



# Preview - Information



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# Google Slides Lessons Preview





# Manitoba Language Curriculum Conventions & Vocabulary – Grade 5

## 3-Part Lesson Format

### Part 1 – Minds On!

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

**Week 1 - Vocabulary List**  
Find 20 words in the word search and circle each one. Look at the word list to help you!

mean	mean	mean	mean
mean	mean	mean	mean
mean	mean	mean	mean
mean	mean	mean	mean
mean	mean	mean	mean
mean	mean	mean	mean
mean	mean	mean	mean
mean	mean	mean	mean
mean	mean	mean	mean
mean	mean	mean	mean
mean	mean	mean	mean
mean	mean	mean	mean
mean	mean	mean	mean
mean	mean	mean	mean
mean	mean	mean	mean
mean	mean	mean	mean
mean	mean	mean	mean
mean	mean	mean	mean
mean	mean	mean	mean
mean	mean	mean	mean
mean	mean	mean	mean
mean	mean	mean	mean

**Prefix OB-**  
Drag each OB- word from the boxes on the right and drop it into the sentence that matches its meaning. Make sure each word is used only once.

Something that blocks your path or gets in the way.  
When you disagree or go "against" an idea.  
When you watch something carefully.  
When you get or acquire something you want.  
When something is unclear, hidden, or hard to see.  
When someone is extremely annoying or unpleasant.  
When someone cannot stop thinking about something.  
When you feel required or forced to do something.  
When something is old, outdated, or no longer used.  
When something blocks or prevents passage.

obey
obstruct
obey
obey
obey
obey
obey
obey
obey
obey

### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

**Fluency Readings**  
Look at the picture. Read both sentences. Mark the sentence that tells what is happening.

	<input type="checkbox"/> Mia will enjoy taking the cake.		<input type="checkbox"/> I heard a whisper in the dark.
	<input type="checkbox"/> The artist will remake the painting.		<input type="checkbox"/> The ball made a loud whack.
	<input type="checkbox"/> The thunder made the dog bark.		<input type="checkbox"/> The girl began to whistle softly.
	<input type="checkbox"/> The teacher asked to review the notes.		<input type="checkbox"/> A thousand birds flew over the lake.
	<input type="checkbox"/> She will reconsider her theory.		<input type="checkbox"/> The theme of the play was friendship.
	<input type="checkbox"/> The kind man helped restore the garden.		<input type="checkbox"/> Ben wants to replace his broken kite.



# Manitoba Language Curriculum Conventions & Vocabulary – Grade 5

## Visualization

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

Four orange text boxes containing descriptions are on the right side of the page, intended to be dragged to match the scenes in the illustrations.

## Suffix -ed

Drag the label Correct or Wrong into the box next to each word to show if it is a real word with the suffix -ed.

played		looked	
hopped		mixed	
baked		danced	
stoped		tryed	
cryed		opened	
jumped		watched	
fixxed		smiled	
helped		wished	
planed		studed	

Correct  
Wrong

Draw a line to connect each "com-" word to its meaning.

Words	Meanings
combine <input type="checkbox"/>	<input type="checkbox"/> To pay or make up for completely
compress <input type="checkbox"/>	<input type="checkbox"/> To praise together (give approval)
compound <input type="checkbox"/>	<input type="checkbox"/> To make something more difficult or confusing
commend <input type="checkbox"/>	<input type="checkbox"/> To add to something to complete it
compensate <input type="checkbox"/>	<input type="checkbox"/> To put together
complicate <input type="checkbox"/>	<input type="checkbox"/> To gather together
complement <input type="checkbox"/>	<input type="checkbox"/> To press together
commemorate <input type="checkbox"/>	<input type="checkbox"/> To remember together
compile <input type="checkbox"/>	<input type="checkbox"/> To put parts together



# Manitoba Language Curriculum Conventions & Vocabulary – Grade 5

## CONJUNCTIONS

Read each sentence carefully. Drag the correct conjunction from the boxes to fill in the blank and complete the compound sentence.

