) It was full of suspense and emotions.

2) The book dragged on and was slow.

## Finding Bias in Reviews

### What is Bias in Reviews?

**Bias** means the reviewer has a strong preference that influences their opinion. For instance, if a person is a big fan of space adventures, they might praise all books about space, even if some are just okay.

On the other hand, if someone isn't keen on mystery stories, they might downplay a well-written mystery book. It's also possible for a reviewer to be biased against certain topics, like talking animals, and mark them down even if many people enjoy those stories. This is why it's best to read different reviews to get a more balanced view.

Bias \_\_\_\_\_ and the reviews and answer the questions.



### Review: "The Galactic Battle: Alien Invasion"

Whoa! "The Galactic Battle: Alien Invasion" is hands-down the greatest movie of all time! If you skip this, you're missing out on a cinematic experience. The movie features aliens and humans teaming up, which is so cool. Plus, the aliens are the most intriguing beings ever, and finally, a movie captures that all-time classic theme of outer aliens or alien enthusiasts, making it ideal. The villain, Earth Defender, is so grounded because defending Earth is way less cool than exploring the galaxy. Honestly, anything other than anything other than space and aliens seems pointless now. You need to see this game-changer!

1) Why is this review a biased review? What is the author's bias?

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2) Should you believe everything the author writes about the movie? Why or why not?

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3) What could you do to learn more about this movie?

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## Our Voice in Review Writing

### What is Voice in Writing?

In writing, different people have different "voices," kind of like how everyone's voice sounds different when they talk. The words they choose, how long their sentences are, and even the punctuation used can show who wrote something. So even if you don't see the person's name on the page, you might guess who wrote it by looking at these things. It's like each writer has their own special way of saying things!

### Voice

A family of 4 watched a movie and each wrote a review. Read them below.

A) I love the dragon, why they not show them more? Everyone was talking and talking but i was bored. Can we watch a dragon movie next time?

B) The emotion in the film was touching. I tried to find a movie that tugs at the heartstrings while keeping everyone entertained. Loud action scenes weren't exactly my cup of tea, but it was wonderful to see a family.

C) Okay, this film had some legit cool moments. The soundtrack, like whoever curated that playlist needs a raise. But let's be real, what about the teen romance? Super cringe. Nobody my age talks or acts like this period.

D) Those car chase scenes, wow! Felt like I was right back in my high school days listening to rock music and feeling invincible. The storyline had its ups and downs, but when they revved those engines, it brought me back. Could've used a plot twist to spice things up, though.

1) Which family member wrote which review?

Dad	Mom	Teenager	Youngest

2) Are you 100% positive about the guesses above? Why or why not?

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## Using Humour in Review Writing

Imagine you're reading a review about a new toy. Instead of the reviewer just saying, "This toy is fun!" they might make a funny comparison, like "This toy is so fun, it's like a dance party for your fingers!" That's using humour.

In review writing, humour:

- **Grabs Attention:** Funny sentences makes people interested in reading the review.
- **Makes it Memorable:** If a review makes you laugh, you'll probably remember it more than a plain one.
- **Softens Criticism:** If someone doesn't like something, using humour can make the criticism less harsh. Instead of saying, "The toy breaks easily," they might say, "The toy has a tendency to take a nap and never woke up!"

**Review** Read the sentences below that use humour and answer the questions

1) This book was so boring, my eyes turned into glue!

What It Means

Is it a good topic sentence?

2) The pizza was so cheesy, even the mice asked for the recipe!

What It Means

Is it a good topic sentence?

3) The movie was so slow, even snails asked for a fast-forward button!

What It Means

Is it a good topic sentence?

## Literary Devices in Reviews

Literary devices are specific techniques that authors employ to make their writing more engaging and to clarify their viewpoint.

- **Similes:** A comparison using 'like' or 'as' - "This movie was as suspenseful as a high-stakes chess match."
- **Metaphors:** A comparison without using 'like' or 'as' - "The protagonist is a ticking time bomb of emotions."
- **Alliteration:** Using the same initial sound in a sequence of words - "Bold, brave, and brilliant."
- **Humour:** Using jokes or funny comparisons to lighten the mood - "That chapter was so funny that the fish started giggling!"

**Examine** Read the review below and find examples of the literary devices used

### Space Adventures in "The Secret Spaceship"

Jumping into "The Secret Spaceship" is like finding a lost chocolate bar in your jacket pocket - a delightful treat!

In this episode, Sara and Alex discover a spaceship that looks like it retired from space races and took up hiding in a remote planet. What they thought pushing buttons was just kids' play, but whoops! Suddenly, they're being taken to a robot-run diner in another galaxy.

While this book could give any space saga a run for its money, its many little detours that steal the show. It's an action-packed roller coaster. Even when you think you've caught your breath, it tosses you into an intergalactic escapade.

I give this book a solid 5/5 stars. It was so captivating, I was probably pouting with neglect. It's a must-flip for every budding astronaut or dreamer of a space escapade without the bulky suit.



Similes	
Metaphors	
Alliteration	
Humour	

## Review Writing - Inferences

Title: "An Enchanting Expedition in 'Wizard Wally's Whimsical Realm'"

### Introduction

Hey, fellow readers! Are you in the mood for an enchanting tale? "Wizard Wally's Whimsical Realm" will whisk you off to a world so magical, it's like stepping into your wildest dreams. For fans of mystic spells and daring quests, this is your must-read.



### Summary

In this story, a young adventurer named Tim stumbles upon Wizard Wally's enchanted cap, which transports him to an otherworldly kingdom filled with mythical beings—like dragons and sorcerers. To return the cap and exit this whimsical realm, Tim must navigate a series of mind-boggling tests.

### Thoughts

Diving into this book is like jumping into a cauldron of imagination. The author's bubbling with laughs and magic! Characters? They're so lively, I can't even describe them. My pencil. The story zips faster than a squirrel on a sugar rush, and the descriptions are so detailed in words that paint pictures in your brain, making it feel like you've discovered a secret stash of sparkling stories.

### Rating

I rate this book a perfect 5/5 stars, no questions asked! It was so riveting, I didn't even want to stop for a snack. Any youngster interested in magical stories should give it a read today!



**Examine**

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

Write 1 example of each of the following literary devices used in the review.

Similes

Metaphors

Alliteration

Humour

**Inferencing**

Answer the questions below to show your understanding

1) **Global Inference:** Describe who you think wrote this review based on the word choice, sentence structure, and punctuation used (if any). What can you infer about them?

2) **Local Inference:** What did the author mean when they wrote, "Chances are, so lively, I thought one might borrow my pencil,"

3) **Local Inference:** What did the author mean when they wrote, "The story zips faster than a squirrel on a sugar rush."

# Block 9: Graphic Texts

## Focus

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

## Types of Graphic Texts

### Understanding Graphic Texts

Graphic texts offer an engaging way to share information or narrate a story, using both visuals and words. They're not just limited to comic books! You can find them in instructional manuals, infographics, and even historical timelines.



### Different Types of Graphic Texts

There's a world of graphic texts to explore. Here are some you might see:

- **Comic Books:** Illustrations and speech bubbles tell a story.
- **Infographics:** Utilizing charts and illustrations, these explain topics like the water cycle.
- **Maps:** Not only do they indicate location, they also provide routes and key landmarks.
- **Timelines:** Great for understanding the sequence of events.

### Key Features in Graphic Texts

Graphic texts come with unique elements, or 'features,' which separate them from other texts. Some key features include:

- **Titles:** Located at the top, they serve as your guide to the topic at hand.
- **Visual Aids:** Pictures, icons, or diagrams are used with text to complement the information. A lightbulb is an icon or symbol that shows a good idea.
- **Captions:** Found below images, they offer more details.
- **Speech Bubbles:** Common in comic stories, these show conversations between characters.
- **Labels:** These are short descriptors near an image or graph to identify its components or functions.



**Prereading**

Before reading, answer the questions below.

Read the title and headings and write what you already know about this subject.

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**Making Connections**

After reading, make the connections below.

Text-to-Self

Text-to-Text

Text-to-World

**PREVIEW**

1) When do you or your family use maps in your life?

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2) Where do you see posters/infographics? What are they used for?

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3) What comics have you seen before? List them below.

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# 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?

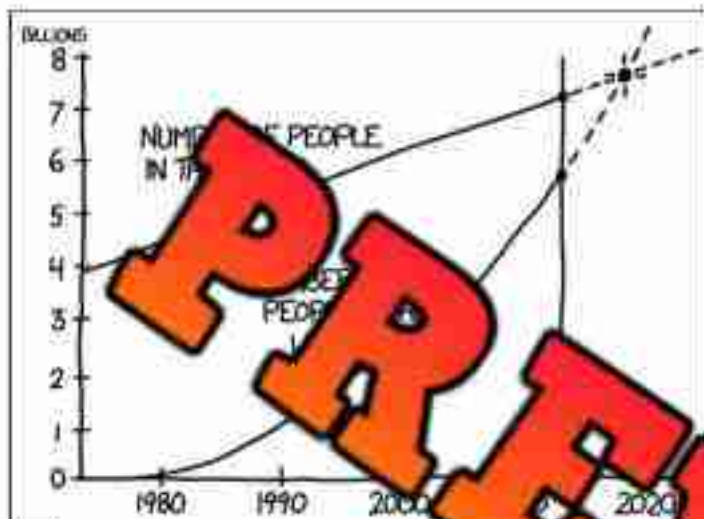
2) Is the joke explained explicitly, or is it implicit? Explain.

3) Global Inference: Who do you think gave the duck the plant? Explain two options.

# Understanding Graphic Texts

Analyze

Read the comic and answer the questions.



CAPTION: IN 2019, HUMANS OUTNUMBERED

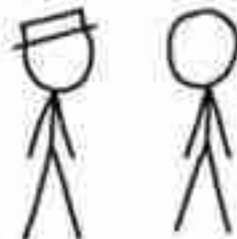
1) What is the comic about?

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

HOW ARE YOU?

EXCRUCIATINGLY AWARE  
OF HOW MUCH OF EACH  
OTHER'S GROSS LUNG  
AIR WE'RE BREATHING.

I MEAN, FINE!  
HOW ARE YOU?



What is the comic about?

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

# Understanding Memes - Humour

Analyze

Read the meme and answer the questions.



Describe the meme. Why is it funny?

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Make a connection.

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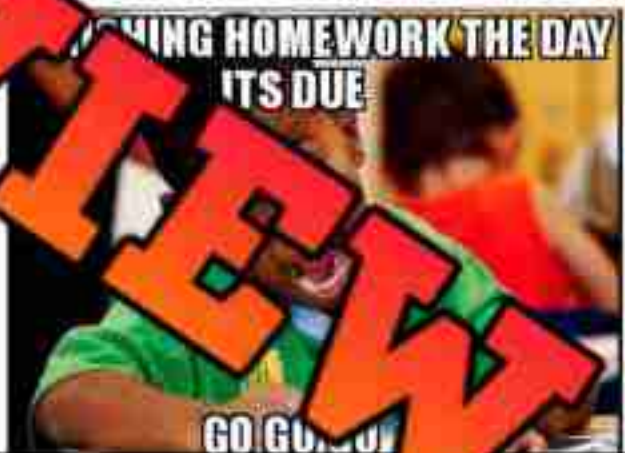


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You are enjoying the holidays



School starts tomorrow



Describe the meme. Why is it funny?

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Make a connection.

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Describe the meme. Why is it funny?

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Make a connection.

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**PREVIEW**

## Photo Essay - A Day in the Playground

A **photo essay** is a collection or series of photographs that are intended to tell a story or evoke a series of emotions in the viewer. It is a form of visual storytelling wherein each photograph serves a purpose in a larger narrative.

### Instructions

View the pictures below. As you observe each image, notice how they show various aspects of playground activities throughout the day. Reflect on the present emotions and activities in each photo. This will help you understand how a playground is a space of joy, friendship, and learning.

1



2



3



4



5



**Instructions**

Carefully look at each image in the photo essay. For each photo, write down what you see and think about how it relates to our daily activities and emotions in the playground.

**Photo 1: Morning Arrival**What do you see in this photo?  
\_\_\_\_\_  
\_\_\_\_\_How does this make you feel or what do you think about it?  
\_\_\_\_\_  
\_\_\_\_\_**Photo 2: Time of Day** What do you see in this photo?  
\_\_\_\_\_  
\_\_\_\_\_How does this make you feel or what do you think about it?  
\_\_\_\_\_  
\_\_\_\_\_**Photo 3: Quiet Corner**What do you see in this photo?  
\_\_\_\_\_  
\_\_\_\_\_How does this make you feel or what do you think about it?  
\_\_\_\_\_  
\_\_\_\_\_**Photo 4: Lunch time**What do you see in this photo?  
\_\_\_\_\_  
\_\_\_\_\_How does this make you feel or what do you think about it?  
\_\_\_\_\_  
\_\_\_\_\_

**PREVIEW**

<b>Photo 5: Team Sports</b>	What do you see in this photo?
_____ _____	

How does this make you feel or what do you think about it?

\_\_\_\_\_  
\_\_\_\_\_

<b>Photo 6: Everyday</b>	What do you see in this photo?
_____ _____	

How does this make you feel or what do you think about it?

\_\_\_\_\_  
\_\_\_\_\_

<b>Final Reflection</b>	What did you learn about playing and activities and how they make us feel? Share your thoughts about the photo essay.
_____ _____ _____	

<b>Draw</b>	Draw yourself playing with your friends on the playground

**PREVIEW**

## 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:** Small red dots mark 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 travel 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?

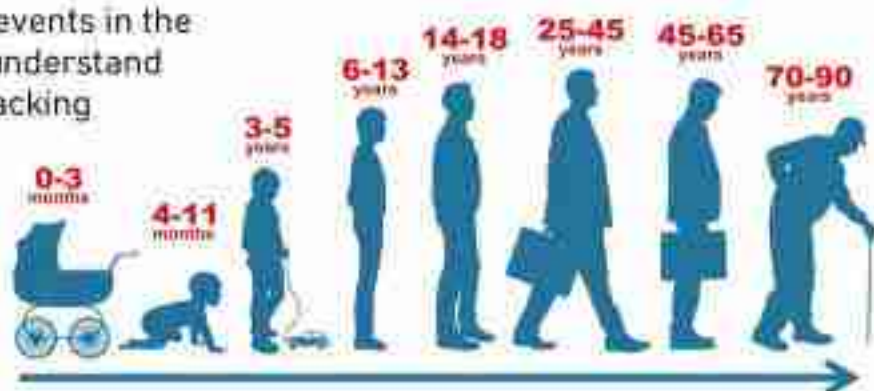
5) What does a bigger red dot represent?

**Examine**

Take a close look at the map and write any information you learn from it.

## Graphic Text - What's a Timeline?

A **timeline** is a tool that arranges events in the order they happened, helping us understand the flow of events. Whether it's tracking major historical events, like the invention of the wheel, or personal milestones such as your first bicycle ride, timelines provide a picture.



### Features of a Timeline?

- **Events:** They show when an event happened. They could range from a year to a specific day of the year.
- **Descriptions:** They are brief descriptions of the significant happenings, for example, "First walk on..."
- **Lines:** A continuous line that represents the progression of time from one point to another.
- **Arrows:** Occasionally, arrows are used to show the direction in which time flows, generally from past to future.
- **Visual Aids:** Some timelines use images to help identify each event.

### Analyze

Look closely at the timeline and answer the questions.

1) What features are part of this timeline?

2) How do people age? Explain what you've learned from the timeline.

3) Did the timeline help you learn about how we change as our age increases? Or would a paragraph have been a better choice? Explain.

# All About Me Poster

## Instructions

Complete this poster by filling in the information about you.

