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# Google Slides Lessons Preview





# Manitoba 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.



### Story Sorting Cards

Text To Text

Text To World

Text To Self

Read each short passage carefully. Decide if it is a Text-to-Self, Text-to-Text, or Text-to-World connection.

1) I read a story about a boy who got lost in the woods. It reminded me of a camping trip I went on with my family.	
2) In the book, the main character worked hard to invent a machine. It made me think of another novel I read about an inventor who created flying shoes.	
3) The characters in the story were preparing for an earthquake. This reminded me of a news story about earthquakes in another country.	
4) The girl in the chapter was nervous about giving a speech in front of her class. I remembered when I had to present a project to my classmates.	
5) The story talked about a boy learning to survive on an island. It made me think of another adventure book I read where a girl survived on her own in the wilderness.	
6) A character was excited about getting a new puppy for her birthday. I remembered when I got my own pet for the first time.	
7) The story described animals losing their homes because the forest was being cut down. I thought of what I learned in science about deforestation around the world.	
8) The book showed a group of kids starting a soccer team. It reminded me of another book where friends started a basketball team together.	

### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Read the passage carefully and think about how good readers use strategies to understand and respond to texts.

Leah pushed open the creaking door of the old library that had been closed for years. Dust floated in the beams of light from cracked windows. Shelves leaned under the weight of forgotten books, some open as if the readers had left in a hurry. A single chair sat in the middle of the room, facing a fireplace that hadn't been lit in decades. Leah brushed her hand across the spines of books, noticing handwritten notes in the margins. Something about the place felt both inviting and unsettling, as though stories still lingered in the air, waiting to be uncovered.

### Consolidation – The Abandoned Library

- 1) Making Connections** – What does this scene remind you of from your own life, a text you've read, or something you know about the world?
- 2) Questioning** – What question do you have to understand the story?
- 3) Visualizing** – What images or details appeared most strongly in your mind as you read?
- 4) Prediction** – If Leah continues to explore, what might she discover next? Explain your reasoning with evidence from the text.
- 5) Inference** – Why do you think the library was abandoned? Use clues from the passage to support your idea.



Consolidation



# Manitoba Language Curriculum Reading Comprehension- Grade 5

**Who Said It? – Creation Story Voices**

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

Eagle      Deer      Bear      Narrator      Turtle

Who Said It?	Answer
1 "There must be something tall to break the wind."	
2 Mountains rose strong, their valleys sheltered life.	
3 Struck the stone to soften the slopes.	
4 "I will drop stones from the sky to build great towers."	
5 "I cannot climb these steep cliffs to find food."	

**Implicit or Explicit?**

Read each statement carefully. Decide if the writer's message is explicit, implicit or biased.

Characteristic	Answer
1) It must be nice to sleep in until 10 am everyday.	
2) Pineapple is the worst pizza topping ever.	
3) History class is my favourite because I love learning about the past.	
4) I really enjoy playing the guitar—it makes me feel relaxed.	
5) Everyone knows that dogs are way better than cats.	
6) That is an interesting choice in pants.	
7) I think drawing comics is the most creative hobby.	

Explicit  
Biased  
Implicit

**Ch...**

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

Characters	Magical Abilities of Powers
Elaria 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.



# Manitoba Language Curriculum Reading Comprehension- Grade 5

## Persuasive Element Sort

Read each persuasive sentence in the table. Then decide whether it is using a Promise, Dare, Flattery, or Comparison to convince someone.

Sentence	Answer
1) "You're such a creative thinker—this art class needs someone like you!"	
2) "I bet you can't solve this puzzle faster than me!"	
3) "This backpack is lighter than any other one in the whole store."	
4) "If you join our science club, you'll get to try exciting experiments every week!"	
5) "If you help clean up today, you'll earn extra recess time."	
6) "These headphones sound clearer than the expensive brand."	
7) "You're one of the most responsible students; you'd be great at leading the group."	
8) "Come on, try this challenge—you won't be able to resist it!"	

Promise  
 Dare  
 Flattery  
 Comparison

## Answer the following questions

Question			
1) Which set of instructions is clearer to read step-by-step?			
2) Which one uses numbered steps?			
3) Which one is written like a short paragraph?			
4) Which instructions would be easier to follow if you were in a hurry?			
5) Which one includes optional details like "for extra flavour" or "if you want"?			
6) Which instructions would you choose to teach someone else?			

...types of poems, complete the questions below.

Question	A	B	C	Answer
1) Which poem often captures a single moment in nature with very few words?	Cinquain	Limerick	Haiku	
2) Which poem hides a secret word or message when the first letters are read vertically?	Limerick	Acrostic	Cinquain	
3) Which poem usually makes people laugh with silly or funny rhymes?	Cinquain	Limerick	Haiku	
4) Which poem has five lines, with each line having its own special job?	Acrostic	Cinquain	Haiku	
5) Which poem uses rhythm and rhyme patterns like AABBA?	Haiku	Acrostic	Limerick	
6) Which poem is the shortest, often written with a 5-7-5 syllable pattern?	Haiku	Cinquain	Acrostic	



# Google Slides Lessons Preview





# Manitoba Language 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) Tells fun or exciting tales.
2) Tries to make someone agree with an idea.
3) Uses beautiful words to show feelings.
4) Shares true facts about a topic.
5) Writes to someone like a conversation.
6) Gives steps to follow.
7) Short, funny stories with pictures.
8) Tells about a person's life.