I wanted to play outside. \_\_\_\_\_ it started to rain.  
 however instead otherwise moreover

I like apples. \_\_\_\_\_ I like bananas.  
 however instead moreover furthermore

I forgot my lunch. \_\_\_\_\_ I bought a sandwich.  
 moreover instead hence otherwise

The book was long. \_\_\_\_\_ I enjoyed reading it.  
 however therefore instead still

The store was closed. \_\_\_\_\_ we went home.  
 moreover instead therefore still

Walk quickly. \_\_\_\_\_ we will be late.  
 otherwise still furthermore however

I was sleepy. \_\_\_\_\_ I read one more page.  
 however instead still therefore

The mistake was tricky. \_\_\_\_\_ it took a long time.  
 however instead hence moreover

He likes to drive. \_\_\_\_\_ he likes to paint.  
 furthermore instead otherwise however

I didn't eat cake. \_\_\_\_\_ I ate fruit.  
 instead therefore still however

### Analogy

	→		⬢⬢		→	
	→		⬢⬢		→	
	→		⬢⬢		→	
	→		⬢⬢		→	
	→		⬢⬢		→	


Use the clues to help you make the words!

t	s	e	a	e	a	z	e	p	v	o	
e	v	d	t	s	e	d	a	c	i	c	m
d	s	e	f	t	c	e	n	x	e	t	m
a	o	h	d	e	p	e	s	m	n	o	
e	f	o	n	b	d	e	d	c	h	s	
d	r	o	r	n	r	h	e	i	c	l	e

**Across**

- To make someone feel sad.
- To remove a nail from paper.
- To protect from harm or attack.
- To change shape or become reshaped.

**Down**

- To move or go downward.
- To break down into smaller parts.
- To make smaller or less.
- To make something inactive.
- To let up or get out.



# Workbook Preview



# Grade 5 – Language Manitoba ELA Curriculum



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

	Grade Band Descriptors	Pages
1.1	Learners are demonstrating an	12, 16, 20-21, 25, 29, 33, 36, 40, 43-44, 48, 51-52, 56, 60, 64, 68, 72, 75-76, 78-82, 84-85, 87-89, 93, 97, 102, 107-108, 111, 116, 112-120, 125-126, 128, 132, 135, 142, 147,
<p><b>Preview of 87 pages from this product that contains 441 pages total.</b></p> <p><b>Included are weeks 1 - 8 and 29 - 30.</b></p> <p><b>There are 30 weeks total.</b></p>		
	compose texts.	212, 219-221, 226-228, 233-235, 240-241, 249-250
2.2	Learners are recognizing, comparing, and using the codes and conventions of print, oral, visual, and multimodal texts.	22-24, 98, 106, 242-243, 252
2.3	Learners are choosing and using multiple styles of communication for clarity and effect.	20-21, 51-52, 75-76, 108, 112-120, 151-152, 183-184, 217-218, 247-248
2.4	Learners' automaticity with printed text is becoming secure and consistent.	17, 26, 34-35, 41-42, 49-50, 57, 65, 73-74, 83, 90, 91-92, 99, 115, 117-118, 124, 133-134, 138, 139-141, 146, 148, 156, 165-166, 172, 180, 187, 189, 196, 204-205, 213-214, 222, 230-231, 236, 242, 244, 253

**Language as Power and Agency:**

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

How do learners decide what and whose stories to tell?

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

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

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

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

## READING PROGRAM - OVERVIEW

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

In grade 5, the focus in the curriculum is on decoding and understanding affixes (prefixes and suffixes). Teachers are also required to use derivational families to support spelling words with different letter blends.

Therefore, our reading program will be broken down into 30 weekly word lists that align with the expectations in the grade 5 foundations of language curriculum. Each week, teachers will focus on one affix and two graphemes.

The remaining words in the word lists consist of challenging vocabulary that students in grade 5 can become familiar with. They will work with these words to build automaticity when decoding and to add these words to their everyday vocabulary.