My name is \_\_\_\_\_.

## FACTS ABOUT ME



I am \_\_\_\_\_ years old.

My birthday is on \_\_\_\_\_.



I am in the \_\_\_\_\_ grade.



My teacher's name is \_\_\_\_\_.

My best friend is \_\_\_\_\_.

## MY FAVOURITE THINGS

Subject \_\_\_\_\_



Food \_\_\_\_\_



Colour \_\_\_\_\_



Sport \_\_\_\_\_



Animal \_\_\_\_\_



Movie \_\_\_\_\_



Flower \_\_\_\_\_



I love my family!

When I grow up, I will become a/an



## Questions

Answer the questions below

1) What text features does the poster have?

2) Is this poster more or less interesting than a written description of you? Explain your opinion.

3) When are posters good for displaying information? Give 3 times you would use a poster to display information.

1

2

3

4) Take a look at other posters your classmates did. What did you learn from these posters?

**PREVIEW**

# 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 type of book that tells the story of someone's life. Think of it as a time machine, explaining the person's achievements, emotions, and significance. These life stories can focus on a wide range of people, from scientists to activists, and even those who accomplished amazing feats.



## What's Inside a Biography?

A well-made biography contains several features that improve your understanding of someone's life. Here's a breakdown of these features:

- **Preface:** Where the author explains why they wrote the biography.
- **Introduction:** First pages that offer a snapshot of who the individual is, possibly explaining why their story is interesting.
- **Chapters:** Segments that split up the story, covering different time periods or important events in the person's life.
- **Visuals:** Whether it's photos or illustrations, these images show the person's appearance or actions.
- **Timeline:** This chart places important dates and events in chronological order, helping with understanding.
- **Glossary:** A section that defines challenging words used throughout the book.

## Why the Text Features Matter

These text features serve as tools that improve the reading experience. For example, if a word is highlighted or is in bold, it's likely important to the story and its definition can usually be found in the glossary. A preface helps us understand the perspective of the story as we learn more about the author.

**Prereading**

Before reading, answer the questions below.

Read the title and headings and write what you already know about this subject.

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**Summary**

Summarize the reading - follow the instructions below

Main Idea

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Supporting  
Detail # 1

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Supporting  
Detail # 2

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Supporting  
Detail # 3

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Summary - Write a summary with the main idea and supporting details in a paragraph.

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## Biography – Terry Fox

### Terry Fox: A Canadian Hero

#### Preface

When I set out to write this biography, it was with the hope of sharing Terry Fox's incredible story with a new generation. Every Canadian knows the name Terry Fox, but not everyone knows the full depth of his courage and dedication. Through his life, we can learn the power of determination, the importance of hope, and the impact just one person can have.

#### Early Life

Terry Fox was born on July 28, 1958, in Winnipeg, Manitoba, Canada. He loved sports like basketball and soccer from the time he was a little kid. But when he was 18, doctors told him he had cancer. He decided to have his right leg removed. This huge challenge didn't stop Terry. It gave him a new goal.

#### Remarkable Marathon of Hope

In 1980, Terry started a run across Canada with a prosthetic leg. He called it the **Marathon of Hope**. He wanted to run all the way across Canada to raise money for cancer research. He ran for 143 days, almost a marathon's distance, and Canadians everywhere cheered him on. Because of his hard work, lots of people started donating to help find a cure for cancer.

#### Legacy and Philanthropy

Terry didn't get to finish his Marathon of Hope because he got sick. But he had already done something awesome. He showed everyone in Canada that you can be brave and never give up. Every year, people remember Terry by doing the **Terry Fox Run**, and they've raised over \$800 million for **cancer research**. Terry's story is still inspiring people today to do great things.

#### Timeline

- 1958: Born in Winnipeg, Manitoba
- 1976: Found out he had cancer
- 1980: Started the Marathon of Hope
- 1981: Terry passed away, but his story lives on
- 1988: Terry was added to Canada's Sports Hall of Fame

#### Glossary

**Marathon of Hope:** Terry's big run across the country to help fight cancer.

**Prosthetic Leg:** A man-made leg that replaces one that's missing.

**Philanthropy:** Helping others, especially by giving money to good causes.

**Legacy:** What someone is remembered for after they're gone.

**Cancer Research:** Scientists working hard to find out more about cancer and how to beat it.



Terry Fox

**Prereading**

Before reading, answer the questions below.

Prediction: After reading the title and headings, make 2 predictions about Terry Fox.

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**During Reading**

Stop and write questions about what you are reading.

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**Questions**

Answer the questions below.

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

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2) What is a preface? What did it tell you in this report?

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3) How does the picture of Terry Fox help you understand him better?

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## Biography – Thomas Young

### Thomas Young: The Discoverer of Energy

#### Early Life

Thomas Young was born on June 13, 1773, in Milverton, England. Fascinated by the natural world, he began studying physics and medicine at an early age. Always eager to learn, he even taught himself several languages to read scientific texts.

#### Remarkable Discoveries

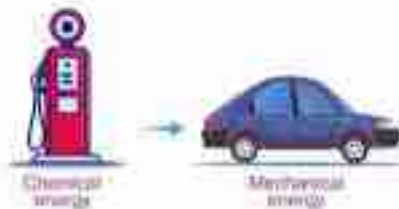
Young's innovations in the field of physics led him to the concept of energy. He discovered that energy cannot be created nor destroyed, only transferred. This is known as the conservation of energy, which revolutionized our understanding of the physical world.

#### Later Years and Legacy

Young's contributions to science, as noted in the footnotes, continue to influence modern physics. Concepts he introduced, such as energy conservation, are crucial in today's discussions about sustainable energy and climate change. Although he passed away in 1829, his insights remain relevant and continue to inspire current scientists.

#### Timeline

- 1773: Born in Milverton, England
- Early life: Self-taught in multiple languages for scientific study
- Explored the concept of energy conservation
- 1829: Passed away, leaving an enduring legacy



### Glossary – Fill in the Glossary Below

**Before Reading**

Before reading, answer the questions below.

Background knowledge – read the title, headings, and look at the picture. What do you know about these topics already?

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During Reading – Draw what you were picturing while you were reading. Explain the picture.

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**After Reading**

Answer the questions.

1) Describe the diagram in the biography. Did it help you understand the biography?

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2) After learning about Thomas Young, pretend you were the author of this biography. Write a preface that would go at the beginning. It should explain why you choose Thomas Young to write about. Why did you find him interesting and worth researching?

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# Biography – Louis Riel: The Métis Political Leader

## Louis Riel: The Métis Political Leader

### Preface

Our past is filled with incredible individuals who made big changes and faced tough challenges. Louis Riel is one such person from Canadian history who stood up for his community's rights and beliefs. By learning about his story, we can better understand Canada's rich history and the people who shaped it.

### Louis Riel's Life

Born on **February 21, 1844**, in the Red River Settlement, now part of Manitoba, Canada, Louis Riel was a member of the **Métis** community, people with both Indigenous and European roots. Growing up, he learned a lot and felt a deep connection to his people.

### Major Achievements

Louis stood tall for his people, leading two major uprisings: the Red River Rebellion of 1869-70 and the North-West Rebellion of 1885. He aimed to guard the rights and traditions of the Métis and other Indigenous folks from a growing Canadian rule. Many even led a **provisional government** to talk to Canadian leaders.

### Life After the Rebellions and Legacy

Though Riel did so much, some didn't agree with his actions, and he was sadly tried and executed for **treason** in 1885. His bravery didn't end there. Today, especially in Manitoba, many remember and respect him for standing up for Métis and Indigenous **rights**.

### Timeline

1844: Born in the Red River Settlement

1869-70: Led a big uprising called the Red River Rebellion

1885: Led another fight, the North-West Rebellion, but faced a tragic end

**Legacy:** He's remembered as a hero for the Métis and Indigenous communities

### Glossary

- **Métis:** Folks of mixed Indigenous and European family lines.
- **Rebellion:** Standing up against those in charge.
- **Provisional Government:** A short-term leadership group.
- **Rights:** The things everyone should be free to do.
- **Treason:** Going against one's own country.
- **Legacy:** What we remember someone for.



Louis Riel

## Understanding

Is the statement true or false?

1. Louis Riel was born in Ontario.	True	False
2. Riel led one major rebellion.	True	False
3. The Metis have both Indigenous and European ancestry.	True	False
4. Riel was elected head of a permanent government.	True	False
5. Riel was born in 1844.	True	False
6. Riel was elected in 1886.	True	False
7. He led the North West Rebellion in 1885.	True	False
8. Riel tried to protect Indigenous rights.	True	False
9. The Red River Settlement was in Quebec.	True	False
10. Riel's legacy continues to be honoured in Manitoba.	True	False

## Critical Thinking

Answer the questions below.

1) **Inference:** How is Louis Riel's legacy viewed in Manitoba?

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2) **Inference:** How do you think an alliance would have helped Louis Riel's rebellion?

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3) **Personality trait:** Use one word to describe Louis Riel. Then explain why you chose that word. Examples – brave, creative, loyal, curious, confident, ambitious, calm, etc.

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## Biography – Albert Einstein: The Genius of Physics

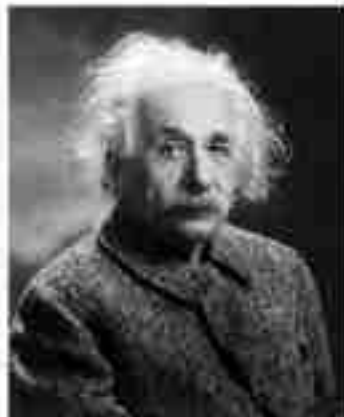
### Albert Einstein: The Genius of Physics

#### Preface

Have you ever wondered about the brilliant minds that have shaped our world? Albert Einstein is one of those minds! He asked big questions about the universe and found answers that changed the way we see everything. Let's explore his life and learn about his amazing discoveries.

#### Albert Einstein's Early Years

Born in Ulm, Germany, Albert Einstein was always curious. When his parents weren't experts in science, they supported his curiosity and encouraged him to explore. Young Einstein was so into science that he would study advanced topics on his own, beyond what school taught.



#### Pioneering Contributions

Einstein is famous worldwide for his theory of relativity, introduced in 1905. This theory changed how we think about space, time, and gravity. Instead of doing lots of experiments, Einstein used his imagination and math to come up with his ideas.

One of his biggest contributions is the equation  $E=mc^2$ , which tells us about the connection between matter and energy. This has affected many areas, including how we use nuclear energy.

#### Later Life and Impact

Einstein never stopped exploring and thinking. He added to our knowledge of the tiniest particles (quantum mechanics) and the whole universe (cosmology). He also spoke up for things he believed in, like equal rights for everyone and being careful with nuclear weapons. Although he died in 1955, his groundbreaking thoughts still shape science, and his beliefs guide scientists in doing the right thing.

#### Glossary

- **Relativity:** A theory about how space and time are linked.
- **$E=mc^2$ :** A formula showing how matter and energy are two sides of the same coin.
- **Quantum Mechanics:** How super tiny particles behave and interact.
- **Cosmology:** Learning about the universe's start and how it grows.
- **Ethical:** Doing what's right and good.

**During Reading**

While you read, stop and jot down 5 notes about his accomplishments and things he did. When you're done, order them from first event to sixth.

Accomplishments - What Einstein Did	Order (1-5)

**Timeline**

Make a timeline showing growing up and labelling the important events in Einstein's life.



# 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?



- Pick a Person: Choose a person from the list your teacher gave you.
- Research Time: Use the internet or tablet to read a biography about the person you chose.
- Jot Down Notes: As you read, jot down notes about their early life, achievements, and later years.
- 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.
- 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.

Nelson Mandela
Marie Curie
Martin Luther King Jr.
Leonardo Da Vinci
J.K. Rowling
Steve Jobs
Alexander Mackenzie
Thomas Edison

Mother Teresa
Bill Gates
Charles Darwin
Alexander Flemming
Newton
Galileo Galilei
Terry Fox
Michael Jackson

William Shakespeare
Muhammad Ali
Amelia Earhart
Pablo Picasso
Anne Frank
Muhammad Ali Jinnah
Mother Teresa
Roger Federer

Name: \_\_\_\_\_

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Curriculum Connections  
CST.1, CST.2, CST.6

**Research**

Write jot notes as you read more about the person.

**Early Life**

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**Achievements**

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**Later Life**

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**PREVIEW**





# Google Slides Lessons Preview





# BC Language Curriculum Composition (Writing) – Grade 5

## 3-Part Lesson Format

### Part 1 – Minds On!

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

**LEARNING GOAL**

We are learning to identify and understand different text forms, such as stories, reports, poems, and biographies, so that we can choose the right way to share our ideas, feelings, and information with others in the clearest and most effective way.

**Matching: Text Forms' Purposes**

Drag each text form on the left to its correct purpose on the right.

1) To give an exciting story.	A) Poems
2) To describe someone, object, or event.	B) Biographies
3) To tell beautiful words to show feelings.	C) Letters
4) To describe facts about a topic.	D) Persuasive Writing
5) When to describe like a conversation.	E) Reports
6) To give steps to follow.	F) Comic Strips
7) To share funny stories with people.	G) Stories
8) To tell about a person's life.	H) Essays

### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

**Examples of Different Text Forms**

Write your examples for each text form in the table.

Text Form	Examples (write your own)
Stories	
Reports	
Poems	
Persuasive Writing	
Comic Strips	
Biographies	
Letters	
Essays	





# BC Language Curriculum Composition (Writing) – Grade 5

### Persuasive Sentence Starters

Drag and drop the correct persuasive sentence starters into the categories.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I believe that...	Once upon a time...	Yesterday I went...
I like ice cream.	I agree that...	In truth...
I'm absolutely certain...	In my opinion...	It was a scary day.
It is not that...	She lives near the park...	The fact is...
Others may agree that...	I really feel that...	This story begins with...
The dog can bark...	My favourite colour is blue.	It seems to me that...

### Good Research

Put a ✓ check mark if it shows good research and a X (cross mark) if not.

Writing "Chocolate is the best because I said so."	Tasting different flavours and writing notes.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reading a book or article about ice cream flavours.	Choosing chocolate only because it's your favourite.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Asking people which flavour they like best and why.	Comparing the ingredients of chocolate vs. vanilla.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Copying a friend's opinion without proof.	Looking up surveys about popular ice cream.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ignoring facts and only sharing your feelings.	Guessing which flavour is most popular.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### Detective: Find the Best Search Term

Write the letter (A or B) that is the better choice for research.

Continents	A: "Tina facts"	B: "Dino stuff"
Weather	A: "Hurricane safety tips"	B: "Scary storms"
Space	A: "Things in space"	B: "Planets in solar system"
Volcanoes	A: "Causes of volcano eruptions"	B: "Hot rocks thing"
Animals	A: "Cute white bears"	B: "Habitat of polar bears"
History	A: "Ancient Egyptian Pyramids"	B: "Old triangle buildings"
Oceans	A: "Layers of the ocean"	B: "Big water stuff"



# Workbook Preview



# Grade 5 – Language Writing



<b>Big Idea 1</b>	Language and text can be a source of creativity and joy.
<b>Big Idea 2</b>	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
<b>Big Idea 3</b>	Texts can be understood from different perspectives.
<b>Big Idea 4</b>	Using language in creative and playful ways helps us understand how language works.
<b>Big Idea 5</b>	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

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

		Pages
W5.1		26, 58-80-81, 148-155, 212-215, 231-236, 249-252,
W5.2	<b>Text features:</b> how text and visuals are displayed	53-64, 70-73, 80-81, 133-139, 148-151, 153-155, 181-184, 191-196, 206-208, 212-215, 220-223, 231-236, 249-252,
W5.3	<b>Literary elements:</b> narrative structures and characterization	92-123,

W5.4	<b>Literary devices: sensory detail (e.g., imagery) and figurative language (e.g., metaphor, simile)</b>	31-34, 82-91
W5.5	<b>Perspective/point of view</b>	140-147, 216-219
W5.6	<b>Writing processes:</b> may include revising, editing, considering audience	13-18, 27-29, 50-56, 65-68, 74-78, 124-131, 156-180, 185-189, 197-203, 209-211, 224-229, 237-239, 241-247, 253-267, 270-283
W5.7	<b>Metacognitive strategies:</b> talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer	30, 57, 69, 79, 132, 158, 190, 205, 230, 240, 248, 268
W5.8	<b>Paragraph structure:</b> development of paragraphs that have a topic sentence and supporting details	35-49

# Understanding Text Forms

## All About Text Forms

There are many ways to write, depending on what we want to share. These different ways are called text forms, and each has its own special job. Let's dive into them!