A	Poems
B	Instructions
C	Letters
D	Persuasive Writing
E	Reports
F	Comic Strips
G	Stories
H	Biographies

### 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 two examples for each text form in the table.

Text Forms	Examples (Answers may vary)	
Stories		
Reports		
Poems		
Persuasive Writing		
Comic Strips		
Biographies		
Letters		
Instructions		



# Manitoba Language Writing - Grade 5

### Word Choice - Audience

Instruction: For each audience row, circle the words that best match that audience's voice.

Teachers	revise	riff	build	feedback	due date
	anchor chart	rubric	sauté	draft	conference
Athletes/Coaches	timeout	personal record	playbook	dosage	hustle
	scrimmage	drill	palette	defense	deploy
Musicians	patch	set list	tempo	compost	groove
	harmony	chorus	blueprint	riff	encore
Doctors/Nurses	dosage	vitals	riff	quest	diagnose
	triage	sterile	chart	scaffold	discharge

### Letter

A	Introduction
B	Reasons & Evidence
C	Conclusion/Call to Action

Write the correct letter beside each sentence to show where it belongs in a persuasive letter.

- "I believe our school should have longer recess."
- "Please consider making recess 10 minutes longer."
- "Studies show that breaks help students focus more in class."
- "Many students feel tired after long lessons without enough breaks."
- "This change will help students be happier and healthier."
- "Recess helps us build friendships and reduce stress."
- "I hope you will agree and make this positive change."
- "I am writing to share my thoughts about school recess time."
- "Together, we can make our school a better place for everyone."
- "Kids need more time to rest and recharge for better learning."
- "Thank you for taking the time to read my letter."
- "Our school would be better if students had more play and rest time."

### Simile Match - Words

1	The kitten tiptoed as _____ as a mouse.	slow	smooth
2	Her new art set is as _____ as a rainbow.	gentle	quiet
3	The firefighter was as _____ as a lion.	clear	quick
4	Before breakfast, I move as _____ as a sloth.	strong	cold
5	The fireworks were as _____ as thunder.	brave	loud
6	The fireworks were as _____ as thunder.	sticky	
7	After the storm, the sky looked as _____ as glass.		
8	The pebble felt as _____ as silk.		
9	The rope was as _____ as steel.		
10	The gum on my shoe was as _____ as glue.		
10	The fox darted away as _____ as lightning.		



# Manitoba Language Writing – Grade 5

### Good Research or Not?

Put a ✓ check mark if it shows good research and a X cross mark if it does not show research.

Saying, "Chocolate is the best because I said so."	Tasting different flavours and writing notes.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reading a book or article about ice cream flavours.	Choosing chocolate only because it's your favourite.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asking people which flavour they like best and why.	Comparing the ingredients of chocolate vs. vanilla.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Copying a friend's opinion without proof.	Looking up surveys about popular ice cream.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ignoring facts and only sharing your feelings.	Guessing which flavour is most popular.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Labeling

Read each step of the book review. Then drag the (Conclusion) to match each part.

1	Share the title and author of the book.	
2	Describe the main characters and their role in the story.	
3	Share your own thoughts (funny, exciting, or boring parts).	
4	Write a catchy hook to grab attention.	
5	Rate the book with stars, emojis, or thumbs up/down.	
6	Summarize the main events without giving away too much.	
7	Mention why you chose to read the book.	
8	Point out something unique about the book (e.g., illustrations, style).	
9	Suggest if others should read it.	

Conclusion

Match each comic part picture, then write the correct definition.

	Thought Bubble
	Panels
	Caption
	Setting
	Speech Bubble
	Characters

A Boxes where the action happens.

B Show what characters are saying.

C Extra text that explains context.

D The people or animals in the story.

E Where and when the story takes place.

F Show what characters are thinking.



# 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!

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

obtain	object	obvious	champion
oblige	objection	obscure	charity
oblivious	obstacle	cheerful	chance
choke	chocolate	trivial	treasure
transition	tragedy	trial	triumph

### 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.	

- object
- obsession
- obtain
- obsolete
- obstacle
- oblige
- observe
- obnoxious
- obscure
- obstruct

### 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 retry baking 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 teacher asked to review the notes.	<input type="checkbox"/> The girl began to whistle softly.	
<input type="checkbox"/> The kind man helped restore the garden.		<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.









**A snowy mountain stands tall under a pale winter sky. A group of deer walks quietly through the snow, leaving soft tracks behind them. Nearby, a frozen lake glitters like glass.**

**A cozy cabin sits near a calm lake surrounded by tall pine trees. Smoke gently rises from the chimney as a family sits by the water. A small wooden boat is tied to a dock, swaying softly with the ripples.**

**The morning sun rises over a busy city street. Cars honk as they pass by tall buildings with sparkling windows. A street vendor sells warm bread while people hurry along the sidewalk, holding coffee cups.**

**In a colourful garden, bright flowers bloom in every corner—reds, purples, yellows, and blues. Butterflies flutter above the plants. A tiny hummingbird hovers near a blossom, its wings moving so fast they blur.**

## 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		tried	
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 puzzle was tricky; \_\_\_\_\_, it took a long time.  
 however instead hence moreover





He likes to draw; \_\_\_\_\_, he likes to paint.  
 furthermore instead otherwise however

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

## Analogies

	→		::		→	
	→		::		→	
	→		::		→	
	→		::		→	
	→		::		→	

Use the clues to help you make the words!

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

**Across**

- 3) To make someone feel sad.
- 4) To remove a ruler from power.
- 5) To protect from harm or attack.
- 7) To change shape or become misshapen.

**Down**

- 1) To move or go downward.
- 2) To break down into smaller parts.
- 4) To make smaller or less.
- 5) To make something inactive.
- 6) To let air or gas out.