Weekly Plan		
Week	Prefix/Suffix	Blend/Digraph/Diphthong
1	Prefix: ob-	ch, tr
2	Suffix: -ian	th, wh
3	Suffix: -ing	ea, ee
4	Suffix: -ed	sh, ph
5	Prefix: com-	oi, ou
6	Suffix: -ly	ai, ay
7	Prefix: pre-	thr, spl
8	Suffix: -ness	oo, aw
9	Suffix: -ic and -ical	ie, oa
10	Suffix: -ity	au, ue
11	Prefix: sub-	ar, er
12	Suffix: -less	ir, ur
13	Prefix: inter-	or, scr

**READING PROGRAM - OVERVIEW**

Weekly Plan		
Week	Prefix/Suffix	Blend/Digraph/Diphthong
14	Suffix: -ant and -ent	str, spr
15	Prefix: anti-	ng, kn
16	Suffix: -ment	wr, bl
17	Prefix: non-	cl, fl
18	Prefix: circu-	gl, pl
19	Prefix: super-	sl, sm
20	Suffix: -ous, -ious	sp, st
21	Prefix: de-	sw, tw
22	Prefix: per-	br, cr
23	Prefix: bi-	dr, fr
24	Suffix: -al, -ial	gr, pr
25	Prefix: tri-	sk, sn
26	Prefix: trans-	sc, sp
27	Prefix: co-	qu, gh
28	Suffix: -ance and -ence	thr, spl
29	Prefix: ex-	lk, mp
30	Prefix: ad-	pt, rd

# 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 something very good.
	objection	e) A disagreement or saying no.
	obscure	f) A victory or success.
	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
_____	careless, inattentive, mindful
_____	opposite, parent
_____	modern, update



### Completion

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

a) obstacle	b) object	c) observe	d) obliged
f) obstruct	g) oblivious	h) objection	i) 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.

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

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# 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) One of the players on the team.	Complete	Fragment
2) Even though she was tired.	Complete	Fragment
3) Without any help from him.	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.

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

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# 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) Who surprised me.		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) Her eyes.	

Mix and Match Match the fragments with the correct ending.

Answer	Fragments	Correct Ending
	While eating her sandwich,	a) she felt like she was on top of the world.
	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)	A game played outside.				
2)	An obscure led to a treasure beneath the ground.				
3)	They overcame every obstacle through 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

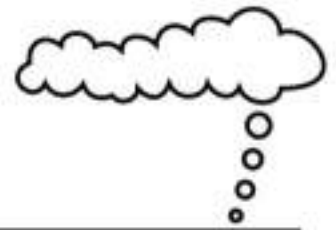
Name: \_\_\_\_\_

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## 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 forest, a owl sits in a tree, its big, round eyes looking out.

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

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

### Complete or Fragment?

Is the sentence complete or a fragment?

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

### 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	<i>theme</i>	
thunder	<i>thunder</i>	
thousand	<i>thousand</i>	
theory	<i>theory</i>	
thesis	<i>thesis</i>	
whisper	<i>whisper</i>	
whistle	<i>whistle</i>	
whack	<i>whack</i>	
whimsical	<i>whimsical</i>	
whirlwind	<i>whirlwind</i>	
wholesome	<i>wholesome</i>	

**PREVIEW**

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

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## 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 and studies:** Adding "-ian" can mean someone who does that job or study, like "electric" becomes "electrician."

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

music		history	
guard		diet	
comedy		music	
asia		egypt	
politic			

**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 my dog.	7) The cat sleeps.
3) Students run when they are happy.	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: \_\_\_\_\_

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**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>walks</u> through the beautiful garden slowly.
	3) The sun <u>shines</u> brightly in the sky.
	4) He <u>finished</u> his homework.
	5) The car <u>travels</u> fast on the highway.
	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>dishes</u> for breakfast.
	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		r	s	t	u	v	w	x	y	z	

Code	Code	Answer
   	   	
     	      	
      	      	
    	      	
      	       	
      	       	
   	      	
      	      	
       	       	



## Visualization

### Visualize

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

**PREVIEW**

In a whispering forest, a young hero sought a hidden treasure only 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** Fill in the blanks and unscramble the words using the vocabulary list above.

1	_____ calms the mind.
2	She will _____.
3	_____ to solve 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	He painted a picture.	
2	The chef cooked 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	

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

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## 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>myself</b> played the guitar.	Reflexive	Intensive
2	The team <b>themselves</b> organized the event.	Reflexive	Intensive
3	You should <b>yourself</b> study harder.	Reflexive	Intensive
4	She prepared <b>herself</b> for the test.	Reflexive	Intensive
5	The children washed <b>themselves</b> before lunch.	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.	Reflexive	Intensive
9	They hurt <b>themselves</b> while playing soccer.	Reflexive	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



## Word Scramble

Read the clue and then unscramble the word.

efterau		hbeetr	
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 in the shelters for refugees. He understood the value and foresaw helping people. Kindness was a key feature of his life.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
2)	Exploring the woods, the crew picked and whispered stories. Writing 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)	

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

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## 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 _____ every day.
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 with the best ice cream.	
3	It was raining outside I decided to read a book.	
4	She is a talented artist she paints beautiful pictures.	
5	The garden is full of flowers, and it has many varieties of plants.	
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 **P** the following run-on sentences using conjunctions and/or punctuation.