## Why We Use Different Text Forms

Each type of writing has a purpose:

- **Stories:** These tell fun or exciting tales.
- **Reports:** These share cool facts about a topic.
- **Poems:** They use exciting and beautiful words.
- **Persuasive Writing:** This tries to get someone to agree with an idea.
- **Comic Strips:** These are fun and funny with pictures.
- **Biographies:** These talk about other people's lives.
- **Letters:** These are like talking to someone on paper.
- **Instructions:** These tell you steps to do something, like how to make a kite.



## Who Will Read It?

When we write, we think about who will read our writing. We call this our "audience." Knowing our audience helps us choose the best text form.

## Picking the Right Style for the Reader

What we write and who reads it helps us decide the style. For example, if you're teaching a friend to tie shoes, you'd use instructions. But if you're telling your class about a hero like Martin Luther King Jr., you'd use a biography. Choosing the right writing form makes it easier and more fun for everyone to understand.

Remember, every text form is like a tool in a toolbox, helping us share in the best way!

## Understanding Text Forms

### Which Form?

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

1) Arguing for a class pet.	
2) Detailing how to care for a plant.	
3) A story about a girl's adventures in a forest.	
4) Expressing feelings about winter.	
5) A poem about how climate change is affecting our planet.	
6) Talking about a person's fears.	
7) A picture story about a tree falling during a game.	
8) Reflecting on a personal achievement.	

### 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 writing form?

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3) What is your favourite writing form? Explain why.

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## Identifying Purpose of a Text

People write **texts** for different reasons. Some texts help us learn new things and give us information. Other books are just for having fun.



**To Educate:** "Exploring the Ocean" shows us the amazing life of the sea.

**To Entertain:** "Adventures in Magic Land" is a fun story about a magical world.

**Think** Read the story summaries below and circle what their purpose is.

1	The first astronaut landed on the moon in 1969	Educate	Entertain
2	A mouse goes on a magical cheese adventure	Educate	Entertain
3	A band of knights go to reclaim a stolen crown	Educate	Entertain
4	Hurricanes gain power from warm water	Educate	Entertain
5	Bees make honey from flower nectar	Educate	Entertain
6	A talking frog told jokes by the pond	Educate	Entertain
7	Volcanoes can form new islands as they erupt	Educate	Entertain
8	A wizard turned a rock into a glittering gem	Educate	Entertain
9	Photosynthesis allows plants to create food from sunlight and air	Educate	Entertain
10	Dragons guard a crystal cave that sparkles with magic	Educate	Entertain
11	The deepest part of the ocean is called the Mariana Trench	Educate	Entertain
12	The life cycle of a butterfly spans from a tiny egg to a beautiful winged adult	Educate	Entertain

**Think**

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

Books That Educate	Books That Entertain

**Think**

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

1	"How to safely operate a telescope"	Instruct	Describe
2	"A diary about the first day at a new school"	Educate	Reflect
3	"An article explains why leaves change colour in autumn"	Inform	Educate
4	"A brochure encouraging a visit to an aquarium"	Persuade	Entertain
5	"A recipe for chocolate chip cookies"	Instruct	Document
6	"A movie review on the latest animated film"	Describe	Instruct
7	"An advertisement of a new vitamin supplement"	Inform	Persuade
8	"A nature poem for beauty of a mountain lake"	Educate	Describe
9	"Instructions on how to assemble a model airplane"	Instruct	Document
10	"A magazine feature tells the life story of an inventor"	Educate	Persuade
11	"A poster call to help clean up the local park"	Persuade	Reflect
12	"A travel blog about a trip to Spain"	Document	Reflect

## Idea Development Strategies

### Developing Great Writing Ideas

One of the hardest parts of writing is deciding what to write about. That is why it is worth the time to plan your writing before you start. When you develop ideas before you write, it is fun and easy as there are no wrong answers. You can jot down anything that comes to mind! How to grow these ideas helps make our stories or reports clear and interesting.

#### Ways to Grow Ideas:

- Brainstorming: Think about your topic and write down everything that comes to mind.
- Drawing Pictures: Sometimes you see your ideas.
- Asking Questions: What do you know about the topic?
- Talking with Friends: Sometimes you get new ideas.

### Choosing the Best Writing Tool:

We use different tools for different writings. Fun ideas may come from brainstorming, as it can lead to surprising and cool parts. But when we're writing a report on a topic like planets or animals, charts or drawings can help us organize our facts.

### Who Will Read Our Writing?

Thinking about our readers is a big deal. If we're writing for kindergartens, we'd use simple words. But if it's for our family, maybe we can use some big words too. Knowing our audience helps us choose the right words and style.



In the end, having a toolbox of ideas helps our writing stand out. It makes our stories fun to read and our reports clear. We become writers who not just tell but show our readers a whole new world.

## Idea Development Strategies

### Practice

Practice the different strategies below.

1) **Brainstorm:** Write all your thoughts down about your favourite movie. Include all the reasons why it is your favourite movie.



2) **Graphic Organizer:** Fill in the graphic organizer about your favourite TV show.

a) What's the genre of your favourite show?

b) Name a main character?

c) How does the story unfold?

d) Where does it take place?

e) Describe a standout scene.

f) What themes does it explore?

g) How does it impact viewers?

h) If you could change one thing about this movie, what would you change?

## Idea Development Strategies

**Practice**

Practice the different strategies below.

3) **Asking Questions:** Pretend you are writing about your favourite fictional character. What questions do you have about the fictional character that you could answer in your writing? Write 6 questions below. For example, how old are they? Where do they live?

1

2

3

4

5

6

4) **Talk To Others:** Pretend you are writing about how to cook your favourite food. This could be a food you eat at recess. Talk to a friend about how to cook it and then write them below.

1

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6

7

**Reflect:** Is it easier to write after talking with a friend? Explain.

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## 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 Planning

Subject: My Favourite School Subject

- 1) Students are given 8 minutes to write about the chosen subject without any planning or brainstorming.
- 2) Encourage students to write quickly and continuously throughout the session.
- 3) Collect the writing samples for later comparison.

#### Part 2: Writing With Brainstorming

Subject: My Favourite Song

#### 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 about what your favourite subject in school is and why.

**PREVIEW**



## Personal Voice – Word Choice

**Word Choice**

We all have different vocabularies, which give us a unique voice. How would you describe the things below? Write 5 words for each thing.



**PREVIEW**

## Personal Voice – Word Choice

### Word Choice

Change the crossed-out word(s) with more interesting word choices

The cat very quietly \_\_\_\_\_ sat on the grey \_\_\_\_\_ mat.

It was a very \_\_\_\_\_ sunny day. The cat was pretty black \_\_\_\_\_

\_\_\_\_\_. There was a very tall \_\_\_\_\_

tree \_\_\_\_\_ really green \_\_\_\_\_ leaves. The cat

looked at the tree \_\_\_\_\_ . A bird was in the small \_\_\_\_\_

\_\_\_\_\_ tree \_\_\_\_\_ quite big \_\_\_\_\_.

The cat did not move at all \_\_\_\_\_ some \_\_\_\_\_ small \_\_\_\_\_ day.

The dog lazily walked \_\_\_\_\_ into \_\_\_\_\_

room. It was a somewhat cloudy \_\_\_\_\_ was quite big

\_\_\_\_\_ and mostly \_\_\_\_\_

In the room, there was a really old \_\_\_\_\_ couch. \_\_\_\_\_ of

comfortable. The dog lay down slowly \_\_\_\_\_

on the couch. Outside, a car passed by very quietly \_\_\_\_\_

\_\_\_\_\_. The car was quite regular \_\_\_\_\_.

### Think

Write synonyms for the words below

Small				
Sad				
Bad				

## Word Choice - Audience

### Word Choice

Circle the word you would use when writing to the audiences below

Kindergarteners	Wowie	Boo-boo	Yucky	Ball	Gopsy
	No Cap	Potty	Flex	Ghosted	Retirement
Elementary	Boujee	Lowkey	Extravagance	Playground	Cringe
	Chill	Savage	Lit	Chill	Boo-boo
High School Students	Lit	Chill	Flex	Rad	Potty
	Retirement	Investment	Ghosted	Squad	
Parents	Mortgage	Yippee	Budget	Career	
	Flex	Potty	Cringe	Back	Yippee
Seniors	Retirement	Nifty	Shook	Vibe	Strip
	Youngster	Golly	Flex	Ghosted	Death

### Question

Why is it important to choose your words carefully when writing? How does the audience impact what words you choose?

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## Activity: Secret Agent Notes

### Objective

What are we learning more about?

Students will practice the art of imitation in writing by emulating the writing style of an individual they know to craft a "Secret Agent Note".



### Instructions

How do we complete the activity?

- 1) Pick Your Target: Imagine you're a secret agent. Your mission is to leave a note, but you don't want to be traced back to you. Instead, you need to make it look like it was written by someone else. Who do you know?
- 2) Choose Your Impersonation Target: Pick a person you know well who often writes – this could be a letter, email, or social media posts.
- 3) Observe: Reflect on the nuances of how this person writes.
  - Commonly used words or phrases
  - Typical sentence structure and length
  - Their unique punctuation habits.
  - The emotions they usually convey in their writing.
- 4) Write Your Secret Note: Adopting their writing style, craft a message related to your imagined secret mission. Ensure it feels like something they might have written by mirroring their tone, punctuation, word choice, and sentence structure.
- 5) Reflect: After you've composed your note, think about:
  - The challenges you faced trying to write like someone else.
  - Whether this exercise helped you become more aware of different writing styles, including your own.
- 6) Optional - Share your note with a classmate without telling them who you were impersonating. Can they guess who it is?

**Activity: Secret Agent Notes****Planning**

Answer the questions below

1) Who is your target? Who will you try to impersonate?

2) What is your goal? Why are you impersonating them?

3) What words/phrases do they use most often?

4) Do they write short or long sentences? Explain.

5) Do they show a lot of emotion in their writing or is it just words on a page?

6) Do they use much punctuation in their writing? If so, describe what they use.

**PREVIEW**



## Varying Sentence Lengths

Using different lengths of sentences adds excitement to stories and explanations. **Short sentences** can make points stand out sharply, emphasizing key moments. In contrast, **longer sentences** put details together, allowing ideas to flow. They often use conjunctions like 'and' or 'but' to join thoughts smoothly.



### Examples

- **Short:** The dog barked. Playtime was here.
- **Long:** Under the vast expanse of the sapphire sky, the dog joyously bounded over the lush, green meadows of grass, its tail wagging vigorously with each exhilarating leap toward the bright, white frayed tennis ball.

Practice writing short and long sentences about the topics below.

<b>Topic</b>	First School
<b>Short Sentence</b>	_____
<b>Long Sentence</b>	_____ _____

<b>Topic</b>	Riding a Bike
<b>Short Sentence</b>	_____
<b>Long Sentence</b>	_____ _____

<b>Topic</b>	Building a Fort
<b>Short Sentence</b>	_____
<b>Long Sentence</b>	_____ _____

## 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.

Space travel sparks our imagination with endless possibilities. \_\_\_\_\_

Astronauts on the International Space Station witness 16 sunrises and sunsets each day, living in a microgravity environment. \_\_\_\_\_

They live in a cramped quarters, where every movement is a delicate dance.

Science experiments provide valuable discoveries about life on Earth. \_\_\_\_\_

\_\_\_\_\_ One day in your lifetime, a human will leave footprints on the red planet's dusty surface. \_\_\_\_\_

\_\_\_\_\_ Space exploration is the final frontier.

School recess is a burst of freedom. The bell rings, and the playground comes alive. \_\_\_\_\_

Tag! A game starts with a simple touch, and laughter echoes. Friends hug and trading snacks and stories from the morning. \_\_\_\_\_

A jump rope slaps the pavement rhythmically, as feet hop over it in a blur. Imagination takes flight in the jungle gym, transforming it into a castle, a spaceship, anything. \_\_\_\_\_

\_\_\_\_\_ With a collective groan, kids line up, the playground adventure pausing until next time. \_\_\_\_\_

## Exploring the Structure of Paragraphs

### All About Paragraphs

A **paragraph** is like a box where sentences come together to discuss one idea. Think of it as one piece of a bigger puzzle in writing.

### The Beginning Topic Sentences

Each paragraph starts with a "topic sentence." This is the sentence that lets the reader know what the paragraph is about. It's like peeking into a window of a house to see what's inside. A good topic sentence should:

1. Share the main idea of the paragraph.
2. Be fun or catchy so you want to read more.
3. Connect to the paragraph's topic.



### Why Topic Sentences Matter?

These sentences are like signs on a street. They guide the reader. Without them, reading would feel like walking blindfolded.

### Special First Sentences: Hooks

Paragraphs should start with a hook - a cool way to grab the attention of the reader. Think of it as using a shiny toy to get someone's attention. Check out the examples below:

- ✓ "Have you ever wondered why the ocean is salty?"
- ✓ "Zap! Lightning flashed across the sky, making everyone gasp."
- ✓ "Guess what! Dinosaurs used to roam where your school is now!"
- ✓ "Metal grinding, the skateboard flew down the rail."



Remember, a great paragraph is like a mini-story, with a start, middle, and end. Keep it fun and clear!

## Exploring the Structure of Paragraphs

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

Topic Sentence

Solar panels capture sunlight and turn it into electricity for our homes. Wind turbines spin with the breeze to generate power. So, when you use renewable energy, you're teaming up with nature to keep the Earth clean and healthy!

Topic

They come from plants and animals that lived millions of years ago. They power our cars and heat our houses, but they also cause pollution. Just like eating too much candy can give you a stomach ache, using too much fossil fuel is bad for the Earth.

Topic Sentence

When it's cold, water becomes ice, a solid. When it's warm, it's liquid, and we can drink it. If it gets really hot, it turns into steam, a gas. Just like you can be a student, a friend, and a soccer player, water can be in different states!

**Hooks**

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

Boring Version Cereal is a good choice for breakfast.

Your Version

Boring Version My dog is a good dog.

Your Version

Boring Version Going to school is important.

Your Version

## Exploring the Structure of Paragraphs

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

Example: "Do you know why the sky is blue at daytime?"



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

Example: "Hold tight! Volcanoes can erupt with the energy of an atomic bomb."

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

Example: "Penguins are the undisputed champions of surviving extreme cold."

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

Example: "Believe it or not, octopuses have three hearts pumping blue blood."

### Hooks

Read the text below using the different strategies.

Original Version	Summer is the best time to visit.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	I play basketball.
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) They appear after it rains and the sun shines. They have many beautiful colours like red, blue, and yellow. Looking at rainbows can make anyone's day brighter!**

a) Rainbows are a magnificent natural phenomenon that captivates many.

b) I once saw a double rainbow on my way home.

c) Most children have drawn them in their art projects.