1) I love apples I eat them daily.

2) He's a doctor he works every day.

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, exploring adventures that spanned the hemisphere.	Curious	Serious
4)	I created a new alphabet and explained it with such emphasis, my friends felt euphoria.	Surprised	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.

Word	Description
combine	a) To unexpectedly meet or face something
company	b) To shout or scream loudly
community	c) To bring things together
commence	d) To start or begin or disorder
compile	e) To collect or gather together
company	f) To begin or start
compassion	g) A large, tall, narrow mountain
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
poison	exploit	hoist	turmoil	doubt
shoot	sprout	mountain	encounter	announce

Vocabulary	Year Originated	Language of Origination	Interesting Fact

**PREVIEW**

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

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## 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
comfort	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 dinosaurs.
- 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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Name: \_\_\_\_\_

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

**Write** Create your own sentence using FANBOYS

for	
and	
nor	
but	
or	
yet	
so	

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

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## 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.

**Simple**

The cat slept.

The dog played

**Compound**

**Simple**

I love books.

I lack time.

**Compound**

**Simple**

She practiced often.

She won the contest.

**Compound**

**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 P C V F Z T Y N J Y T S I O H V O M  
 I A H W 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 I 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 T L 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 computer showed a new 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)	19)
10)	20)

### Completion

Complete the sentences using "AND", "BUT", or "SO".

1	I'm going to the store, _____ I'll buy some milk.
2	She didn't go to the park, _____ did she want to.
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	<i>quickly</i>	
softly	<i>softly</i>	
rapidly	<i>rapidly</i>	
merely	<i>merely</i>	
bravely	<i>bravely</i>	
honestly	<i>honestly</i>	
eventually	<i>eventually</i>	
specifically	<i>specifically</i>	
brain	<i>brain</i>	

## Week 6 - Vocabulary List

**Cursive**

Write the word using cursive writing.

Word	Trace	Write
available	<i>available</i>	
failure	<i>failure</i>	
complain	<i>complain</i>	
detail	<i>detail</i>	
contain	<i>contain</i>	
betray	<i>betray</i>	
display	<i>display</i>	
birthday	<i>birthday</i>	
always	<i>always</i>	
portray	<i>portray</i>	
dismay	<i>dismay</i>	

**PREVIEW**

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

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**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 _____ during 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) bravely
10) The wind blew _____ through the trees.		j) eventually

**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	I _____ my sister prefers basketball.
	b) unless	_____ you _____ sleeping, the snow started to fall.
	c) since	I _____ join _____ you go to all the practices.
	d) whereas	_____ it _____ outside _____ still build a snowman.
	e) until	_____ it was raining _____ still _____ the park.
	f) while	Bring an umbrella _____ _____
	g) even though	You can play video games _____ _____ you _____ chores.
	h) as long as	You must wait _____ everyone is ready _____
	i) provided that	_____ you did well on your test, you can have _____ recess.
	j) 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) <i>Whereas</i> she loves the beach,	
3) <i>Provided that</i> he studied hard,	
4) <i>Inasmuch as</i> he studied hard,	
5) <i>Even though</i> the night was dark,	
6) <i>Lest</i> we forget,	
7) <i>Now that</i> the project is complete,	
8) <i>Insofar as</i> 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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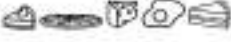