**2) They are tasty fruits that come in many colours like red, green, and yellow. They can be sweet or tart, depending on the variety. Many people love making apple pies during the fall. Apples are a healthy fruit.**

a) I remember dropping an apple on my head once.

b) My grandmother has an apple tree in her back yard.

c) Apples are a useful and popular fruit cherished by many people.

**3) They have two wheels and help us move faster than walking. They are great for exercise and enjoying nature. They are better for the environment than cars. Everyone should have a bicycle!**

a) Bicycles are incredible machines that help us in many ways.

b) Last summer, I got a flat tire while on a trail.

c) My friend once painted their bicycle blue.

**4) They can take us to magical places without leaving our room. Whether it's a mystery or a fairy tale, each book has its own adventure. Reading before bed can be a calm way to end the day. You should get reading today!**

a) Last weekend, I spilled juice on one of my favourite books.

b) Books are windows to countless worlds, offering both education and escape.

c) My cousin has a collection of over 100 novels in her room.

## Crafting Perfect Paragraphs

### Crafting Perfect Paragraphs

Writing paragraphs is like packing a lunchbox. Each paragraph holds different treats (or ideas), and the details are the tasty bits that make your lunch (or writing) special.

### What Are Those Tasty Bits? Supporting Details!

Supporting details are the yummiest parts of your writing. They give more info about the main idea. If your friend asks why a book is fantastic, you don't just say, "It's good." You'd talk about the characters, exciting adventures, or funny moments!

### Check Out These Snacks!

- **Main Thought:** "Chocolate is the best!"

**Supporting Details:** It melts in your mouth and has rich flavours, and can lift your mood.

- **Main Thought:** "Summer rocks!"

**Supporting Details:** You get to swim, eat ice cream, and have fun in the sun to play.



### Making Your Writing Smooth: Keeping it Together

Your paragraph should flow like a fun slide at the park. Each idea should lead to the next, so readers don't get stuck. Imagine a slide with bumps. Ouch!

### Steps to Write Amazing Paragraphs:

1. **Kick-Off with a Power Sentence:** This is the big idea of your paragraph.
2. **Add the Yummy Details:** Think of these as the sprinkles on a sundae.
3. **End with a Wrap-Up Sentence:** This is like the cherry on top.

By following these steps, your paragraphs will be as fun to read as a lunchbox full of your favourite snacks!

## Crafting Perfect Paragraphs

**Supporting Details**

Write 3 supporting details about the topic sentences below.

<b>Topic Sentence</b>	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.

<b>Topic Sentence</b>	_____ once roamed our planet long ago.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

<b>Topic Sentence</b>	Pizza is a favourite meal for _____ people _____ world.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

<b>Topic Sentence</b>	A really important invention was the wheel.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 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
Along with		Nevertheless	Too	In the end

Think \_\_\_\_\_ good transition word for the supporting details.

1) I like playing soccer \_\_\_\_\_, my friend likes playing basketball. Sometimes, we \_\_\_\_\_ the \_\_\_\_\_ fun.

2) I love eating ice cream on sunny days \_\_\_\_\_, my sister likes popsicles more. When we go to the store, we \_\_\_\_\_ get \_\_\_\_\_ favourites:

3) I have a big collection of toy cars. \_\_\_\_\_ my buddy collects toy planes. We show each other our new toys \_\_\_\_\_.

4) My favourite subject is science because we do fun experiments. \_\_\_\_\_ my classmate's favourite is math. We help each other with homework.

5) I really like going to the park after school. \_\_\_\_\_, I play on the swings, pushing myself higher and higher. \_\_\_\_\_, I slide down the big twisty slide which is always a thrill. \_\_\_\_\_, my friends usually start a game of tag, and I join in after my turn on the slide. \_\_\_\_\_, we all sit down and have a snack, sharing what we brought from home. \_\_\_\_\_, before going home, we sometimes watch the sunset, which looks like a big orange ball sinking into the ground. It's a fun way to end our day at the park.

## Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

1) A conclusion sentence ends a paragraph.	True	False
2) Conclusion sentences provide summaries.	True	False
3) Conclusion sentences restate the main idea of the paragraph	True	False
4) Conclusion sentences shouldn't be thought-provoking.	True	False
5) Conclusion sentences should be long and repeat everything.	True	False

Think

Circle the conclusion sentence you think is best.

**1) Goldfish are popular pets because they are found in tanks. They have bright orange scales that shimmer in the light. It's fun to watch them glide through the water.**

a) Goldfish usually need the water in their tanks changed every so often.

b) Watching goldfish can be a calming experience.

c) Goldfish can often be seen at many pet stores.

**2) Chocolates are sweet treats that melt in your mouth. They come in different shapes and flavours like milk, dark, or white. On Valentine's Day, many people give chocolates as gifts.**

a) Chocolates are a beloved gift, especially on Valentine's Day.

b) Some chocolates have a higher cocoa percentage than others.

c) Chocolates can melt if left out in the sun for too long.

**3) Buses give passengers a chance to relax. They are large vehicles that carry many people at once. They stop at different places to pick up and drop off passengers. Riding a bus can be an adventure, especially if you're looking out the window.**

a) Buses have several seats for passengers to sit on.

b) Buses run on different schedules depending on the day.

c) A bus ride offers a chance for exploration and observation.

## Writing Quality Conclusion Sentences

**Write**

Write your own conclusion sentences for the paragraphs below.

1) Flying a kite on a windy day is lots of fun. Kites can be colourful, and some are shaped like animals or other objects. They soar high in the sky, dancing with the wind.

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2) When it snows, people love to see snowmen. With coal for eyes, a carrot for the nose, and a scarf, they are fun to make. They stand tall in the cold, watching the winter days progress.

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3) Penguins are birds that can't fly but are excellent swimmers. They waddle around on ice and eat fish from the sea. Penguins huddle together to keep warm in cold places.

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4) Gardens are where plants, flowers, and sometimes vegetables grow. People take care of them by watering and removing weeds. They're peaceful places to sit and enjoy nature.

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## Arranging Ideas Logically

**Arrange** Number the sentences from 1 - 5, ordering them so the paragraph makes sense

Order (1 - 5)	Sentences in the Paragraph
	That's why it's so important to reduce, reuse, and recycle.
	They pollute the land and water, making it hard for plants and animals to survive.
	Every year, tons of plastic are thrown away and end up in landfills or the ocean.
	If you do your part, we can help protect the earth and keep it clean for future generations.
	Plastic waste is a major problem for our environment.

Order (1 - 5)	Sentences in the Paragraph
	Rainforests are home to more than half of the world's plant and animal species.
	This destruction leads to the loss of biodiversity and changes in global weather patterns.
	Deforestation is causing these vital ecosystems to disappear at an alarming rate.
	Protecting rainforests means preserving biodiversity and the health of our planet.
	Every day, vast areas of rainforest are cut down for timber, agriculture, and development.

Order (1 - 5)	Sentences in the Paragraph
	Having a library card opens a world of imagination and knowledge for free.
	Libraries offer more than just books; they have videos, magazines, and computers too.
	It's a quiet place where you can discover new stories or study for school.
	Everyone should visit their local library and see what it has to offer.
	Your local library is a treasure chest of adventures waiting to be opened.

## 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) The sun is a giant star in the middle of our solar system. Every morning, it rises in the east and sets in the west. It gives us warmth and light, making life on Earth possible. Without the sun, our planet would be very cold and dark. Plants need the sun to grow, which makes food for many creatures.

Main Idea

2) Cats are fluffy animals that many people love. They often purr when they're happy and relaxed. Some cats like to play with their toys or even their own tails. They sleep a lot during the day and can be very affectionate. Having a cat at home can be comforting and fun.

Main Idea

3) Going to school is how we learn many new things. We study subjects like math, science, and reading. Teachers help us understand and answer our questions. During recess, we get to play with our friends outside. School prepares us for the future and helps us discover our interests.

Main Idea

4) Eating healthy food keeps our body and mind strong. Fruits like apples and bananas give us energy to play and think. Vegetables like carrots and broccoli have vitamins that keep us from getting sick. Drinking water instead of soda keeps us hydrated. Eating right keeps us healthy and ready for life's adventures.

Main Idea

## Fluent Writing

**Fluent writing** is smooth and clear, making it easy to read. Sentences should connect in a way that makes sense and sounds natural. To avoid **non-fluent** writing, make sure your sentences flow together and share related ideas in a way that feels like a conversation.

- **Fluent:** The sun set, painting the sky with colours and bringing out the stars.
- **Not Fluent:** "Sun set. Sky colours. Stars came.

**Think**

Example fluent?



1) The sun curled its golden sunbeam, purring softly as it drifted to sleep.	Yes	No
2) Homework for grade 5.	Yes	No
3) The leaves danced gracefully and, carried by the gentle breeze.	Yes	No
4) Bicycle broken. Missed school. Sad.	Yes	No
5) Laughing and chatting, the family gathered around the dinner table.	Yes	No
6) The basketball swooshed through the net after a perfect shot.	Yes	No
7) Rain fell. Puddles. Boots on. Wet day.	Yes	No
8) Book finished. Story amazing. Felt happy.	Yes	No
9) With a leap and a splash, the frog jumped into the pond.	Yes	No
10) The garden was a riot of colours, hockey's fun. I love to read!	Yes	No

**Write**

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

Fluent	
Not Fluent	

Fluent:	
Not Fluent	

Name: \_\_\_\_\_

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## Fluent Writing

Revise

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



Not Fluent Soccer game Saturday. Rained out.

Fluent

Not Fluent Science class. Volcano erupts. Messy.

Fluent

Not Fluent Birthday party. Forgot the

Fluent

Not Fluent Went hiking. Lost the map. Confused.

Fluent

Not Fluent Math test. Studied hard. Still tricky.

Fluent

Not Fluent Building a fort. Ran out of sheets.

Fluent

**PREVIEW**

## 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.

Baking bread at home is a delightful way to enjoy wholesome, fresh flavours. First, selecting the right ingredients introduces us to various grains and flours. Next, the process of kneading and letting the dough rise teaches patience and the science behind fermentation. Finally, the aroma of freshly baked bread filling the home brings warmth and comfort. Making bread from scratch not only offers a tastier alternative to store-bought loaves but also promotes an appreciation for the art of baking.

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.

**PREVIEW**

**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		

## Rubric - Paragraph Writing

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

### Teacher Comments

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Mark

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

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## Formal Versus Informal Letters

### How to Write Different Kinds of Letters

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:** Start with greetings like "Dear Mrs. Jones."
- **Body:** Write what you need or feel, but always be polite and straight to the point.
- **Closing:** End with words like "Best regards," "Sincerely," or "Yours truly."

### Informal Letters: Friends and Family

These letters are relaxed and fun. Write them to pals, your family, or people you know well.

- ✓ **Greeting:** Something fun like "Hey A!"
- ✓ **Body:** Share stories, ask questions, or say hi.
- ✓ **Closing:** Be friendly, using words like "Hugs" or "Love."

### Emails: Quick Messages Online

Emails are like online letters. You can keep them official or friendly, based on who is receiving them.

- **Formal emails:** These have a set layout and should be polite. They're used for things like asking for a job or talking to your teacher.
- **Informal emails:** These are casual, like sending a quick note to your friend, but online!



### Important Parts of an Email

**Subject:** A short line telling what's inside.

**Greeting:** Either a serious or a friendly greeting.

**Body:** Your main news or question.

**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 are casual.	True	False
2) Informal letters use "Dear Mr. Smith."	True	False
3) "Love" is a formal closing.	True	False
4) Emails always need a subject.	True	False
5) Job applications use informal emails.	True	False

**Think**

which type of letter is given in the example.

Dear Principal Johnson,

Thank you for the terrific spirit assembly. I am writing to ask if we can have a student led assembly soon.

Sincerely,  
James

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

Hi Sammy!

What's up? I got a new bike! Can't wait to go riding together.

See you soon,  
Miley

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

Subject: Getting Caught Up

Dear Mrs. Jenkins,

I need help understanding the math lesson because I was absent Monday. Could you help me at recess?

Yours truly,  
Francis

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

Subject: My Soccer Game

Hi Uncle Pat,

We won our baseball game yesterday! You should have seen me pitch. I struck out 9 batters!

Love,  
Joffrey

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

## 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: Invitation to Our Annual BBQ Party

Hello Julia,

I hope this email finds you well. We are hosting our annual BBQ party at our house this Saturday. It would be wonderful if you could join us. Let's catch up and enjoy some time together! Looking forward to seeing you,

Best regards,

David

Author's Voice

Subject: Urgent: Missing Wallet

Hi Mrs. Thompson,

I am quite alarmed to inform you that I can't find my wallet from my art class. I might have left it in the classroom. Could you please check for it? It contains my school ID and lunch money. Hoping for a positive response,

Sincerely,

Mike

Author's Voice

Subject: Great Movie Night!

Hi team,

Thanks for the fantastic movie night yesterday. It was fun, and the popcorn was delicious.

Let's do it again soon!

Cheers,

Alex

Author's Voice

Name: \_\_\_\_\_

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Curriculum Connection  
WI.1, WI.2

## 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
Childhood friend	To catch up on life events or share a funny story from the past.
Subject: _____	
_____	
_____	
_____	
_____	
_____	
_____	

Audience	Purposes
Cousin	To share excitement about an upcoming family event about their new pet.
Subject: _____	
_____	
_____	
_____	
_____	
_____	
_____	

**PREVIEW**

## Informal Email Writing - Interjections

Yay!	Ugh!	Wow!	Grrr!	Eek!
Oh!	Ouch!	Yippe!	No!	Yikes!
Hooray!	Sob!	Wahoo!	Argh!	Gulp!

**Think**

Add the appropriate interjections/punctuation and describe the voice used.

Subject: Miss! \_\_\_\_\_

Hey, \_\_\_\_\_ believe we have a pop quiz tomorrow! \_\_\_\_\_ I thought we were done with \_\_\_\_\_ the week. Nope, here comes another one. Anyway, let's study together \_\_\_\_\_ annoying!

Talk to you soon,  
Adam

Voice (Angry, Sad, Frustrated, etc.) \_\_\_\_\_

Subject: Cancelled Field Trip

Hi, students. \_\_\_\_\_ It looks like our field trip \_\_\_\_\_ this morning \_\_\_\_\_ been cancelled. \_\_\_\_\_ Unfortunately, there were some scheduling \_\_\_\_\_ know we were all looking forward to it. Let's stay positive, we'll try \_\_\_\_\_ Have a good day.

See you soon!  
Ms. Shaw

Voice (Angry, Sad, Mad, Frustrated, etc..) \_\_\_\_\_

Subject: Art Project!

Hi Gramma! \_\_\_\_\_ I got a star sticker on my art project today! \_\_\_\_\_ My teacher said it was very creative. \_\_\_\_\_ I felt so proud! Can't wait to show you.

Love you,  
Ashley

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,

Hey there! You won't believe what happened to me yesterday. I was walking down the street on my way to work on my own business, when I saw this crowd gathered around some street performer. I was curious, so I went over to see what was going on. They invited me to join them for a magic trick! Yep, right in the middle of the crowd. I was a little nervous, but it turned out awesome. The magician made a dove appear out of nowhere. I was so excited, but I forgot to hold it! So cool!

Yippee! I've been busy with work, but I really want to tell you more when we hang out. Can we please catch up this weekend? We can go to the park or something. I've got so many stories to tell you. So-hi! I can't wait to see you soon!

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 Teams	Discussing practice, game updates
Pen Pals	Introducing oneself, cultural exchange
Favourite Celebrity	Writing a fan 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?		

## Assignment – Informal Email Writing

Write

Write your informal email below.

**PREVIEW**

## Rubric – Informal Email

Category	4 Points	3 Points	2 Points	1 Point
<b>Greeting</b>	Friendly and appropriate greeting	Greeting is mostly friendly	Greeting is vague or impersonal	Greeting is inappropriate or missing
<b>Topic Sentence</b>	Clear and engaging topic sentence	Topic sentence is clear	Topic sentence is vague	Topic sentence is missing or confusing
<b>Engaging Body/Word Choice</b>	Words are lively and interesting	Good word choice; body is mostly engaging	Some engaging words; body lacks interest	Words and body are dull or confusing
<b>Use of Interjections</b>	Uses appropriate interjections	Uses some appropriate interjections	Uses few or inappropriate interjections	No interjections are used
<b>Voice</b>	Voice matches purpose (e.g., happy, excited)	Voice is consistent	Voice is inconsistent or unclear	Voice is missing or inappropriate
<b>Closing</b>	Closing is warm and wraps up the letter	Closing is appropriate	Closing is new or inappropriate	Closing is missing or inappropriate

### Teacher Comments

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<b>Mark</b>	
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### Student Reflection – How did you do on this assignment? What could you do better?

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## Analyzing Formal Letters

**Analyze**

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

Happy Valley School

45 School

Toronto, ON M8B 1B6

Dear Mr. Peltier,

I am writing to thank you for the recent culture day. Firstly, it was an amazing event, and I had a wonderful time. In addition, I enjoyed the dancing and even tried to do 3 different dances! Thank you once again for the event. I can't wait to see you at the next year.

Sincerely,

Angela Raby

Author's Voice

Calgary City Hall

123 City Square

Calgary, AB K1A 1B2

Dear Mayor Taylor,

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

Yours faithfully,

Steven Johnson

Author's Voice

Name: \_\_\_\_\_

## Formal Letter Writing

**Write**

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

Audience	Purpose
Principal	To ask for better school yard equipment

**PREVIEW**

## Figurative Language - Simile

A **simile** is a special tool in writing that compares two different things using the words "like" or "as." It helps create a picture in your mind by showing how one thing is similar to another. Similes make stories and descriptions more colorful and fun to read.

Here are some examples of similes:

- The car raced down the street as fast as a cheetah.
- Her smile was as bright as the sun on a summer day.
- The tree stood tall and strong like a mighty warrior.



Write \_\_\_\_\_ the similes below

1)	As busy _____
2)	As light as _____
3)	Quiet like _____
4)	Happy like _____

Write \_\_\_\_\_ Add a simile to the sentence.

1)	The old book in her hands _____ _____, its pages whispering secrets of the past.
2)	The new student in class was _____ _____, speaking in a voice barely louder than a breath.
3)	_____ she stood up to speak in front of the entire school, her voice steady and confident.
4)	_____ always ready with quick answers and clever solutions.

## Figurative Language - Metaphor

A **metaphor** is like a secret code in a story that compares two different things without using the words "like" or "as." It's a way of saying that one thing is another thing to create a strong picture in your mind.

For example, if I say, "The classroom was a zoo," it doesn't mean there were actual lions and monkeys in the room. It's a metaphor to show that the classroom was very noisy and full of energy, just like a zoo. Metaphors make writing more interesting and help you see things in a new way.



Write a metaphor using the information given and explain the metaphor.

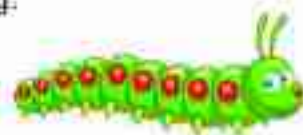
Thing to Compare	Thing to Compare	Sentence
Library	Treasure Chest	A library is a treasure chest because of all the amazing books to find inside.
Playground	Circus	
A Busy Day	Juggling Act	
Morning Routine	Race Against the Clock	
History Book	Time Machine	
Teacher	Captain of a Ship	

## Figurative Language - Analogy

An **analogy** is a way of comparing two things to show how they are similar. It helps to explain an idea by comparing it to something else that is easier to understand. Analogies are used in writing to make descriptions clearer and more interesting.

Here are some examples of analogies:

- Just as a caterpillar transforms into a butterfly, students change and grow during the school year.
- Learning to write well is like learning to ride a bike; at first, it's difficult, but with practice, it becomes easier.
- Solving a mystery can be like unraveling a mystery, each clue brings you closer to the truth.



Write your own analogies below to write an analogy

1. A team working together to solve a puzzle is like \_\_\_\_\_ because...

2. Reading a book is like going on an adventure because...

3. Studying for a test is like training for a sports match because...

4. The school year is like a marathon;

## Narrative Writing - Imagery

**Imagery** is when writers use descriptive words to create pictures in our minds. It's like painting with words!

**For example:** A big, orange cat lounges in the sun, its fur shining like a flame; while a tiny, gray mouse peeks around the corner, curious but cautious.



Write Look at the images below and use your imagination to describe what you see.

A cartoon illustration of a chocolate ice cream cone with a bite taken out of it, showing the soft vanilla ice cream inside.	<p>PREVIEW</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
A cartoon illustration of a red sports car driving to the right, leaving a large, billowing cloud of white smoke behind it.	<p>PREVIEW</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
A cartoon illustration of a skateboarder wearing a red cap, a purple t-shirt with a yellow '3' on it, and yellow shorts. The skateboarder is performing a trick, balancing on the skateboard while it is on a metal handrail.	<p>PREVIEW</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

## Narrative Writing - Imagery

**Draw**

Read the sentences below and draw what you imagine.

In the sun-drenched garden, Oliver stood beside a towering sunflower, taller than himself, its yellow petals bright against the sky. Clad in a faded T-shirt and a wide-brimmed hat, he held a small basket filled with a smile on his face. He had him a telescope of flowers - no, a garden that bloomed vibrant and playful. A butterfly perched on the sunflower, adding to the charm. Above, the bright sky was dotted with fluffy white clouds, framing this perfect garden day.

In the quiet corner, a small table with a white tablecloth and a sprig of lavender in a vase. The limbs of an ancient oak tree, its branches reaching out like a giant's hand, were adorned with delicate pink and white blossoms that swayed gently. At her side, a picnic blanket bore a cornucopia of summer fruits, while nearby, a family of ducks traced elegant paths on the pond's surface, their ripples catching the last kisses of the pastel orange sun.

## 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.

<b>See</b>	
<b>Feel</b>	
<b>Hear</b>	
<b>Taste</b>	
<b>Smell</b>	



Use your notes above to write a paragraph form.

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### Analyze

The setting below has been written about a treehouse. Write down what the character sees, feels, hears, tastes, and smells.

In a cozy forest, a treehouse waited for adventure. Young Aiden climbed the rope ladder, his feet touching sturdy wood. He heard birds chirp and smelled pine needles. He tasted the fresh, clean air and saw walls decorated with maps and fairy lights. Aiden knew that an unforgettable adventure was just around the corner.

<b>See</b>	
<b>Feel</b>	
<b>Hear</b>	
<b>Taste</b>	
<b>Smell</b>	

## Narrative Writing – Funny Characters

To create a humorous character in your story, start by thinking about what makes you laugh. Is it someone who is clumsy, always telling jokes, or perhaps someone who is very serious but finds themselves in funny situations? Your character should have a unique trait or habit that is amusing.

For example, you could write about a character named Sam, who is a young detective. He's very smart but always forgets where he puts his glasses, which he often finds in the most unexpected places, like in the refrigerator or under his cat, Whiskers.

Draw \_\_\_\_\_ of the characters below and fill in the descriptive details.

Clown

Trickster

Cartoon Animal

Silly Scientist

1) What is your character's name?

2) Draw your character. Where do they live? Describe the setting.

4) List your character's traits.

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

5) Give an example of something they do that shows one of the traits they have.

# Narrative Writing - Characters

**Create**

Create a character and fill in the organizer below

My character is: \_\_\_\_\_

What does the character look like?

What do they do? (actions)

What do they say?

What do others say  
about the character?

**PREVIEW**

## Narrative Writing – Character Development

**Developing characters** in a story means the writer shows us how the characters change or grow as the story goes on. Characters develop because of events they go through.

**For example**, a character might start off being scared of trying new things, but by the end of the story, they might learn to be brave and try lots of new adventures.

Write

Pick a character from your favourite book or movie and fill in the boxes below to show how they develop over the course of their storyline.

1) **Beginning of story:** How does the character feel and why?

2) **Beginning of story:** How do they act and why?

3) **Cause:** What happens to make the character change?

4) **End of story:** How they feel and why?

5) **End of story:** How do they act and why?

## Narrative Writing - Characters

### Analyze

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

Emma, with her big brown eyes and curly red hair tied in a ponytail, is always seen in her black dress. Her empathy for others and she never stops to help anyone in need. She always helps her at the station with new arrivals from the city. Her extraordinary kindness is her superpower.

<b>Name</b>	
<b>Look</b>	
<b>Personality</b>	
<b>Special Trait or Talent</b>	

Wearing a helmet and camo jacket, Stanley's mischievous smirk gives away his adventurous spirit. He loves a challenging hike and has a knack for finding animal habitat never visited by humans before. His array of gadgets and trusty field guide help keep him safe on his adventures.

<b>Name</b>	
<b>Look</b>	
<b>Personality</b>	
<b>Special Trait or Talent</b>	

Freddy's colourful clothes and pale green eyes reflect his creative energy. Charismatic and charming he attracted a following wherever he went. As he played his enticing tunes the children could not help themselves and began to dance in his wake. Where was he going?

<b>Name</b>	
<b>Look</b>	
<b>Personality</b>	
<b>Special Trait or Talent</b>	

# Narrative Structure

## Understanding Narrative Structure

Every story you read or listen to has different parts that make it complete and exciting. These parts are like pieces of a puzzle that fit together to tell the whole story. Let's explore the five main parts of a story: exposition, rising action, climax, falling action, and resolution.

### Starting the Story: Exposition

In the beginning of a story, called the exposition, we learn about the characters, where and when the story takes place, and the main problem. We also find out what the story might be about.



### Building Up: Rising Action

After the story starts, things begin to happen that make the story more exciting. This part is called the rising action. Here, the characters face problems or challenges. Think of it like climbing a mountain - it gets more and more exciting as you go up.

### The Big Moment: Climax

The climax is the most exciting part of the story. It's like the highest point of the mountain. This is where the biggest problem or challenge happens, and the characters must make a choice.

### Wrapping Up: Falling Action

After the climax, the story starts to calm down. This part, called the falling action, is where the characters deal with what happened in the climax and start to find solutions.

### The End: Resolution

Finally, we have the resolution. This is where all the problems are solved, and the story comes to an end. It's like coming down from the mountain and resting after a long journey.

These parts work together to make a story that we enjoy reading or listening to. Each part has its own job in telling the story.

## Fill In

## Fill in the blanks.

1)	The part where we learn about the setting and characters: _____
2)	The most exciting part where the main problem happens: _____
3)	The part where the story begins to calm down after the climax: _____
4)	The part where the story ends and the problems are solved: _____
5)	The part where the story begins and the problems start: _____

## Direction

Circle the two parts of the story from which you think this sentence comes.

1) As the sun rose over the sleepy town, a young girl woke up to her first day at a new school.	Exposition	Falling Action
2) The dragon roared, and James knew it was his last chance or never to retrieve the enchanted crown.	Climax	Climax
3) The villagers celebrated with a grand feast, joyous that peace had been restored to their land.	Resolution	Resolution
4) With the secret code finally cracked, the hidden door to the library slowly creaked open.	Rising Action	Exposition
5) Finally, after days of searching through the jungle, Alex stood before the ancient temple, its doors sealed shut by a mysterious puzzle.	Climax	Falling Action
6) After the great battle, Sir Cedric tended to his wounds, pondering his next move.	Falling Action	Rising Action
7) In the quaint village of Willow Creek, nestled at the foot of the mountains, young Sarah dreamed of adventures beyond her small world.	Resolution	Exposition

**Think** Read the story and fill the chart showing which sentences belong in each category.

Tom, a shy fifth grader, had never been interested in science until his teacher announced a school science fair. He decided to participate with a project on volcanoes. Tom worked hard, researching volcanoes and building a model. He faced challenges, like finding the right materials and making the volcano erupt. On the day of the science fair, Tom's volcano model not only erupted but also caught the attention of a local scientist visiting the fair. The scientist was impressed and spent time discussing Tom's project with him, giving him advice and encouragement. Tom won a special award at the science fair. He gained new confidence and a new interest in science, eagerly looking forward to next year's science fair.

**Exposition****Rising Action****Climax****Falling Action****Resolution**

## Point of View - Narratives

In narrative writing, the point of view is the perspective from which a story is told. It's like choosing the right glasses to see the world of the story through.

- First-Person Point of View:** This is when the narrator is a character in the story, using 'I' or 'we.' It brings the reader close to the narrator's experiences. Example: "I crept silently through the dark forest, my heart pounding in my ears."
- Second-Person Point of View:** This is less common and addresses the reader as 'you,' making them feel part of the story. It's like the story is speaking directly to them. Example: "You stepped into the ancient castle, feeling the weight of history around you."
- Third-Person Point of View:** Here, the narrator is outside the story, using 'he,' 'she,' or 'it.' It can be limited to one character's perspective or omniscient, knowing all characters' thoughts. Example: "She hesitated at the castle's entrance, her mind in a daze."



Write

Write a short story using the point of view provided.

**Plot:** The Pet Show Mix-Up: A school pet show leads to funny and humorous situations, as pets behave in unexpected ways.

**Point of View:**  
First-Person

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## Using Quotations in Narratives

### What are Quotations?

Quotations are the exact words spoken by someone in a story or an article. When you write down what someone says, you need to use quotation marks around those words. For instance: "I love painting," mentioned Sarah.



### Rules for Quotations

There are some rules to remember when adding quotations in your stories or essays. These help readers easily understand who's talking and what they're saying.

- 1) Start with Capital Letters: A quotation begins with a capital letter. For example: "It's a sunny day."
- 2) Use a Comma Before the Quote: When you introduce the speaker before the quote, make sure to use a comma. Example: "John won the race!"
- 3) Punctuation Inside the Quote: Always put punctuation inside quotation marks. Like: "Can we go to the park?" asked Bella.
- 4) Quotations for Speaking: Remember, quotation marks are used for spoken words, not for thoughts or feelings.
- 5) New Speaker, New Line: Whenever a different person starts speaking in your story, start a new line or even a new paragraph. This makes it clear to the reader about who's talking.
- 6) Keep Quotations Short: Long dialogues can confuse readers. If possible, keep the spoken words brief and to the point.
- 7) Use Speaker Tags Wisely: Words like "she said" or "he shouted" help show who is talking. You can place these at the start, in the middle, or at the end of a quote. Use them in a way that makes the conversation flow smoothly.

## Using Quotations in Narratives

**Edit**

Fix the mistakes below.

Original	"the truck ran out of gas."
Edited	

Original	said "Eat your vegetables."
Edited	

Original	"I don't rock practice?" asked Henry."
Edited	

Original	"Be nice to yourself. You're your own best!"
Edited	

Original	"Are you heading to the mall Nicole?" asked Taylor. "Take it."
Edited	

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

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

Original	"I'm so excited for the concert!" Marnie said "Me too!" said Taylor.
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 Blanks** Complete the speaker tag for the quotations below using as many different words from the list above as you can.