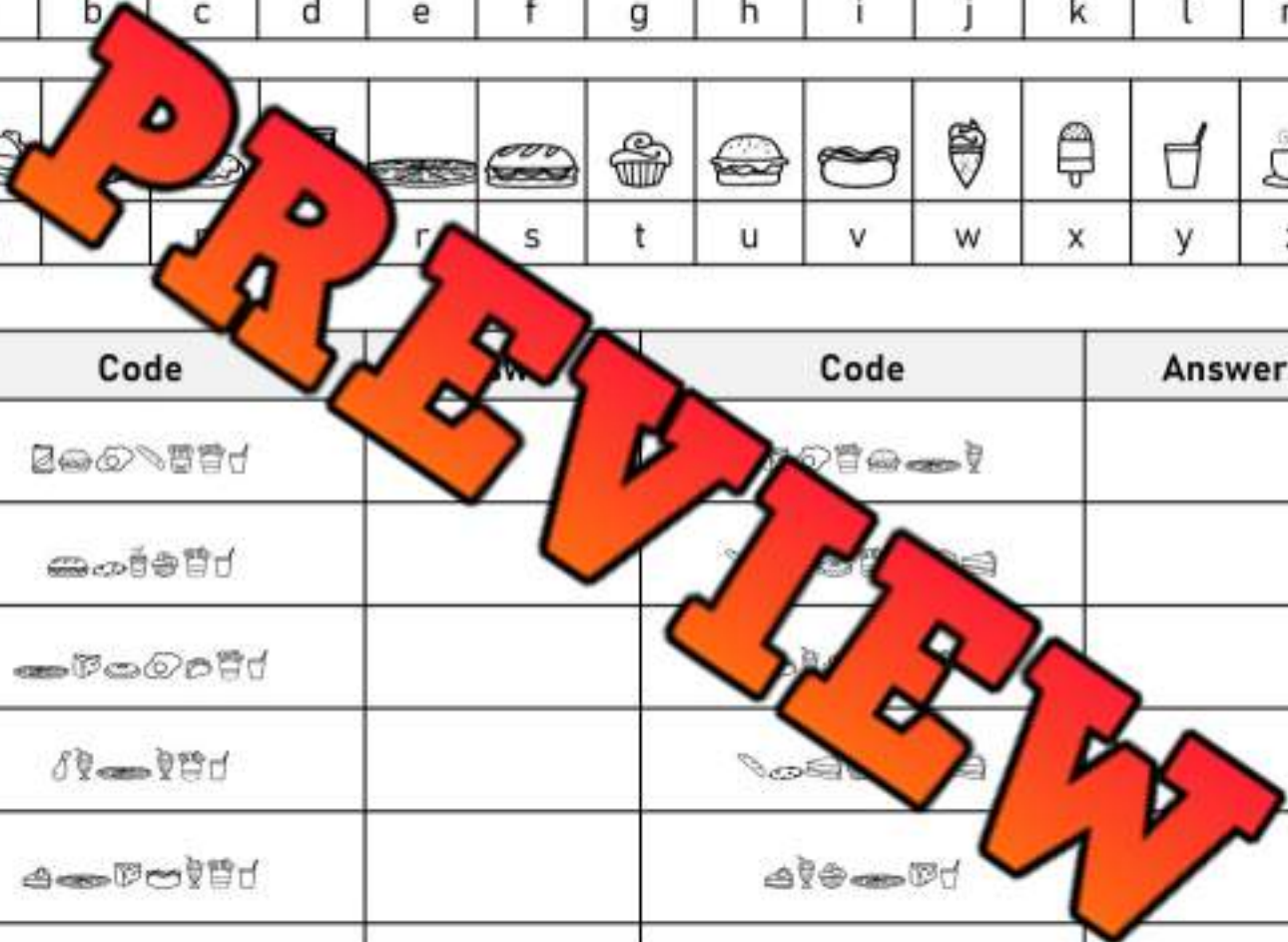
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# CRACK THE CODE

**Directions** Use the code below to reveal each spelling word.

												
a	b	c	d	e	f	g	h	i	j	k	l	m
												
n			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 tiptoed through the dewy grass in his backyard, he kept his eyes peeled for any sign of feathers. Just then, a rustling in the bushes caught his attention. He crept closer to investigate. To his delight, a family of robins hopped onto the lawn, 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 arrived.
2) She opened the fragile box _____ to avoid breaking anything inside.
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.

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

**Write**

Use the following words in a sentence.