1)	"Do you see the movie?" _____	Sarah with excitement.
2)	"No, I miss _____"	Jake, looking a bit sad.
3)	"Attention, everyone! Tomorrow is _____"	Mrs. Thompson.
4)	"I really think you should try the _____"	Mia.
5)	"There's a secret passage behind the books _____"	Leo, glancing around.
6)	"I can't believe I forgot my lunch at home, _____"	_____ to himself.
7)	"I lost my favourite toy!" _____	little _____, teary.
8)	"Hey! Stop taking my cookies," _____	Ryan _____ ground.
9)	"Not another math test," _____	Nathan, looking at the calendar.
10)	"You are the best friend ever," _____	Zoe, giving a tight hug to Amy.
11)	"That joke was so funny," _____	Isabella, holding her stomach.
12)	"I wanted the pink balloon," _____	Lucy, her lips turning downward.
13)	"The library is closing in ten minutes," _____	Mr. Clark, the librarian.
14)	"Why is it raining today?" _____	Ali, looking out of the window.

## 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.

**Trait: Brave**

"I'm not sure if I can do this... I'm really scared."

"Even though I'm afraid, I know it's important to stand up for what's right."

"Let's just avoid the problem; it's too risky."

**Personality: Honest**

"I always tell the truth, even when it's hard."

"Sometimes, it's easier to smile and hide my feelings."

"I don't think honesty is always the best policy."

**Personality: Kind**

"Why should I help them? What's in it for me?"

"I try to do at least one kind thing for someone every day."

"Helping others is a waste of time."

**Personality: Creative**

"I can think of a hundred ways to solve this problem."

"I don't really enjoy imagining new things."

"Creativity isn't that important."

**Personality: Funny**

"I love making people laugh with my jokes!"

"I don't see the point in joking around."

"Being serious is always better than being funny."

# Character Personality and Dialogue

Think

Write a line of dialogue for a character with the personality below

Personality: Brave

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Personality: \_\_\_\_\_

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Personality: Smart

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Personality: Mischievous

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Personality: Caring

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Personality: Adventurous

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**PREVIEW**

## Writing Using Quotations

**Practice**

Write dialogue between Spiderwoman and Spiderman. **Don't forget the speaker tags!**



Speech bubble containing three horizontal lines for writing dialogue.



Speech bubble containing three horizontal lines for writing dialogue.



Speech bubble containing three horizontal lines for writing dialogue.



Speech bubble containing three horizontal lines for writing dialogue.

**PREVIEW**

## Writing Using Quotations

**Practice**

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

You	_____
Your Celebrity	_____
You	_____
Your Celebrity	_____
You	_____
Your Celebrity	_____
You	_____
Your Celebrity	_____
You	_____
Your Celebrity	_____

**PREVIEW**

## Title: The Ultimate Dodgeball Challenge

**Write**

Read the story below. Then add dialogue in the blanks below to improve the story.

The gymnasium at Elmwood Elementary was pulsing with excitement. Today was the annual dodgeball tournament, and Mrs. Henderson's fifth-grade class was ready to compete. Among them, Jayden, known for his lightning-fast reflexes, was really eager.

As the whistle blew, the air filled with flying dodgeballs. Jayden dodged and weaved with remarkable agility. \*

his teammate \_\_\_\_\_ a ball whizzed towards him. With a swift move, Jayden caught it. "

\_\_\_\_\_ " cheered Alex from the sidelines.

The game was intense. Balls flew back and forth as \_\_\_\_\_ fought valiantly. \*

shouted Marco, open on the other side of the court. \_\_\_\_\_ Jayden passed the ball, and Marco made a hit, eliminating an opponent from the rivalry.

At the end of the game, only Jayden and one opponent remained. The crowd hushed in anticipation. They exchanged throws, each narrowly missing the other. Finally, with a masterful leap, Jayden caught the ball, securing victory.

The gym erupted in cheers. \*

\_\_\_\_\_ exclaimed Jayden, high-fiving his teammates. \*

\_\_\_\_\_ praised Mrs. Henderson. \*



## 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 Lost Laughter

In the quiet village of Meadowland, a strange sadness lingered: no one could remember the sound of laughter. Sara, a young and spirited girl, felt the weight of this silence every day. She longed for tales of times when laughter filled the air, and she longed for those days.

One morning, with a determined heart, Sara ventured into the enchanted forest nearby. Amidst the tall trees and mystical creatures, she discovered a butterfly that glowed with a peculiar light.

"Why are you here?" Sara asked, her voice echoing around her.

"I seek the lost laughter of this land," the butterfly replied, her voice filled with determination.

The butterfly, sensing her pure intention, whispered a magical phrase into her ear. Armed with this newfound magic, Sara returned to her village.

Gathering the villagers, she recited the phrase, and slowly, giggles, chuckles, and hearty laughter spread throughout Meadowland. The village was once again filled with joy, all thanks to Sara's courage and the butterfly's magic.



1)

2)

3)

4)

5)

6)

7)

## Assignment – Narrative Writing

**Write**

Plan your narrative by brainstorming about your topic below:

Characters	Plots	Settings
Astronaut	Defeats space monster	Space
Detective	Solves a crime	Police Station
Hockey Player	Joins the NHL	Stadium
Veterinarian	Saves animals	Forest
Pirate	Finds hidden treasure	Island
Mayor	Solves town mystery	Town
Musician	Wins talent show	Theatre

**Plan**

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

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Beginning – Describe the setting.

**Plan**

Fill in the organizer below.

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

1

2

3

4

5

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

6) What is a good title for your story?

Name: \_\_\_\_\_

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Curriculum Connection  
W5.6

## 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 (in various colors)
- Revision checklist (see page 129) 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 that everyone is there to help.
- 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
<b>Interesting Plot</b>	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.
<b>Characters</b>	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.
<b>Beginning Middle End</b>	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.
<b>Setting (senses)</b>	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.
<b>Word Choice</b>	Word choice enhances the story and is appropriate for the audience.	Word choice is good but lacks some variety or sophistication.	Word choice is basic or repetitive.	Word choice is inappropriate or confusing.
<b>Title</b>	The title is engaging, relevant, and adds to the story's interest.	The title is relevant but lacks creativity.	The title is missing or irrelevant.	The title is irrelevant or missing.
<b>Quotations</b>	Quotations are used effectively and enhance the story.	Quotations are used but may not always add to the story.	Quotations are used incorrectly or ineffectively.	Quotations are not used throughout the story.

### Comments

Mark

## Activity: Being Persuasive

### Objective

What are we learning more about?

To understand the elements of persuasion and apply them in creating a compelling poster on a topic of the student's choice.

### Materials

What is needed to complete the activity?

- Blank paper or poster board (1 per student)
- Pencils, eraser
- Colouring materials (colour pencils, crayons, markers)
- Magazines (optional for images)



### Instructions

How do we complete the activity?

- 1) **Choose a Topic:** Ask students to think of something they care strongly about. It could be a favourite book they want others to read, a pet they want to have, or even why they should have a longer recess.
- 2) **Brainstorm Reasons:** On a rough paper, students should write 3-5 reasons supporting their topic. These reasons should persuade their classmates to agree with them.
- 3) **Design the Poster:** Using the blank paper or poster board, students will create a poster. The poster should have:
  - A catchy headline.
  - Their 3-5 reasons written neatly.
  - Drawings or images from magazines that support their topic.
  - An engaging design that would attract their classmates to their point of view.
- 4) **Present:** Once posters are complete, each student gets a chance to present their poster to the class, explaining their reasons and attempting to persuade their classmates.
- 5) **Feedback Session:** After each presentation, allow 2-3 classmates to provide feedback. Was the poster persuasive? Which reason was the most compelling?

## Activity: Being Persuasive

**Plan**

Plan your power below

1) Brainstorm a list of topics below.

2) Which topic do you choose?

3) Write 3-5 reasons why others should accept your opinion – facts, information, etc.

4) What will you draw on your poster. Practice in the blank below.

**PREVIEW**

## 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 country is the best _____
1) Before you start researching, decide your opinion on the topic 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 country you _____ You might want answers to these questions below.	
Average Temperature	
Average Snowfall	
Average Rainfall	
Major Rivers, Oceans, Lakes	

## Persuasive Writing - Research

### Research

Fill in the table below to learn more about the topics.

Amusement Parks	
Population	
Average Annual Salary	
Crime Rate	
Population	
3) What other interesting facts did you learn about the country is the best?	
4) Go ask your classmates and teachers why they like the country you chose. Write down 5 things you learned below.	
1)	
2)	
3)	
4)	
5)	

**Plan**

Fill in the table below to plan your paragraph about your research topic:

1) What is the main idea of your paragraph?

2) Write a topic sentence for your paragraph.

3) What 3 interesting details do you think are most convincing? Write them below:

4) Write a closing sentence.

**PREVIEW**

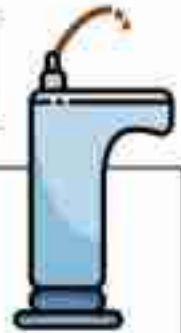
**Write**

Write a paragraph about why the \_\_\_\_\_ country was \_\_\_\_\_ the best country.

## Version 1: 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 Johnson,

I hope you are doing marvelously. I am writing to present an absolutely groundbreaking idea for our school: We should replace all water fountains with chocolate milk fountains. Here are my totally unbiased reasons why.

Firstly, everyone loves chocolate milk; it's a well-known fact that there isn't a person on earth who doesn't wish this delicious beverage. Having chocolate milk fountains would ensure that our student is constantly happy.

Secondly, chocolate milk is the ultimate brain booster, better than any other drink. Scientific research (conducted by me and my friends) shows that chocolate milk inspires the most magnificent thoughts. Smart our school would be!

Lastly, having chocolate milk fountains would catapult our school to international fame overnight. We would be known by everyone globally, with students clamouring to join in the fantastic place known as our milk-filled hallways.

Thank you for considering my groundbreaking idea. I trust you will see the crystal-clear logic in making chocolate milk fountains a reality in our school.

Sincerely,

Charlie, Grade 5 Student

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 Charlie.

PREVIEW

**Include:**

- A greeting
- Topic sentence
- Body with main points



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

## Assignment – Advertising a New Invention

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

### Planning

Fill in the graphic organizer below.

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

- A new kind of knife with self-sharpening blades
- A robot that helps you do your homework
- A self-making machine

2) Which invention will you choose?

3) What is the name of your product?

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

## Assignment – Advertising a New Invention

**Planning**

Fill in the graphic organizer below.

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

6) What are three reasons someone should buy it?

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

**PREVIEW**

# Assignment – Advertising a New Invention

**Planning**

Fill in the graphic organizer below.

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

**Title Slide**

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

**Introduction to the Invention:**

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

**Why the Invention is Needed:**

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

**Benefits and Features:**

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

**PREVIEW**

# Assignment – Advertising a New Invention

**Planning**

Fill in the graphic organizer below.

**Endorsement or Testimonial (if available):**

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

**Special Deal or Promotion:**

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

**Cost and Purchasing Information:**

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

**Call to Action:**

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

**PREVIEW**

## Rubric – Invention Assignment

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

### Comments

Mark

## 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)	Harold has a portal under his bed leading to Mars.	Fiction	Non-Fiction
2)	The Earth's rotation causes day and night.	Fiction	Non-Fiction
3)	Famous legends say a unicorn's pillow every night.	Fiction	Non-Fiction
4)	The true story of the first tilt across Canada.	Fiction	Non-Fiction
5)	Sarah's toy bear came to life when she turned twelve.	Fiction	Non-Fiction
6)	In Dreamland, candy trees grow by the rivers.	Fiction	Non-Fiction
7)	Neil Armstrong was the first man on the moon.	Fiction	Non-Fiction
8)	Butterflies undergo a life cycle known as metamorphosis.	Fiction	Non-Fiction
9)	Jake's toy robot turned into a real one on his birthday.	Fiction	Non-Fiction
10)	The heart pumps blood throughout our body.	Fiction	Non-Fiction

Think

Write at least 2 fictional and 2 non-fictional stories you've recently read. As an option, you could also find books in your class library.

Fiction	Non-Fiction

## Activity: Brainstorm Bonanza!

### Objective

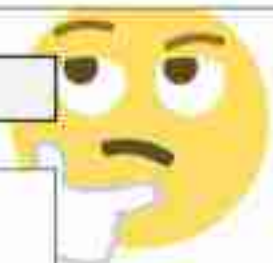
What are we learning more about?

To help students learn the process of brainstorming, enabling them to generate a wide variety of ideas on any given topic.

### Materials

What is needed to complete the activity?

- Paper (1 per student)
- Pens and erasers
- Timer or stopwatch
- A large blank sheet of paper
- Small slips of paper with different topics (e.g., "space", "under the sea", "dinosaurs", "video games")



### Instructions

How do we complete the activity?

- 1) **Introduction:** Begin by explaining that brainstorming is a way to come up with many ideas quickly without worrying about whether they're good or bad.
- 2) **Random Topic Selection:** Call up a student to choose a topic from a list of topics below).
- 3) **Timed Idea Generation:** Set the timer for 2 minutes. In that time, students write down as many ideas or words related to their topic as they can.
- 4) **Idea Sharing:** Once time's up, ask students to share some of their ideas with the class. This can be a fun way to see the variety of thoughts and creativity across different topics.

### Topics

Print out the topics below.

Animals of Canada	Inventions	Famous Canadians in History
Plant Life Cycles	Internet Safety	Indigenous Peoples of Canada
Weather Patterns	How Video Games are Made	Festivals in your Community

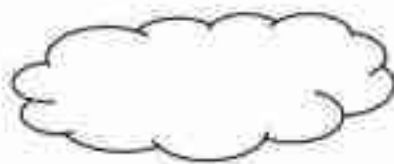
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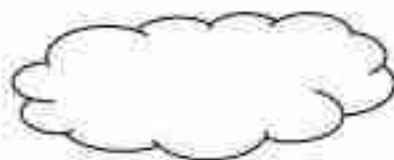
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Brainstorm

Write as many ideas about the topic as you can



**PREVIEW**



## Writing a Report - Penguins

### Objective

What are we learning more about?

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

### Instructions

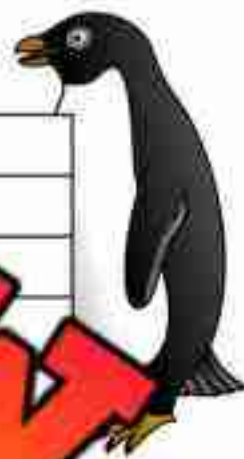
How do we complete the activity?

- 1) Read the facts below.
- 2) Sort the facts into 1 of 3 main headings: diet, where they live, and body parts. Label each fact (d) for diet, (w) for where they live, and (b) for body.
- 3) On the next page, write the introduction for the report. Then you'll need 3 headings for the body. 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 Facts

- |   |  |
|---|--|
| 1. Penguins can't fly because of their heavy bodies and short wings.  |  |
| 2. They have flippers.  |  |
| 3. Penguins live primarily in the Southern Hemisphere.                |  |
| 4. The Emperor Penguin is the largest penguin species.                |  |
| 5. Penguins have a layer of blubber to keep them warm.                |  |
| 6. Most penguins live in cold climates, like Antarctica.              |  |
| 7. Their diet mainly consists of fish and krill.                      |  |
| 8. Penguins have sharp beaks to catch their prey.                     |  |
| 9. They can drink salt water and have a gland to remove the salt.     |  |
| 10. Penguins have waterproof feathers.                                |  |
| 11. They often slide on their bellies to travel quickly on ice.       |  |
| 12. Penguins' black and white colours act as camouflage in water.     |  |
| 13. Some penguins, like the African Penguin, live in warmer climates. |  |
| 14. Penguins' eyes work better underwater than in air.                |  |
| 15. They can hold their breath and dive deep to find food.            |  |



## Writing a Report - Penguins

**Planning**

Fill in the components of the report below.

Introduction - What will the report be about?

---

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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.

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Name: \_\_\_\_\_

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## Writing a Report - Penguins

**PREVIEW**

## How To Research Effectively

### Starting Your Search

When you're curious about something, doing research is the key to finding answers. Research is like a treasure hunt for facts!



### Picking Where to Look: Libraries and the Web

Libraries are full with books and magazines, which are great places to start. The internet is another great place to look. Websites and search engines, like Google, can guide you to heaps of information. When you search on the web, typing in specific words or "key terms" can help narrow down your results.

Good Searches	Bad Searches
Pythagorean theorem explained	How do I do that triangle thing in math work again?
World War II major battles	What were the biggest fights in the war from 1940?
Mars rover latest findings	Who did that rover on Mars discover recently?

### Why Good Sources Matter

When you find information, it's super important to make sure it's correct. That's why you need to use "trustworthy sources." To make sure you're on the right track, try:

- 1) Ask a grown-up, like your teacher or librarian, for advice.
- 2) Check out websites from places like schools, museums, or government agencies.
- 3) Choose books written by experts or people who really know about the topic.

But watch out! Some places might not have the right facts. It's a good idea to be careful with:

- 1) Posts on social media from people who might not be experts.
- 2) Blog posts that don't give real evidence or proof.
- 3) Websites that just want to sell you things without giving solid reasons.

## How To Research Effectively

**Think**

Is the search good or bad?

1) Largest dinosaur	Good	Bad
2) Can you tell me the way butterflies are flying?	Good	Bad
3) Easy kids crafts	Good	Bad
4) I'm really curious to see pictures of outer space	Good	Bad
5) Why is it important to use trustworthy sources?	Good	Bad
6) I want to know how many provinces are in Canada. Should I list all Canadian provinces?	Good	Bad
7) Caring for hamsters	Good	Bad
8) Where can I find the best playgrounds around?	Good	Bad
9) Top children movies	Good	Bad
10) What do firefighters do?	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) Canadian government's official website with country data.	Yes	No
2) Personal webpage with uncredited space photos.	Yes	No
3) Museum site with history exhibits.	Yes	No
4) Celebrity's blog on favourite spots.	Yes	No
5) Health site with articles by doctors.	Yes	No

# Research Process

## Introduction

Research is a powerful tool for learning new things. By researching, we can answer questions, solve problems, and satisfy our curiosity. This guide will help you understand how to research effectively in four key steps: questioning, gathering, organizing, and recording.

### 1) Questioning

The first step in effective research is to think of a question you want to answer. This could be something that sparks your interest. For example, you might wonder how the weather affects the growth of plants. A good research question should be clear and focused.

### 2) Gathering

After you have a question, it's time to gather information. You can look in books, search online, or even interview experts. Remember to use reliable sources – these are places where the information is trustworthy, like educational websites, libraries, or experts.

### 3) Organizing

Once you have your information, organize it by grouping what is most important. This can involve grouping similar facts together or putting events in the order they happened. Organizing helps you make sense of all the information you've found.

### 4) Recording

The last step is to write down what you have learned. You can take notes, make charts, or draw pictures to help you remember the information. Recording also means you'll have something to look back on when you're ready to share what you've learned with others.

## Conclusion

By following these steps – questioning, gathering, organizing, and recording – you'll be able to research any topic effectively. Always make sure to keep track of where you found your information and present it honestly. This is not just about finding answers; it's about learning how to learn, which is a valuable skill for everyone. Happy researching!



## 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: Dinosaurs** - Ex. How tall was the tallest dinosaur?

	Questions	Answers
1		
2		
3		
4		
5		

**Topic 2: Ancient Civilizations** - Ex. Which civilization had the most pyramids?

	Questions	Answers
1		
2		
3		
4		
5		

## Researching Ethically

### Understanding Ethical Research

When we do research, it's important to be honest and fair. This means we follow certain rules to show we respect other people's work and rights. Let's take a closer look at what this involves.



### Asking for Permission

Before using anyone else's photographs or personal stories, you should ask for their permission. This is a way to respect their privacy. If you're doing a project and want to include a photograph or details from their life, remember to ask them first. This shows you respect their feelings and choices.

### Citing Sources

Citing sources is like saying thank you to the people whose work you used for your information. It's important to tell everyone where you got your facts from when you're writing something, like a report or presentation. Here are some ways to cite sources:

- Mention the book title and the author's name.
- If you found something on the internet, include the website name.
- For magazine or newspaper articles, write down the page number.
- If you talk to someone and use their ideas, say that you talked to them.

### Fair Representation

Using information correctly also means making sure we show the truth. This is known as fair representation. We should:

- Avoid changing facts to fit what we want them to say.
- Show different views on a topic, not just the one we agree with.
- Be careful not to use information in a way that could mislead or harm others.
- For instance, if you're doing a project on pets, you should look for information from trustworthy sources, and include facts and opinions from experts, pet owners, and even what the pets might need or like.

By following these guidelines, we make sure our research is responsible and respectful. It's part of being a good student and a respectful person. Remember, doing research the right way helps us all learn and grow!

**True or False**

Is the statement true or false?

1. Ethical research means being fair.	True	False
2. Twisting facts is part of ethical research.	True	False
3. Citing sources is unnecessary.	True	False
4. Fair representation shows one side only.	True	False
5. Books and websites are sources.	True	False

**Question**

Answer the questions below.

1) What does ethical mean?

2) What is one way to cite a source?

3) Explain what fair representation means in your own words.

**Think**

Zoe researches a lot. Check out what she is doing below. Is she being ethical?

1) Zoe asked her friend's permission to share their story.	Yes	No
2) Zoe copied a paragraph from a website without citing it.	Yes	No
3) She listed the author when citing a book in her project.	Yes	No
4) She used interview information without giving credit.	Yes	No
5) Zoe only included facts that supported her own opinion.	Yes	No
6) Zoe included all sources of her information in her bibliography.	Yes	No
7) She wrote down the titles of all articles she read.	Yes	No

# 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 capital of New Brunswick?		
2. How many provinces are there in Canada?		
3. What is the national symbol of Canada?		
4. Which Canadian province is known as the "Land of the 100 Lakes"?		
5. What is the second largest city in Canada by population?		
6. Which province is famous for its lobster fishing industry?		
7. How many territories are there in Canada?		
8. Which Canadian animal is featured on the nickel coin?		
9. What is the longest river in Canada?		
10. Which province is home to Banff National Park?		
11. What is the largest province by land area in Canada?		
12. In which year did Canada officially become a country?		

## 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.

Rocks are solid materials that make up the Earth's outer layer. This report will discuss different types of rocks.

Start with fun fact or question?	Give a hint of what you'll talk about.	
----------------------------------	--	--

Tell the main idea?	Keep it short and interesting!	
---------------------	--------------------------------	--

Can you imagine a world without the telephone or the internet? Let's explore the brilliant minds behind the greatest inventions! We'll learn about the inventors and the stories behind their creations.

Start with fun fact or question?	Give a hint of what you'll talk about.	
----------------------------------	--	--

Tell the main idea?	Keep it short and interesting!	
---------------------	--------------------------------	--

Volcanoes are kind of neat. They are big. I've never seen a volcano. I've also never seen a penguin. In this report, we'll learn about a bunch of random things, whatever I think of.

Start with fun fact or question?	Give a hint of what you'll talk about.	
----------------------------------	--	--

Tell the main idea?	Keep it short and interesting!	
---------------------	--------------------------------	--

Did you know some dinosaurs were as small as chickens? This report is all about the fascinating world of dinosaurs. We'll journey into the past and discover the mighty creatures that once roamed our planet!

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 short, Canada has so many animals, from moose to sneaky lynx. Next time you're outside, see if you can spot any! Remember, we started talking about moose? They're like Canada's special animals.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

We talked about Canada's big lakes and tall mountains. Maybe you should read a book about our thick forests. Every Canada story is like a fun trip.

Summarize the main points

Connect to the introduction

End with something interesting

We talked about a lot. I don't know, maybe think about it?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

We went through a lot of information about Canada's past. There were some people, some places, and a few events. If you ever time travel, maybe you'll see some of it. But time travel isn't real... or is it?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

## Activity – Finding Diagrams/Pictures/Charts

### Objective

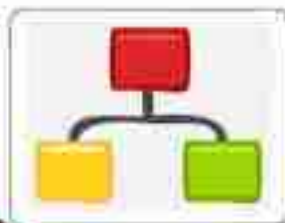
What are we learning more about?

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
- PowerPoint slides
- Prompts



### Instructions

How do we complete the activity?

- 1) Choose a Topic: Select one of the prompts provided in a separate section of this activity. Make sure to understand the topic before you begin.
- 2) Research Visuals: Using safe search methods and keywords, 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 to create a new presentation.
- 4) Write the Prompt: On the first slide, write the topic you have chosen as 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) Continue this for 5 different prompts.

## Activity – Finding Diagrams/Pictures/Charts

### Prompts

Find visuals that go with these topics below.

Question	Source
Renewable vs. Non-renewable Energy Sources	
Water Cycle Diagram (showing evaporation, condensation, precipitation)	
Types of Energy (Kinetic, Potential, Thermal, Chemical)	
Simple Machines and Energy Transfer (e.g., a pulley system)	
Gravity and Objects in Free Fall	
The Human Digestive System	
The Respiratory System (lungs and airways)	
The Circulatory System (heart, blood vessels)	
The Skeletal System (bones and joints)	
Structure of the Canadian Government (e.g., branches of government)	
Important Canadian Government Buildings (e.g., Parliament Hill)	

## What is Poetry?

### Understanding the Magic of Poetry

Poetry is a different way to write that helps us imagine things, feel emotions, and hear sounds. Through patterns and rhymes, poems become enjoyable to recite.

### Exploring Poetry Styles

- **Rhymed Poems:** These have words that end in matching sounds.
- **Haiku:** A short poem with only three lines, adding up to 17 syllables.
- **Free Verse:** Poets write to their own beat without sticking to set patterns.
- **Limerick:** A five-line poem that follows a catchy rhythm and rhyme.
- **Sonnet:** Romantic poems about love, with its special rhyme pattern.
- **Narrative Poems:** Just like stories, they have plots, characters, and scenes.
- **Cinquain:** Five-line poem, each line has 2 syllables respectively.

### The Emotions in Poetry

A poem can take you on a journey of feelings, from joy and energy to relaxation. With vivid words like "glistening stars" or "migrating swallows," poets craft images for our imagination.

### Shakespeare



### Renowned Poems and Their Creators

- ✓ "Twinkle, Twinkle, Little Star" crafted by Jane Taylor
- ✓ "Sonnet 18", a piece by the legendary William Shakespeare
- ✓ "The Raven", a mysterious tale by Edgar Allan Poe

And remember, poetry isn't just in books. It's also in the lyrics of songs, in movies, and plays. So, the next time a song plays, or you read a poem, consider the emotions it brings and the images it makes you think of.

## What is Poetry?

**True or False**

Is the statement true or false?

1) A haiku poem has 3 lines.	True	False
2) Sonnet poems have 15 lines and tend to have love themes.	True	False
3) Poems can tell stories.	True	False
4) Twinkle, Twinkle, Little Star is a poem.	True	False
5) The sonnet is used to use rhyming poetry.	True	False

**Questions** Answer the questions below.

1) What is a haiku?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Name two feelings that poetry can make you feel.

\_\_\_\_\_

\_\_\_\_\_

3) How does a poet create images in the reader's mind?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Write**

Write words that can make the reader feel the emotions below.

Happy	_____
Sad	_____
Scared	_____
Excited	_____

## 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 a high  
Children laughing  
Winter's chilly

### 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: Winter

Line 1	Snowflakes gently dance
Line 2	Blanketing the ground in white,
Line 3	

#### Topic: Spring

Line 1	Springtime buds appear,
Line 2	Flowers wake from their long sleep,
Line 3	

## 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
Friend			
Cake			
Song			
Star			
Smile			
Read			
Cat			
Blue			
Bear			

### Write

Finish the poem below using rhyming words.

#### AABB Poems

The sun is bright, up in the sky (A)  
 It warms the earth, oh so \_\_\_\_\_ (A)  
 We play outside, with joy and cheer (B)

#### AB B

At the beach, the sun s \_\_\_\_\_ (A)  
 Children play in the sand (B)  
 Waves crash with all their might (A)

#### AABB Poems

Snowflakes fall, so pure and white (A)  
 Covering the ground, a wintry sight (A)  
 We build a snowman, cold and tall (B)

#### ABAB Poem

Snowflakes fall from the chilly sky (A)  
 Blanketing the ground in white (B)

# Writing Rhyming Poems

**Plan and Write**

Plan and write your poems below.

1) Brainstorm a list of topics that interest you. 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) Which rhyming pattern will you use?

4) Write a 4-line poem below with rhyming words that follow the pattern above.

5) Illustrate your poem by drawing a picture.

**PREVIEW**

## 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

#### Dragon Drake

There once was a dragon named Drake,  
Who loved to splash in the lake.  
He'd dance and he'd sing,  
Flap his big wing,  
And eat chocolate birthday cake.

#### Hammy Hamster

There once was a hamster named Hammy so spry,  
A wheel he could spin and touch the sky.  
He'd run in his wheel every night,  
Making a noise that was quite light,  
Wishing that one day he'd fly.

Write

Finish the Limerick poem below.

Topic: School Clock	
Line 1	In the heart of the school's main hall,
Line 2	Stood a clock that was very tall.
Line 3	It chimed every hour,
Line 4	With such great power,
Line 5	

## What is a Limerick Poem?

Neat	Hand	Treat	Montreal	Show
Small	Crunch	Mind	Lunch	Find
Land	Go	Street	Hall	Glow

**Write**

Use the word bank words to fill in the limericks below

Line 1 \_\_\_\_\_ school just outside \_\_\_\_\_

Line 2 \_\_\_\_\_ were incredibly \_\_\_\_\_

Line 3 \_\_\_\_\_ the kids \_\_\_\_\_

Line 4 For \_\_\_\_\_ I \_\_\_\_\_

Line 5 That they \_\_\_\_\_ the \_\_\_\_\_!

Line 1 A beaver with teeth sharp and \_\_\_\_\_

Line 2 Thought maple trees were a \_\_\_\_\_

Line 3 He'd munch and he'd \_\_\_\_\_

Line 4 Till he had them for \_\_\_\_\_

Line 5 And his dam was the talk of the \_\_\_\_\_!

Line 1 In the city of Calgary's \_\_\_\_\_

Line 2 A young girl put on quite the \_\_\_\_\_

Line 3 With her jump rope in \_\_\_\_\_

Line 4 She'd leap and she'd \_\_\_\_\_

Line 5 And the crowd would cheer, "Way to \_\_\_\_\_!"

## Analyzing a Book Review

**Title and Author:** "The Mysterious World of Miss Maple" by Clara Forest

Have you ever dreamed of exploring a world filled with secrets and enchantment? Journey with me into "The Mysterious World of Miss Maple" and discover wonders you've never seen before!



**Summary:** Miss Maple is a brave girl. She has the unique ability to communicate with magical plants. When her town's magical powers disappear, she goes on a quest to Miss Maple to uncover the reason. Along her quest, she encounters mysterious creatures, faces challenges, and unveils a secret that changes everything. I won't give away the ending, but brace yourself for an enchanting ride!

**Your Thoughts:** I was truly mesmerized by Miss Maple. The way she communicates with nature is both heartwarming and fascinating. The descriptions are detailed and beautifully crafted, making the story even more captivating. My favorite moment was when Miss Maple and a whispering willow worked together to solve a riddle. My only wish? To dive deeper into Miss Maple's past and learn more about her unique gift!

**Rating:** I award "The Mysterious World of Miss Maple" 4 out of 5 stars. It's an absolute treat for those who adore magical tales and brave heroines. If you're in the mood for a story brimming with wonder and a touch of mystery, don't miss this one!



## 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 you a sense of what to expect with some exciting surprises?

Yes

No

5) Did they share your opinion about 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?

## Examining Bias In Reviews

**Examine**

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

**Game Review - "Alien Adventures":** "I really don't get why people enjoy space games. "Alien Adventures" was just boring. All those spaceships and stars? Not for me. I think everyone should play school-themed games instead."

**Book Review - "Mystery at Maple Street":** "I can't stand mystery books, so reading "Mystery at Maple Street" was a waste of time for me. Why read about clues and detectives when there are so many other genres out there?"

**Restaurant Review - Cheesy Pizza Palace:** "I don't like pizza, so my visit to Cheesy Pizza Palace was a disaster. I can't understand why anyone would go there. Why not a chocolate-only café be better?"

**TV Show Review - "Dance Starz":** "Dancing on TV? Really? I've never liked dancing, so "Dance Starz" was just a bunch of jumping around to me. Shows about cooking are way better!"

## 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," say "I found 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



## Writing With Voice – Your Thoughts

Writing with "voice" means showing your personality in your writing. It's like speaking to someone through your words on paper. When you write with voice, your writing sounds like you! This means it is informal writing.

If you're writing a product review, using your voice means sharing what you really think. If you liked a toy, you might say, "This toy is super cool and makes me laugh!" If you didn't like it, you might say, "I wish this toy had more fun things to do." Your words help people understand how you feel about the product, just like if you were talking to them.

**Instruction:** Write a review of a product you've recently got. This could be new shoes, clothes, a toy, a video game, a book, a movie, or a video game. Review the product, helping people decide if they should buy the product. Write with voice in your review!

### Keep in mind for your review

- What does the product do? What rating do you give it?
- Do you like the product? Should you buy this product?
- What do you like/dislike about it?



**PREVIEW**

## Practicing Reviews – Luna’s Talking Teddy

### Reviews

Write your thoughts about the short story 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 - Luna's Talking Teddy

Luna received a teddy bear for her birthday. To her surprise, it whispered, "Thank you for being my friend." This teddy talked! They chatted about everything - dreams, fears, and adventures. When Luna felt lonely, Teddy was there, offering wise words and comfort. At bedtime, she'd share stories from the teddy bear world. Luna's nights were never lonely again, knowing she had a special friend by her side.

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.

Name: \_\_\_\_\_

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Curriculum Connection  
WB-6

## 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		

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		

## All About Comic Strips



Examine

Read the comic and answer the questions.

- How many speech bubbles are there?
- How many thought bubbles are there?
- In the 2<sup>nd</sup> frame, what expression does the duck's face show?
- Explain the joke.  
\_\_\_\_\_  
\_\_\_\_\_
- What sound effects were used in this comic? How were they added?  
\_\_\_\_\_  
\_\_\_\_\_

# Writing A Comic Strip



PREVIEW

**Examine**

Look at the comic closely to plan the draft.

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)	7)

# Onomatopoeia in Comic Strips

Colour

Colour the onomatopoeia below

**POW!**  
**POW!**

**SMASH!**

**POOF!**

**POW!**  
**POW!**

**WROOOM!**

**ZZZZ**

# Writing Comic Strips

## 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): "I found this scroll in the basement!"

Character B (friend): "Whoa! It hints at a hidden magical pendant!"



### Panel 2:

Character A: "What kind of willow tree it should be..."

Character B: "Is it under the willow's shadow? We're so close!"



### Panel 3:

Character A: "What is it - a pendant?"

Character B: "Amazing! Legend says it grants wishes!"

**PREVIEW**

## Biography – Hippocrates

### The Pioneer of Medicine

Hippocrates, born around 460 BCE on the Greek island of Kos, is often called the "Father of Medicine". His wisdom and teachings form the foundation of modern medicine. His famous saying, "Let food be thy medicine and medicine be thy food", emphasizes the importance of nutrition to health.

### Early Life and Education

Hippocrates was born in ancient Greece, a land of philosophers, scholars, and healers. As a young boy, he was fascinated about understanding the human body and its mysteries. His studies took him to various places, learning from scholars and observing nature.

### Big Wins: Foundation of Modern Medicine

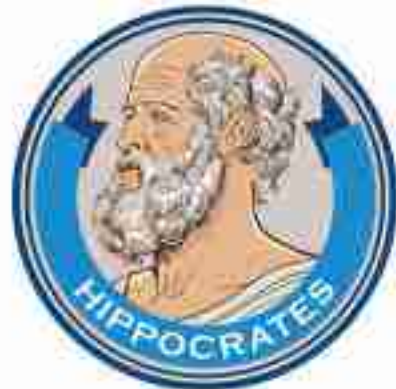
Hippocrates believed that diseases had natural causes and weren't punishments from gods. He created the Hippocratic Oath, a set of guidelines that doctors still respect today. Instead of relying on magic or superstitions, he encouraged observation, documentation, and diagnosis to treat patients.

### Later Life and Legacy: Teaching Future Generations

Hippocrates travelled around and established a school on Kos, training many students in his methods. While he passed away around 370 BCE, his writings, which formed the "Hippocratic Corpus", have influenced medical thought for centuries. Even today, doctors take the Hippocratic Oath, promising to uphold specific ethical standards in their practice.

### Timeline: Important Dates

- 460 BCE: Hippocrates' birth on the island of Kos
- 430 BCE: Begins to travel to study medicinal practices
- 400 BCE: Introduced the Hippocratic Oath
- 390 BCE: Established a medical school on Kos
- 370 BCE: Passed away, leaving behind a legacy of medical wisdom.



# Biography – Hippocrates

## Questions

Answer the questions below

1) Who was the biography about?

2) Write 3 facts from the biography.

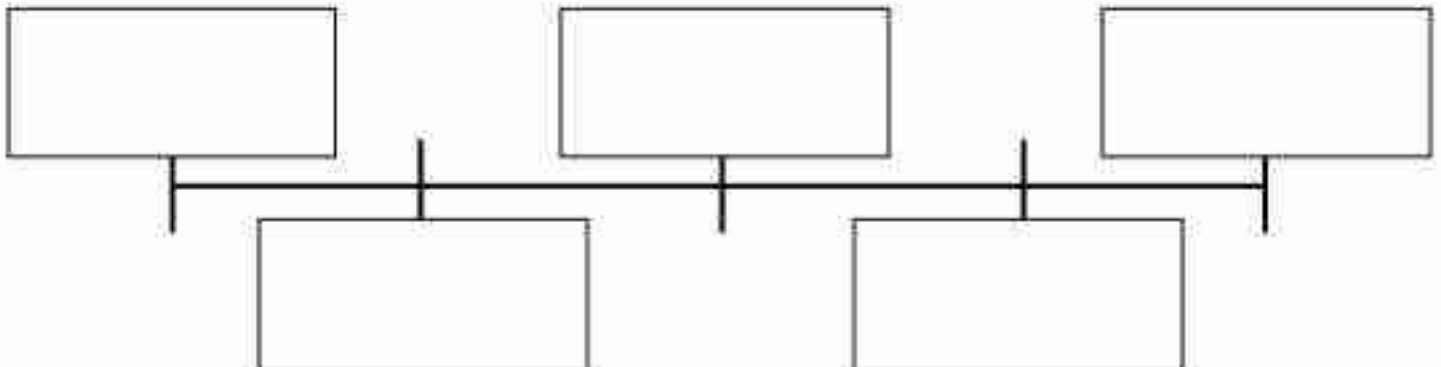
3) What quote from Hippocrates is used in the biography? Write it below.

4) What achievements did Hippocrates have?

**PREVIEW**

## Timeline

Fill in the timeline below using the timeline from the biography



## Research 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:** If you are writing exactly what you read, you need to use quotations to show it isn't your words. Then you need to cite where you found the information.

**Practice:** Paraphrase, summarize, and quote the passages below.

Solids are one of the main states of matter. In solids, the particles are packed closely together and don't move around much. They must vibrate in place. This close packing and limited movement means they don't flow and don't flow like liquids.

Paraphrasing	In the solid state, particles are closely packed and only vibrate without moving. This is why solids, such as a rock, maintain their shape and don't flow.
Summarizing	Solids have closely packed particles that vibrate but don't move, making them keep their shape.
Quoting	"In solids, the particles (like tiny atoms or molecules) are packed closely together and don't move around much."

Forces can push or pull objects, making them move or stop. They're everywhere. The force of gravity that keeps us on the ground. Different forces can work together or against each other.

Paraphrasing	_____
Summarizing	_____
Quoting	_____

## Research 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.

### The Leader of the Great Uprising: Chief Pontiac

Chief Pontiac, born around 1720, was a powerful and respected leader of the Odawa nation. Known for his strong spirit and fierce determination, he stood tall against British settlers who sought to take over Indigenous lands after the French and Indian War.

### Early Life & Rising Star

Growing up in the Great Lakes region, Pontiac learned the ways of his people and soon proved to be a formidable leader. He believed in unity and often spoke about the importance of nations coming together to protect their land and traditions.

### Big Moves: Pontiac's War

By 1763, Pontiac had seen enough of British injustices. He determined a powerful uprising known as "Pontiac's War", rallying many nations to fight against the British forts and settlements. In the end, their forces captured many British forts.

### Later Life and Legacy: Remembering a Hero

Though the war ended in 1766, Pontiac's efforts were far-reaching. Even when he hoped for peace, his life was cut short under mysterious circumstances in 1769. Today, Chief Pontiac is remembered as a symbol of resistance and strength against colonial invasion.

### Timeline: Key Moments in Pontiac's Life

1720: Birth of Chief Pontiac.

1763: Beginning of Pontiac's War against the British.

1766: End of Pontiac's War, leading to a tentative peace.

1769: Chief Pontiac's untimely death.



## Research 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

## Research Skills - Bibliography



### Giving Credit Where It's Due: Why Cite Sources?

When you borrow ideas or words from someone, it's right to tell everyone where you got them. This is called **citing sources**. It's like saying "thank you" for using someone's work and helps others find that work too so they could learn more if they wanted to.

### Building a Source List: Easy Step

A source list, or bibliography, is a list of all the places you found your information. When you make a bibliography you put information about the sources in a certain format. Here is the order you will use to format:

- **Name the Author:** Write the author's name in last name, first name.
- **Name the Source:** Could be the title of a book, article, or online page.
- **Publishing Information:** For books, mention when it was published and by whom.
- **Date:** Note the date of the book's publication or when it was last updated.

### Here are some examples to help.

- 1) Rowling, J.K. "Harry Potter and the Philosopher's Stone." London: Bloomsbury, 1997.
- 2) Adams, Lily. "Amazing Jungle Creatures." Kids Explorer Magazine, April 20, pages 8-11.
- 3) Baker, Alex. "Robots: A Quick Peek into Their Past." TechKids, [www.techkids.com/robots-history](http://www.techkids.com/robots-history), Seen on June 20, 2022.

### Use Your Manners: The Importance of Being Honest

Not citing your sources is like taking someone else's work and saying it's yours. That's not fair, and it's called **plagiarism**. Being honest and giving credit shows that you are a responsible and respectful researcher.

## Research Skills - Bibliography

**Practice**

Organize the information below in a bibliography.

**For a Book**

- Author's Name: Michael O'Reilly
- Title of the Source: "Journey Through the Rainforest"
- Place of Publication: Vancouver
- Publisher: Planet Publications
- Date Accessed: March 15, 2015

**For a Website**

- Author's Name: Sarah Lin
- Title of the Webpage: "Mysteries of the Deep Blue Sea"
- Web Address: [www.oceanexplore.com/deepblue](http://www.oceanexplore.com/deepblue)
- Date Accessed: March 30, 2022

**For a Website**

- Author's Name: Maria Gomez
- Title of the Webpage: "The Fascinating World of Dinosaurs"
- URL or Web Address: [www.dinofacts.com/fascinating](http://www.dinofacts.com/fascinating)
- Date Accessed: January 5, 2022

**For a Website**

- Author's Name: Unknown
- Title of the Webpage: "Wonders of the Galaxy"
- URL or Web Address: [www.universediscovery.net/galaxies](http://www.universediscovery.net/galaxies)
- Date Accessed: April 4, 2022

Bibliography

## 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 – Albert Einstein

Albert Einstein was a renowned physicist known for his theory of relativity. He famously stated, "Imagination is more important than knowledge."

#### Early Life

Born in Germany on March 14, 1879, Einstein showed an early passion for mathematics. As political tensions rose, he later moved to Switzerland and eventually to the United States.



#### Achievements

Einstein's most celebrated achievement is his theory of relativity, published in 1905. This changed how scientists understand time and space in the universe. He also won the Nobel Prize in Physics in 1921 for his work on the photoelectric effect.

#### Later Life and Legacy

Einstein continued his research and teaching throughout his life but passed away on April 18, 1955. His groundbreaking ideas, especially the theory of relativity, revolutionized the field of physics and continue to shape scientific thought today.

#### Bibliography

"Albert Einstein." Encyclopedia Britannica. Encyclopedia Britannica, 2021.

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# Cursive Writing Activities

# Cursive Writing Activities

Practice

Trace the cursive letters below

Handwriting practice row for cursive letter 'a'. The row contains two groups of cursive 'a's on a three-line grid. The first group consists of 12 'a's, and the second group consists of 12 'a's.

Handwriting practice row for cursive letter 'b'. The row contains two groups of cursive 'b's on a three-line grid. The first group consists of 8 'b's, and the second group consists of 8 'b's.

Handwriting practice row for cursive letter 'c'. The row contains two groups of cursive 'c's on a three-line grid. The first group consists of 8 'c's, and the second group consists of 8 'c's.

Handwriting practice row for cursive letter 'd'. The row contains two groups of cursive 'd's on a three-line grid. The first group consists of 8 'd's, and the second group consists of 8 'd's.

Handwriting practice row for cursive letter 'e'. The row contains two groups of cursive 'e's on a three-line grid. The first group consists of 12 'e's, and the second group consists of 12 'e's.

Handwriting practice row for cursive letter 'f'. The row contains two groups of cursive 'f's on a three-line grid. The first group consists of 12 'f's, and the second group consists of 12 'f's.

Handwriting practice row for cursive letter 'g'. The row contains two groups of cursive 'g's on a three-line grid. The first group consists of 12 'g's, and the second group consists of 12 'g's.

Handwriting practice row for cursive letter 'h'. The row contains two groups of cursive 'h's on a three-line grid. The first group consists of 12 'h's, and the second group consists of 12 'h's.

**PREVIEW**



# Cursive Writing Activities

**Practice**

Write the letters in cursive in each of the boxes

A								
a								
B								
b								
C								
c								
D								
d								
E								
e								

**PREVIEW**

# Cursive Writing Activities

**Practice**

Write the letters in cursive in each of the boxes

U

u

V

v

W

w

X

x

Y

y

Z

z

**PREVIEW**

## Cursive Writing Activities

**Practice**

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

I am a happy student.

The cat is on the mat.

We love our big dog.

My mom cooks yummy food.

Birds sing in the trees.

**PREVIEW**

## Cursive Writing Activities

**Practice**

Trace the cursive stories below.

In a small Canadian town, the  
man's turned brilliant hues of red  
and gold leaf told a tale of time.

After the first family built a  
snowman. To his it winked!  
An advantage was at

Beneath the northern lights, from the  
heaven winked tirelessly. By dawn, a  
magnificent dam stood proud and  
tall.

## Cursive Writing Activities

**Questions**

Answer the questions below using cursive writing

What's your favourite colour?

Who is your favourite superhero?

What's your favourite subject in school?

Name your favourite sport to play.

Which is your favourite book?

Who's your favourite singer or band?

What's your favourite movie?

Which is your favourite game to play at recess?

**PREVIEW**