1) splash	
2) splendid	
3) splurge	
4) thriller	
5) threaten	

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

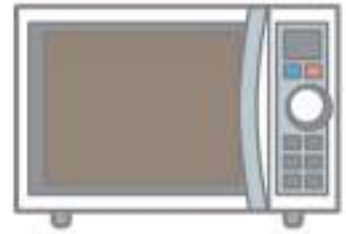
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# PREFIX PRE-

## 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 the words below to their meanings.

education	Exist or occur before another.
precaution	Education before primary school.
school	Decision taken beforehand for safety.
preschool	Decide before.
date	Pay for something before it occurred.
predate	Take steps to avoid a serious risk.
determine	Institution for studying.
predetermine	Make an official decision.

Word Meanings

Write the meanings of each word below.

view	
preview	
face	
preface	
arrange	
prearrange	

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

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## 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	walk to the store.
6) The children played outside	to get.
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.

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

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## 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"/> splint	<input type="checkbox"/> splendid	<input type="checkbox"/> splatter	<input type="checkbox"/> spluttered	<input type="checkbox"/> splurge

**Word Scramble**

Unscramble the word.

ueteqirerpis		ievwrpe	
eantrteh		psash	
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 every turn.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
2)	Taking a deep breath, she stepped over the threshold, her pulse racing. The past predated the present, with memories of 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"/> Slow	<input type="checkbox"/> Medium	<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 colours 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 or object.

1) I like to be fit		by playing sports.
2) The dog was itchy		he had seas.
3) The boy did not like sushi		did he like the es.
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
withdrawal	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)	

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

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## 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. happy		State of being alone
2. loneliness		Desire to do or act
3. eagerness		Commercial activity
4. willingness		Untamed, natural area
5. loneliness		Quality of being kind
6. business		State of contentment
7. wilderness		Readiness to forgive someone
8. forgiveness		Ready to do or act

### Think

Add -ness to the given adjective.

Adjective	-ness
cheerful	cheerfulness
lazy	
sleep	
neat	
weak	
calm	
grateful	
brave	

Adjective	
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) Whereas many people think it's a masterpiece.	a) he'll always choose a chocolate cake.
2) Inasmuch as you're the expert, I'll trust your judgment on this matter.	b) we will go on the picnic.
3) Unless you finish your homework first, you can't play outside.	c) we'll still have the outdoor concert
4) Whereas many people think it's a masterpiece.	d) you won't be allowed to watch tv
5) Provided that the weather goes well, we will go on the picnic.	

### 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 smile lit up \_\_\_\_\_.

**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 willingness to give brought me peace and turned my business into a smooth transition to a new ship.	Robot	Alien
3)	I withdrew from the noise and found in the quiet of my room. There my thoughts ooze 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	Captain
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)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

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

### 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 29 - Vocabulary List

exchange	exceed	examine	expel	express
external	extract	exclude	balk	sulking
polka	folklore	grump	dampen	attempt
exempt	chomp	triumph	impulse	empathy

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

Answer	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) Say or show your feelings.
	external	f) Swap or change for something else.
	extract	g) Displaying resentment or anger.
	exclude	h) Force out.
	balk	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.

### Opposite

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

enter	a) enter
export	b) internal
import	c) import
express	d) decrease
expel	e) include
external	f) decrease
extract	g) subtract
exterminate	h) include
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' it's a great story.
- 5) For lunch, I had a sandwich with turkey and cheese and an apple.

Journal  
Entry

Write a journal entry about your day as if you were using parentheses to include personal thoughts or extra details.

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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 to the ground!"		
4) "Her voice was barely a whisper in the dark."		
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!	

## Language Register: Public VS Private

When you chat with your best friend, you can be silly, use fun words, and make faces. This is your **"private"** talk. It's easy and fun because it's just you and your friend.

But, if you are talking to the whole school about a project, you speak differently. You use clear words, no slang, and no funny faces. This is your **"public"** talk. You do this so everyone can understand you, and they know you are serious.

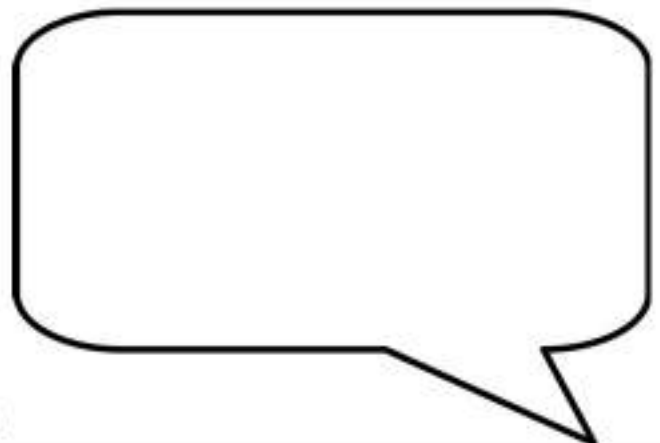
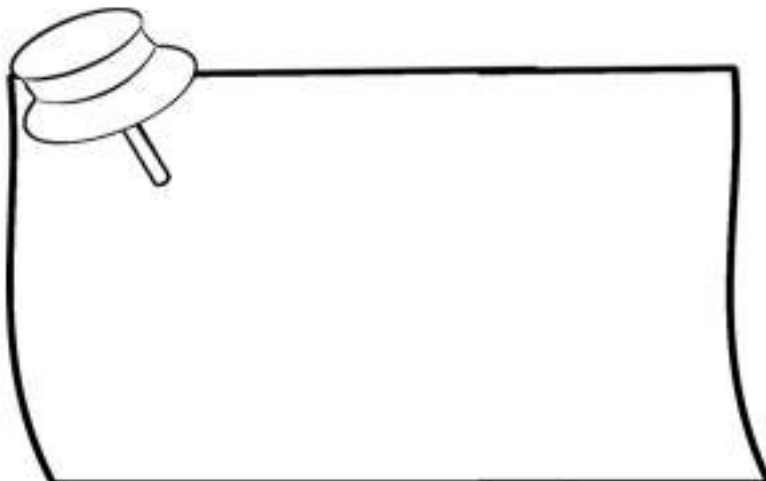
### Sort

Sort the phrases into "Private" or "Public" based on whether you would use them when talking to a friend or speaking to a group.

	Private	Public
1) Let's begin by reviewing our research findings.		
2) Please listen attentively as I explain the key concepts.		
3) LOL, that movie we watched last night was hilarious!		
4) Let's make a secret handshake. That's our thing.		
5) We'll avoid slang and use precise language for clarity.		
6) You won't believe the crazy dream I had last night!		
7) We'll avoid slang and use precise language for clarity.		

### Write

As a student leader, transform the sentence 'A new school uniform changes is coming into effect next month,' into a formal announcement for the school bulletin and then rewrite it as if you're texting your best friend about it.



## 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)	Use words and expressions to describe feelings and express joy.				
2)	She felt an urge to help other people.				
3)	He tried to exceed in his attempt at a task.				
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)	
10)	20)

### Insert

Insert parentheses to enclose the essential information in 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>	
contempt	<i>contempt</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

adn	admit	adopt	adore	advance
advertise	adhere	adept	adjust	adjoin

iaedsv	dmia
iaderm	ated
padto	a
tasudj	dmei
tairdvese	
radeo	rearho

### 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,

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

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## 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:** Which sport is best?

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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## Language Register: Formal VS Informal

**Formal language** is typically used in academic or educational contexts, we use a formal tone and complete sentences, like when talking to a teacher or other professionals.

**Informal language** is characterized by a relaxed tone, everyday language, and contractions, and can include slang, making it more suited for personal conversations.

Write

Transform the formal registers to informal social media posts and vice versa, showing changing tone and word choice shifts.

**PREVIEW**

her rep



"Hey folks! ☁️ Looks like we might get some rain and thunder later. Keep your umbrellas handy and stay dry! 🌧️ #WeatherUpdate #RainyDay"

**Soccer win**



We are pleased to announce that our school's soccer team emerged victorious in today's match, securing a commendable win with a score of 3-1. The team displayed exceptional teamwork and skill on the field."

**PREVIEW**



**Missing**



URGENT! 🐕 Our fur buddy is MIA! 😞 If you've seen this cutie around, hit me up ASAP! Let's bring our furry friend home! 🏠 #LostDog #HelpNeeded



## 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 using brilliant concepts 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 filled with 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










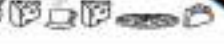
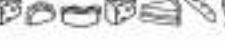




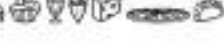




Divide 119/seconds

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			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 to identify 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: