



# Preview - Information



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

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

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

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# Google Slides Lessons Preview





# 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 about exciting events.	A. Poems
2) Tries to make someone agree with an idea.	B. Instructions
3) Used to make someone know how you feel.	C. Letters
4) Shows how you did at a game.	D. Persuasive Writing
5) Writes to answer the communication.	E. Reports
6) Gives more information.	F. Comic Strips
7) Shows how you did with a game.	G. Stories
8) Tells about a person's life.	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**

Text Forms	Examples (write your own)
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.

Audience	revolve	riff	build	feedback	due date
Teacher	anchor chart	rubric	scout	draft	conference
Authorial Audience	linehaul	penman record	playbook	dosage	twistle
	scummage	drift	palette	defiance	deploy
Musicians	patch	art list	tempe	compact	groovy
	harmony	chorus	blueprint	riff	entire
Doctors/Nurses	disage	vitals	riff	quilt	diagnose
	trape	sterile	chart	stafford	discharge

**Letter**

Directions: Write your letter to the class.

1. I believe my school should have longer recess.

2. Please consider making recess 20 minutes longer.

3. "I think that the buses help students because it saves."

4. "They students feel that after long recess without enough breaks."

5. "The changes will help students be happier and healthier."

6. "Because when school finished students are tired."

7. "Those who will agree and make the school change."

8. "I am writing to allow my thoughts about school buses."

9. "Together, we can make our school a better place for everyone."

10. "You should not give us too and change the buses because."

11. "Thank you for taking the time to read my letter."

12. "On school would be better if students had more play and fun time."

**Simile Match - Words**

1. The kitten tiptoed as _____ as a mouse.	slow	sneaky
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. After the storm, the sky looked as _____ as glass.	sticky	
7. The pebble felt as _____ as silk.		
8. The rope was as _____ as steel.		
9. 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 ✓ checkmark if it shows good research and a ✗ cross mark if it does not show research.

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

### Labeling

Read each part of the book review. Then drag the conclusions to match each part.

1. State the title and author of the book.	
2. Describe the main characters and their role in the story.	
3. State your own thoughts (likes, dislikes, or funny 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. Highlight why you chose to read the book.	
8. Point out something unique about the book (eg, illustrations, style).	
9. Suggest if others should read it.	

Use each part of the picture. Then write the...

			Character
			Setting
			Character
			Setting
			Character
			Setting

**THINKING...**

<b>A</b>	Boxes where the action happens.
<b>B</b>	Show what the characters are saying.
<b>C</b>	Extra text that explains context.
<b>D</b>	The people or animals in the story.
<b>E</b>	Where and when the story takes place.
<b>F</b>	Show what the people are thinking.



# 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 understanding that texts are complex.	13-16, 23-33, 39-45, 49-55, 57-60, 79-82, 177-179, 217-229, 231-236, 245-250, 253-254, 258, 276-277
1.2	Learners are using and talking about a variety of strategies and processes to understand and create texts.	N/A
1.3	Learners are reflecting on and using what they know about texts and themselves to make successful oral and written communication.	12-31
1.4	Learners are using and talking about a variety of strategies and processes to understand and create texts.	56-257
1.5	Learners are using and talking about a variety of strategies and processes to understand and create texts.	78-86, 14-216, 75, 295

Preview of 150 pages from  
this product that contains  
384 pages total.

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

	Grade Band Descriptors	Pages
2.1	Learners are using classroom resources and what they know about spelling, grammar, capitalization, and punctuation to understand and compose texts.	35-38, 268-269
2.2	Learners are recognizing, comparing, and using the codes and conventions of print, oral, visual, and multimodal texts.	39-45, 49-55, 62-72, 74-77, 79-82, 89-136, 138-140, 177-179, 201-204, 209-214, 231-236, 258, 264-266, 270-271, 278-279, 292-294, 297-310
2.3	Learners are choosing and using multiple styles of communication for clarity and effect.	15-16, 169-173, 272-274
2.4	Learners' automaticity with printed text is becoming secure and consistent.	11-12, 87-88, 146-147, 256-257

**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.	188-198, 280-288
<b>3.2</b>	Learners are beginning to analyze differences in opinion.	154-160, 169-173, 237-240
<b>3.3</b>	Learners are expressing and supporting opinions and judgments.	46-48, 57-60, 154-160, 169-173, 209-214, 237-240
<b>3.4</b>	Learners are recognizing that point of view has an impact on understanding.	161-168, 241-244
<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.	199-200, 207-208
<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	62-72, 74-77
<b>4.2</b>	Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking.	17-22, 148-153, 173, 180-198, 209-214, 280-283, 289-291
<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.	205-206, 226-229, 259-266, 270-271, 278-279

## Writing Goals

A **writing goal** is like a promise to help you get better at writing. It shows what you can work on to improve!



### Ideas

- Edit work for spelling mistakes.
- Practice neater handwriting.
- Try using different types of punctuation.

1) You need 3 writing goals. Choose from below or write your own in question 2.

a) Use different types of punctuation.	Yes	No
b) Write a word and its meaning.	Yes	No
c) Edit work for better adjectives/adverbs	Yes	No
d) Edit writing for spelling mistakes.	Yes	No
e) Practice writing neat handwriting.	Yes	No

2) What other writing goal would you add?

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3) Write the 3 writing goals and how you will achieve them.

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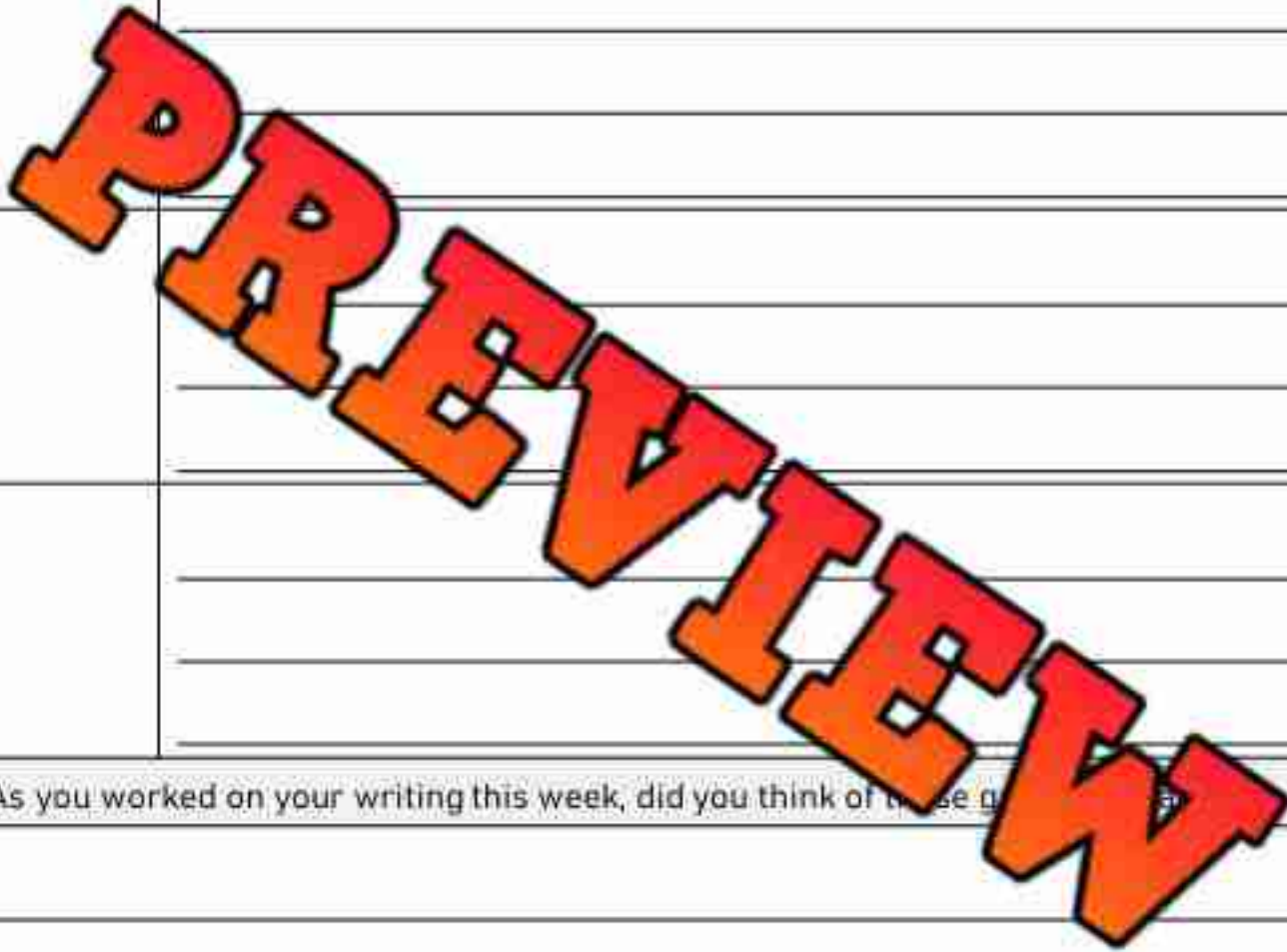
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# Achieving Our Goals

## Goals - Checking In

Did you achieve your goals?

1) Did you achieve your goals? Write the goal and how you think you did.

2) As you worked on your writing this week, did you think of these goals?


3) What can you improve on for your next goals. How can you make sure you reach them?




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

12

Curriculum Connection  
1.1.7.4

**Practice** Choose one prompt from the box below and write about it for 8 minutes.

**PREVIEW**

Count your words. How many words did you write? \_\_\_\_\_

Count your lines. How many lines of words did you write? \_\_\_\_\_

# Understanding Text Forms

## All About Text Forms

There are many ways to write, depending on what we want to share. These different ways are called text forms, and each has its own special job. Let's dive into them!

## Why We Use Different Text Forms

Each type of writing has a purpose:

- **Stories:** These tell fun or exciting tales.
- **Reports:** These share cool facts about a topic.
- **Poems:** They use exciting and beautiful words.
- **Persuasive Writing:** This tries to get someone to agree with an idea.
- **Comic Strips:** These are funny stories with pictures.
- **Biographies:** These talk about other people's lives.
- **Letters:** These are like talking to someone on paper.
- **Instructions:** These tell you steps to do something, like how to make a kite.



## Who Will Read It?

When we write, we think about who will read our writing. We call this our "audience." Knowing our audience helps us choose the best text form.

## Picking the Right Style for the Reader

What we write and who reads it helps us decide the style. For example, if you're teaching a friend to tie shoes, you'd use instructions. But if you're telling your class about a hero like Martin Luther King Jr., you'd use a biography. Choosing the right writing form makes it easier and more fun for everyone to understand.

Remember, every text form is like a tool in a toolbox, helping us share in the best way!

## Understanding Text Forms

### Which Form?

Which text form would you use? Choose one from the reading.

1) Arguing for a class pet.	
2) Detailing how to care for a plant.	
3) A story about a girl's adventures in a forest.	
4) Expressing feelings about winter.	
5) A poem about how climate change is affecting our planet.	
6) Talking about a person's fears.	
7) A picture story about a tree falling during a game.	
8) Reflecting on a personal achievement.	

### Questions

Answer the questions.

1) What do the terms below mean?

Audience	
Purpose	

2) Why is it important to know your audience before choosing your writing form?

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3) What is your favourite writing form? Explain why.

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## Identifying Purpose of a Text

People write **texts** for different reasons. Some texts help us learn new things and give us information. Other books are just for having fun.



**To Educate:** "Exploring the Ocean" shows us the amazing life of the sea.

**To Entertain:** "Adventures in Magic Land" is a fun story about a magical world.

**Think** Read the story summaries below and circle what their purpose is.

1	The first astronaut landed on the moon in 1969	Educate	Entertain
2	A mouse goes on a magical cheese adventure	Educate	Entertain
3	A band of knights go to reclaim a stolen crown	Educate	Entertain
4	Hurricanes gain power from warm water	Educate	Entertain
5	Bees make honey from flower nectar	Educate	Entertain
6	A talking frog told jokes by the pond	Educate	Entertain
7	Volcanoes can form new islands as they erupt	Educate	Entertain
8	A wizard turned a rock into a glittering gem	Educate	Entertain
9	Photosynthesis allows plants to create food from sunlight and air	Educate	Entertain
10	Dragons guard a crystal cave that sparkles with magic	Educate	Entertain
11	The deepest part of the ocean is called the Mariana Trench	Educate	Entertain
12	The life cycle of a butterfly spans from a tiny egg to a beautiful winged adult	Educate	Entertain

**Think**

Think of books you have read lately. Write down the titles of these books in the correct category.

Books That Educate	Books That Entertain

**Think**

Texts can be used for many different purposes. Circle the best reason below.

1	"How to safely operate a telescope"	Instruct	Describe
2	"A diary about the first day at a new school"	Educate	Reflect
3	"An article explains why leaves change colour in autumn"	Inform	Educate
4	"A brochure encouraging a visit to an aquarium"	Persuade	Entertain
5	"A recipe for chocolate chip cookies"	Instruct	Document
6	"A movie review on the latest animated film"	Describe	Instruct
7	"An advertisement of a new vitamin supplement"	Inform	Persuade
8	"A nature poem for beauty of a mountain lake"	Educate	Describe
9	"Instructions on how to assemble a model airplane"	Instruct	Document
10	"A magazine feature tells the life story of an inventor"	Educate	Persuade
11	"A poster call to help clean up the local park"	Persuade	Reflect
12	"A travel blog about a trip to Spain"	Document	Reflect

## Personal Voice in Writing

### Understanding Your Own Writing Voice

In writing, everyone has their own special way of saying things. This special way is called a "personal voice." Think of it like your friend's voice, but instead of hearing it, you read it!



### Discovering Your Unique Voice

Your voice in writing is made up of:

- The words you like to use
- The way you build your sentences
- The emotions you share

For example, if you're excited, you might use exclamation marks!!!

### Voices Change for Different Writings

Just like how you might speak differently to your teacher and your friend, you might write differently too:

- In a journal, you're chatting with yourself, so it's relaxed and personal.
- For homework, you'd be formal, using proper words and complete sentences.

### Examples of Different Writing Voices

Imagine writing about cats in different voices:

- ✓ **Friendly:** "Hey buddy! Cats are super cool pals, right?"
- ✓ **Formal:** "Cats have been beloved pets for centuries across various cultures."
- ✓ **Funny:** "Cats, those little furballs who think they're the boss!"

So, remember, your personal voice makes your writing uniquely you. It's like leaving a special mark on your paper, showing a bit of who you are. Whether you're writing for fun or school, your voice makes readers feel like they're listening to a friend.

## Personal Voice in Writing

True or False

Is the statement true or false?

1) School reports require a friendly voice.	True	False
2) Feelings can influence writing voice.	True	False
3) Exclamation marks show excitement.	True	False
4) All writers use the same voice.	True	False
5) Personal writing can sound silly.	True	False

Practice

Choose one of the writing prompts below. Write about this writing prompt using three different voices – silly, friendly, and serious.

Favourite subject

Family

Favourite game

Favourite place

Friendly

Serious

## Personal Voice – Word Choice

**Word Choice**

We all have different vocabularies, which give us a unique voice. How would you describe the things below? Write 5 words for each thing.



**PREVIEW**

## Personal Voice – Word Choice

### Word Choice

Change the crossed-out word(s) with more interesting word choices

The cat very quietly \_\_\_\_\_ sat on the grey \_\_\_\_\_ mat.

It was a very \_\_\_\_\_ sunny day. The cat was pretty black \_\_\_\_\_

\_\_\_\_\_. There was a very tall \_\_\_\_\_

tree \_\_\_\_\_ really green \_\_\_\_\_ leaves. The cat

looked at the tree \_\_\_\_\_ A bird was in the small \_\_\_\_\_

\_\_\_\_\_ tree \_\_\_\_\_ quite big \_\_\_\_\_

The cat did not move at all \_\_\_\_\_ some \_\_\_\_\_ small \_\_\_\_\_ day.

The dog lazily walked \_\_\_\_\_ into \_\_\_\_\_

room. It was a somewhat cloudy \_\_\_\_\_ was quite big

\_\_\_\_\_ and mostly \_\_\_\_\_

In the room, there was a really old \_\_\_\_\_ couch. \_\_\_\_\_ of

comfortable. The dog lay down slowly \_\_\_\_\_

on the couch. Outside, a car passed by very quietly \_\_\_\_\_

\_\_\_\_\_. The car was quite regular \_\_\_\_\_

### Think

Write synonyms for the words below

Small				
Sad				
Bad				

## Word Choice - Audience

### Word Choice

Circle the word you would use when writing to the audiences below

Kindergarteners	Wowie	Boo-boo	Yucky	Ball	Gopsy
	No Cap	Potty	Flex	Ghosted	Retirement
Elementary	Boujee	Lowkey	Extravagance	Playground	Cringe
	Yummy	Savage	Lit	Chill	Boo-boo
High School Students	Lit	Yummy	Flex	Rad	Potty
	Retirement	Investment	Ghosted	Squad	
Parents	Mortgage	Yummy	Budget	Career	
	Flex	Potty	Cringe	Yippee	
Seniors	Retirement	Nifty	Shook	Vibe	Strip
	Youngster	Golly	Flex	Ghosted	Death

### Question

Why is it important to choose your words carefully when writing? How does the audience impact what words you choose?

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## Activity: Secret Agent Notes

### Objective

What are we learning more about?

Students will practice the art of imitation in writing by emulating the writing style of an individual they know to craft a "Secret Agent Note".



### Instructions

How do we complete the activity?

- 1) Pick Your Target: Imagine you're a secret agent. Your mission is to leave a note, but you don't want to be traced back to you. Instead, you need to make it look like it was written by someone else. Who do you know?
- 2) Choose Your Impersonation Target: Choose a person you know well who often writes – this could be a letter, email, or social media posts.
- 3) Observe: Reflect on the nuances of how this person writes.
  - Commonly used words or phrases
  - Typical sentence structure and length
  - Their unique punctuation habits.
  - The emotions they usually convey in their writing.
- 4) Write Your Secret Note: Adopting their writing style, craft a message related to your imagined secret mission. Ensure it feels like something they might have written by mirroring their tone, punctuation, word choice, and sentence structure.
- 5) Reflect: After you've composed your note, think about:
  - The challenges you faced trying to write like someone else.
  - Whether this exercise helped you become more aware of different writing styles, including your own.
- 6) Optional - Share your note with a classmate without telling them who you were impersonating. Can they guess who it is?

**Activity: Secret Agent Notes****Planning**

Answer the questions below

1) Who is your target? Who will you try to impersonate?

2) What is your goal? Why are you impersonating them?

3) What words/phrases do they use most often?

4) Do they write short or long sentences? Explain.

5) Do they show a lot of emotion in their writing or is it just words on a page?

6) Do they use much punctuation in their writing? If so, describe what they use.

**PREVIEW**



## Varying Sentence Lengths

Using different lengths of sentences adds excitement to stories and explanations. **Short sentences** can make points stand out sharply, emphasizing key moments. In contrast, **longer sentences** put details together, allowing ideas to flow. They often use conjunctions like 'and' or 'but' to join thoughts smoothly.



### Examples

- **Short:** The dog barked. Playtime was here.
- **Long:** Under the vast expanse of the sapphire sky, the dog joyously bounded over the lush, green meadows of grass, its tail wagging vigorously with each exhilarating leap towards the bright, white frayed tennis ball.

Practice writing short and long sentences about the topics below.

<b>Topic</b>	First School
<b>Short Sentence</b>	_____
<b>Long Sentence</b>	_____ _____

<b>Topic</b>	Riding a Bike
<b>Short Sentence</b>	_____
<b>Long Sentence</b>	_____ _____

<b>Topic</b>	Building a Fort
<b>Short Sentence</b>	_____
<b>Long Sentence</b>	_____ _____

## Varying Sentence Lengths

**Write**

Read the paragraphs below and decide whether to add short or long sentences on the blanks so that there is a good mix.

Space travel sparks our imagination with endless possibilities. \_\_\_\_\_

Astronauts on the International Space Station witness 16 sunrises and sunsets each day, living in a microgravity environment. \_\_\_\_\_

They live in a confined space, where every movement is a delicate dance.

Science experiments provide valuable discoveries about life on Earth. \_\_\_\_\_

One day, in your lifetime, a human will leave footprints on the red planet's dusty surface. \_\_\_\_\_

Space exploration is the final frontier.

School recess is a burst of freedom. The bell rings, and the playground comes alive. \_\_\_\_\_

Tag! A game starts with a simple touch, and laughter echoes. Friends hug and trade snacks and stories from the morning. \_\_\_\_\_

A jump rope slaps the pavement rhythmically, as feet hop over it in a blur. Imagination takes flight in the jungle gym, transforming it into a castle, a spaceship, anything. \_\_\_\_\_

\_\_\_\_\_ With a collective groan, kids line up, the playground adventure pausing until next time. \_\_\_\_\_

## Exploring the Structure of Paragraphs

### All About Paragraphs

A **paragraph** is like a box where sentences come together to discuss one idea. Think of it as one piece of a bigger puzzle in writing.

### The Beginning Topic Sentences

Each paragraph starts with a "topic sentence." This is the sentence that lets the reader know what the paragraph is about. It's like peeking into a window of a house to see what's inside. A good topic sentence should:

1. Share the main idea of the paragraph.
2. Be fun or catchy so you want to read more.
3. Connect to the paragraph's topic.



### Why Topic Sentences Matter?

These sentences are like signs on a street. They guide the reader. Without them, reading would feel like walking blindfolded.

### Special First Sentences: Hooks

Paragraphs should start with a hook - a cool way to grab the attention of the reader. Think of it as using a shiny toy to get someone's attention. Check out the examples below:

- ✓ "Have you ever wondered why the ocean is salty?"
- ✓ "Zap! Lightning flashed across the sky, making everyone gasp."
- ✓ "Guess what! Dinosaurs used to roam where your school is now!"
- ✓ "Metal grinding, the skateboard flew down the rail."



Remember, a great paragraph is like a mini-story, with a start, middle, and end. Keep it fun and clear!

## Exploring the Structure of Paragraphs

**Topic Sentence** Read the paragraphs below and then write a topic sentence for each one.

Topic Sentence

Solar panels capture sunlight and turn it into electricity for our homes. Wind turbines spin with the breeze to generate power. So, when you use renewable energy, you're teaming up with nature to keep the Earth clean and healthy!

Topic

They come from plants and animals that lived millions of years ago. They power our cars and heat our houses, but they also cause pollution. Just like eating too much candy can give you a stomach ache, using too much fossil fuel is bad for the Earth.

Topic Sentence

When it's cold, water becomes ice, a solid. When it's warm, it's liquid, and we can drink it. If it gets really hot, it turns into steam, a gas. Just like you can be a student, a friend, and a soccer player, water can be in different states!

**Hooks**

Rewrite the topic sentences below but make them more interesting so they hook the reader.

Boring Version Cereal is a good choice for breakfast.

Your Version

Boring Version My dog is a good dog.

Your Version

Boring Version Going to school is important.

Your Version

## Exploring the Structure of Paragraphs

**Asking a Question:** Starting with a question can make readers curious.

Example: "Do you know why the sky is blue at daytime?"



**Using an Exclamation:** An exciting statement can grab the reader's attention.

Example: "Hold tight! Volcanoes can erupt with the energy of an atomic bomb."

**Making a Bold Statement:** A strong statement helps the reader understand what the paragraph is about.

Example: "Penguins are the undisputed champions of surviving extreme cold."

**Adding an Interesting Fact:** A fascinating fact can make the reader want to learn more.

Example: "Believe it or not, octopuses have three hearts pumping blue blood."

### Hooks

Read the text below using the different strategies.

Original Version	Summer is the best time to visit.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	I play basketball.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

## Quality Topic Sentences

**Think**

Circle which topic sentence you think is best.

**1) They appear after it rains and the sun shines. They have many beautiful colours like red, blue, and yellow. Looking at rainbows can make anyone's day brighter!**

a) Rainbows are a magnificent natural phenomenon that captivates many.

b) I once saw a double rainbow on my way home.

c) Most children have drawn them in their art projects.

**2) They are tasty fruits that come in many colours like red, green, and yellow. They can be sweet or tart, depending on the variety. Many people love making apple pies during the fall. Apples are a healthy fruit.**

a) I remember dropping an apple on my head once.

b) My grandmother has an apple tree in her back yard.

c) Apples are a useful and popular fruit cherished in many cultures.

**3) They have two wheels and help us move faster than walking. They are great for exercise and enjoying nature. They are better for the environment than cars. Everyone should have a bicycle!**

a) Bicycles are incredible machines that help us in many ways.

b) Last summer, I got a flat tire while on a trail.

c) My friend once painted their bicycle blue.

**4) They can take us to magical places without leaving our room. Whether it's a mystery or a fairy tale, each book has its own adventure. Reading before bed can be a calm way to end the day. You should get reading today!**

a) Last weekend, I spilled juice on one of my favourite books.

b) Books are windows to countless worlds, offering both education and escape.

c) My cousin has a collection of over 100 novels in her room.

## Crafting Perfect Paragraphs

### Crafting Perfect Paragraphs

Writing paragraphs is like packing a lunchbox. Each paragraph holds different treats (or ideas), and the details are the tasty bits that make your lunch (or writing) special.

### What Are Those Tasty Bits? Supporting Details!

Supporting details are the yummiest parts of your writing. They give more info about the main idea. If your friend asks why a book is fantastic, you don't just say, "It's good." You'd talk about the characters, exciting adventures, or funny moments!

### Check Out These Snacks!

- **Main Thought:** "Chocolate is the best!"

**Supporting Details:** It melts in your mouth and has rich flavours, and can lift your mood.

- **Main Thought:** "Summer rocks!"

**Supporting Details:** You get to swim, eat ice cream, and have lots of fun to play.



### Making Your Writing Smooth: Keeping it Together

Your paragraph should flow like a fun slide at the park. Each idea should lead to the next, so readers don't get stuck. Imagine a slide with bumps. Ouch!

### Steps to Write Amazing Paragraphs:

1. **Kick-Off with a Power Sentence:** This is the big idea of your paragraph.
2. **Add the Yummy Details:** Think of these as the sprinkles on a sundae.
3. **End with a Wrap-Up Sentence:** This is like the cherry on top.

By following these steps, your paragraphs will be as fun to read as a lunchbox full of your favourite snacks!

## Crafting Perfect Paragraphs

**Supporting Details**

Write 3 supporting details about the topic sentences below.

<b>Topic Sentence</b>	Eating a healthy breakfast helps me start the day with lots of energy.
1	You should start the day with fruits and whole grains.
2	You need energy for the things you do all day.
3	Your brain needs brain food to think at school.

<b>Topic Sentence</b>	Dinosaurs once roamed our planet long ago.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

<b>Topic Sentence</b>	Pizza is a favourite meal for people all over the world.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

<b>Topic Sentence</b>	A really important invention was the wheel.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

## Supporting Details

When crafting our paragraphs, we might have several points to include. In such cases, it's a good idea to categorize these points into 3 main themes. Check out the example below.

### Brainstorm why pizza is the best food:

Cheesy, crispy crust, various toppings, easy to share, can be eaten hot or cold, affordable, loved by many

**3 Big Ideas** (1) Delicious taste (cheesy and crispy crust), (2) Versatility (various toppings and can be eaten hot or cold), (3) Social and economical benefits (easy to share, affordable, loved by many)

Brainstorm a topic and then select 3 big ideas to write about.

1) What is your dream car?

Dream Car

Write the 3 ideas you can pull from your brainstorming.

1)

2)

3)

## Transition Words - Supporting Details

Sequence	Comparing	Contrasting	Adding	Concluding
First	Similarly	However	Also	Finally
Next	Likewise	But	In addition	In conclusion
Then	Equally	On the other hand	Furthermore	To sum up
Afterward	In the same way	Alternatively	Moreover	All in all
Meanwhile	As well as	Conversely	Plus	In summary
Along with		Nevertheless	Too	In the end

Think

Choose a transition word for the supporting details.

1) I like playing soccer. \_\_\_\_\_, my friend likes playing basketball. Sometimes, we \_\_\_\_\_ the \_\_\_\_\_ fun.

2) I love eating ice cream on sunny days. \_\_\_\_\_, my sister likes popsicles more. When we go to the store, we \_\_\_\_\_ get our favorites.

3) I have a big collection of toy cars. \_\_\_\_\_ my buddy collects toy planes. We show each other our new toys \_\_\_\_\_.

4) My favourite subject is science because we do fun experiments. \_\_\_\_\_ my classmate's favourite is math. We help each other with homework.

5) I really like going to the park after school. \_\_\_\_\_, I play on the swings, pushing myself higher and higher. \_\_\_\_\_, I slide down the big twisty slide which is always a thrill. \_\_\_\_\_, my friends usually start a game of tag, and I join in after my turn on the slide. \_\_\_\_\_, we all sit down and have a snack, sharing what we brought from home. \_\_\_\_\_, before going home, we sometimes watch the sunset, which looks like a big orange ball sinking into the ground. It's a fun way to end our day at the park.

## Ending With a Bang: Conclusion Sentences

### What's a Conclusion Sentence?

Imagine reading a book and it just abruptly stops without wrapping up the story. It would feel incomplete, wouldn't it? Similarly, a conclusion sentence is like the final scene of a movie or the end of a chapter in a book. It neatly ties up what you've read.



### Why Are Conclusion Sentences Important?

These sentences help guide readers of the main ideas. They make sure the reader understands a story and its most important parts.

### How to Write a Good Conclusion Sentence

Writing a conclusion sentence is like putting the final puzzle piece in place. Here's how:

- **Repeat the Main Idea:** Say what you wrote about in a slightly different way.
- **Keep It Short:** Make sure it's simple and to the point.
- **Add a Thought:** If you can, add something that makes the reader think a little more about what you said.

### Examples:

- Let's say you're talking about playing sports with friends. You could write: "Playing sports with friends is fun and helps us learn teamwork."
- Or, if you're talking about a school trip to an old castle, you might say: "Visiting the castle was like traveling back in time and hearing old stories."
- Alternatively, when reflecting on a summer camp experience in the woods, you could state: "The summer camp was a deep dive into nature, teaching us to value the environment."

So, remember, just like a story needs an ending, our writing needs a conclusion sentence to make it feel complete!

## Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

1) A conclusion sentence ends a paragraph.	True	False
2) Conclusion sentences provide summaries.	True	False
3) Conclusion sentences restate the main idea of the paragraph	True	False
4) Conclusions can't be thought-provoking.	True	False
5) Conclusions should be long and repeat everything.	True	False

Think

Circle the conclusion sentence you think is best.

**1) Goldfish are popular pets that are found in tanks. They have bright orange scales that shimmer in the light. It's fun to watch them glide through the water.**

- a) Goldfish usually need the water in their tanks changed every so often.
- b) Watching goldfish can be a calming experience.
- c) Goldfish can often be seen at many pet stores.

**2) Chocolates are sweet treats that melt in your mouth. They come in different shapes and flavours like milk, dark, or white. On Valentine's Day, people give chocolates as gifts.**

- a) Chocolates are a beloved gift, especially on Valentine's Day.
- b) Some chocolates have a higher cocoa percentage than others.
- c) Chocolates can melt if left out in the sun for too long.

**3) Buses give passengers a chance to relax. They are large vehicles that carry many people at once. They stop at different places to pick up and drop off passengers. Riding a bus can be an adventure, especially if you're looking out the window.**

- a) Buses have several seats for passengers to sit on.
- b) Buses run on different schedules depending on the day.
- c) A bus ride offers a chance for exploration and observation.

## Writing Quality Conclusion Sentences

**Write**

Write your own conclusion sentences for the paragraphs below.

1) Flying a kite on a windy day is lots of fun. Kites can be colourful, and some are shaped like animals or other objects. They soar high in the sky, dancing with the wind.

2) When it snows, we love to see snowmen. With coal for eyes, a carrot for the nose, and a scarf, they are so fun. They stand tall in the cold, watching the winter days progress.

3) Penguins are birds that can't fly but are excellent swimmers. They waddle around on ice and eat fish from the sea. Penguins huddle together to keep warm in cold places.

4) Gardens are where plants, flowers, and sometimes vegetables grow. People take care of them by watering and removing weeds. They're peaceful places to sit and enjoy nature.

**PREVIEW**

## Arranging Ideas Logically

**Arrange** Number the sentences from 1 - 5, ordering them so the paragraph makes sense

Order (1 - 5)	Sentences in the Paragraph
	That's why it's so important to reduce, reuse, and recycle.
	They pollute the land and water, making it hard for plants and animals to survive.
	Every year, tons of plastic are thrown away and end up in landfills or the ocean.
	If you do your part, we can help protect the earth and keep it clean for future generations.
	Plastic waste is a major problem for our environment.

Order (1 - 5)	Sentences in the Paragraph
	Rainforests are home to more than half of the world's plant and animal species.
	This destruction leads to the loss of biodiversity and changes in global weather patterns.
	Deforestation is causing these vital ecosystems to disappear at an alarming rate.
	Protecting rainforests means preserving biodiversity and the health of our planet.
	Every day, vast areas of rainforest are cut down for timber, agriculture, and development.

Order (1 - 5)	Sentences in the Paragraph
	Having a library card opens a world of imagination and knowledge for free.
	Libraries offer more than just books; they have videos, magazines, and computers too.
	It's a quiet place where you can discover new stories or study for school.
	Everyone should visit their local library and see what it has to offer.
	Your local library is a treasure chest of adventures waiting to be opened.

## Analyzing Paragraphs

**Analyze**

Read the paragraphs below. Underline the topic sentence and conclusion sentence (or use highlighters). Then circle the 3 different supporting details. Lastly, write the main idea of the paragraph.

1) The sun is a giant star in the middle of our solar system. Every morning, it rises in the east and sets in the west. It gives us warmth and light, making life on Earth possible. Without the sun, our planet would be very cold and dark. Plants need the sun to grow, which makes food for many creatures.

Main Idea

2) Cats are fluffy animals that many people love. They often purr when they're happy and relaxed. Some cats like to play with their own tails. They sleep a lot during the day and can be very affectionate. Having a cat at home can be comforting and fun.

Main Idea

3) Going to school is how we learn many new things. We study subjects like math, science, and reading. Teachers help us understand and answer questions. During recess, we get to play with our friends outside. School prepares us for the future and helps us discover our interests.

Main Idea

4) Eating healthy food keeps our body and mind strong. Fruits like apples and bananas give us energy to play and think. Vegetables like carrots and broccoli have vitamins that keep us from getting sick. Drinking water instead of soda keeps us hydrated. Eating right keeps us healthy and ready for life's adventures.

Main Idea

## Fluent Writing

**Fluent writing** is smooth and clear, making it easy to read. Sentences should connect in a way that makes sense and sounds natural. To avoid **non-fluent** writing, make sure your sentences flow together and share related ideas in a way that feels like a conversation.

- **Fluent:** The sun set, painting the sky with colours and bringing out the stars.
- **Not Fluent:** "Sun set. Sky colours. Stars came.

Think

Example fluent?



1) The sun curled its golden sunbeam, purring softly as it drifted to sleep.	Yes	No
2) Homework for grade 5.	Yes	No
3) The leaves danced gracefully and, carried by the gentle breeze.	Yes	No
4) Bicycle broken. Missed school. Sad.	Yes	No
5) Laughing and chatting, the family gathered around the dinner table.	Yes	No
6) The basketball swooshed through the net after a perfect shot.	Yes	No
7) Rain fell. Puddles. Boots on. Wet day.	Yes	No
8) Book finished. Story amazing. Felt happy.	Yes	No
9) With a leap and a splash, the frog jumped into the pond.	Yes	No
10) The garden was a riot of colours, hockey's fun. I love to read!	Yes	No

Write

Write an example of a not fluent line of writing and a fluent line.

Fluent	
Not Fluent	

Fluent	
Not Fluent	

## Fluent Writing

**Revise**

The writing below is not fluent. Revise the writing by making it sound fluent when you read it aloud.



Not Fluent Soccer game Saturday. Rained out.

Fluent

Not Fluent Science class. Volcano erupts. Messy.

Fluent

Not Fluent Birthday party. Forgot the

Fluent

Not Fluent Went hiking. Lost the map. Confused.

Fluent

Not Fluent Math test. Studied hard. Still tricky.

Fluent

Not Fluent Building a fort. Ran out of sheets.

Fluent

**PREVIEW**

## Success Criteria - Analyzing Paragraphs

### Analyze

Read the paragraph below. Write things you like about the paragraph. Afterwards, share your ideas with the class, so you and your classmates can come up with between 4 - 8 criteria that make a good paragraph.

Baking bread at home is a delightful way to enjoy wholesome, fresh flavours. First, selecting the right ingredients introduces us to various grains and flours. Next, the process of kneading and letting the dough rise teaches patience and the science behind fermentation. Finally, the aroma of freshly baked bread filling the home brings warmth and comfort. Making bread from scratch not only offers a tastier alternative to store-bought loaves but also promotes an appreciation for the art of baking.

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

## Assignment - Paragraph Writing

**Write**

Plan your paragraph by brainstorming about your topic below.

Describe your favourite animal.	What's the best season of the year?
Write about a visit to the zoo.	Describe a beautiful place you visited.
What do you like to do on a rainy day?	Explain how to make your favourite sandwich.
Explain your favourite hobby.	What is your favourite game? Explain how to play.
Would you like to be invisible?	Describe what you would do on a perfect day.

1) What is your topic?

2) Brainstorm ideas that come to your mind when you think of this topic.

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

**PREVIEW**

**Write**

Plan your paragraph by brainstorming about your topic below.

5) Write the 3 supporting details you will include in your paragraph.

1

2

3

6) Write your topic sentence of your paragraph below. Include transitions words between your supporting sentences.

**PREVIEW**

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	✓	✗
Has a clear topic sentence		
Includes at least three supporting ideas		
Maintains a focus on the main idea		
Uses transition words appropriately		
Uses interesting word choices so it isn't boring		
Has a well-crafted conclusion sentence		
Grammar, spelling, and punctuation are correct		
The paragraph flows and makes sense		

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	✓	✗
Has a clear topic sentence		
Includes at least three supporting ideas		
Maintains a focus on the main idea		
Uses transition words appropriately		
Uses interesting word choices so it isn't boring		
Has a well-crafted conclusion sentence		
Grammar, spelling, and punctuation are correct		
The paragraph flows and makes sense		

## Rubric - Paragraph Writing

Category	4 Points	3 Points	2 Points	1 Point
<b>Topic Sentence</b>	Strong, engaging topic sentence.	Clear topic sentence, but not engaging.	Vague topic sentence.	Missing or unrelated topic sentence.
<b>Conclusion Sentence</b>	Strong, effective conclusion.	Clear conclusion, but not engaging.	Vague or weak conclusion.	Missing or unrelated conclusion.
<b>Main Idea</b>	Consistently focused on the main idea.	Generally focused on the main idea.	Sometimes strays from the main idea.	Lacks clear focus on the main idea.
<b>Supporting Details</b>	Three or more relevant details; supporting details are clear.	Two or three relevant details; supporting details may be clear.	One or two details; may be irrelevant or vague.	Missing or irrelevant supporting details.
<b>Transition Words</b>	Smooth transitions throughout.	Some transitions used consistently.	Transitions are lacking or forced.	No transition words used.
<b>Word Choice (Interesting)</b>	Rich, vivid word choice.	Some interesting word choices.	Word choices are repetitive and uninteresting.	Word choices are inappropriate or unclear.
<b>Grammar/ Spelling/ Punctuation</b>	No errors in grammar or spelling.	Few minor errors.	Several errors that affect readability.	Numerous errors that affect understanding.

### Teacher Comments

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<b>Mark</b>

### Student Reflection - How did you do on this assignment? What could you do better?

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## Formal Versus Informal Letters

### How to Write Different Kinds of Letters

Formal letters are used when you need to write to someone in a professional or serious way. You might write a formal letter to your school principal, a company, or a government official. These letters have specific rules and a clear structure.

- **Opening:** Start with greetings like "Dear Mrs. Jones."
- **Body:** Write what you need or feel, but always be polite and straight to the point.
- **Closing:** End with words like "Best regards," "Sincerely," or "Yours truly."

### Informal Letters: Friends and Family

These letters are relaxed and fun. Write them to a friend. Write them to pals, your family, or people you know well.

- ✓ **Greeting:** Something fun like "Hey A!"
- ✓ **Body:** Share stories, ask questions, say hi.
- ✓ **Closing:** Be friendly, using words like "Hugs" or "Love."

### Emails: Quick Messages Online

Emails are like online letters. You can keep them official or friendly, based on who is receiving them.

- **Formal emails:** These have a set layout and should be polite. They're used for things like asking for a job or talking to your teacher.
- **Informal emails:** These are casual, like sending a quick note to your friend, but online!



### Important Parts of an Email

**Subject:** A short line telling what's inside.

**Greeting:** Either a serious or a friendly greeting.

**Body:** Your main news or question.

**Closing:** End with a polite or friendly sign-off.



## Formal Versus Informal Letters

**True or False**

Is the statement true or false?

1) Formal letters are casual.	True	False
2) Informal letters use "Dear Mr. Smith."	True	False
3) "Love" is a formal closing.	True	False
4) Emails always need a subject.	True	False
5) Job applications are informal emails.	True	False

**Think**

which type of letter is given in the example.

Dear Principal Johnson,

Thank you for the terrific spirit assembly. I am writing to ask if I can have a student led assembly soon.

Sincerely,  
James

- |                    |                   |
|--------------------|-------------------|
| a) Formal Letter   | c) Formal Email   |
| b) Informal Letter | d) Informal Email |

Hi Sammy!

What's up? I got a new bike! Can't wait to go riding together.

See you soon,  
Joffrey

- |                    |                   |
|--------------------|-------------------|
| a) Formal Letter   | c) Formal Email   |
| b) Informal Letter | d) Informal Email |

Subject: Getting Caught Up

Dear Mrs. Jenkins,

I need help understanding the math lesson because I was absent Monday. Could you help me at recess?

Yours truly,  
Francis

- |                    |                   |
|--------------------|-------------------|
| a) Formal Letter   | c) Formal Email   |
| b) Informal Letter | d) Informal Email |

Subject: My Soccer Game

Hi Uncle Pat,

We won our baseball game yesterday! You should have seen me pitch. I struck out 9 batters!

Love,  
Joffrey

- |                    |                   |
|--------------------|-------------------|
| a) Formal Letter   | c) Formal Email   |
| b) Informal Letter | d) Informal Email |

## Analyzing Formal Letters

**Analyze**

Read the emails below. Underline the subject and closing (or use highlighters). Circle the transition words being used. Then describe the voice used in each email. Is the person happy, sad, scared, etc.?

Happy Valley School

45 School

Toronto, ON M8B 1A6

Dear Mr. Peltier,

I am writing to thank you for the recent culture day. Firstly, it was an amazing event, and I had a wonderful time. In addition, I enjoyed the dancing and even tried to do 3 different dances! Thank you once again for the event. I can't wait to see you next year.

Sincerely,

Angela Raby

Author's Voice

Calgary City Hall

123 City Square

Calgary, AB K1A 1B2

Dear Mayor Taylor,

I am writing to express my dissatisfaction with the lack of public washrooms in our community. Many citizens, including myself, are feeling neglected. Furthermore, I urge you to consider our need for convenient accessible facilities. Moreover, this is an issue that needs immediate attention. Please act on this matter promptly.

Yours faithfully,

Steven Johnson

Author's Voice

# Formal Letter Writing

**Write** Using what you've learned about formal letters, write a letter below. Use the audience and purpose provided for you.

Audience	Purpose
Principal	To ask for better school yard equipment

**PREVIEW**

## Success Criteria – Formal Letter

**Analyze**

Read the letter below. Write things you like about the letter. Afterwards, share your ideas with the class, so you and your classmates can come up with between 4 – 6 criteria that make a good formal letter.

Maplewood Elementary School  
123 Maple Street  
Toronto, ON M1B2

Dear Mr. Williams,  
I trust you are in good health. To begin with, I'd like to express my gratitude for the playground equipment. My classmates and I are having so much fun using the new swings and slides. We have noticed that more students are enjoying their recess time, which is wonderful.

Furthermore, some of us have discussed the idea of having a mural painted on the playground wall. We believe it would add much of beauty and inspire creativity among the students. Additionally, there could be a student competition to come up with the best mural design.

Thank you for considering our ideas.

Sincerely,  
Zara Williams

1)	
2)	
3)	
4)	
5)	
6)	

## Assignment – Formal Letter

**Write**

Plan your formal letter by brainstorming about your topic below.

Audience	Purposes
School Principal	To request a meeting, discuss school issues
Local Government Official	To express concerns, ask for changes in the community
Teacher	To thank for support, ask about homework
Librarian	To request specific books, give suggestions
Company (e.g., Toy)	To provide feedback, ask questions about products
Police Department	To thank for service, inquire about safety programs

1) Who will be the audience of your letter?

2) What will be the purpose of your letter?

3) Brainstorm anything that comes to mind when you think of this purpose. What things could you write about to this audience?

4) What will be the main idea of your letter?

5) Write the greeting you will use.

6) Write the closing you will use.

**Write**

Plan your letter by brainstorming about your topic below.

7) Write 3 supporting details for your main idea. What three things do you want to tell your audience?

1

2

3

8) What transitions will you use to allow your supporting details to flow.

9) Write your rough draft of \_\_\_\_\_ below.

**PREVIEW**

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	✓	✗
The date		
Address of the person receiving the letter		
A greeting		
Topic sentence		
Body with main points		
Transition words		
A closing, like "Sincerely"		
Your signature (your name)		

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	✓	✗
The date		
Address of the person receiving the letter		
A greeting		
Topic sentence		
Body with main points		
Transition words		
A closing, like "Sincerely"		
Your signature (your name)		

## Revision – Take a Closer Look

### Instruction

Take a closer look at your previous activity to answer each questions below. Mark "yes" or "no". Make changes in your writing for each question that you marked "no". Then color the box to show you edited your writing.



Criteria	Yes	No
Is the topic clear?		
Are your ideas clear and interesting?		
Do your details tell more about your topic?		
Did you use your best spelling?		
Did you use capital letters?		
Did you end each sentence with a punctuation mark?		
Did you vary your sentence lengths with long and short sentences?		
Do your words and tone (feelings or attitudes) match your purpose (reason for writing)?		
Do you have a closing to your paragraph?		

## Revision – How is My Writing

**Instruction**

Read the questions below and answer.

1) Who will read my work? Will they find it interesting?

2) Will I learn something new or valuable from my work?

3) Did I address any questions my readers might have about the topic?

4) How have I made sure that my writing is clear and easy for my audience to understand?

5) How can I ensure that my writing remains memorable to those who read it?

6) Are there any parts of my writing that might confuse or disengage my readers?

**PREVIEW**

## Revision – Writing Feedback Sheet

Read your friend's writing carefully. Look for different types of mistakes: capital letters, punctuation, spelling, grammar, word choice, and sentence structure. Use the table below to count how many of each mistake you find. If you don't find any, check '0', if not, check the number that you counted. For word choice, look for words that could be more interesting. Suggest a new word if you can!



**Remember to be kind with your feedback. Our goal is to help each other become better writers!**

Student Being \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_

Type Of Error	What To Look For	Number Of Errors You Found												
		0	1	2	3	4	5	6	7	8	9	10		
Capitalization Errors	Letters that should be capitalized but aren't, like the start of sentences or names.													
Punctuation Errors	Missing or wrong marks like periods (.), commas (,), or question marks (?).													
Misspelled Words	Words that don't look right. Check with a dictionary or ask a teacher if unsure.													
Grammar Errors	Sentences that sound wrong or are hard to understand.													
Word Choice Changes	How many boring word choices did you find?													
Sentence Structure	Look for variety. Do most sentences start the same way or are most of them simple sentences.													

## Rubric – Formal Letter Writing

Category	4 Points	3 Points	2 Points	1 Point
<b>Date/Address/Signature</b>	All three elements are correctly included	Two elements are included	Only one element is included	None of the elements are included
<b>Greeting</b>	Greeting is appropriate and creative	Greeting is appropriate	Greeting is somewhat appropriate	Greeting is inappropriate or missing
<b>Topic Sentence</b>	Topic sentence is clear and specific	Topic sentence is clear	Topic sentence is vague	Topic sentence is missing or confusing
<b>Supporting Details</b>	Details support the topic	Most details support the topic	Some details support the topic	Details are missing or don't support the topic
<b>Transition Words</b>	Uses various fitting transition words	Uses appropriate transition words	Uses few transition words or they don't fit	No transition words are used
<b>Closing</b>	Closing is well chosen and creative	Closing is appropriate	Closing is somewhat appropriate	Closing is missing or inappropriate
<b>Date/Address/Signature</b>	All three elements are correctly included	Two elements are included	Only one element is included	None of the elements are included

### Teacher Comments

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<b>Mark</b>

### Student Reflection – How did you do on this assignment? What could you do better?

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## Figurative Language - Simile

A **simile** is a special tool in writing that compares two different things using the words "like" or "as." It helps create a picture in your mind by showing how one thing is similar to another. Similes make stories and descriptions more colorful and fun to read.

Here are some examples of similes:

- The car raced down the street as fast as a cheetah.
- Her smile was as bright as the sun on a summer day.
- The tree stood tall and strong like a mighty warrior.



Write \_\_\_\_\_ the similes below

1)	As busy _____
2)	As light as _____
3)	Quiet like _____
4)	Happy like _____

Write \_\_\_\_\_ Add a simile to the sentence

1)	The old book in her hands _____ _____, its pages whispering secrets of the past.
2)	The new student in class was _____ _____, speaking in a voice barely louder than a breath.
3)	_____ she stood up to speak in front of the entire school, her voice steady and confident.
4)	_____ always ready with quick answers and clever solutions.

## Figurative Language - Metaphor

A **metaphor** is like a secret code in a story that compares two different things without using the words "like" or "as." It's a way of saying that one thing is another thing to create a strong picture in your mind.

For example, if I say, "The classroom was a zoo," it doesn't mean there were actual lions and monkeys in the room. It's a metaphor to show that the classroom was very noisy and full of energy, just like a zoo. Metaphors make writing more interesting and help you see things in a new way.



Write a metaphor using the information given and explain the metaphor.

Thing to Compare	Thing to Compare	Sentence
Library	Treasure Chest	A library is a treasure chest because of all the amazing books to find inside.
Playground	Circus	
A Busy Day	Juggling Act	
Morning Routine	Race Against the Clock	
History Book	Time Machine	
Teacher	Captain of a Ship	

## Figurative Language - Analogy

**Write** Write a short text about the topics below. Use at least one analogy in each.

**Example:** Your brain is like a sponge. It soaks up information and ideas, growing and expanding. Just as a sponge absorbs water, your brain absorbs knowledge. The more you learn, the bigger and smarter your brain sponge becomes!



Topic: My Favorite Food

Topic: My Dream Job

Topic: Playing in the Snow

Topic: Going on a Hike

**PREVIEW**

## Narrative Writing - Imagery

**Imagery** is when writers use descriptive words to create pictures in our minds. It's like painting with words!

**For example:** A big, orange cat lounges in the sun, its fur shining like a flame; while a tiny, gray mouse peeks around the corner, curious but cautious.



**Write** Look at the images below and use your imagination to describe what you see.

A cartoon illustration of a chocolate ice cream cone with a bite taken out of it.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
A cartoon illustration of a red sports car driving to the right, leaving a large cloud of white smoke behind it.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
A cartoon illustration of a skateboarder wearing a red cap and a purple shirt with a yellow 'S' on it, performing a trick on a metal handrail.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

## Narrative Writing - Imagery

**Draw**

Read the sentences below and draw what you imagine.

In the sun-drenched garden, Oliver stood beside a towering sunflower, taller than himself, its yellow petals bright against the sky. Clad in a striped T-shirt and a wide-brimmed hat, he held a small basket filled with wildflowers on his face. A pair of binoculars hung around his neck, and he scanned the horizon for a glimpse of flowers - not just any flowers, but the rare, vibrant purple ones that bloomed vibrantly in the garden. A colorful butterfly perched on the stem of the sunflower, adding to the scene's charm. Above, the bright blue sky was dotted with fluffy white clouds, framing this perfect garden day.

In the quiet corner, a small table with a white tablecloth and a pair of wicker chairs sat under the spreading limbs of an ancient oak tree. A young girl in a pink dress, four years old, sat on the table, her attention captured by the world of illustrated tales. The oak whispered stories with each rustle of its leaves, its branches adorned with delicate pink and white blossoms that swayed gently. At her side, a picnic blanket bore a cornucopia of summer fruits, while nearby, a family of ducks traced elegant paths on the pond's surface, their ripples catching the last kisses of the pastel orange sun.

## Narrative Writing - Setting

### Describe

Imagine the story takes place in the picture. Describe the setting. Make up extra details you can't see using your 5 senses.

<b>See</b>	
<b>Feel</b>	
<b>Hear</b>	
<b>Taste</b>	
<b>Smell</b>	



Use your notes above to write a paragraph form.

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### Analyze

The setting below has been written about a treehouse. Write down what the character sees, feels, hears, tastes, and smells.

In a cozy forest, a treehouse waited for adventure. Young Aiden climbed the rope ladder, his feet touching sturdy wood. He heard birds chirp and smelled pine needles. He tasted the fresh, clean air and saw walls decorated with maps and fairy lights. Aiden knew that an unforgettable adventure was just around the corner.

<b>See</b>	
<b>Feel</b>	
<b>Hear</b>	
<b>Taste</b>	
<b>Smell</b>	

## Narrative Writing – Funny Characters

To create a humorous character in your story, start by thinking about what makes you laugh. Is it someone who is clumsy, always telling jokes, or perhaps someone who is very serious but finds themselves in funny situations? Your character should have a unique trait or habit that is amusing.

For example, you could write about a character named Sam, who is a young detective. He's very smart but always forgets where he puts his glasses, which he often finds in the most unexpected places, like in the refrigerator or under his cat, Whiskers.

Draw one of the characters below and fill in the descriptive details.

Clown

Trickster

Cartoon Animal

Silly Scientist

1) What is your character's name?

2) Draw your character. Where do they live? Describe the setting.

4) List your character's traits.

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

5) Give an example of something they do that shows one of the traits they have.

# Narrative Writing - Characters

**Create**

Create a character and fill in the organizer below

My character is: \_\_\_\_\_

What does the character look like?

What do they do? (actions)

What do they say?

What do others say about the character?

**PREVIEW**

## Narrative Writing – Character Development

**Developing characters** in a story means the writer shows us how the characters change or grow as the story goes on. Characters develop because of events they go through.

**For example**, a character might start off being scared of trying new things, but by the end of the story, they might learn to be brave and try lots of new adventures.

Write

Pick a character from your favourite book or movie and fill in the boxes below to show how they develop over the course of their storyline.

1) **Beginning of story:** How does the character feel and why?

2) **Beginning of story:** How do they act and why?

3) **Cause:** What happens to make the character change?

4) **End of story:** How they feel and why?

5) **End of story:** How do they act and why?

## Narrative Writing - Characters

### Analyze

Read the character introductions that could be used in different stories. Fill in the organizer.

Emma, with her big brown eyes and curly red hair tied in a ponytail, is always seen in her black dress. Her empathy for others and she never stops to help anyone in need. She always helps her at the station with new arrivals from the city. Her extraordinary kindness is her superpower.

<b>Name</b>	
<b>Look</b>	
<b>Personality</b>	
<b>Special Trait or Talent</b>	

Wearing a helmet and camo jacket, Stanley's mischievous smirk gives away his adventurous spirit. He loves a challenging hike and has a knack for finding animal habitat never visited by humans before. His array of gadgets and trusty field guide help keep him safe on his adventures.

<b>Name</b>	
<b>Look</b>	
<b>Personality</b>	
<b>Special Trait or Talent</b>	

Freddy's colourful clothes and pale green eyes reflect his creative energy. Charismatic and charming he attracted a following wherever he went. As he played his enticing tunes the children could not help themselves and began to dance in his wake. Where was he going?

<b>Name</b>	
<b>Look</b>	
<b>Personality</b>	
<b>Special Trait or Talent</b>	

# Narrative Structure

## Understanding Narrative Structure

Every story you read or listen to has different parts that make it complete and exciting. These parts are like pieces of a puzzle that fit together to tell the whole story. Let's explore the five main parts of a story: exposition, rising action, climax, falling action, and resolution.

### Starting the Story: Exposition

In the beginning of a story, called the exposition, we learn about the characters, where and when the story takes place, and the main problem. We also find out what the story might be about.



### Building Up: Rising Action

After the story starts, things begin to happen that make the story more exciting. This part is called the rising action. Here, the characters face problems or challenges. Think of it like climbing a mountain - it gets more and more exciting as you go up.

### The Big Moment: Climax

The climax is the most exciting part of the story. It's like the highest point of the mountain. This is where the biggest problem or challenge happens, and the characters must make a choice.

### Wrapping Up: Falling Action

After the climax, the story starts to calm down. This part, called the falling action, is where the characters deal with what happened in the climax and start to find solutions.

### The End: Resolution

Finally, we have the resolution. This is where all the problems are solved, and the story comes to an end. It's like coming down from the mountain and resting after a long journey.

These parts work together to make a story that we enjoy reading or listening to. Each part has its own job in telling the story.

## Fill In

## Fill in the blanks.

1)	The part where we learn about the setting and characters: _____
2)	The most exciting part where the main problem happens: _____
3)	The part where the story begins to calm down after the climax: _____
4)	The part where the story ends and the problems are solved: _____
5)	The part where the story begins and the problems start: _____

## Direction

Circle the part of the story from which you think this sentence comes.

1) As the sun rose over the sleepy town, a young girl woke up to her first day at a new school.	Exposition	Falling Action
2) The dragon roared, and James knew it was his last chance or never to retrieve the enchanted crown.	Climax	Climax
3) The villagers celebrated with a grand feast, joyous that peace had been restored to their land.	Resolution	Resolution
4) With the secret code finally cracked, the hidden door to the library slowly creaked open.	Rising Action	Exposition
5) Finally, after days of searching through the jungle, Alex stood before the ancient temple, its doors sealed shut by a mysterious puzzle.	Climax	Falling Action
6) After the great battle, Sir Cedric tended to his wounds, pondering his next move.	Falling Action	Rising Action
7) In the quaint village of Willow Creek, nestled at the foot of the mountains, young Sarah dreamed of adventures beyond her small world.	Resolution	Exposition

**Think** Read the story and fill the chart showing which sentences belong in each category.

Story

Tom, a shy fifth grader, had never been interested in science until his teacher announced a school science fair. He decided to participate with a project on volcanoes. Tom worked hard, researching volcanoes and building a model. He faced challenges, like finding the right materials and making the volcano erupt. On the day of the science fair, Tom's volcano model not only erupted but also caught the attention of a local scientist visiting the fair. The scientist was impressed and spent time discussing Tom's project with him, giving him advice and encouragement. Tom won a special award at the science fair. He gained new confidence and a new interest in science, eagerly looking forward to next year's science fair.

Exposition

Rising Action

Climax

Falling Action

Resolution

## Narrative Writing - Plot

Creating a plot in a story is like putting together a puzzle. Here's a simple way for you to develop a plot for your story.

- 1) **Start with an Idea:** Think of what you want your story to be about. It can be an adventure, a mystery, or even a funny event.
- 2) **Build the Characters:** Who are the main characters in your story? What do they want, and what's stopping them from getting it?
- 3) **Plan the Beginning:** This is where you set the scene and introduce the characters and their goal.
- 4) **Develop the Middle:** The middle part of the story is where the characters try to solve the problem or reach their goal. They might face challenges, meet new friends, or learn important things.
- 5) **Design the End:** How will the story end? Will the characters solve the problem or reach their goal? Write the ending to wrap up the story and leave the reader satisfied.

Remember, your plot doesn't have to be perfect! You can start with a simple idea and build on it. Be creative, and most importantly, have fun writing your story!

### Practice

Read the short story plot below. Then use the organizer.

Once upon a time, Spencer found a magical, glowing rock in his backyard. Wow, was it bright!

He showed it to his best friend, Sarah. "Let's make a wish," Sarah exclaimed. They closed their eyes and wished for a day of endless fun. Poof! They found themselves in a candy forest. "Yummy," Spencer shouted, biting into a chocolate tree. Suddenly, a rainbow appeared. It led them to a treasure chest full of toys and games. "Yahoo!" they cheered. They spent a magical afternoon playing with the toys.

Just when they realized how tired they were, the rock glowed again and took them back home. What an adventure! They couldn't wait for the next one.

Character	
Beginning	
Middle	
End	

## Point of View - Narratives

In narrative writing, the point of view is the perspective from which a story is told. It's like choosing the right glasses to see the world of the story through.

- **First-Person Point of View:** This is when the narrator is a character in the story, using 'I' or 'we.' It brings the reader close to the narrator's experiences. Example: "I crept silently through the dark forest, my heart pounding in my ears."
- **Second Person Point of View:** This is less common and addresses the reader as 'you,' making them feel part of the story. It's like the story is speaking directly to them. Example: "You stepped into the ancient castle, feeling the weight of history around you."
- **Third Person Point of View:** Here, the narrator is outside the story, using 'he,' 'she,' or 'it.' It can be limited to one character's perspective or omniscient, knowing all characters' thoughts. Example: "She hesitated at the castle's entrance, her eyes on the grandeur."



Write

Write a short story using the point of view provided.

**Plot:** The Pet Show Mix-Up: A school pet show leads to funny and humorous situations, as pets behave in unexpected ways.

**Point of View:**  
First-Person

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## Using Quotations in Narratives

### What are Quotations?

Quotations are the exact words spoken by someone in a story or an article. When you write down what someone says, you need to use quotation marks around those words. For instance: "I love painting," mentioned Sarah.



### Rules for Quotations

There are some rules to remember when adding quotations in your stories or essays. These help readers easily understand who's talking and what they're saying.

- 1) Start with Capital Letters: A quotation begins with a capital letter. For example: "It's a sunny day."
- 2) Use a Comma Before the Quote: When you introduce the speaker before the quote, make sure to use a comma. Example: "I won the race!"
- 3) Punctuation Inside the Quote: Always put punctuation inside quotation marks. Like: "Can we go to the park?" asked Bella.
- 4) Quotations for Speaking: Remember, quotation marks are used for spoken words, not for thoughts or feelings.
- 5) New Speaker, New Line: Whenever a different person starts speaking in your story, start a new line or even a new paragraph. This makes it clear to the reader about who's talking.
- 6) Keep Quotations Short: Long dialogues can confuse readers. If possible, keep the spoken words brief and to the point.
- 7) Use Speaker Tags Wisely: Words like "she said" or "he shouted" help show who is talking. You can place these at the start, in the middle, or at the end of a quote. Use them in a way that makes the conversation flow smoothly.

## Using Quotations in Narratives

**Edit**

Fix the mistakes below.

Original	"the truck ran out of gas."
Edited	

Original	said "Eat your vegetables."
Edited	

Original	"I don't rock practice?" asked Henry."
Edited	

Original	"Be nice to yourself you're your best!"
Edited	

Original	"Are you heading to the mall Nice he said make it."
Edited	

Original	"Let's go to the mall, he said.
Edited	

Original	"I can't believe it's snowing" he said.
Edited	

Original	"I'm so excited for the concert!" Marnie said "Me too!" said Taylor.
Edited	

## Writing Speaker Tags

asked	whispered	shouted	exclaimed	warned
replied	muttered	groaned	questioned	pouted
announced	cried	cheered	requested	moaned
insisted	mumbled	declared	laughed	grumbled

**Fill in the Blanks** Complete the speaker tag for the quotations below using as many different words from the list above as you can.

1)	"Do you see the movie?" _____	Sarah with excitement.
2)	"No, I miss _____"	Jake, looking a bit sad.
3)	"Attention, everyone! Tomorrow is _____"	Mrs. Thompson.
4)	"I really think you should try the _____"	Mia.
5)	"There's a secret passage behind the books _____"	Leo, glancing around.
6)	"I can't believe I forgot my lunch at home, _____"	_____ to himself.
7)	"I lost my favourite toy!" _____	little _____, tears _____
8)	"Hey! Stop taking my cookies," _____	Ryan _____ ground.
9)	"Not another math test," _____	Nathan, looking at the calendar.
10)	"You are the best friend ever," _____	Zoe, giving a tight hug to Amy.
11)	"That joke was so funny," _____	Isabella, holding her stomach.
12)	"I wanted the pink balloon," _____	Lucy, her lips turning downward.
13)	"The library is closing in ten minutes," _____	Mr. Clark, the librarian.
14)	"Why is it raining today?" _____	Ali, looking out of the window.

## Character Personality and Dialogue

**Think**

Characters should have personalities, like brave or shy. Their dialogue should match their personality. Circle the dialogue below that matches the personality.

**Trait: Brave**

"I'm not sure if I can do this... I'm really scared."

"Even though I'm afraid, I know it's important to stand up for what's right."

"Let's just avoid this problem; it's too risky."

**Personality: Honest**

"I always tell the truth, even when it's hard."

"Sometimes, it's easier to smile and hide my feelings."

"I don't think honesty is always the best policy."

**Personality: Kind**

"Why should I help them? What's in it for me?"

"I try to do at least one kind thing for someone every day."

"Helping others is a waste of time."

**Personality: Creative**

"I can think of a hundred ways to solve this problem."

"I don't really enjoy imagining new things."

"Creativity isn't that important."

**Personality: Funny**

"I love making people laugh with my jokes!"

"I don't see the point in joking around."

"Being serious is always better than being funny."

## Writing Using Quotations

### Practice

Write dialogue between Spiderwoman and Spiderman. **Don't forget the speaker tags!**



Speech bubble containing three horizontal lines for writing dialogue.



Speech bubble containing three horizontal lines for writing dialogue.



Speech bubble containing three horizontal lines for writing dialogue.



Speech bubble containing three horizontal lines for writing dialogue.

**PREVIEW**

## Writing Using Quotations

**Practice**

Think of your favourite celebrity. Is it a hockey player, actor, or painter? Now write dialogue between you and them. What will you say? Will you say it excitedly? What will they say? Use speaker tags.

You	_____
Your Celebrity	_____
You	_____
Your Celebrity	_____
You	_____
Your Celebrity	_____
You	_____
Your Celebrity	_____
You	_____
Your Celebrity	_____

**PREVIEW**

## Adding Dialogue to a Story

**Write** Read the story below. Then add dialogue in the blanks below to improve the story.

### Title: The Great Classroom Bake-off

Ms. Garcia's fifth-grade class was buzzing with excitement. Today wasn't just any day, it was the day of the Great Classroom Bake-off. Desks had been pushed aside to make room for a table covered with an assortment of delicious homemade treats.

Mia and Jake were competitors. They had spent all evening baking chocolate cookies. Mia was worried though. She glanced at the other treats: brownies, and even a lemon pie.



"\_\_\_\_\_?" she whispered to Jake.

"\_\_\_\_\_." Jake reassured her. "We made our best and that's what counts."

As Ms. Garcia called the class to attention, everyone gathered around the table.

"\_\_\_\_\_."

"\_\_\_\_\_."

The students took turns presenting their baked goods. When it was Mia and Jake's turn, Mia's hands trembled a bit as she offered a cookie to Ms. Garcia.

"\_\_\_\_\_."

"\_\_\_\_\_." Ms. Garcia said after a bite, and Mia's face lit up with a smile.

In the end, there were no winners or losers in the bake-off. It was about trying something new and sharing with friends. As they enjoyed the treats, the classroom was filled with laughter and chatter, making it a day to remember.

## Success Criteria – Narrative

### Analyze

Read the story below. Write things you like about the story. Afterwards, share your ideas with the class, so you and your classmates can come up with 7 criteria that make a good narrative.

### The Lost Laughter

In the quiet village of Meadowland, a strange sadness lingered: no one could remember the sound of laughter. Sara, a young and spirited girl, felt the weight of this silence every day. She longed for tales of times when laughter filled the air, and she longed for those days.

One morning, with a determined heart, Sara ventured into the enchanted forest nearby. Amidst the tall trees and mystical creatures, she discovered a butterfly that glowed with a peculiar light.

"Why are you here?" Sara asked, her voice echoing around her.

"I seek the lost laughter of this land," the butterfly replied, her voice filled with determination.

The butterfly, sensing her pure intention, whispered a magical phrase into her ear. Armed with this newfound magic, Sara returned to her village.

Gathering the villagers, she recited the phrase, and slowly, giggles, chuckles, and hearty laughter spread throughout Meadowland. The village was once again filled with joy, all thanks to Sara's courage and the butterfly's magic.



1)	
2)	
3)	
4)	
5)	
6)	
7)	

## Assignment – Narrative Writing

**Write**

Plan your narrative by brainstorming about your topic below:

Characters	Plots	Settings
Astronaut	Defeats space monster	Space
Detective	Solves a crime	Police Station
Hockey Player	Joins the NHL	Stadium
Veterinarian	Saves animals	Forest
Pirate	Finds hidden treasure	Island
Mayor	Solves town mystery	Town
Musician	Wins talent show	Theatre

**Plan**

Choose a topic from the table above and plan it out in more detail.

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Beginning – Describe the setting.

**Plan**

Fill in the organizer below.

4) Middle - Write the events that will happen in the middle of the story. Describe how the character(s) will try to handle the problem. Write at least 3 different events.

1

2

3

4

5

5) End - How will the problem be resolved? How will the character(s) solve the problem?

6) What is a good title for your story?

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	✓	✗
Interesting Plot		
Well-Developed Characters		
Clear Beginning, Middle, and End		
Strong Setting - Uses 5 Senses		
Vivid Descriptions - Word Choice		
Appropriate Title		
Story Makes Sense		
Optional: Realistic Dialogue - Use of Quotations		

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	✓	✗
Interesting Plot		
Well-Developed Characters		
Clear Beginning, Middle, and End		
Strong Setting - Uses 5 Senses		
Vivid Descriptions - Word Choice		
Appropriate Title		
Story Makes Sense		
Optional: Realistic Dialogue - Use of Quotations		

## Activity: Story Swap Revision Party

### Objective

What are we learning more about?

To allow students to practice proofreading and revising narrative stories by working with peers in an engaging and supportive environment. This activity will foster collaboration and help students develop their writing skills.

### Materials

What is needed to complete the activity?

- Drafts of narrative stories
- Pencils and erasers
- Highlighters (yellow and pink)
- Revision checklist (see page 138) or teacher success criteria



### Instructions

How do we complete the activity?

- 1) **Introduction:** Explain to the students that they will be participating in a "Revision Party," where they'll get to read each other's stories and help each other make them even better. Emphasize that constructive feedback is important and that everyone is here to help.
- 2) **Pair Up:** Divide students into pairs and have them swap stories.
- 3) **Read Carefully:** Each student reads their partner's story and uses highlighters to mark areas that are particularly good or might need revision.
- 4) **Use the Checklist:** Hand out the revision checklist and ask students to review their partner's story, checking for each of the criteria.
- 5) **Discuss:** Encourage the pairs to discuss the feedback and brainstorm ways to make improvements.
- 6) **Revise:** Students take back their own stories and begin revising based on the feedback and their discussions.

## Activity: Story Swap Revision Party

**Feedback**

Fill in the graphic organizer below to give feedback to your partner.

1) Based on the success criteria, what did your partner do well?

2) Based on the success criteria, what does your partner need to change?

3) What is your favourite part of your partner's story?

4) Write 3 questions you have about your partner's story.

1)

2)

3)

5) **Hand this sheet back to your partner.** Now, your partner should write how they will change their story to ensure it is as good as it can be. If there were lots of questions, what could you add to the story to ensure it is easy to follow? Think of 3 changes.

1)

2)

3)

**PREVIEW**

## Revision – Take a Closer Look

### Instruction

Take a closer look at your previous activity to answer each questions below. Mark "yes" or "no". Make changes in your writing for each question that you marked "no". Then color the box to show you edited your writing.



Criteria	Yes	No
Is the topic clear?		
Are your ideas clear and interesting?		
Do your details tell more about your topic?		
Did you use your best spelling?		
Did you use capital letters?		
Did you end each sentence with a punctuation mark?		
Did you vary your sentence lengths with long and short sentences?		
Do your words and tone (feelings or attitudes) match your purpose (reason for writing)?		
Do you have a closing to your paragraph?		

## Revision – Writing Feedback Sheet

Read your friend's writing carefully. Look for different types of mistakes: capital letters, punctuation, spelling, grammar, word choice, and sentence structure. Use the table below to count how many of each mistake you find. If you don't find any, check '0', if not, check the number that you counted. For word choice, look for words that could be more interesting. Suggest a new word if you can!



**Remember to be kind with your feedback. Our goal is to help each other become better writers!**

Student Being \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_

Type Of Error	What To Look For	Number Of Errors You Found												
		0	1	2	3	4	5	6	7	8	9	10		
Capitalization Errors	Letters that should be capitalized but aren't, like the start of sentences or names.													
Punctuation Errors	Missing or wrong marks like periods (.), commas (,), or question marks (?).													
Misspelled Words	Words that don't look right. Check with a dictionary or ask a teacher if unsure.													
Grammar Errors	Sentences that sound wrong or are hard to understand.													
Word Choice Changes	How many boring word choices did you find?													
Sentence Structure	Look for variety. Do most sentences start the same way or are most of them simple sentences.													

## Rubric – Story Writing

Category	4 Points	3 Points	2 Points	1 Point
<b>Interesting Plot</b>	The plot is highly engaging and keeps the reader's attention throughout.	The plot is interesting but lacks some details.	The plot is somewhat engaging but needs more development.	The plot lacks interest and is confusing.
<b>Characters</b>	Characters are well-developed, with clear traits and motives.	Characters are defined but need more depth.	Characters lack some development and depth.	Characters are one-dimensional or lacking.
<b>Beginning, Middle, End</b>	The story has a clear beginning, middle, and end.	The story has a beginning, middle, and end, but one part may be weak.	One or more parts of the story (beginning, middle, end) are lacking or undeveloped.	The story does not have a clear beginning, middle, or end.
<b>Setting (senses)</b>	The setting is vivid and described using all the senses.	The setting is described but lacks some detail.	The setting lacks detail and does not use all the senses.	The setting is unclear or not described.
<b>Word Choice</b>	Word choice enhances the story and is appropriate for the audience.	Word choice is good but lacks some variety or sophistication.	Word choice is basic or repetitive.	Word choice is inappropriate or confusing.
<b>Title</b>	The title is engaging, relevant, and adds to the story's interest.	The title is relevant but lacks creativity.	The title is missing or irrelevant.	The title is irrelevant or missing.
<b>Quotations</b>	Quotations are used effectively and enhance the story.	Quotations are used but may not always add to the story.	Quotations are used incorrectly or ineffectively.	Quotations are not used throughout the story.

### Comments

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Mark

# Reflection Journal

1) Colour the emoji that best describes how you feel about your writing. Are you happy with your finished text?



2) What was your favourite part of your assignment?

3) What did you find challenging about your writing?

4) How could you have done better?

5) Did you learn any new words or phrases while writing? Can you share them?

**PREVIEW**

## Stamina Writing – Building Stamina

Have you improved your stamina? Can you focus and write more than you wrote the last time you did this exercise? Let's test your stamina!

**Practice** Choose one prompt from the box below and write about it for 8 minutes.

Is it fair for guardians to limit your screen time at home?

If someone spreads false rumors about another student, what are the fair consequences for the person spreading the rumors?

If a student competes academically, should they be given more challenging work to affect fairness in learning opportunities?

Should everyone have the same amount of screen time, or can it be different for each person?

**PREVIEW**

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

**Practice**

Choose one prompt from the box below and write about it for 8 minutes.

**PREVIEW**

Count your words. How many words did you write? \_\_\_\_\_

Count your lines. How many lines of words did you write? \_\_\_\_\_

## Quick Look: Learning to Skim and Scan

To **skim or scan** information means to look over a text quickly to find the main ideas or specific details without reading everything word by word.

### For Example:

- **Skimming:** Imagine you have a big book about dinosaurs, but you only want to know what they ate. Instead of reading every page, you quickly flip through the book, looking at headings and pictures to find sections about dinosaur diets.
- **Scanning:** Like searching for a friend's name in a list. You use your eyes to spot the important information.



### Instruction

Skim through the report below to find the main ideas and answer the questions that follow.

The 20th century was a time of remarkable innovation that shaped the modern world. Key inventions include the airplane, invented by the Wright Brothers in 1903, which made global travel faster and more accessible. The personal computer, introduced in the 1970s, revolutionized how we gather information and communicate. Another groundbreaking invention was the internet, developed in the late 20th century, connecting people and information worldwide like never before. The invention of penicillin in 1928 by Alexander Fleming was a medical milestone, providing a powerful drug against bacterial infections. Lastly, the mobile phone, evolving from large brick phones to sleek, smart gadgets, has transformed personal communication.

1) Who invented the airplane?

2) In which decade was the personal computer introduced?

3) What medical invention is credited to Alexander Fleming?

4) How has the mobile phone changed over time?

## Quick Look: Deep Dive (Close Reading)

**Instruction**

Now, read the report carefully and thoughtfully to answer the more complex questions. Pay attention to all the details in the text.

- 1) Explain how the invention of the airplane impacted global travel and communication.  

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- 2) Discuss the role of the computer and the internet in shaping modern work and communication.  

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- 3) Describe the significance of penicillin in the field of medicine and how it changed healthcare.  

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- 4) Reflect on the evolution of the mobile phone and its impact on daily life and society.  

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**PREVIEW**

## Research: Discovering New Things

**Research** is like being a detective, but instead of solving mysteries, you're finding out new things about any topic you're curious about!



**For Example:** Imagine you want to know why the sky is blue, how plants grow, or what makes a volcano erupt. Doing research means you start looking for answers in books, asking experts, or using the internet to gather information. It's like going on a treasure hunt, where clues are facts and details that help you understand more about a question.

### Instruction

Below is a collection of statements on the Solar System containing a mix of facts and common myths. Your mission is to research and determine which statements are reliable (true) and which are not (false). Use the internet to help you. Ask a teacher to help you find the truth.

1)	The Sun is a giant ball of fire in our solar system.	
2)	Mercury, the closest planet to the sun, is the hottest planet in our solar system.	
3)	Earth is the only planet in the Solar System that has water.	
4)	Mars is known as the Red Planet because it's covered in red soil made of iron oxide.	
5)	Jupiter has the most moons of any planet in our solar system.	
6)	Saturn's rings are solid, like a giant disc made out of rock and ice.	
7)	Uranus rotates on its side, making its seasons very different from those on Earth.	
8)	Neptune was discovered through mathematical predictions before it was visually observed.	
9)	Pluto is the ninth planet in our Solar System.	

**Direction**

Respond to the research prompt given below. Write a summary of your research on the lines provided.

Research your favourite time period in Canada history. What happened during that time period? what is interesting about that time period?

Write three resources you used to find your information.

Write your summary below.

**PREVIEW**

## Persuasive Writing - Research

**Research** in persuasive writing is like finding clues to solve a mystery. Imagine you're trying to convince your friends that chocolate ice cream is the best flavour. You would need to find reasons why chocolate is tastier, creamier, or more popular than other flavours.

Research helps you find those reasons. You can look up information in books, talk to people who love chocolate ice cream, or even taste different flavours yourself. When you gather all these "clues," you can share them with others to make your argument stronger.

Without research, it's just your word against someone else's, and that might not be enough to win over to your side. By doing research, you have proof to back up what you say, and that makes your opinion more powerful and convincing!

**Research** \_\_\_\_\_ learn more about the topics.

Topic	Which country is the best _____
1) Before you start researching, decide your opinion on the topic below. If you're unsure, ask some of your classmates what they think and _____ so you can formulate an opinion.	
2) Now you'll need to find research about why the country you _____ You might want answers to these questions below.	
Average Temperature	
Average Snowfall	
Average Rainfall	
Major Rivers, Oceans, Lakes	

## Persuasive Writing - Research

**Research**

Fill in the table below to learn more about the topics.

<b>Amusement Parks</b>	
<b>Popul</b>	
<b>Aver Annual Salary</b>	
<b>Crime Rate</b>	
<b>Population</b>	
3) What other interesting facts did you learn about the country is the best?	
4) Go ask your classmates and teachers why they like the country you chose. Write down 5 things you learned below.	
1)	
2)	
3)	
4)	
5)	

**Plan**

Fill in the table below to plan your paragraph about your research topic.

1) What is the main idea of your paragraph?

2) Write a topic sentence for your paragraph.

3) What 3 interesting details do you think are most convincing? Write them below:

4) Write a closing sentence.

**Write**

Write a paragraph about why the \_\_\_\_\_ country was \_\_\_\_\_ the best country.

**PREVIEW**

## Understanding Bias in Persuasive Writing

### Spotting Bias in Strong Opinions

Bias is when someone favours one side of an argument without looking at all sides honestly. When someone tries to persuade you, it's important to know if they might be a little biased.

### Different Perspectives

Everyone has different preferences. Some might love blue while others prefer red. Both choices are different. Just like with colours, people can have different opinions on bias. Some might love the idea of wearing school uniforms, while others don't. Our values, beliefs, and life experiences.

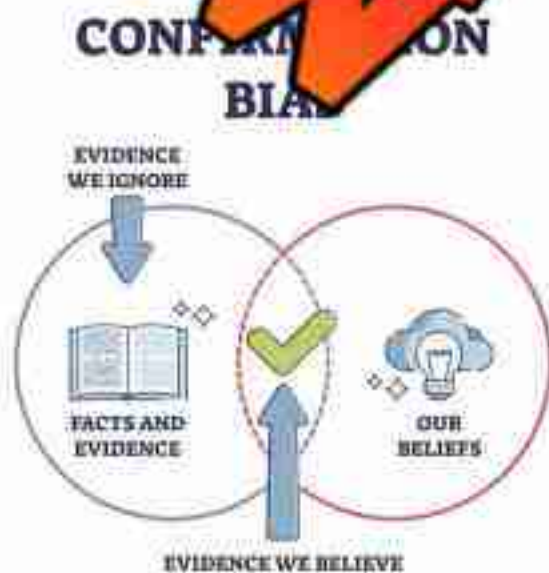
### Looking at Writing Closely

When you read someone's strong opinion, look for a few things:

- Identify the Author's Opinion: What is the writer's main point?
- Their Reasons: Why do they feel that way? Do they use facts, statistics, or examples? Or did they simply state their opinion without evidence?
- Look for Bias: Is the writer just talking about their own side? Are they ignoring the other side?
- Your Thoughts: After reading all sides, what's your opinion? Do you agree?

### What is Confirmation Bias?

"Confirmation bias" is when our brains like to say "I knew it!" We naturally pay more attention to things that match what we already believe. If you think cats are the best, you might only notice stories about cool cats and skip ones about dogs. This way, our brain thinks it's always right. But this can limit our learning. It's like only seeing half the picture! It's important to look at all sides of a story.



# Understanding Bias in Persuasive Writing

**Analyze**

Read the opinions below and answer the questions.

Ice cream is the ultimate dessert for several reasons. First, the creamy texture and rich flavour are simply unbeatable; it's like a treat for your taste buds. Second, the options are endless; whether you like chocolate, vanilla, or something fruity, there's an ice cream for everyone. Lastly, on a hot day, nothing beats the refreshing chill of a scoop of ice cream. These are the reasons why ice cream reigns supreme in the world of desserts!

1) What is the author's opinion?

2) What reasons did they give? List 3.

3) Why is this a biased opinion? Write the other perspective - people who do not agree.

Bicycles are clearly the best form of transportation. First, they do not produce harmful emissions, making them great for the planet. Second, riding a bicycle is a wonderful way to stay active and healthy, unlike sitting in a car. Third, once you buy a bicycle, you don't need for gas or expensive repairs, saving you tons of money. For these reasons, bicycles are the top choice for getting around!

1) What is the author's opinion?

2) What reasons did they give? List 3.

3) Why is this a biased opinion? Write the other perspective - people who do not agree.

## Version 3: Activity – Finding Bias in Writing

**Tough Job**

Imagine you are the principal of your school. You have received a letter today. Respond to the letter by pointing out the bias.

Dear Principal Martinez,

I hope this letter finds you well. I've come up with an exciting idea for our school: How about setting up a giant treehouse classroom in the big oak tree outside? Here's why I think it'd be amazing.

First, being outdoors amidst nature can be so refreshing. The fresh air, the chirping birds, and the rustling leaves make our study sessions feel like an adventure.

Next, climbing up the tree can give us a new perspective. We'd learn to see the world from a different angle, sparking creativity and broadening our horizons.

Moreover, having a treehouse classroom would be the talk of the town! Students would be eager to attend classes, and our school would stand out as a beacon of innovative learning.

I hope you'll give this idea a try. Although it's a bit unconventional, it would truly transform our school days!

Best wishes,

Sophia, Grade 5 Student

1) What is the author's opinion?

2) What reasons did they give? List 3.

3) Why is this a biased opinion? Write the other perspective. Give 3 reasons why this is a bad idea.

**Activity – Finding Bias in Writing****Tough Job**

Write your response letter back to Sophia.

PREVIEW

**Include:**

- A greeting
- Topic sentence
- Body with main points



- Transition words
- A closing, like "Sincerely"
- Your signature (your name)

## Assignment – Advertising a New Invention

Students, in this assignment, you will create an advertisement for an invention that you will dream up. The focus of this activity is to learn how to use persuasive techniques to convince others that your invention is amazing and a must-have! Let's get started!

### Planning

Fill in the graphic organizer below.

1) Brainstorm some creative and helpful products you'd like to invent. Here are some examples:

- A new kind of knife with self-sharpening blades
- A robot that helps you do your homework
- A self-making machine

2) Which invention will you choose?

3) What is the name of your product?

4) What problem does it solve, or how does it make life better?

## Assignment – Advertising a New Invention

**Planning**

Fill in the graphic organizer below.

5) Who would want to use this product? This will be your audience.

6) What are three reasons someone should buy it?

7) How will you describe your product, so it sounds appealing? You can use advertising strategies: celebrity endorsement, free prize, say they are limited (only one left after a sale – buy one get one free, describe the must-have feature, etc.

**PREVIEW**

# Assignment – Advertising a New Invention

**Planning**

Fill in the graphic organizer below.

8) Imagine you have 3 minutes to show your audience how good your product is. Create a PowerPoint presentation for them that highlights all the reasons they should buy. What will you need to add to the PowerPoint? Fill in the information you will include on each slide. Some ideas have been listed for you.

**Title Slide:**

- Eye-catching title
- Tagline or slogan
- Image or illustration of the invention.

**Introduction to the Invention:**

- Name of the invention.
- What it is and what it does.
- A picture or illustration of the invention.

**Why the Invention is Needed:**

- Identify a problem or need that the invention solves.
- Explain how the invention is the solution.

**Benefits and Features:**

- List of the invention's unique features.
- How those features translate into benefits for the user.

**PREVIEW**

# Assignment – Advertising a New Invention

**Planning**

Fill in the graphic organizer below.

**Endorsement or Testimonial (if available):**

- Quote or video from someone who has tried the product.
- Celebrity endorsement if applicable.

**Special Deal or Promotion:**

- Any special offers, discounts, or bonuses available.
- Limited-time offer to create urgency.

**Cost and Purchasing Information:**

- Price of the invention.
- Where and how it can be purchased.
- Any money-back guarantees or warranties.

**Call to Action:**

- Strong, persuasive language urging the audience to act now.
- Contact information or a link to a website where the product can be purchased.

**PREVIEW**

**Survey**

Ask your classmates the following questions and fill in the details below.

1) In order to survey your classmates to find out if your invention is wanted, what will you ask them? Tally your results below.

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Great Idea	Okay Idea	Bad Idea	Worst Idea Ever

2) What do you think of the results?

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3) How does this prove that your invention will help people? Use the data above to make your invention more persuasive.

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## Rubric – Invention Assignment

Category	4 Points	3 Points	2 Points	1 Point
<b>Title and Introduction</b>	Catchy title, clear intro, appealing image	Good title, intro, image, but more engaging	Title & intro there, not very exciting	Missing title, intro, or image
<b>Explanation of Invention</b>	Explains what it is & why needed, with pictures	Good explanation, lacks some details/images	Some information but misses details	Unclear or incomplete information
<b>Benefits</b>	Lists all features & how they help	Lists most features, some benefits unclear	Mentions some features but misses benefits	Misses many features and benefits
<b>Special Deal or Cost</b>	Explains special deal or cost	Shares cost or deal but misses details	Gives some info about cost/deal, but confusing	Missing information about cost or deal
<b>Call to Action</b>	Exciting & clear call to action to make people want to buy	Good call to action but not very exciting	Has call to action but doesn't make people want to act	Missing or unclear call to action
<b>Visuals and Design</b>	Great pictures & design help tell the story	Good pictures & design but could be better	Some pictures, but don't explain or do nothing	Missing pictures or messy design
<b>Spelling and Grammar</b>	All words spelled right & sentences sound good	Few small mistakes but reads nicely	More mistakes but still understandable	Many mistakes, hard to read
<b>Overall Presentation</b>	Exciting & fun! Tells whole story of the invention	Good job but could be more exciting or clear	Some good parts, some parts confusing	Many parts missing or hard to follow

### Comments

Mark

# Writing a Report - Government

## Objective

What are we learning more about?

We will be practicing writing a report using the proper formatting.

## Instructions

How do we complete the activity?

- 1) Read the facts below.
- 2) Sort the facts into 1 of 3 main headings: Members of Government (M), What the Government Does (D), and Levels of Government (L).
- 3) On the next page, write the introduction for the report. Then you'll need 3 headings for the body of the report. You'll also need a conclusion. You don't need to use all the facts for your report, so you can choose the facts you want to use.

## Facts

Organize the facts

Municipal governments handle city and local matters.	
Justin Trudeau was the Prime Minister in 2023.	
The government ensures national security.	
Senators represent regions in the Senate.	
The government collects tax and then offers services.	
MPs represent Canadians in the House of Commons.	
The government creates and passes laws.	
The government provides healthcare, education, and roads.	
Provincial governments manage health and education.	
The Queen is Canada's official head of state.	
The government makes trades with other countries.	
Federal government deals with national issues.	
The Governor General represents the Queen in Canada.	
There are three levels: federal, provincial, and municipal.	
The leader of the provincial government is the Premier.	

## Writing a Report - Government

**Planning**

Fill in the components of the report below.

Introduction - What will the report be about?

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Body - What headings be? What 3 facts will you include about each heading?

**Heading #1**

Fact 1

Fact 2

Fact 3

**Heading #2**

Fact 1

Fact 2

Fact 3

**Heading #3**

Fact 1

Fact 2

Fact 3

Conclusion - Summarize the report in just a few sentences.

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## How To Research Effectively

### Starting Your Search

When you're curious about something, doing research is the key to finding answers. Research is like a treasure hunt for facts!



### Picking Where to Look: Libraries and the Web

Libraries are full with books and magazines, which are great places to start. The internet is another great place to look. Websites and search engines, like Google, can guide you to heaps of information. When you search on the web, typing in specific words or "key terms" can help narrow down your results.

Good Searches	Bad Searches
Pythagorean theorem explained	How do I do that triangle thing in math work again?
World War II major battles	What were the biggest fights in the war from 1940?
Mars rover latest findings	Who did that rover on Mars discover recently?

### Why Good Sources Matter

When you find information, it's super important to make sure it's correct. That's why you need to use "trustworthy sources." To make sure you're on the right track, try these tips:

- 1) Ask a grown-up, like your teacher or librarian, for advice.
- 2) Check out websites from places like schools, museums, or government agencies.
- 3) Choose books written by experts or people who really know about the topic.

But watch out! Some places might not have the right facts. It's a good idea to be careful with:

- 1) Posts on social media from people who might not be experts.
- 2) Blog posts that don't give real evidence or proof.
- 3) Websites that just want to sell you things without giving solid reasons.

## How To Research Effectively

**Think**

Is the search good or bad?

1) Largest dinosaur	Good	Bad
2) Can you tell me the way butterflies are flying?	Good	Bad
3) Easy kids crafts	Good	Bad
4) I'm really curious to see pictures of outer space	Good	Bad
5) Why is it important to use trustworthy sources?	Good	Bad
6) I want to know how many provinces are in Canada. Should I list all Canadian provinces?	Good	Bad
7) Caring for hamsters	Good	Bad
8) Where can I find the best playgrounds around?	Good	Bad
9) Top children movies	Good	Bad
10) What do firefighters do?	Good	Bad

**Questions**

Answer the questions below

1) Why is it important to use trustworthy sources?		
2) How do we know if a website is trustworthy or not?		
3) Is the description of the website below trustworthy? Yes, or no?		
1) Canadian government's official website with country data.	Yes	No
2) Personal webpage with uncredited space photos.	Yes	No
3) Museum site with history exhibits.	Yes	No
4) Celebrity's blog on favourite spots.	Yes	No
5) Health site with articles by doctors.	Yes	No

## Editing a Report – Importance of Diversity

### How Schools Practice Diversity

Schools do many things to show that everyone's background is special:

- Schools might host cultural days where students can share their traditions.
- Classrooms might have books and stories from all over the world.
- Teachers encourage students to share about their family's traditions and customs.

### Conclusion

Diversity is like a big, beautiful rainbow with many colours. It's a reminder that even though we are different, we are all special in our own way. And when we celebrate these differences, our school feels like a star!

### The Benefits of Being Diverse

When we celebrate diversity, amazing things happen:

- 1) We learn new things about different cultures and traditions.
- 2) We become better friends by understanding and respecting each other's backgrounds.
- 3) We realize that every person has a unique story to tell.

### Introduction

**Diversity** is a big word that means celebrating all the different kinds of people around us. In school, it's like having a colourful garden with many different flowers:



### Why Diversity Matters

Diversity means having all sorts of students from different backgrounds, cultures, and ways of life in one place. It's like having many pieces in a puzzle – every piece is different, but together they make a beautiful picture. When we see and learn from diverse people, we learn to appreciate the beauty in our differences.

## Editing a Report – Importance of Diversity

**True or False**

Is the statement true or false?

1) Diversity means everyone is the same.	True	False
2) Schools might host cultural days.	True	False
3) Diversity helps us appreciate differences.	True	False
4) Schools like sharing traditions.	True	False
5) Every culture has a unique story.	True	False

**Questions** Answer the questions below.

1) What was wrong with the structure of the report? Were the components of the report in the right order? Explain.

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2) What order would you put the report in? Write the heading and why it goes where you put it.

Heading Title	Why Does it Go Here?

## Report Writing – Introductions

A good introduction grabs the reader's attention and tells what the writing is about. Here's what makes an introduction great:

- Start with a fun fact or question.
- Tell the main idea.
- Give a hint of what you'll talk about.
- Keep it short and interesting!



Analyze the introductions below and use a checkmark if it meets the criteria.

Rocks are solid material that make up the Earth's outer layer. This report will discuss different types of rocks.

Start with fun fact or question?		Give a hint of what you'll talk about.	
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Tell the main idea?		Keep it short and interesting!	
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Can you imagine a world without the telephone or the internet? Let's explore the brilliant minds behind the greatest inventions! We'll learn about the inventors and the stories behind their creations.

Start with fun fact or question?		Give a hint of what you'll talk about.	
----------------------------------	--	--	--

Tell the main idea?		Keep it short and interesting!	
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Volcanoes are kind of neat. They are big. I've never seen a volcano. I've also never seen a penguin. In this report, we'll learn about a bunch of random things, whatever I think of.

Start with fun fact or question?		Give a hint of what you'll talk about.	
----------------------------------	--	--	--

Tell the main idea?		Keep it short and interesting!	
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Did you know some dinosaurs were as small as chickens? This report is all about the fascinating world of dinosaurs. We'll journey into the past and discover the mighty creatures that once roamed our planet!

Start with fun fact or question?		Give a hint of what you'll talk about.	
----------------------------------	--	--	--

Tell the main idea?		Keep it short and interesting!	
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## Report Writing – Introductions

**Write**

Write introductions for the topics below and then check whether you met the criteria.

Topic: Canadian Sports: From ice hockey to curling - a dive into Canada's favourite sports.

Start with fun fact or question?

Give a hint of what you'll talk about.

Tell the main idea?

Keep it short and interesting!

Topic: Canadian Climate: How weather changes throughout the season.

Start with fun fact or question?

Give a hint of what you'll talk about.

Tell the main idea?

Keep it short and interesting!

## Report Writing – Conclusions

Writing a good conclusion helps wrap up what you've learned in a report. A strong conclusion should do several things:

- **Summarize the Main Points:** Go over the key things you talked about.
- **Include a Call to Action:** Suggest something the reader might do next, like trying an experiment, reading another book, or asking a question.
- **Connect to the Introduction:** Try to link back to something you mentioned at the beginning, creating a full circle that brings the reader back to where they started. This can make the report feel complete and satisfying.
- **End with something interesting:** You might ask a question, share a fun fact, or say something that makes the reader think more about the topic.

Analyze Read the conclusion and use a checkmark if it meets the criteria.

In short, Canada has so many animals from moose to sneaky lynx. Next time you're outside, see if you can spot any! Remember, we started talking about moose? They're like Canada's special animals.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

We talked about Canada's big lakes and tall mountains. Maybe you should read a book about our thick forests. Every Canada story is like a fun trip.

Summarize the main points

Connect to the introduction

End with something interesting

We talked about a lot. I don't know, maybe think about it?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

We went through a lot of information about Canada's past. There were some people, some places, and a few events. If you ever time travel, maybe you'll see some of it. But time travel isn't real... or is it?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

## Assignment - Writing a Report

**Write**

Plan your report by filling in the graphic organizer below.

Ideas		
The Solar System	Recycling	Life Cycle of a Butterfly
Famous Canadian Landmarks	How Rain Forms	Local Wildlife
Seasons	Traditional Festivals	Simple Machines

1) Brainstorm at least three report topics that you will choose from. You can use some of the ideas above if you like.

2) What topic did you choose?

3) Write as many main ideas as you can think of about your topic. These will be your headings. Example: if your topic was lions, you might write about their diet, their habitat,

4) Choose three main headings and write them below.

**Research**

Find information for your report.

5) Now you will need to find facts for your report. For each heading, write 3-5 facts that you can include in your report.

1		<u>Sources</u>
2		<u>Sources</u>
3		<u>Sources</u>

**PREVIEW**

**Planning**

Finish the planning process.

6) Write the introduction below. Introduce your topic in one sentence. Then explain what the rest of the report will discuss.

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7) Write the conclusion and summarize your report by restating what you taught the reader.

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8) What pictures can you include in your report? Draw 1 or 2 below.

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**PREVIEW**

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	✓	✗
Strong Introduction		
At Least Three Headings in Body		
Use of Lists		
Pictures or Diagrams		
Strong Conclusion		
Includes Facts/Statistics		
Cites Trustworthy Sources		
Logical Flow - The Report Is In The Correct Order		

Edit

Edit your first draft by looking at the success criteria you made with your class. If you need extra help, you can use the criteria below as well.

Criteria	✓	✗
Strong Introduction		
At Least Three Headings in Body		
Use of Lists		
Pictures or Diagrams		
Strong Conclusion		
Includes Facts/Statistics		
Cites Trustworthy Sources		
Logical Flow - The Report Is In The Correct Order		

## Rubric – Report Assignment

Category	4 Points	3 Points	2 Points	1 Point
<b>Introduction/ Conclusion</b>	Clear, engaging, and concise	Clear but lacks interest	Unclear or incomplete	Missing or irrelevant
<b>Cites Trustworthy Sources</b>	Properly cites accurate, reliable sources	Mostly accurate sources	Some unreliable sources	Uses unreliable sources
<b>3 Headings</b>	More than three headings, some clarity	Three headings, some clarity	Less than three headings	No clear headings
<b>Pictures/ Diagrams</b>	Well-chosen and relevant	Some relevant but not fully relevant	Few and not fully relevant	Missing or irrelevant
<b>Facts/Statistics</b>	Accurate, well-chosen facts and stats	Some accurate, some irrelevant	Some inaccuracies	Incorrect or irrelevant
<b>Use of Lists</b>	Effective use of lists or bullet points	Some effective use of lists	Minimal use of lists	No use of lists

### Teacher Comments

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<b>Mark</b>

### Student Reflection – How did you do on this assignment? What could you do better?

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## What is a Haiku?

### What is a Haiku?

A haiku is a special type of poem that comes from Japan. It has only three lines and follows a pattern of syllables: 5 in the first line, 7 in the second, and 5 in the third.

Haikus often talk about nature or feelings, and they paint a simple picture with words. Here are a couple of examples:



**Snow**  
Snow on a high  
Children laughing  
Winter's chilly

### Night Sounds

Frog leaps in the pond (5)  
Splash breaks the quiet night's peace (7)  
Nature's song is sung (5)

These little poems are fun to read and a wonderful way to share something special about the world around us!

**Write**

Finish the Haiku poems below.

Topic: Winter	
Line 1	Snowflakes gently dance
Line 2	Blanketing the ground in white,
Line 3	

Topic: Spring	
Line 1	Springtime buds appear,
Line 2	Flowers wake from their long sleep,
Line 3	

## How to Write a Rhyming Poem

### Diving Deeper into Rhyming Poetry

Rhyming poetry offers a chance to craft art with words. When words rhyme, their endings sound alike. This similarity can bring a musical tone to your poem, making it captivating for readers. Let's delve deeper into the world of rhyming poetry!

### Understanding Rhymes

A rhyme occurs when the ending sound of two words match. Take "moon" and "tune", for instance. They rhyme because they share the shared "-oon" sound. Including rhymes in your poetry can give it a rhythmic and musical charm.

### Crafting Your Rhyming Poem

- **Select a Theme:** Think of a topic you're interested in.
- **Determine a Rhyme Pattern:** Set a structure for your rhyming words. A common format is AABB, meaning the first two lines share the same end sound, followed by the next two lines which also rhyme with each other.
- **Write:** Using your chosen rhyme pattern, start writing your poem. You might need to shuffle words or think of synonyms to make rhymes.



#### A Sample with AABB Rhyme Pattern:

Line 1: The moonlight shines so bright (A)

Line 2: Illuminating the silent night (A)

Line 3: Stars twinkle, a sight so neat (B)

Line 4: Lighting up the world beneath their feet (B)



### Resources for Discovering Rhymes

- **Rhyming Dictionaries:** These are special dictionaries focusing on words that rhyme.
- **Online Rhyming Platforms:** There are many online tools made to help you find words with similar endings.

# How to Write a Rhyming Poem

## Warm-Up

Write 3 rhyming words for each word below.

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Friend			
Cake			
Song			
Star			
Smile			
Read			
Cat			
Blue			
Bear			

## Write

Finish the poem below using rhyming words.

### AABB Poems

The sun is bright, up in the sky (A)  
 It warms the earth, oh so \_\_\_\_\_ (A)  
 We play outside, with joy and cheer (B)

### AB B

At the beach, the sun s \_\_\_\_\_ (A)  
 Children play in the sand (B)  
 Waves crash with all their might (A)

### AABB Poems

Snowflakes fall, so pure and white (A)  
 Covering the ground, a wintry sight (A)  
 We build a snowman, cold and tall (B)

### ABAB Poem

Snowflakes fall from the chilly sky (A)  
 Blanketing the ground in white (B)

## What is a Limerick Poem?

### What is a Limerick Poem?

Limericks are fun and playful poems that often make people laugh. They have a special rhythm and rhyme that makes them unique.



### The Pattern of a Limerick

Limericks have a particular pattern. They have five lines, and the rhyme scheme is usually AABBA. They also have a specific rhythm as well – think Hickory Dickory Dock.

- Lines 1, 2, and 5 rhyme with each other (A) and are typically longer (~8 syllables)
- Lines 3 and 4 rhyme with each other (B) and are typically shorter (~5 syllables)

### Examples of Limericks

#### Dragon Drake

There once was a dragon named Drake,  
Who loved to splash in the lake.  
He'd dance and he'd sing,  
Flap his big wing,  
And eat chocolate birthday cake.

#### Hammy Hamster

There once was a hamster named Hammy so spry,  
A wheel he could spin and touch the sky.  
He'd run in his wheel every night,  
Making a noise that was quite right,  
Wishing that one day he'd fly.

Write

Finish the Limerick poem below.

Topic: School Clock	
Line 1	In the heart of the school's main hall,
Line 2	Stood a clock that was very tall.
Line 3	It chimed every hour,
Line 4	With such great power,
Line 5	

## What is a Limerick Poem?

**Write**

Finish the Limerick poems below.

**Topic: Reading Owl**

Line 1 A young owl with glasses so neat,

Line 2 Found reading to be such a treat.

Line 3 By the moon's gentle glow,

Line 4 A bookshelf would grow,

Line 5

**Topic: Shoes**

Line 1 Tim had shoes that would glow in the dark;

Line 2

Line 3 With each step a light,

Line 4

Line 5 He looked like a bright, moving spark.

**Topic: Tin House**

Line 1 In a town where the houses were tin,

Line 2 Lived a cat with a mischievous grin.

Line 3 He'd clang and he'd bang,

Line 4

Line 5

## What is a Limerick Poem?

Neat	Hand	Treat	Montreal	Show
Small	Crunch	Mind	Lunch	Find
Land	Go	Street	Hall	Glow

**Write**

Use the word bank words to fill in the limericks below

Line 1 \_\_\_\_\_ school just outside \_\_\_\_\_

Line 2 \_\_\_\_\_ were incredibly \_\_\_\_\_

Line 3 \_\_\_\_\_ the kids \_\_\_\_\_

Line 4 For \_\_\_\_\_ arm \_\_\_\_\_

Line 5 That they \_\_\_\_\_ the \_\_\_\_\_!

Line 1 A beaver with teeth sharp and \_\_\_\_\_

Line 2 Thought maple trees were a \_\_\_\_\_

Line 3 He'd munch and he'd \_\_\_\_\_

Line 4 Till he had them for \_\_\_\_\_

Line 5 And his dam was the talk of the \_\_\_\_\_!

Line 1 In the city of Calgary's \_\_\_\_\_

Line 2 A young girl put on quite the \_\_\_\_\_

Line 3 With her jump rope in \_\_\_\_\_

Line 4 She'd leap and she'd \_\_\_\_\_

Line 5 And the crowd would cheer, "Way to \_\_\_\_\_!"

## Writing A Limerick Poem

### Plan and Write

Plan and write your poems below.

1) Brainstorm a list of topics that you are interested in. These will help you come up with ideas for your poems. Examples: friends, hobbies, sports teams, seasons, weather, etc.

2) Which topic will you write your poem about?

3) What words come to mind when you think of your topic? When you think of a word, write down rhyming words that go with it.

Your Word	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4	Rhyme 5

PREVIEW

# Writing A Limerick Poem

**Plan and Write**

Plan and write your poems below.

4) Write your limerick below.

Line 1

Line 2

Line 4

Line 5

5) Illustrate your poem below.

6) Try rewriting your limerick in cursive writing.

Line 1

Line 2

Line 3

Line 4

Line 5

**PREVIEW**

## Analyzing a Book Review

**Title and Author:** "The Mysterious World of Miss Maple" by Clara Forest

Have you ever dreamed of exploring a world filled with secrets and enchantment? Journey with me into "The Mysterious World of Miss Maple" and discover wonders you've never seen before!



**Summary:** Miss Maple is a brave girl. She has the unique ability to communicate with magical plants. When her town's magical forest disappears, she goes on a quest to Miss Maple to uncover the reason. Along her quest, she encounters mysterious creatures, faces challenges, and unveils a secret that changes everything. I won't spoil the ending, but brace yourself for an enchanting ride!

**Your Thoughts:** I was truly mesmerized by Miss Maple. The way she communicates with nature is both heartwarming and fascinating. The descriptions are detailed and beautifully crafted, making the story even more captivating. My favorite moment was when Miss Maple and a whispering willow worked together to solve a riddle. My only wish? To dive deeper into Miss Maple's past and learn more about her unique gift!

**Rating:** I award "The Mysterious World of Miss Maple" 4 out of 5 stars. It's an absolute treat for those who adore magical tales and brave heroines. If you're in the mood for a story brimming with wonder and a touch of mystery, don't miss this one!



## Analyzing a Book Review

**Describe**

After reading the book review, explain if it met the criteria below.  
Write an example of how the book review meets the criteria below.

1) Does it have a catchy introduction that grabs attention? Write it below.

2) Include the title of the book:

Yes

No

3) Include the author's name:

Yes

No

4) Does it give you any interesting or surprising surprises?

Yes

No

5) Did they share your opinion of the book? Give an example.

6) Does it talk about what was liked and disliked?

7) Does it use interesting words that are fun to read? Give an example.

8) Does it end with a rating? Write it down.

9) Does it make it clear who might enjoy the book? Explain.

10) What voice comes through in the review? Is the author fun, boring, frustrated, excited?

## Examining Bias In Reviews

### What is Bias?

Bias is when we have a strong liking or disliking for something without a good reason. It's like always choosing chocolate ice cream over vanilla, even without tasting the vanilla!



### How Can Reviews Be Biased?

Some people write book reviews based on what they like or don't like personally. For example, if a reviewer doesn't like stories about aliens, they might write a bad review for a great book about aliens, just because of their personal feelings. This is called bias.

### Why is it Important to Spot Bias?

It's important to know if a review is biased because we want to make sure we're getting a true idea of how good a book really is. If we only read biased reviews, we might miss out on some fantastic stories!

### List of Signs a Review Might Be Biased:

- The reviewer talks more about their feelings than the book's details.
- The review uses words like "always" or "never" a lot.
- The reviewer compares the book to something they clearly don't like.
- The review avoids discussing certain aspects of the book without explanation.

### Wrapping Up:

When we read book reviews, it's smart to read multiple ones. This way, we can see different opinions and decide for ourselves. Remember, everyone has different tastes, and that's okay! But it's always good to know if a review is just based on personal likes and dislikes.

## Examining Bias In Reviews

**Examine**

Read the reviews closely. Explain why the reviews are biased and whether you should believe what they are saying.

**Game Review - "Alien Adventures":** "I really don't get why people enjoy space games. "Alien Adventures" was just boring. All those spaceships and stars? Not for me. I think everyone should play school-themed games instead."

**Book Review - "Mystery at Maple Street":** "I can't stand mystery books, so reading "Mystery at Maple Street" was a waste of time for me. Why read about clues and detectives when there are so many other genres out there?"

**Restaurant Review - Cheesy Pizza Palace:** "I don't like pizza, so my visit to Cheesy Pizza Palace was a disaster. I can't understand why anyone would go there. Why not a chocolate-only café be better?"

**TV Show Review - "Dance Starz":** "Dancing on TV? Really? I've never liked dancing, so "Dance Starz" was just a bunch of jumping around to me. Shows about cooking are way better!"

## Writing With Voice – Your Thoughts

Writing with "voice" means showing your personality in your writing. It's like speaking to someone through your words on paper. When you write with voice, your writing sounds like you! This means it is informal writing.

If you're writing a product review, using your voice means sharing what you really think. If you liked a toy, you might say, "This toy is super cool and makes me laugh!" If you didn't like it, you might say, "I wish this toy had more fun things to do." Your words help people understand how you feel about the product, just like if you were talking to them.

**Instruction:** Write a product review of a product you've recently got. This could be new shoes, clothes, a toy, a video game, a book, a movie, or a video game. Review the product, helping people decide if they should buy the product. Write with voice in your review!

### Keep in mind for your review

- What does the product do? What rating do you give it?
- Do you like the product? Should you buy this product?
- What do you like/dislike about it?



## Practicing Reviews – Luna’s Talking Teddy

### Reviews

Write your thoughts about the short story below. What voice will you write with? Are you frustrated with the story? Excited about it? What were your favourite/least favourite parts? What rating will you give the story?

### Short Story - Luna’s Talking Teddy

Luna received a teddy bear for her birthday. To her surprise, it whispered, "Thank you for being my friend." This teddy talked! They chatted about everything - dreams, fears, and adventures. When Luna felt lonely, Teddy was there, offering wise words and comfort. At bedtime, she'd share stories from the teddy bear world. Luna's nights were never lonely again, knowing she had a friend by her side.

1) What are your thoughts about the story? Write using a certain voice - happy, mad, etc.

2) What was your favourite part? Least favourite part?

Favourite

Least Favourite

3) What rating do you give this story? Explain your rating and who would like this story.

## Activity Title: Editing Teams

### Instructions

How do we complete the activity?



**Introduction to the Activity:** Begin by explaining the significance of proofreading, revising, and checking for bias in book reviews. Remind students that reviewing a book is not just about personal opinions, but also about giving fair and constructive feedback. By working in teams, they can help one another create more effective reviews.

**Student Selection:** Have students use the book reviews they have written recently.

**Create Editing Teams:** Divide the students into groups of 4. In each group, assign the following roles:

- 1) **Grammar Guru:** Checks for grammar, punctuation, and capitalization.
- 2) **Clarity Checker:** Ensures the review is easy to understand, looking out for any confusing statements or sentences.
- 3) **Bias Detector:** Identifies any signs of extreme bias to ensure the review is fair and well-balanced.
- 4) **Appreciation Advocate:** Writes down one aspect of the review they particularly enjoyed or found compelling.

**Exchange Book Reviews in the Group:** Students will pass their review to a member of their team, ensuring everyone has the opportunity to provide feedback in their assigned role.

**Collaborative Revision:** Allocate a set amount of time (e.g., 10 minutes) for each review. Encourage students to note down their feedback on the back of this page. The page will move around to each student in the group and then will be returned to the author of the review they were written about.

**Group Discussion:** Once all members have given feedback on all the reviews, provide time for the group to converse about the suggestions. Each member should explain their comments, and the original author has the chance to inquire or clarify any points.

**Final Revision:** Offer students an additional period to refine their book reviews based on the collective feedback they received from their team members.

**Feedback**

Fill in the organizer below to collect feedback about your book.

1) The author of this story is...

2) Grammar Guru comments

3) Claim Checker

4) Bias Detector comments

5) Appreciation Advocate comments

**PREVIEW**

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

253

Curriculum Connection  
1.1

## MY BOOK REVIEW

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Summary

My Thoughts

**PREVIEW**

My Rating ★ ★ ★ ★ ★

## All About Comic Strips



Examine

Read the comic and answer the questions.

- How many speech bubbles are there?
- How many thought bubbles are there?
- In the 2<sup>nd</sup> frame, what expression does the duck's face show?
- Explain the joke.  
\_\_\_\_\_  
\_\_\_\_\_
- What sound effects were used in this comic? How were they added?  
\_\_\_\_\_  
\_\_\_\_\_

## Writing A Comic Strip



**Examine**

Look at the comic closely to plan the dialogue.

1) What is happening in the comic according to the pictures?

2) Before writing in the comic, write a rough draft below by writing what the duck will say in each frame:

1)	2)	
3)	4)	
5)	6)	7)

## Writing Comic Strips – The Hidden Swing

### Instructions

Use the dialogue below to write a 3-panel comic strip. Read the story so you know how to draw the setting/characters. Then write their dialogue.

#### Panel 1:

- Character A (kid, thinking, thought bubble): "What's behind that old garden door?"
- Character B (cat, speech bubble): "Meow! Meow!"
- Character A (speech bubble): "Curious too, Whiskers? Let's check it out!"

#### Panel 2:

- Character A (thinking, thought bubble): "So many flowers and... a maze?"
- Character B: Onomatopoeia: "Purr!"
- Sound Effect: Onomatopoeia: "Rustle!"

#### Panel 3:

- Character A (thinking, thought bubble): "That... that... a hidden swing?"
- Character B (cat, speech bubble): "Meow!"
- Character A (speech bubble): "That's great! Let's play!"
- Sound Effect: Onomatopoeia: "Wood..."



PREVIEW

Three large empty panels for drawing and writing dialogue, arranged in a 2x2 grid with the bottom-right panel missing.

## Biography – Hippocrates

### The Pioneer of Medicine

Hippocrates, born around 460 BCE on the Greek island of Kos, is often called the "Father of Medicine". His wisdom and teachings form the foundation of modern medicine. His famous saying, "Let food be thy medicine and medicine be thy food", emphasizes the importance of nutrition to health.

### Early Life and Education

Hippocrates was born in ancient Greece, a land of philosophers, scholars, and healers. As a young boy, he was fascinated about understanding the human body and its mysteries. His studies took him to various places, learning from scholars and observing nature.

### Big Wins: Foundation of Modern Medicine

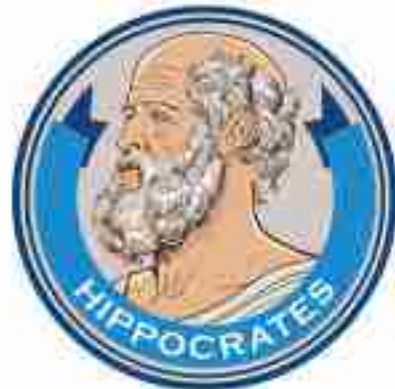
Hippocrates believed that diseases had natural causes and weren't punishments from gods. He created the Hippocratic Oath, a set of guidelines that doctors still respect today. Instead of relying on magic or superstitions, he encouraged observation, documentation, and diagnosis to treat patients.

### Later Life and Legacy: Teaching Future Generations

Hippocrates travelled around and established a school on Kos, training many students in his methods. While he passed away around 370 BCE, his writings, which formed the "Hippocratic Corpus", have influenced medical thought for centuries. Even today, doctors take the Hippocratic Oath, promising to uphold specific ethical standards in their practice.

### Timeline: Important Dates

- 460 BCE: Hippocrates' birth on the island of Kos
- 430 BCE: Begins to travel to study medicinal practices
- 400 BCE: Introduced the Hippocratic Oath
- 390 BCE: Established a medical school on Kos
- 370 BCE: Passed away, leaving behind a legacy of medical wisdom.



## Biography – Hippocrates

**Questions**

Answer the questions below

1) Who was the biography about?

2) Write 3 facts from the biography.

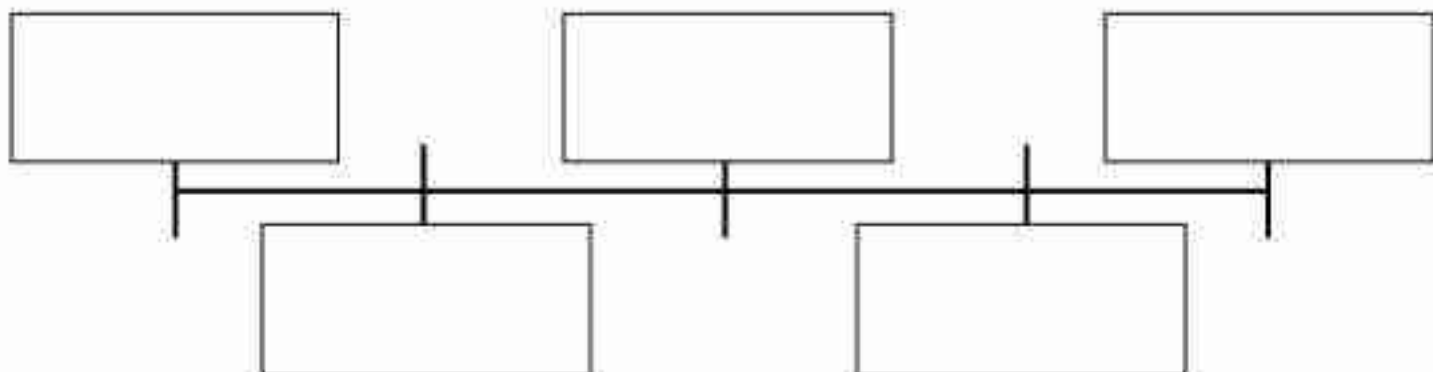
3) What quote from Hippocrates is used in the biography? Write it below.

4) What achievements did Hippocrates have?

**PREVIEW**

**Timeline**

Fill in the timeline below using the timeline from the biography



## Research Skills - Plagiarism

### What is Plagiarism?

Plagiarism is like copying someone's homework. It means using someone's words or ideas without saying they made them up first. It's not fair, and it's not allowed in school.

### Avoiding Plagiarism - Use These Methods Below

- 1) **Paraphrasing:** Paraphrasing is rewriting something in your own words, keeping all the details.
- 2) **Summarizing:** Summarizing is telling the main points of something in a short way.
- 3) **Quoting:** If you are writing exactly what you read, you need to use quotations to show it isn't your words. Then you need to cite where you found the information.

**Practice:** Paraphrase, summarize, and quote the passages below.

Solids are one of the main states of matter. In solids, the particles are packed closely together and don't move around much. They must vibrate in place. This close packing and limited movement means they don't flow and don't flow like liquids.

Paraphrasing	In the solid state, particles are closely packed and only vibrate without moving around. This is why solids, such as a rock, maintain their shape and don't flow.
--------------	---

Summarizing	Solids have closely packed particles that vibrate but don't move, making them keep their shape.
-------------	---

Quoting	"In solids, the particles (like tiny atoms and molecules) are packed closely together and don't move around much."
---------	--

Forces can push or pull objects, making them move or stop. They're everywhere. The force of gravity that keeps us on the ground. Different forces can work together or against each other.

Paraphrasing	<hr/> <hr/> <hr/> <hr/>
--------------	-------------------------

Summarizing	<hr/> <hr/> <hr/> <hr/>
-------------	-------------------------

Quoting	<hr/> <hr/> <hr/> <hr/>
---------	-------------------------

## Research Skills - Bibliography



### Giving Credit Where It's Due: Why Cite Sources?

When you borrow ideas or words from someone, it's right to tell everyone where you got them. This is called **citing sources**. It's like saying "thank you" for using someone's work and helps others find that work too so they could learn more if they wanted to.

### Building a Source List: Easy Step

A source list, or bibliography, is a list of all the places you found your information. When you make a bibliography you list the information about the sources in a certain format. Here is the order you will use to format:

- **Name the Author:** Write the author's name in last name, first name.
- **Name the Source:** Could be the title of a book, article, or online page.
- **Publishing Information:** For books, mention when it was published and by whom.
- **Date:** Note the date of the book's publication or when it was last updated.

### Here are some examples to help.

- 1) Rowling, J.K. "Harry Potter and the Philosopher's Stone." London: Bloomsbury, 1997.
- 2) Adams, Lily. "Amazing Jungle Creatures." Kids Explorer Magazine, April 20, pages 8-11.
- 3) Baker, Alex. "Robots: A Quick Peek into Their Past." TechKids, [www.techkids.com/robots-history](http://www.techkids.com/robots-history), Seen on June 20, 2022.

### Use Your Manners: The Importance of Being Honest

Not citing your sources is like taking someone else's work and saying it's yours. That's not fair, and it's called **plagiarism**. Being honest and giving credit shows that you are a responsible and respectful researcher.

## Research Skills - Bibliography

**Practice**

Organize the information below in a bibliography.

**For a Book**

- Author's Name: Michael O'Reilly
- Title of the Source: "Journey Through the Rainforest"
- Place of Publication: Vancouver
- Publisher: Planet Publications
- Date Accessed: March 15, 2015

**For a Website**

- Author's Name: Sarah Lin
- Title of the Webpage: "Mysteries of the Deep Blue Sea"
- Web Address: [www.oceanexplore.com/deepblue](http://www.oceanexplore.com/deepblue)
- Date Accessed: March 30, 2022

**For a Website**

- Author's Name: Maria Gomez
- Title of the Webpage: "The Fascinating World of Dinosaurs"
- URL or Web Address: [www.dinofacts.com/fascinating](http://www.dinofacts.com/fascinating)
- Date Accessed: January 5, 2022

**For a Website**

- Author's Name: Unknown
- Title of the Webpage: "Wonders of the Galaxy"
- URL or Web Address: [www.universediscovery.net/galaxies](http://www.universediscovery.net/galaxies)
- Date Accessed: April 4, 2022

Bibliography

## Success Criteria – Biography

### Analyze

Read the biography below. Write things you like about it. Afterwards, share your ideas with the class, so you and your classmates can come up with 7 criteria that makes a good biography.

### Biography – Albert Einstein

Albert Einstein was a renowned physicist known for his theory of relativity. He famously stated, "Imagination is more important than knowledge."

#### Early Life

Born in Germany on March 14, 1879, Einstein showed an early passion for mathematics. As political tensions rose, he later moved to Switzerland and eventually to the United States.



#### Achievements

Einstein's most celebrated work is his theory of relativity, published in 1905. This changed how scientists understand time and space in the universe. He also won the Nobel Prize in Physics in 1921 for his work on the photoelectric effect.

#### Later Life and Legacy

Einstein continued his research and teaching throughout his life but passed away on April 18, 1955. His groundbreaking ideas, especially the theory of relativity, revolutionized the field of physics and continue to shape scientific thought today.

#### Bibliography

"Albert Einstein." Encyclopedia Britannica. Encyclopedia Britannica, 2021.

1)	
2)	
3)	
4)	
5)	
6)	
7)	

# Cursive Writing Activities

# Cursive Writing Activities

Practice

Trace the cursive letters below

Handwriting practice row for cursive letter 'a'.

Handwriting practice row for cursive letter 'b'.

Handwriting practice row for cursive letter 'c'.

Handwriting practice row for cursive letter 'd'.

Handwriting practice row for cursive letter 'e'.

Handwriting practice row for cursive letter 'f'.

Handwriting practice row for cursive letter 'g'.

Handwriting practice row for cursive letter 'h'.

**PREVIEW**

# Cursive Writing Activities

**Practice**

Write the letters in cursive in each of the boxes

U

u

V

v

W

w

X

x

Y

y

Z

z

**PREVIEW**

## Cursive Writing Activities

**Practice**

Trace the cursive sentences and then write them on your own below

I am a happy student.

The cat is on the mat.

We love our big dog.

My mom cooks yummy food.

Birds sing in the trees.

**PREVIEW**

## Cursive Writing Activities

**Practice**

Trace the cursive stories below

In a small Canadian town, the  
man's turned brilliant hues of red  
and gold leaf told a tale of time.

After the first family built a  
snowman. To his it winked!  
An advantage was at

Beneath the northern lights, from the  
heaven winked tirelessly. By dawn, a  
magnificent dam stood proud and  
tall.

## Cursive Writing Activities

**Questions**

Answer the questions below using cursive writing

What's your favourite colour?

Who is your favourite superhero?

What's your favourite subject in school?

Name your favourite sport to play.

Which is your favourite book?

Who's your favourite singer or band?

What's your favourite movie?

Which is your favourite game to play at recess?

**PREVIEW**



# 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 on the word search and write each one. Look at the word list to help you!

Word search grid containing letters for words like: BASKETBALL, GOLF, HOCKEY, SKIING, SWIMMING, etc.

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

Obstacles that block you pull or get in the way  
When you disagree or go "oppose" an idea  
When you watch something carefully  
When you get in someone's way or slow them down  
When something is covered, hidden, or hard to see  
When someone is extremely angry or unpleasant  
When someone carries away thinking about something  
When you feel inspired or tried to do something  
When something is not possible to do larger and  
When something fails or doesn't succeed

### 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 each sentence. Mark the sentence that tells what is happening.

	<input type="checkbox"/> He will stop taking the bus.		<input type="checkbox"/> He had a surprise on his face.
	<input type="checkbox"/> He got out from the parking.		<input type="checkbox"/> He had made a bad choice.
	<input type="checkbox"/> He looked into the big hole.		<input type="checkbox"/> He got used to a new city.
	<input type="checkbox"/> He wanted to go to the beach.		<input type="checkbox"/> He found a job for the year of the war.
	<input type="checkbox"/> He got out from the parking.		<input type="checkbox"/> He was a little boy with a big smile.
	<input type="checkbox"/> He got out from the parking.		<input type="checkbox"/> He was a little boy with a big smile.



# Manitoba Language Curriculum Conventions & Vocabulary – Grade 5

## Visualization

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

## 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	
stopped		tried	
cried		opened	
jumped		watched	
fixed		smiled	
helped		wished	
planned		studied	

Draw a line to connect each "com-" word with 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 mix together (join up with)
compound <input type="checkbox"/>	<input type="checkbox"/> To make something more difficult or confusing
confer <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.

**CONJUNCTIONS BOXES:** AND, BUT, SO, BECAUSE, THEN, EITHER...OR, NEITHER...NOR, UNLESS, AS, WHILE, SINCE, UNTIL, AFTER, BEFORE, WHEN, WHERE, WHO, WHICH, THAT, WHOSE, AS IF, AS THOUGH, AS IF NOT, AS THOUGH NOT, AS IF ONLY, AS THOUGH ONLY, AS IF NOT ONLY, AS THOUGH NOT ONLY.

**SENTENCES TO COMPLETE:**

- 1. I love to play video games. \_\_\_\_\_ I don't like to read.
- 2. The teacher was very kind. \_\_\_\_\_ she was very strict.
- 3. The dog was very happy. \_\_\_\_\_ it was very hungry.
- 4. The boy was very smart. \_\_\_\_\_ he was very kind.
- 5. The girl was very beautiful. \_\_\_\_\_ she was very smart.
- 6. The boy was very smart. \_\_\_\_\_ he was very kind.
- 7. The girl was very beautiful. \_\_\_\_\_ she was very smart.
- 8. The boy was very smart. \_\_\_\_\_ he was very kind.
- 9. The girl was very beautiful. \_\_\_\_\_ she was very smart.
- 10. The boy was very smart. \_\_\_\_\_ he was very kind.

## Analogies

Use the pictures to help you make the words!

	→		is to		→	<input type="text"/>
	→	<input type="text"/>	is to		→	<input type="text"/>
<input type="text"/>	→		is to		→	<input type="text"/>
	→		is to	<input type="text"/>	→	
	→		is to		→	<input type="text"/>

**WORD BANK:** Elephant, Egg, Carrot, Star, Duck, Turkey, Kidney, Glasses

## Word Search

Use the clues to help you make the words!

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80

**Across**

- 31 To make someone feel sad.
- 42 To connect or join things together.
- 51 To produce from parts or atoms.
- 75 To change shape or to cover with paper.

**Down**

- 15 To come at an unexpected time.
- 33 To move slowly and steadily forward.
- 44 To make a hole or gap.
- 57 To make something become soft.
- 72 To be or to get wet.



# 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) Wish someone very good.
	objection	e) A disagreement or saying no.
	obscure	f) A thing you can see or touch.
	oblivious	g) Happy and cheerful.
	obstacle	h) Not important or not useful.
	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: \_\_\_\_\_

13

## 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, mindless
_____	opposite, opposite
_____	modern, up-to-date



### Completion

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

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

_____	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: \_\_\_\_\_

14

# IDENTIFY SENTENCE FRAGMENTS

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

**Examples:**

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



Complete or Fragment?

Is the sentence complete or is it a fragment?

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

Find the Fragment

Underline the fragments in the passage.

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

# CORRECT SENTENCE FRAGMENTS

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

**Examples:**

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



Identify the sentence fragment correct or not?

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

Mix and Match Match the fragments with the correct sentence.

Answer	Fragments	Complete Sentence
	While eating her sandwich,	a) she felt like a diamond.
	Jumping over the fence,	b) we can play soccer.
	Riding his bike down the hill,	c) she talked with her friends.
	If we go to the park,	d) the sky turns orange.
	During the thunderstorm,	e) everyone got quiet.
	The dog wagging its tail,	f) Emily faced her fears.
	As the sun sets,	g) seemed incredibly happy.
	Though she felt scared,	h) we stayed indoors to keep dry.
	Before the game started,	i) Tim felt exhilarated.
	When the teacher walked in,	j) we practiced our cheers.

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

Find the word bank words in the puzzle.

<input type="checkbox"/> obtain	<input type="checkbox"/> object	<input type="checkbox"/> obvious	<input type="checkbox"/> oblige	<input type="checkbox"/> objection
<input type="checkbox"/> obscure	<input type="checkbox"/> oblivious	<input type="checkbox"/> obstacle	<input type="checkbox"/> cheerful	<input type="checkbox"/> champion
<input type="checkbox"/> charity	<input type="checkbox"/> chance	<input type="checkbox"/> choke	<input type="checkbox"/> chocolate	<input type="checkbox"/> trial
<input type="checkbox"/> treasure	<input type="checkbox"/> transition	<input type="checkbox"/> tragedy	<input type="checkbox"/> triumph	<input type="checkbox"/> trivial

**Word Search**

Make your own word search using 8 of the words.


**Word Bank**


## Week 1 – Fluency Readings

**Read**

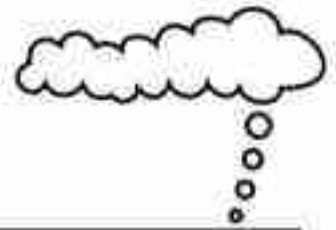
Read each sentence twice. How many mistakes did you have? How long did it take you to read it?

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

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

### Complete or Fragment?

Is the sentence complete or a fragment?

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

### Completion

Complete the given fragments with suitable endings.




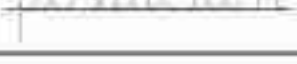





1) Beyond belief	
2) Dreams dashed	
3) If only	
4) No way out	

## Week 2 - Vocabulary List

musician	librarian	magician	politician	guardian
civilian	historian	physician	wholesome	thought
theme	thunder	thousand	theory	thesis
whisper	whistle	whack	whimsical	whirlwind

Cursive

Write the word using cursive writing.

Word	Trace	Write
musician		
librarian		
magician		
politician		
guardian		
civilian		
historian		
physician		
thought		

## Week 2 - Vocabulary List

**Cursive**

Write the word using cursive writing.

Word	Trace	Write
theme		
thousand		
theory		
thesis		
whisper		
whistle		
whack		
whimsical		
whirlwind		
wholesome		

**PREVIEW**

## SUFFIX -IAN

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

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

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

music	history
guard	diet
comedy	music
asia	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 to read.	7) The cat sleeps.
3) Students run when they are tired.	8) After lunch, we'll go swimming.
4) The sun shines brightly.	9) She reads and writes.
5) She feels happy when it rains.	10) He's happy but tired.

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

Finish the sentences making them simple sentences.

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

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

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

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

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

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

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

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

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

24

**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) The architect <u>finished</u> the framework.
	5) The car <u>was</u> moving away.
	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** Write in the blanks and unscramble the words using the vocabulary list above.

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

dinede	eaufter	gradein	aesorn	cedere

## SUFFIX -ING



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

**Examples:**

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



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

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

**Write**

Use the words below to create a meaningful sentence.

1. understanding	
2. drawing	
3. creating	
4. building	

## DIRECT OBJECTS FOR NOUNS

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

**Examples:**

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



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

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

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

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

## PRONOUNS – INTENSIVE AND REFLEXIVE

**Pronouns** replace nouns to avoid repetition.

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

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

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

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

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



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

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

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

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

# WORD SEARCH

## Word Search

Find the word bank words in the puzzle.

<input type="checkbox"/> reading	<input type="checkbox"/> writing	<input type="checkbox"/> building	<input type="checkbox"/> creating	<input type="checkbox"/> exploring
<input type="checkbox"/> drawing	<input type="checkbox"/> understanding	<input type="checkbox"/> speaker	<input type="checkbox"/> feature	<input type="checkbox"/> breathe
<input type="checkbox"/> reason	<input type="checkbox"/> communicating	<input type="checkbox"/> appeal	<input type="checkbox"/> release	<input type="checkbox"/> succeed
<input type="checkbox"/> indeed	<input type="checkbox"/> refugee	<input type="checkbox"/> foresee	<input type="checkbox"/> squeeze	<input type="checkbox"/> decree

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

## Word Scramble

Read the clue and then unscramble the word.

afterau		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 new players and whispered stories, walking about adventure gave them a reason to be in nature's embrace.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
3)	Writing their play, the class depicted a refugee becoming a great speaker. Through building connections, they were creating a new life.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
4)	In art class, drawing communicated more than words. Creating a mural, each feature added told part of a story, squeezing out laughter.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
5)	Exploring journalism, students wrote of sports and school decrees. It was a way to build understanding and release their thoughts.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast

## Week 3 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Identify

Identify the direct object in each sentence.

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

### Rewrite

Rewrite the original sentences using the appropriate pronouns.

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

## Week 4 - Vocabulary List

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

studied	created	explored	watched	listened
traveled	explained	described	marsh	cherish
vanish	shrewd	fashion	cushion	dolphin
alphabet	emphasis	philosophy	euphoria	hemisphere

**Write**

Write 10 sentences that use all 20 words. You'll need to use 2 words per sentence

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

## SUFFIX -ED

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

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

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

Write

Rewrite the sentences in the past tense form of verb.

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

Write

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

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## IDENTIFY RUN ON SENTENCES

### What are run-on sentences?

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



### Example:

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

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

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

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

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

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

**CORRECT RUN-ON SENTENCES**

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

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

1) I love apples I love my family.

2) He's a doctor he works very hard.

3) She sings well she never took lessons.

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

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

6) The baby is sweet they like the outdoors.

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

8) I wanted ice cream the store was closed.

**CROSSWORD PUZZLE****Crossword**

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

**Across**

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

**Down**

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

## Week 4 – Fluency Readings

**Read**

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

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

## Week 4 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Write

Rewrite the sentences in the present tense.

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

### Write

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

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

## Week 5 - Vocabulary List

combine	compare	community	commence	compile
company	compassion	comply	choice	rejoice
poison	exploit	hoist	turmoil	doubt
shout	sprout	mountain	encounter	announce

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

Answer	Word	Description
	combine	a) 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 to 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
shy	sprout	mountain	encounter	announce

Vocabulary	Year Originated	Language of Origination	Interesting Fact

PREVIEW

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

45

## PREFIX COM-

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

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

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

combine	comical	common	compete
compassion	compose	community	

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



**Write**

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 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 \_\_\_\_\_ sprout \_\_\_\_\_ it still needed more time to fully grow.
- 4 He shouted loudly \_\_\_\_\_ he lost his voice the next day.
- 5 The mountain is steep, \_\_\_\_\_ hikers 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 way.

### Write

Create your own sentence using FANBOYS

for	
and	
nor	
but	
or	
yet	
so	

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

47

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

**Word Search**

Make your own word search using 8 of the words.


**Word Bank**


## Week 5 – Fluency Readings

**Read**

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

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

## Week 5 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Completion

Complete the sentences using "VS".

1	I'm going to the store, _____ I'll _____ mil
2	She didn't go to the park, _____ did she wan
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		
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		
fail		
complain		
detail		
contain		
betray		
display		
birthday		
always		
portray		
dismay		

**PREVIEW**

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

53

**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 runs _____ during morning.		c) loudly
4) The flowers bloom _____		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) rapidly

**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 are sleeping, the snow started to fall.
c)	since	I _____ you join _____ you go to all the practices.
d)	whereas	_____ it is raining outside _____ still build a snowman.
e)	until	_____ it was raining _____ still _____ at the park.
f)	while	Bring an umbrella _____ _____
g)	even though	You can play video games _____ the first _____ your 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) We love the beach, <i>whereas</i> she loves the mountains,	
3) <i>Provided that</i> you study 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	

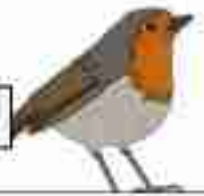
Code	Code	Answer
   	   	
   	   	
   	   	
   	   	
   	   	
   	   	
   	   	
   	   	
   	   	
   	   	



## 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 hopped through the dewy grass in his backyard, he kept his eyes peeled for signs of feathers. Just then, a rustling in the bushes caught his attention. He moved closer to investigate. To his delight, a family of robins hopped onto the ground, their red breasts puffed out proudly.

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

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

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

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

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

## Week 6 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Fill in the blanks

Write the appropriate -ly 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.

		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.

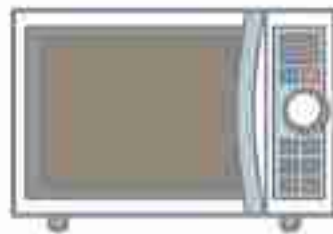
1) splash	
2) splendid	
3) splurge	
4) thriller	
5) threaten	

## PREFIX PRE-

### Understanding the Prefix "Pre-"

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

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



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

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

**Word Meanings**

Write the meanings of each word below.

view	
preview	
face	
preface	
arrange	
prearrange	

## INTRO TO SUBORDINATING CONJUNCTIONS

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

**Examples:**

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

**Complete** Write the appropriate subordinating conjunction.

when	because	since
though	until	before



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

**Analyze**

Circle all the subordinating conjunctions in the selection.

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

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

63

## 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.

- 1) once \_\_\_\_\_  
\_\_\_\_\_
- 2) wherever \_\_\_\_\_  
\_\_\_\_\_
- 3) while \_\_\_\_\_  
\_\_\_\_\_
- 4) 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 the... Taking preface she stepped... threshold, her pulse racing...	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
2)	predating the present, she splashed 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 pronoun.

1) I like to be fit		he plays sports.
2) The dog was itchy		he had a...
3) The boy did not like sushi		did he like...
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)	

## 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. desire		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		Part of someone
8. forgiveness		Ready to forgive

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

### Debate

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

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

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

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

# PRACTICE COMPLEX SENTENCES

**Examples:**

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

**Write**

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

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

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

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

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

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

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

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

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

**Write**

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

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**CROSSWORD PUZZLE****Crossword**

Read the clues and find the words in the crossword puzzle

**Across**

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

**Down**

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

## Week 8 – Fluency Readings

**Read**

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

	Passages	Voices	
1)	I felt happiness as I showed kindness to a lost rook in the wilderness. It was an awesome feeling to help someone out.	Witch	Opera Singer
2)	The willing crew have brought me peace and turned my journey into a smooth transition on my ship.	Robot	Alien
3)	I withdrew from the noise and found in the quiet of my room. The tears in my eyes 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.	Wizard	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	Wizard
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 write about a feeling or opinion.
	external	f) Swap something for something else.
	extract	g) Displaying respect or silence.
	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
external	b) internal
import	c) import
express	d) decrease
expel	e) include
external	f) decrease
extract	g) submit
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' which is a fantasy novel.
- 5) For lunch, I had a sandwich with turkey and cheese and an apple.

Journal  
Entry

Write a journal entry about your day 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 out of the building!"		
4) "Her voice was barely a whisper in the crowd."		
5) "Goal! Our team won the match!"		
6) "Be gentle, the little bird is frightened."		
7) "Surprise! Happy Birthday to you!"		

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

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

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

## 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 covering 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 your words and express joy.				
2)	She felt an urge to help people.				
3)	He tried to exceed in his attempt at tka.				
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.				

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

Find the word bank words in the puzzle.

<input type="checkbox"/> exchange	<input type="checkbox"/> exceed	<input type="checkbox"/> examine	<input type="checkbox"/> expel	<input type="checkbox"/> express
<input type="checkbox"/> external	<input type="checkbox"/> extract	<input type="checkbox"/> exclude	<input type="checkbox"/> balk	<input type="checkbox"/> sulking
<input type="checkbox"/> polka	<input type="checkbox"/> folklore	<input type="checkbox"/> grump	<input type="checkbox"/> dampen	<input type="checkbox"/> attempt
<input type="checkbox"/> exempt	<input type="checkbox"/> chomp	<input type="checkbox"/> triumph	<input type="checkbox"/> impulse	<input type="checkbox"/> empathy

**Word Search**

Make your own word search using 8 of the words.


**Word Bank**


## Week 29 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Insert

Insert parentheses to enclose the underlined part of each sentence.

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

### Identify

Which lines should be spoken loudly and softly?

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

## Week 30 - Vocabulary List

adjoin	adduce	adore	advertise	adhere
advance	adrift	adjourn	accept	attempt
corrupt	contempt	encrypt	exempt	hazard
afford	forward	steward	absurd	standard

Cursive

Write the word using cursive writing

	Trace	Write
adjoin	<i>adjoin</i>	
adduce	<i>adduce</i>	
adore	<i>adore</i>	
advertise	<i>advertise</i>	
adhere	<i>adhere</i>	
advance	<i>advance</i>	
adrift	<i>adrift</i>	
adjourn	<i>adjourn</i>	
accept	<i>accept</i>	

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

Write the word using cursive writing.

Word	Trace	Write
attempt		
contempt		
encrypt		
exempt		
hazard		
afford		
forward		
steward		
absurd		
standard		

**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	mei	
fairdvese		
radeo	rearhu	

### 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 any appetizers? I love pizza?"
- 4) He told her, "Your opinion is the opposite of mine."
- 5) The magician whispered, "This trick will excite the audience."
- 6) The sign read, "Caution: dynamite in use."
- 7) She responded, "I can't accept your invitation right now."

### Completion

Complete each sentence by providing suitable words.

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

## WRITING DIALOGUE

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

**Examples:**

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

**Write**

Write a conversation between two characters with the given topic.

Topic: Can you borrow my book?

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."

## 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 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 through billboards that seem almost absurd in their intensity. The other building, a law firm, handles sensitive data, a task not exempt from hazard. Inside, employees are focused on making design and the stewardship of their innovative boss. Meetings are held to discuss creative ideas floating adrift in their minds. It's a place where progress advances at a rapid pace, 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	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)			
10)		20)	

**Insert**

Place the quotation marks in the correct place to show 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

<b>Topic:</b> Favourite music
Tom:
Ray:
Tom:
Ray:



# 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. I wondered how a camping trip I went on with the girls.	
2) In the book, the main character wanted food to feast a banquet. I made and ate of another meal I read about an inventor who created flying shoes.	
3) The character in the story went searching for an earthquake. This reminded me of a time some small earthquakes in central Canada.	
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 his birthday. I remembered when I got my dog just for the 8th day.	
7) The story described animals bringing their babies back to life. I thought about how I learned to survive about desperation in the world.	
8) The book showed a group of kids trying to solve a case. I looked up another book where friends started a detective 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 lined under the weight of forgotten books, some open as if the readers had left in a hurry of some kind, set 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, making handwritten notes in the margins. Something about the place felt both inviting and unsettling, as though stories and legends 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 questions 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 ideas from the passage to support your idea.



# 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

**Character Match**

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

Characters	Magical Abilities of the Characters
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!"	

Legend: Promise, Dare, Flattery, Comparison

## Answer the following questions

Question	Answer
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?	

## Read the descriptions of poems below. Complete the table.

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	



# 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 understanding that texts are complex.	37-38, 51-57, 123-124, 158-164, 219-223, 237-238, 247-249
1.2	Learners are using and talking about a variety of strategies and processes to understand and create texts.	10-38, 45-249
1.3	Learners are reflecting on and using what they know	198
1.4	Le pe	
1.5	Le re	

Preview of 150 pages from  
this product that contains  
356 pages total.

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

	Grade Band Descriptors	Pages
2.1	Learners are using classroom resources and what they know about spelling, grammar, capitalization, and punctuation to understand and compose texts.	N/A
2.2	Learners are recognizing, comparing, and using the codes and conventions of print, oral, visual, and multimodal texts.	32-35, 59-68, 88-89, 101-102, 118-136, 152-153, 183-184, 217-218, 237-238
2.3	Learners are choosing and using multiple styles of communication for clarity and effect.	N/A
2.4	Learners' automaticity with printed text is becoming secure and consistent.	N/A

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

	<b>Grade Band Descriptors</b>	<b>Pages</b>
<b>3.1</b>	Learners are designing for specific purposes and for different audiences	N/A
<b>3.2</b>	Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking.	27-31, 168-171, 247-249
<b>3.3</b>	Learners are contributing to communities to share knowledge, explore ideas, and deepen thinking.	N/A
<b>3.4</b>	Learners are blending experiences to represent ideas in different ways.	N/A

**Language as Power and Agency:**

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

How do learners decide what and whose stories to tell?

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

	<b>Grade Band Descriptors</b>	<b>Pages</b>
<b>4.1</b>	Learners are recognizing the need for validity and reliability.	N/A
<b>4.2</b>	Learners are beginning to analyze differences in opinion.	72-73, 78-81, 85-86, 138-144, 149-150, 205-211
<b>4.3</b>	Learners are expressing and supporting opinions and judgments.	N/A
<b>4.4</b>	Learners are recognizing that point of view has an impact on understanding.	85-86, 138-144, 205-206
<b>4.5</b>	Learners are exploring the decision making of text creators.	85-86, 138-150
<b>4.6</b>	Learners are exploring how ideas like justice, equity, and fairness are complex.	149-150, 168-169
<b>4.7</b>	Learners are recognizing families' and peers' unique identities and similar and different ways of seeing the world.	59-70, 78-79, 88-95

# Block 1: Reading Comprehension Strategies - Basics

## Focus

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

# Understanding Reading Comprehension

## Understanding Reading Comprehension

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



## Why Reading Comprehension is Important

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

## Strategies to Boost Reading Comprehension

### A) Before You Read: Preparation

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

### B) While You're Reading

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

### C) After You've Finished Reading

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

# Understanding Reading Comprehension

## True or False

Is the statement true or false?

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Matching

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

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

## Making Connections

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

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



Making Connections: Make connections to the short passages below.

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

Text-to-Self

Text-to-Text

Text-to-World

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

Text-to-Self

Text-to-Text

Text-to-World

## Comprehension Practice – Making Connections

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

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



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

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

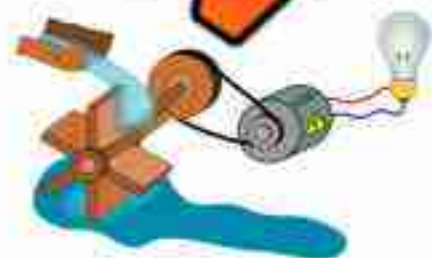


Next, Sara thought about wind power. She designed a miniature wind turbine that could catch the slightest breeze. With the help of her dad, she set it up on a pole in the park. So, when the wind blew it generated electricity.

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

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

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



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

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

## Comprehension Practice – Making Connections

**Pre-Reading**

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

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**While Reading**

As you read, stop and make connections to your life

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

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

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

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**After Reading**

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

Main Idea	
Supporting Detail	
Supporting Detail	
Supporting Detail	

## Comprehension Practice – Newspaper Article

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

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

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



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

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

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

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

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

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

**Comprehension**

Answer the following comprehension questions from the article.

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

1

2

3

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

**Evaluate**

Answer the following evaluation questions about the article.

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

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

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

## What is an Inference?

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



### Example

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

Infer the inferences below by answering the questions

1) Jenny looked at the side of her desk, sighed, and then opened her laptop and began typing.

How is Jenny feeling about work in front of her?

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

What is the weather like?

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

What is Jackson doing?

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

What might the chef be making?

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

What season is it likely to be?

## Comprehension Practice – Predicting

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

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

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

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

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

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

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

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

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



## Comprehension Practice – Predicting

### Pre-Reading

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


### While Reading

Make predictions as you read. For example, in paragraph 4, it starts by saying "After the winter rains, the community's children gathered for games." You could predict what games they used to play.

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

### After Reading

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

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


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


## Activity: Reading Goal-Setting

### Objective

What are we learning more about?

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



### Instructor

How do we complete the activity?

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

**Reflection**

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

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

**Questions**

Answer these questions.

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

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

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

# MY GOAL PLANNER



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

Ways I can work toward my goal:

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



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

New things I will try:

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

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\_\_\_\_\_ read:

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**PREVIEW**

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

# READING LOG

**Instructions:**

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

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

Total books read in school year: \_\_\_\_\_

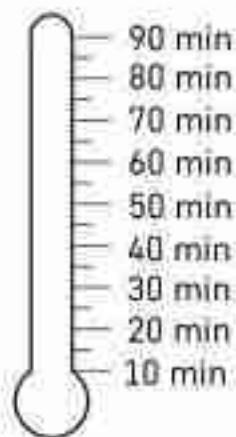
## READING STAMINA CHART

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

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

My goal is to read \_\_\_\_\_ minutes without losing focus.

I want to reach my goal in \_\_\_\_\_ days.



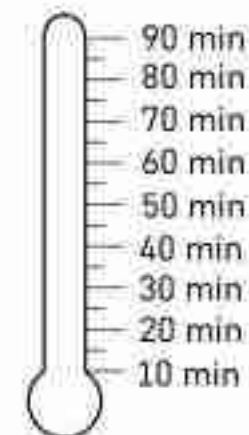
Date: \_\_\_\_\_



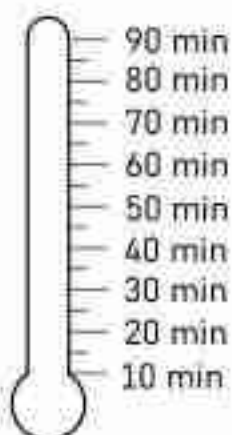
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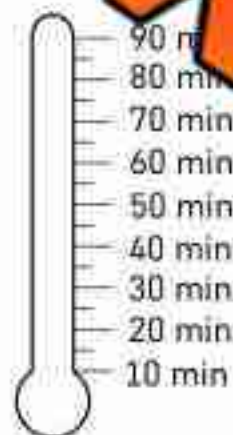
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Date: \_\_\_\_\_

Did you reach your goal?

Yes

No

Almost

## Activity: Writing Goal-Setting

### Objective

What are we learning more about?

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



### Instructor

How do we complete the activity?

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

**Reflection**

Answer these questions.

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

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

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

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**Instructions**

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

Expand Vocabulary

Improve Spelling

Practice Punctuation

Experiment with Different Genres

Enhance Descriptive Writing

Develop Storytelling Skills

Organize Thoughts Clearly

Build Writing Stamina

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

PREVIEW

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

Action Items	Expected Completion Date	Actual Completion Date

**INDEPENDENT  
READING  
ACTIVITIES**

# Independent Reading - Responses

**Day 1**

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

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

**Day 2**

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

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

## Independent Reading - Responses

**Day 9**

Fill in the organizer below.

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

**Day 10**

Fill in the organizer below.

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

# Independent Reading BINGO

BINGO

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

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

# Block 2: Cultural Text Forms

## Focus

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

## Creation Story – Abenaki First Nation: Odanak

### The Community of Odanak

The story of how the Abenaki community of Odanak came to be begins with Nokomis, the Grandmother Spirit.

Nokomis was journeying through the forest when she heard a melody coming from the St. Lawrence River. As she found a majestic turtle singing, its shell glowed with an unearthly light. Nokomis was enchanted by the turtle and its end to loneliness, so she decided to be its friend.



From the sacred clay of the earth, she sculpted the first Abenaki man and woman and placed them gently on the turtle's back. The turtle was overjoyed and offered to carry them and their future generations forever, becoming the rock of the Odanak community.

However, Nokomis warned them that they had a duty to uphold: respect Tabaldak, the Owner of the Sky, and all forms of life. She taught them to be generous, and respectful, as these virtues help keep the environment healthy. She also taught them the importance of keeping the community close and strong, which was like the unbreakable shell of the turtle.

Nokomis returned to her journey, but not before telling the Abenaki that they must pass down this story through their Elders, so it would never be forgotten.

As generations unfolded, the people of Odanak thrived, always honoring the turtle and the teachings of Nokomis. They became skilled fishermen, hunters, and artisans, their crafts echoing the turtle's eternal song and Nokomis's wise teachings.

And so, the Abenaki of Odanak remember their creation, living as responsible stewards of the land and river, forever grateful to Nokomis and the turtle that carries them still.

**Before Reading**

Read the title and examine the picture and then predict what the text will be about.

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**Comprehension**

Is the statement true or false?

1) Nokomis was the grandmother of the Abenaki people for all life.	True	False
2) Tabaldak is the name of the first Abenaki.	True	False
3) The people of Odanak were called the Abenaki.	True	False
4) The first Abenaki were made from clay.	True	False
5) Nokomis is the Grandmother Spirit.	True	False

**Question**

Why is it important for the Abenaki to tell their stories?

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**Making Connections**

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

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## Indigenous Norms and Values – Métis Story

### Luc, Marie, and the Trapped Fox

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

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



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

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

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

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



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

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

**Before Reading**

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


**Question**

Answer the question below.

1) **Balance the scales:** What value are important to Métis people? Examples: curiosity, respect, freedom. Write the 3 values and explain why they are important.


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


**Comprehension Check**

Is the statement true or false?

1) Marie wanted to consult the Elders.	True	False
2) Luc and Marie ignored Elder Jean's advice.	True	False
3) The story takes place near the Red River.	True	False
4) The Métis trap animals for sport.	True	False
5) The story promotes balance with nature.	True	False

## Indigenous Artifacts – Inuit Story

### Visualizing

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

### The Goggles of Wisdom

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

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

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

**PREVIEW**

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

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

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

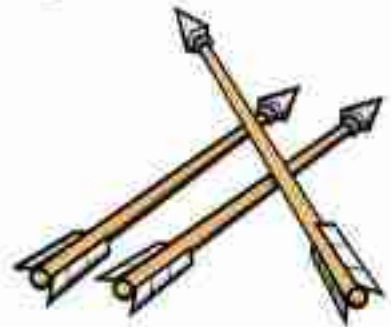
The hunters listened, and they changed their ways. From then on, Kunik wore the goggles on special occasions, teaching others about the balance and respect that his people had practiced for generations.

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

## Indigenous Sports – First Nation Story

### The Arrow of Community

In a Métis village by the Saskatchewan River, young Elise was passionate about archery. One summer, archers from distant communities arrived for a grand tournament. Elise was thrilled but heeded Elder Antoine's wisdom, "Archery is not just a test of aim, but a celebration of our heritage and the gifts we are given."



The day of the tournament arrived. Participants offered a prayer to the wind for steady hands and grateful hearts. As arrows soared, Elise's aim was true, but she remembered Elder Antoine's words and took time to mentor younger archers, passing on Métis values of community and generosity.

In the final round, Elise had a choice. Instead of aiming for the far, high-scoring target, she chose a closer one, giving a younger, less experienced archer the chance to win. And win he did, to the cheering of the crowd. Elder Antoine nodded, pleased.



Through her selfless choice, she embodied the true spirit of the sport. She understood that archery, like all things, was a way to honour our traditions and the Creator. Her actions became a lesson for everyone in the community, teaching that sports are not merely games but rites that uphold sacred values.

Years later, Elise became an Elder herself. Young archers listened intently as she recounted the tale of that memorable summer, emphasizing the importance of community and the teachings of the Elders.

Just as Elder Antoine had passed wisdom onto her, so did she pass it onto the new generation. The story of the tournament and the selfless arrow became a living tradition, ensuring that the deeper meaning of the sport—and the values it represented—continued to be honoured and celebrated in the Métis community.

**Before Reading**

Predicting: What will this story be about?

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**Making Connections**

Make a connection to self, text, and world.

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

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

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Text-To-Text: What does the story remind you of another story you have read?

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**Comprehension Check**

Circle the best answer to the question.

1) Where does the story take place?	Red River	Saskatchewan River
2) What sport is Elise passionate about?	Lacrosse	Archery
3) Who is the Elder that gives Elise advice?	Elder Antoine	Elder Ukiuq
4) What value does Elise display when she mentors younger archers?	Selfishness	Generosity
5) What is offered to the winds before the tournament?	Sage	Tobacco
6) What role does Elise take on later in life?	Judge	Elder

# Block 3: Reading Letters

## Focus

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

## Letter Writing – Sentence Structure

- 1) **Greeting Line:** Start your letter with "Dear [Friend's Name]."
- 2) **Opening:** Tell the person why you're writing.
- 3) **Body:** Keep your sentences short and easy to understand. Like: "I had a great time at the zoo."
- 4) **Connective Words:** Use words like "and," "so," "because" to link your thoughts together. Example: "I liked the monkeys because they were funny."
- 5) **Ask:** Ask a question if you have one. For example: "Can we go to the zoo again?"
- 6) **Close:** End your letter by saying thanks. Example: "Thanks for the awesome trip!"
- 7) **Sign off:** Finish with "Sincerely," and then put your name.



Instructions

Read the letter and underline the greeting and circle the signature. Then answer the questions below.

Dear Prime Minister,

I hope you're doing well. My name is Bella and I'm in grade 5. I want to ask if we can have more parks in our country.

Firstly, parks are important because they give people a place for families to hang out. Moreover, they make our cities look pretty with all the flowers, trees and plants. In addition, parks can have more than just swings and slides; they can also have flower gardens, ponds, and places to walk.

So, can you please think about making more parks? They would make kids like me really happy.

Thank you for listening. I know you want what's best for everyone.

Sincerely,  
Bella

1) Is a formal or informal voice used?

2) What cohesive ties were used?

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

4) How did Bella close the email.

## Letter Writing – Implicit and Explicit Perspectives

**Bias in Letters:** Imagine you really like pepperoni pizza. If you tell everyone that pepperoni is the only good topping and all other toppings are bad, that's being "biased." It means you're only sharing what you think and not considering other choices.

**Implicit Perspective:** This one's a little tricky. The writer doesn't fully say what they're thinking, but gives you clues. For example, if your friend writes, "Homework is fine if you like doing lots of writing," they didn't say they don't like homework, but you can sort of guess they're not a fan.

**Explicit Perspective:** This one is really straightforward! The writer tells you exactly what they think. If they write, "I think skateboarding is awesome," you don't have to wonder if they like it. You can hear that they love skateboarding.

**Instructions** Write the opinion and how being implicit or explicit in their perspective?

1) Chocolate chip cookies are the best dessert ever.	Implicit	Explicit
2) Math homework is fine, I just don't like doing puzzles.	Implicit	Explicit
3) That movie was pretty intense for a comedy film.	Implicit	Explicit
4) Rainy days are alright if you like staying indoors.	Implicit	Explicit
5) I can't stand the taste of Brussels sprouts.	Implicit	Explicit
6) Soccer is a fantastic way to get exercise.	Implicit	Explicit
7) Dogs are amazing, don't you think?	Implicit	Explicit
8) Reading is okay if you have nothing else to do.	Implicit	Explicit

**Explain** The perspectives below are implicit. Can you figure out how they feel?

1) The roller coaster was an experience, especially if you enjoy feeling your stomach flip.

2) Homework over the weekend is okay if all you like to do is learn.

3) The school assembly was certainly memorable, especially if you like long speeches.

## Letter Writing – Bias in Advertising

Dear Amazing Students,

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

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

Don't wait any longer, get it now! Having a Turbo Tim Super Speedy Remote Car is your chance to become the coolest kid ever, just like me, Turbo Tim!

Catch you on the

Your soon-to-be

Turbo Tim 🏎️



### Questions

### Answer questions

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

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

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

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

## Letter Writing – Opinions

Dear Editor,

I hope this letter finds you well. I am writing to share my thoughts on some very important ideas: justice, equity, and fairness. It's a big word, but it means something simple: making sure everyone is treated right and has the same chance to succeed.

Justice is when people follow the rules and the rules are fair to everyone. It's like when everyone gets a turn in a game, no one cheats, and the rules are the same for all players. It's important because it helps everyone feel safe and respected.

Equity is a bit like fairness, but it's more about giving everyone what they need to be on the same level. Imagine if someone was trying to look over a fence, but they were too short. Giving them a box to stand on so they can see over the fence is equity. It means making sure everyone has what they need to do their best, even if it's

different from what someone else might need.

Fairness is making sure no one is left out or treated badly because of where they come from, what they look like, or what they believe in. It's like making sure everyone in the class gets a piece of cake at a party, not just the birthday boy or his friends.

Let's make our school and the world a better place if we all tried to be more just, equitable and fair. We should treat others the way we want to be treated and always try to understand and help each other.

Thank you for considering my letter. I hope we can all work together to make the world a fairer place.

Sincerely,  
Jacquelin Fernandez



**PREVIEW**

**Opinions**

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

1)	"Justice helps everyone feel safe and respected."	Agree	Disagree
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2)	"Fairness is making sure no one is left out or treated badly because of their beliefs or origin."	Agree	Disagree
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**Answer**

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

**Imagine**

Imagine a world where everything is fair and just. What would it be like? Write a description of your fair world.

# Block 4:

# Narratives

## Focus

- Indigenous storytelling – norms, sports, values, artifacts, music
- Include cultural text forms – indigenous story telling, songs
- Identify narrators' point of view
- Indigenous Storywork
  - Indigenous Storywork is built on the seven principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and synergy.
  - Indigenous cultures, relationships, communities, groups, nations, and lived experiences
- Literary devices – imagery and humour
- Sequencing the events of multiple plots in a story, explaining the cause and effect

## What is Indigenous Storywork?

### What is Indigenous Storywork?

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



### The Seven Principles

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

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

### Why Is It Significant?

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

### How Do We Learn It?

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

## What is Indigenous Storywork?

**True or False**

Is the statement true or false?

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

**Questions**

Answer the questions below:

1) Why is Indigenous Storywork significant?

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2) What 7 principles are taught in Indigenous storywork?

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**Summarize**

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

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## The Tale of Lila and the Sacred Mountain

### The Tale of Lila and the Sacred Mountain

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

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



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

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

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

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

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

**Questions**

Answer the questions below.

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

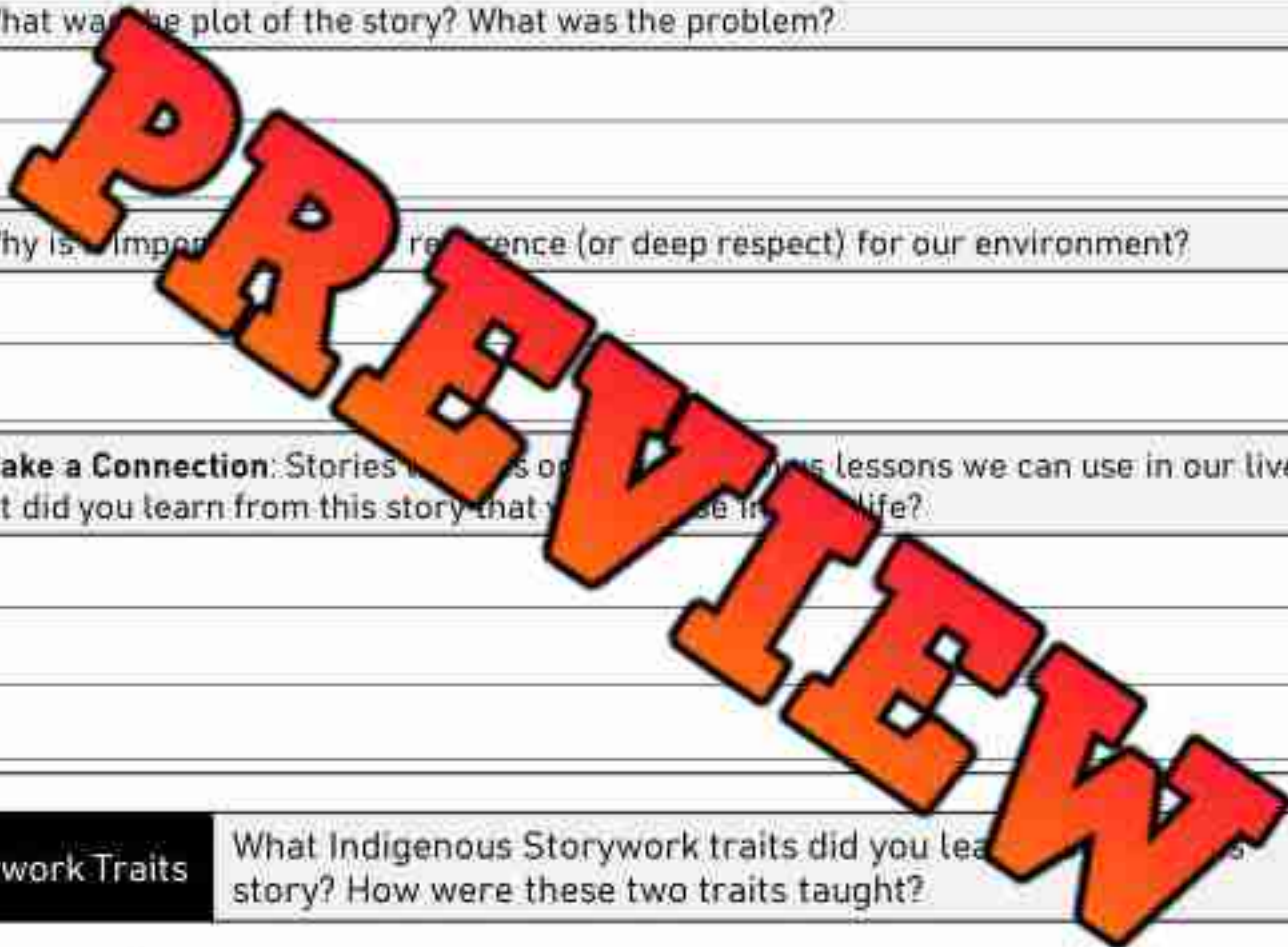

2) What was the plot of the story? What was the problem?


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


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


**Storywork Traits**

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

## Narrator's Point of View

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

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

Each kind has a different effect on the story!



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

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

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

Name of Book	Point of View

## The Story of Forest Fire – Different Points of View

### First-Person:

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

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

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



### Second-Person:

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

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

### Third-Person:

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

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



**Questions**

Answer the questions below.

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

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

**Personality  
Traits**

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

## Advantages/Disadvantage of Points of View

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

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

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

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



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

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

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

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

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

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

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

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

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

**Advantages of the Point of View**

First Person	Second Person	Third Person

**Disadvantages of the Point of View**

First Person	Second Person	Third Person

**Reflect**

Which story is your favourite version? Explain why.

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## Tall Tale – Exaggerated Folk Tale

### The Adventures of Zara and the Time-Twisting Twister

In the small town of Twistleton, there lived a girl named Zara, who was no ordinary child. She had a secret power: her laughter could create twisters! These twisters were playful and harmless, swirling and twirling hair, much to the delight of her friends.

On a sunny day, Zara and her friends decided to explore the mysterious, abandoned area that bordered their town. As they ventured deeper, they found a small pond that shimmered with rainbow light. Without warning, Zara laughed out loud, and a twister sprang to life, playfully skimming the pond's surface.

Suddenly, the twister shimmered and grew, becoming a Time-Twisting Twister! Before anyone could react, it whirled them away in a flash, sending them forward to the future. They landed in Twistleton, but it was different – filled with towering buildings made of glass and light.

In this future, they saw a statue of an older Zara, known as the "Savior of Twistleton." She had saved the town from a great disaster. Amazed, the children wanted to return home. Realizing her mistake, Zara focused hard, trying to undo the twister's work. In a blink, they were back in the present, safe and sound.

Zara learned a valuable lesson that day: her powers, though fun, needed to be used thoughtfully. She decided to use her twister-making ability only when it was safe and right. But the glimpse of the future stayed with them, especially the statue of Zara. What great deed would she do? Only time would tell.

From that day, Zara became more careful with her laughter, though she still created mini-twisters to play with her friends. She knew that one day, she might have to use her power for something much more important.



**Character Analysis**

Answer the following questions to analyze Zara's character

1) What do you think Zara was thinking when she laughed at seeing the enchanted pond?

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2) Zara took some decisions in the story. Was there a decision that could have been better? Which one and why?

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3) The story hints at something important in the future. What do you think it could be?

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**Evaluation/Reflection**

Answer the following questions

1) What is a flash forward? What flash forward happened in the story?

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2) How do you think seeing the future affected Zara and her friends?

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3) What is the underlying theme of the story? What is the most important lesson you learned from the story?

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## Personification & Anthropomorphism

Literary devices are cool tricks that writers use to make their stories extra special and fun to read. They help us imagine scenes, feel things, and get the story's message. Let's check out two:

**Personification:** This means describing something that's not human as if it is. It makes everything feel more real and alive. Example: "The moon winked at us from the sky."



**Anthropomorphism:** Here, animals or even objects like toys or cars do things we'd normally only humans to do, like talk or feel emotions. Example: In the book "The Tale of Two Towns," the rabbits have their own society and talk to each other.

**Think** Read the story below and find examples of personification and anthropomorphism.

In a peaceful meadow surrounded by rolling hills, Sally the Squirrel often felt a sense of solitude. The tall grasses swayed in a rhythmic pattern, as if inviting everyone to join their jubilant celebration. A nearby stream reflected the sunlight, appearing to giggle with each ripple made by jumping fish.

On a particular evening, the sunset painted the sky in shades of orange and pink, as though bidding a warm farewell to the day. Timmy the Turtle, making his way through the meadow, was captivated. "Sally, look around! The meadow is glowing with beauty tonight!"

Feeling the cool breeze stroke her whiskers like a gentle touch, Sally noticed how the fireflies glow as if sending her secret messages. She couldn't help but smile. "I've got it, Timmy," she said, her spirits lifting. "Some evenings are just so ordinary, as if the meadow itself is comforting us, reminding us we're part of something beautiful."

Personification	
Personification	
Personification	
Personification	
Anthropomorphism	
Anthropomorphism	

## Literary Device: Imagery in Narratives

**Draw**

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

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

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

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

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

**PREVIEW**

## Literary Devices: Simile

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

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



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

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

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

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

**Scavenger Hunt**

Find books that have examples of similes.

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

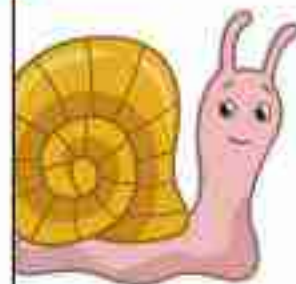
**PREVIEW**

**Matching**

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



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



## Literary Devices: Metaphor

A **metaphor** is a way to talk about one thing by calling it something else. It helps us make a picture in our minds. For example, when we say "The world is a stage," we don't mean it's really a stage, but we understand life better by thinking of it that way.

- The moon is a glowing cookie in the sky.
- Her eyes were shining stars.
- The clouds are going to go today.
- His words were a treasure.



### Think

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

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

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

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

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

## Scavenger Hunt

Find books that have examples of metaphors.

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

Match The  
Column

Match the words in Column A with the most correct metaphorical descriptions in Column B to create complete sentences.

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

## Sequencing the Plot of a Story – Multiple Plots

Sequencing events in multiple plots of a story is like arranging the different things that happen in the correct order. Sometimes, stories have more than one set of events, or 'plots,' happening simultaneously. It's like watching two or three smaller movies all at once, but they all make up one big story!

### Read

Read the story below, trying to put the multiple plots in order.

A) On the edge of the woods, Theo the Turtle was eyeing some water plants. Being a herbivore, his diet consisted of plants that grew near the water's edge.

B) As he nibbled on the berry bush, Theo was intrigued by a movement in the water. It was a small fish. "Well, fish are not on my menu," he thought. "I'll stick to the water plants. Everyone felt relieved; no one was hungry and they were all safe."



C) Deep within the forest, three friends—Lola the Lemur, Sally the Squirrel, and Theo the Turtle—set out on an adventure. Despite being close pals, their diets varied significantly, an interesting fact they discovered.



D) Wrapping up their exploration, Sally showcased her acorn collection to her friends. She felt proud and excited about her finds. "I have enough food for a week!" she exclaimed.

E) Close by, a butterfly caught Sally's attention, momentarily distracting her from her thoughts. "I wonder how many berries today?"

F) Sally invited her friends to a delightful berry bush she had found. "I have the energy I need for climbing trees," she explained, munching away happily.

G) Lola, satisfied with her mixed diet of fruit and insects, spoke up. "It's fascinating how we can all get along, even with our different diets." They all nodded in agreement, each content in their unique dietary choices.



H) Meanwhile, pondering his options, Lola the Lemur was torn. "I can eat fruit and insects. What should I choose today?" Lola was an omnivore, which made her dietary choices quite versatile.

### Sequence

Write the order of the story using the letters for each paragraph.

## Narrative Writing - Cause and Effect

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

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



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

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

**Think**

Think of either the cause or effect that matches below.

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

## The Beginning of Democracy

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

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

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



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

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

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

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

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

**Cause/Effect**

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

1) Finish the effects of the causes below.

He started making signs and flyers to share his idea.

More people made decisions for the city.

Oh no! He was wrong again. His idea

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

Then everyone will have a voice.

The parks got cleaner, and the city got better.

His dream was everyone's dream. They had to wait.

**Plots**

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

## Science Fiction Story - The Time-Traveling Treehouse

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

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

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

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

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

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

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



**Character  
Analysis**

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

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

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

**Evaluation/Reflection**

Answer the following questions about the story.

1) Describe the flash forward in the story.

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

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

## Fantasy Story - Predicting

### The Secret of the Cosmic Crystal

Once upon a time, in the small, peaceful town of Galaxyville, there lived a curious boy named Jake and his clever sister, Mia. They were fascinated by stars and planets and often dreamt about space adventures. One clear, starry night, while they were gazing at the sky through their telescope, they spotted a mysterious light falling into the nearby forest.

Excited and curious, Jake and Mia decided to investigate. The next morning, with backpacks full of snacks and a flashlight, they set off towards the forest. They walked through the thick trees and over the rocks, following the path of the mysterious light.

In the heart of the forest, they discovered a hidden cave. The walls of the cave were dark, but like a sky filled with different colors. On the floor, they found a glowing crystal, as big as a basketball, radiating a powerful magical energy.

Suddenly, a robot with a glowing eye appeared in the cave, "Protect the Cosmic Crystal, Zorax!"



#### Prediction

Stop and predict what you think will happen next in the story?

1) Who do you think is Zorax? Can it be an evil character?

2) What do you think the Cosmic Crystal means and why does it need to be protected?

3) Continue the story by writing the ending.

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

121

Startled, Jake and Mia turned around to see a robot, rusty but friendly, who introduced himself as Orbit. Orbit explained that the crystal had the power to create or destroy entire planets. The evil alien, Zorax, was after it to conquer the universe.



Jake and Mia knew they had to act fast to keep the crystal safe. They teamed up with Orbit to hide the crystal in a place where no one, especially Zorax, could find it. As they journeyed deeper into the forest, Zorax, fierce and determined, followed them closely.

In a thrilling chase, Jake, Mia, and Orbit dodged Zorax's traps, using their cleverness and quick thinking. They reached an ancient, hidden spaceship, which Orbit explained could teleport them to a safe, unknown location.

As Zorax's red eyes glowed in the dark, Jake and Mia quickly activated the spaceship. In a burst of colorful light, the crystal vanished, sent to a secret place far away in space. Zorax, realizing he was defeated, fled back to space in anger.

After the dangerous day, Mia, and Orbit celebrated their victory. They had saved their planet and the crystal. They walked back home, under the twinkling stars, knowing their secret mission would always be a special memory. Galaxyville remained a peaceful place, thanks to the hero who had protected it from the shadows. Jake and Mia looked up at the stars, dreaming of their next new adventure.

## Evaluation

Answer the following questions.

1) Was your prediction about the story, correct? If not, what was it different?

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2) Use two character traits to describe Orbit and explain why you chose those traits.

Character Trait	Explanation

## Drama Story – The Lost Melody

### The Lost Melody

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



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

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

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

## Drama Story – The Lost Melody

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

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



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

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

**Character  
Analysis**

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

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

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

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

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

Sad	
Happy	
Proud	

## Adventure Story

### Adventure Beyond the Misty Peaks

Once upon a time, in a hidden valley surrounded by towering mountains, there lived two curious friends named Felix and Clara. They loved exploring but had never ventured beyond the valley because of the mysterious Misty Peaks that loomed overhead, shrouded in legends and tales of ancient magic.

One day, while playing near the edge of the valley, they discovered a vibrant, colorful bird they had never seen before. Entranced by its vibrant colors, which shimmered in the sunlight like a rainbow, they followed it, not realizing they were heading towards a hidden world.



As they climbed higher, the air grew cooler and the path narrower. Suddenly, the bird vanished, and thick fog enveloped them. A little scared, Felix and Clara began to argue. Felix wanted to turn back, fearing they were too far from home and the dangers of the Peaks. Clara, however, determined to find the bird and see where it had led them, convinced it was a sign of a hidden world.

Their disagreement was cut short when they stumbled upon a hidden garden, filled with flowers of every colour, shimmering under a gap in the mountains. In the center was a crystal-clear pond, and by its side, the colourful bird.

Amazed, they realized the bird had led them to this secret place. In their wonder, they forgot their argument and worked together to map a safe path back home, promising to keep the garden a secret.

Returning home just as the stars began to twinkle, Felix and Clara shared tales of their adventure, teaching everyone that sometimes, following your curiosity leads to magical discoveries, and even the biggest disagreements can be resolved.

**Questions**

Answer the questions below.

1) What disagreement or conflict do Felix and Clara face in the story?

2) How is the conflict resolved? What do Felix and Clara do to fix the problem?

3) Write two character traits that Clara has. Provide evidence from the story.

**Imagine**

Imagine you are an explorer like Felix and Clara. What kind of adventure would you like to go on? Describe an imaginary adventure.

**PREVIEW**

# Narrative Structure

## Understanding Narrative Structure

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

### Beginning Journey: Introduction

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

### Building the Excitement: Rising Action

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

### The Story's Peak: Climax

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

### The Adventure Winds Down: Falling Action

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

### Wrapping Up: Resolution

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

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



**PREVIEW**

Answer

Which part of the narrative structure is described?

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

Identify

Which part of the narrative structure is the story you think this sentence is from.

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

## Story Mapping - Secrets of the Echo Cave

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

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

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



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

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

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

**Instructions**

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

**Introduction**

**Rising Action**

**Falling Action**

**Climax**

**Resolution**

**PREVIEW**

# Characterization

## Understanding Characters in Stories

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



## What is Characterization?

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

## Types of Characterization

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

## How to Analyze Characters

To understand characters better, think about these points:

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

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

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

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

## Characterization – Finley’s Fantasy

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

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



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

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

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

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

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

**Instructions**

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

**What does Finley do?**

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

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**Why does the character look like?**

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

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

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# Block 5:

# Persuasive Texts

## Focus

- ✓ Vocabulary, grammar, cohesive ties, sentence structure in persuasive texts
- ✓ Critical thinking skills for understanding persuasive texts
- ✓ Diversity, inclusion, and accessibility themes in persuasive writing
- ✓ Making inferences after reading – local inferences and global inferences using explicit and implicit evidence – do you believe the text? Has it changed your opinion?
- ✓ Examining different perspectives
- ✓ Reading Comprehension Strategy: Inferencing

## Persuasive Writing – Multiple Perspectives

### Perspective 1: Homework Should Be Abolished

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

### Perspective 2: Homework Should Not Be Abolished

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



### Think Critically

Answer the questions below.

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

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

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

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## Persuasive Writing – Thinking Critically

Hey, friends! I'm Mrs. Kim, and I make awesome school uniforms. Ever wonder why uniforms might be the best thing for schools? Let me share some cool reasons!

First up, uniforms make everyone equal. It doesn't matter if your clothes are brand new or hand-me-downs, we all look the same. This means less teasing and more team spirit!

Second, uniforms help you focus. Seriously, no more worrying about what to wear. You can put all your brainpower into learning and having fun in class.

Next, let's talk about money. Buying a couple of uniforms is way cheaper than needing a closet full of clothes. Plus, it makes your parents super happy!

Also, think about safety. In emergencies, teachers can spot you easily if everyone is wearing the same uniform. It keeps the whole group safe and together.

So, uniforms aren't just for making everyone look the same. They're better in so many ways. They're like a team for your school. Cool, right?



### Think Critically

Answer the questions below.

1) Who wrote the persuasive text?


2) Is the author biased? Do they have a reason for having this opinion?

3) Is Mrs. Kim forgetting a perspective in her writing? What perspective is she forgetting?

4) Why would researching the other perspective be wise before making an opinion?

## Inferences - Persuasive Writing Advertisement

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

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

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

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

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

### **Numbers Speak Volumes!**

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

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

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

### **A Smart Choice**

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

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

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

**Local Inferences**

Make inferences based on the sentences below.

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

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

A whopping 100% of all the people who visit our website use our Study Planners!

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

**Global Inferences**

Make 4 inferences based on the entire ad.

# Block 6: Expository Writing

## Focus

### **Reports**

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

### **Procedural Writing**

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

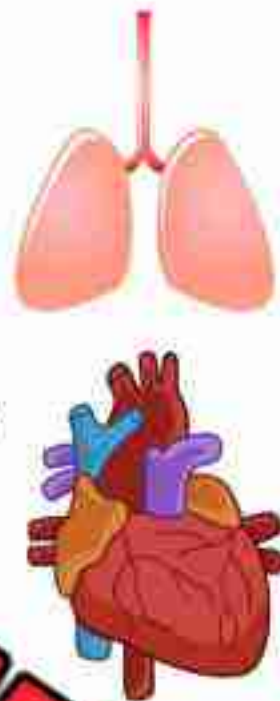
## Comprehension – Text Features in Reports

### What are Body Systems and Human Health?

The human body is like a well-oiled machine with different parts working together. These parts are organized into systems that have special jobs. Understanding these systems helps us keep healthy.

#### Key Body Systems

- **Respiratory System:** Helps you breathe. Lungs take in oxygen and give carbon dioxide.
- **Circulatory System:** The heart, arteries, and veins work together to pump blood all over your body.
- **Digestive System:** Breaks down food so your body can use it for energy and growth.
- **Nervous System:** Includes your brain, spinal cord, and nerves. This system controls everything you do.



### Why is Health Important?

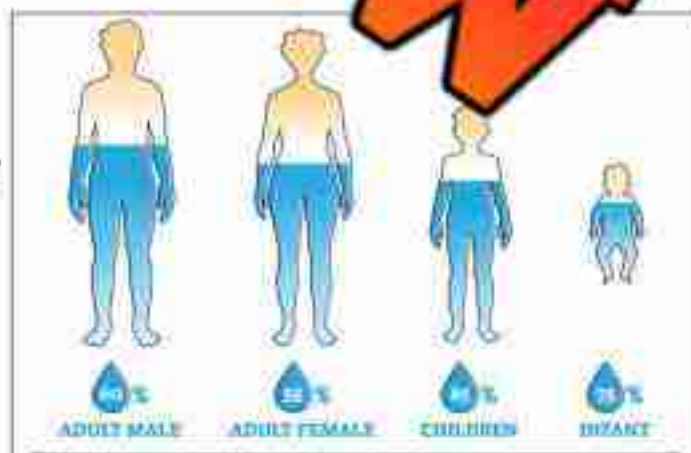
Staying healthy means all these systems can do their jobs. Eating well, exercising, and getting enough sleep are key ways to stay healthy.

#### Ways to Stay Healthy

- 1) Eating fruits and vegetables
- 2) Exercising for at least 30 minutes a day
- 3) Sleeping for 8-9 hours a night
- 4) Drinking plenty of water

### Signs You Should Visit a Doctor

If you're feeling really tired, have a lot of pain, or can't breathe well, it's a sign something might be wrong. Doctors can examine you and suggest what to do next.



Caption: Water in the Human Body by Age

**Text Forms**

Answer the questions below.

1) What main headings are used in the report?

2) What subheadings are used in the report?

3) Why is the caption helpful to the reader?

**Making Connections**

Make connections to your world, and to other texts.

Text-To-Self: What does the report remind you of about your life?

Text-To-World: What does the report remind you of that is happening around the world?

Text-To-Text: What does the report remind you of about another text you have read?

## Cause and Effect Report – Deforestation

### Introduction

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



### Causes of Deforestation

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

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

### Effects of Deforestation

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

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

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

### Conclusion

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

## True or False

Is the statement true or false?

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

## Evaluate

Answer the following questions.

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

 Very easy Easy Neutral Somewhat difficult Very difficult

## Summarizing Practice

A **summary** is a short version of a longer story or article. It gives you the main idea, or the most important thing the story is trying to say. It also gives you smaller details that help make the main idea clear. When you write a summary, it helps you understand the story better. You have to think about the most important parts and say them in your own way!



**Summarize** Summarize the passage by writing the main idea and 2 supporting details.

1) Accessibility is like building a treehouse with a ladder, so everyone can climb up and join in the fun. If your friends might find it hard to get up there without steps. That's why we have things like elevators, and special computers in schools. It makes sure that all kids, even if they have trouble walking or hearing or seeing, can learn and play just like everyone else. Accessibility helps everyone have a good time!

Main Idea

Supporting  
Detail

Supporting  
Detail

2) Imagine if every book in the library told the same story. That would be boring, right? Well, diversity in a classroom is like having a library full of different stories. Each student brings their own background, culture, and ideas into the room. It's like having a bunch of different books to read, making us all more interested in learning. The more diverse our class is, the more we can learn from each other, and that makes school way more fun and exciting!

Main Idea

Supporting  
Detail

Supporting  
Detail

## Comprehension – Text Features in Reports

### A Shining Example: Brightwood Elementary School's Inclusive Journey

Brightwood Elementary is an extraordinary school dedicated to making every student feel welcome and part of the community. Not only do they aim for a **diverse** environment, but they also focus on the emotional well-being of their students. Let's dive deeper into how they're making a positive impact!

#### Why Brightwood Elementary Stands Out

Brightwood Elementary goes the extra mile to ensure that all students, no matter their background or abilities, feel at home. They create an atmosphere where students thrive academically and emotionally.

#### Creating Safe Spaces

Apart from the quiet rooms for students who feel overwhelmed, students can find support elsewhere. The school has also introduced "mindfulness corners" featuring tools like stress balls and mood cards to help students manage their emotions.



#### Different Learning Aids

Brightwood provides a range of educational tools, from noise-cancelling headphones to interactive whiteboards. This allows students to learn in ways that best suit their individual needs, making education more successful.

#### Specially-Trained Teachers

Teachers at Brightwood undergo advanced inclusivity training. They are equipped not just with academic strategies but also with **emotional intelligence** skills to support the diverse needs of their students.



#### Activities That Go the Extra Mile

Brightwood isn't just about academics; they believe in holistic development. They offer:

- Unified sports teams, encouraging kids from all abilities to play together
- Art classes that offer accessible materials like textured papers and nontoxic paints
- Musical performances that incorporate sign language and visual cues

Thanks to Brightwood Elementary, students learn what an authentically **inclusive** school feels like, enriching their lives and better preparing them for the world ahead.

**Text Forms**

Answer the questions below.

1) What main headings are used in the report?

2) What subheadings are used in the report?

3) Define key words.

**Summarize**

Determine the main idea and supporting details of the report.

1) What is the main idea of the report?

2) Write 4 supporting details that make the main idea stronger.

**PREVIEW**

## Inferencing Practice

**Inference**

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

**Ice Fishing: More Than Just Fun**

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

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

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

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

**Art That Connects Us**

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

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

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

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

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

## Report – Justice

### Introduction to Justice

**Justice** embodies the principle of fairness and equity, where individuals receive treatment and resources according to their rights and needs. It is a foundational element for peaceful coexistence and societal stability.

### Global Justice Statistics

- **Legal Systems Worldwide:** Over 190 countries have established legal systems aimed at ensuring justice. The efficiency and fairness of these systems vary significantly.
- **Access to Justice:** Approximately 5.1 billion people, or two-thirds of the world's population, lack complete access to justice, including legal protections and resolutions to disputes.
- **Incarceration Rates:** The global average incarceration rate stands at 145 prisoners per 100,000 people, with significant regional disparities in crime, law enforcement, and justice systems.



### Key Components of Justice

- **Equality Before Law:** Every individual, regardless of status and background, is entitled to equal treatment under the law.
- **Resource Distribution:** Nearly 10% of the world's population lives in extreme poverty and the richest 1% own almost half of the world's wealth.

### The Importance of Justice

Justice is crucial for maintaining social harmony and protecting individual rights. It ensures that societal conflicts are resolved in a manner that respects the dignity and rights of all involved.

Justice remains an ideal yet to be fully realized globally. Efforts to enhance legal access, fairness, and equity are essential for building societies where every individual can thrive.

**Note-taking** means writing down important information to help you remember it later. You listen or read carefully and write down the main points or ideas. Then you can look at your notes later to help you understand or remember what you read.

**Note-taking**

Read the justice report and take notes in the graphic organizer below.

List Key Terms

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Questions I Have About The Report

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**PREVIEW**

## Report – Forests

### Introduction to Forests

Forests are vast areas filled with trees, plants, and wildlife. They play a crucial role in maintaining the Earth's health by providing homes for animals, purifying the air, and offering valuable resources such as wood.

### Size and Distribution

Forests cover about 31% of the Earth's land surface, totaling nearly 4 billion hectares. Imagine that's about the size of a sports field! The world's largest forest area includes Brazil and Canada, showcasing the incredible diversity of these vital ecosystems.



### Types of Forests

There are several types of forests, each with unique characteristics:

- **Rainforests:** Located near the equator, these forests receive a lot of rainfall and are known for their rich biodiversity.
- **Boreal Forests:** Found in the northern regions, these are dense with coniferous trees like pine and spruce.
- **Deciduous Forests:** These forests, where trees shed their leaves annually, are common in areas with four distinct seasons.

### Wildlife in Forests

Forests are bustling with life, housing over half of the terrestrial animals. Notable animals include the Amazon's jaguar and the bald eagle in North American forests. These diverse habitats are crucial for the survival of countless species.

### Importance of Forests

Forests are very important for the Earth. They take in carbon dioxide and give out oxygen, which helps fight climate change. They also keep the soil healthy and prevent flooding.

### Conservation Efforts

To preserve these natural treasures, global efforts include:

- Planting trees to restore deforested areas.
- Ensuring forests are used in a way that maintains their health and biodiversity.
- Establishing reserves and parks to safeguard untouched forest regions.

**Scanning or skimming** a text means quickly looking through a written document to find specific information or keywords without reading everything in detail. It's like searching for clues without reading every single word. You glance at the titles, pictures, and some sentences to understand what the text is mostly about.

**Skim And Scan**

Skim and scan the text of the report by quickly looking through it and then answer the following questions.

Questions	Answers
1) How many hectares?	
2) In how many countries are forest areas?	
3) Where are the forests located?	
4) What type of forests are found in the tropics?	
5) What trees dominate boreal forests?	
6) Do deciduous trees keep their leaves all year?	
7) How much of terrestrial species live in forests?	
8) Which predator is found in the Amazon?	
9) What is one benefit of forests to soil?	
10) Can forests prevent natural disasters?	
11) How many hectares of Earth's surface do forests cover?	
12) Where is the bald eagle found?	

## Linear Text - Recipes – Ordering Steps

### Examine

The information in the procedural writing is in the wrong order. Number what should come first, second, third, and so on.



Order	Information
	Take small amounts of the mixture and roll them into balls about the size of a golf ball.
	<b>Spaghetti With Meatballs Recipe</b>
	In a large pan used for meatballs, pour in tomato sauce and bring to a boil.
	In a bowl, mix ground beef, bread crumbs, egg, salt, pepper, and garlic powder with your hands to mix well.
	<b>Ingredients</b>
	<ul style="list-style-type: none"> <li>➤ Spaghetti noodles (1 box)</li> <li>➤ Ground beef (about 500 grams)</li> <li>➤ Bread crumbs (1/4 cup)</li> <li>➤ 1 egg</li> <li>➤ Salt (1 teaspoon)</li> <li>➤ Pepper (1/2 teaspoon)</li> <li>➤ Garlic powder (1/2 teaspoon)</li> <li>➤ Tomato sauce (1 can)</li> <li>➤ Grated cheese (optional)</li> <li>➤ Olive oil (1/2 cup)</li> </ul>
	In a large pan, heat olive oil over medium heat. Add ground beef and cook until brown on all sides. Remove meatballs from the pan.
	Once spaghetti is cooked, use a colander to drain the water out.
	Fill a large pot with water and a pinch of salt. Bring it to a boil.
	Put the meatballs back in the pan with the tomato sauce. Cover and let it simmer for about 10 minutes.
	Place spaghetti on a plate, top with meatballs and sauce. Sprinkle some grated cheese on top if you like.
	Add spaghetti noodles to boiling water and cook according to the package instructions until they are soft.

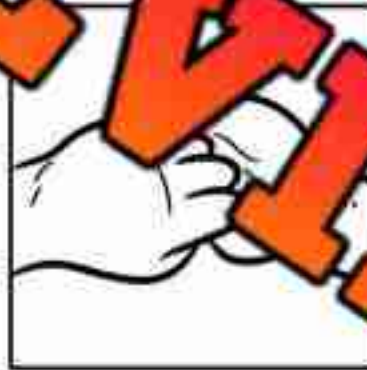
# Graphics in Procedural Writing – Handwashing

**Label**

Pictures in procedural texts are important because they help us understand what to do. Write instructions below each picture.



Rub back of hands



Wash palms



## Graphics in Procedural Writing – Drawing

Label

The pictures below are numbered, showing the steps to draw a snowman. On the back of this page, explain each step.



Label

Describe what to do in each step.


Step	Instruction
1	Draw a circle.
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3	
4	
5	
6	
7	
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10	
11	
12	
13	
14	
15	

**PREVIEW**

## Following Instructions – Drawing an Inuksuk

Draw

Follow the procedural text below to draw an inuksuk.

Title	Drawing an Indigenous Inuksuk: A Fun Art Adventure!	
<b>Materials</b>	<ul style="list-style-type: none"> <li>- A blank sheet of paper</li> <li>- A pencil</li> <li>- Eraser</li> <li>- Colored pencils (optional)</li> </ul>	
<b>Introduction</b>	<p>An inuksuk is a stone landmark used by the Inuit people for navigation, as a reference, a marker for travel routes, fishing places, hunting sites, and more. These structures are significant in Inuit culture for cooperation, balance, and unspoken communication.</p>	
<b>Step 1</b>	<p>Start by drawing two large, vertical rectangle shapes side by side with a space between them (like legs) at the bottom of your paper. These are the foundation stones.</p>	
<b>Step 2</b>	<p>Resting on the foundation stones, draw two rectangles for the body stones, making sure they are slightly different in size.</p>	
<b>Step 3</b>	<p>On top of the center body stones, add a thinner horizontal rectangle that is longer than the body stones. This is the balance stone that sits across the body stones. (like a bridge)</p>	
<b>Step 4</b>	<p>Above the balance stone, place a smaller, slightly rounded stone by drawing an oval shape. This is the head of the inuksuk.</p>	
<b>Step 5</b>	<p>Add details to your stones by giving them some texture with light, curved lines to mimic the rough surface of real stones.</p>	
<b>Step 6</b>	<p>Go over your drawing with a darker pencil or pen to make your inuksuk stand out.</p>	
<b>Finish</b>	<p>If you like, colour your inuksuk using colored pencils or markers, choosing natural stone colors like grey, brown, or black.</p>	

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

179

Curriculum Connection  
1.2

## Following Instructions – Drawing an Inuksuk

Draw

Draw your inuksuk below.

**PREVIEW**

# Block 7: Poetry

## Focus

- ✓ Literary devices in poetry – imagery and humour
- ✓ Reading Comprehension Strategy: Visualizing
- ✓ Making inferences based on implicit evidence in a variety of poems.
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups

## Types of Poems

Poetry is an enchanting way to share feelings, concepts, and narratives. This captivating form of writing comes in various styles, each with distinct elements that make them special. Let's explore a few!

### Haiku: A Breath of Nature

Originating from Japan, Haikus are nature-centric poems that are concise but expressive. They follow a strict syllable pattern: the first line has 5 syllables, the second has 7, and the third has 5.

Gentle river flows  
Mountains guarding its pure course  
Nature's harmony



### Acrostic: The Secret Poem

Acrostic poems are poems where each line contains hidden messages. The first letter of each line, when read vertically, spells out a particular word or statement. This secret makes the poem extra enjoyable.

Sunny skies are blue.

Under clouds, the rays peek through  
When it starts to pour rain, it's true!

### Limerick: Laughter in Lines

Limericks are light-hearted poems made to elicit laughs. These five-line poems have a specific rhyme scheme: lines 1, 2, and 5 rhyme, while lines 3 and 4 form their own rhyming pair. They also have a set rhythm. They are often humorous and playful.

There was a man on the phone,  
Who said, "I'll never be alone."  
He sent out a message  
Then went on to the next  
Then he wondered who he'd be.

### Cinquain: The Structured Five-Liner

Cinquains have a set structure of five lines, where each line serves a specific function. Line 1 is a single-word title, line 2 has two descriptive words, line 3 includes three action words (verbs), line 4 contains a four-word feeling, and line 5 gives a synonym or related term for the title.



Moon  
Bright, quiet  
Shining, illuminating, waxing  
Guide through the night  
Satellite



**Paraphrase**

Rewrite the rules for each poem in your own words.

Acrostic	<hr/> <hr/> <hr/>
Haiku	<hr/> <hr/> <hr/>
Limerick	<hr/> <hr/> <hr/> <hr/> <hr/>
Cinquain	<hr/> <hr/> <hr/> <hr/> <hr/>

**PREVIEW**

**Visualizing**

Read each of the poems from the reader and draw what you're picturing.

Haiku

Acrostic

--

## Haiku Poetry – Inuit Observations

### Haiku Poetry – Inuit Observations

Long ago, the Inuit people thrived in the Arctic regions that are part of modern-day Canada. They were skilled at hunting, fishing, and adapting to the extreme cold. However, when European explorers arrived, the Inuit way of life began to change significantly, sometimes causing conflict.

Here are some thought-provoking haikus that can help us think about what life was like for the Inuit as changes unfolded.

Once boundless, vast—  
Ship through the frozen sea—  
Inuit ways.



Engines roar, out to sea—  
Hunters adapt.

Northern lights dance—  
Overwhelmed by distant ship—  
Skyline forever changed.

Whale, fish, and blubber,  
Exchanged for metal and cloth—  
What value, our lore?



These haikus serve as tiny windows into the Inuit experience. Each poem reveals complex emotions and situations that happened as two different cultures crossed. The Inuit, resilient and resourceful, continue to adapt while holding onto their traditions. This form of poetry allows us to reflect on their resilience and the weight of their experiences during this transitional period.

**Inferences**

When reading poetry, you often need to make inferences as a lot of the evidence is implicit. Read the parts of the poems and explain what you think the author means.

1) "New paths cross old ways"

2) "Seal songs in the air, Engines roar, drown out the calls"

3) "Northern lights high in the sky, lit by distant ships"

4) "What value, our lore?"

**Visualizing**

Read each of the poems from the reading, and draw a picture illustrating.

Haiku 1	Haiku 2	Haiku 3	Haiku 4

## Acrostic Poems – Canada's Regions

### Acrostic Poems – Exploring Canada's Geographical Regions

Canada is an immense country with so many diverse areas to explore! Today, let's discover two such regions: the "Appalachian Mountains" in the east and "Ellesmere Island" in the far north. We'll get to know them better through the magic of "acrostic poems." Each letter of the region's name starts a new line in the poem!



#### Ellesmere Island

- E - Extreme cold, where glaciers slide
- L - Landscapes stretch far and wide
- L - Limited flora, yet life does abide
- E - Endless nights and days, in polar stride
- S - Snowy owls and Arctic hares reside
- M - Melting ice in summer, a changing tide
- E - Elusive narwhals in the waters glide
- R - Rugged cliffs where ancient rocks hide
- I - Icy winds make it hard to stay outside
- S - Summer blooms bring a lively guide
- L - Long winters where the sun does hide
- A - Arctic foxes in their dens bide
- N - Northern lights in the sky glide
- D - Days are either long or short, no divide

#### Appalachian Mountains

- A - Ancient hills roll on for miles
- P - Peaks and valleys with huge smiles
- P - Pine forests, a home for wildlife style
- A - Appalachian folk music, a cultural file
- L - Lush meadows where deer compile
- R - River banks with abundant rivers, a fisherman's aisle
- C - Craggy cliffs, worthwhile
- H - Hiking trails with a unique trial
- H - Historic sites with historical dial
- A - Abundant pine in a beautiful pile
- N - Natural wonders in a beautiful side
- M - Maple trees tapped for maple vials
- O - Outdoor sports, each a versatile trial
- U - Below, minerals like coal compile
- N - Nature's beauty, in style
- T - Towering peaks test climbers' wiles
- A - Amazing views make hikers smile
- I - Interesting flora make florists compile
- N - Notable fauna, from bears to reptiles
- S - Springs and waterfalls, nature's aisle

Visualizing

Poetry is written to paint a picture in our minds. Draw what you are picturing while you read each poem.

**PREVIEW**

Elm Island

Appalachian Mountains

## Limerick Poem – Alliteration

### Limerick Poetry – First Nation Reflection

Today, we're going to read limericks that shine a spotlight on various communities from different periods in history and cultures. This time, the limericks are from the Aztec Empire, the Roman Republic, and the Inuit community in Canada.

Each of these limericks uses an interesting literary technique known as alliteration. In alliteration, words near each other in the sentence start with the same initial letter. This makes the poem more engaging and rhythmic.

#### Aztec Empire:

An Aztec named Clive,  
Had a lot to his archive.  
A lot of Aztec paintings,  
And no Aztec artists.  
His Aztec paintings were  
All over the place.



Aztec art

#### Roman Republic:

Rambunctious Rosie from  
She roamed the roads, far from home.  
With reliable reins,  
She rode through the plains,  
She was skilled so she never was thrown.

#### Inuit Community:

An icy Inuit named Bertrand,  
Ice-fished in the Nunavut land.  
With an igloo as base,  
In this icy-cold place,  
Inuit traditions he did understand.



**Questions**

Answer the questions below

1) What is an alliteration?

2) How did alliterations used in the limericks improve the poems?

3) Which poem do you like the best?

4) What was your favourite part of the poem? and explain why it was your favourite.

Quote

Explain

**PREVIEW****Questioning**

Write 3 questions you had about the poems

1)

2)

3)

## Cinquain Poems – Critical Thinking

### Cinquain Poetry – Insights into Métis Culture

Cinquains are short poems with five lines, where each line performs a specific role, such as describing or depicting action. Want to add more flair to your cinquain? Incorporate similes and metaphors! A simile compares two things using "like" or "as," while a metaphor says something is something else. For instance, you can say a fiddle's tune is "as joyful as water" or call a river "Nature's highway." Here are cinquains that bring to life aspects of Métis culture, featuring similes and metaphors for added depth.

#### Fiddle Tune

Fiddle

Quick, sweet

Playing, resonating, thrilling

Like a prairie breeze

Melody



#### Red River Cart

Cart

Wooden, sturdy

Rolling, carrying

A base for travelling

Vehicle



#### Bison Hunt

Bison

Mighty, wild

Running, dodging, charging

As unstoppable as time

Game



Sash

Sash

Colourful, woven

Tying, wrapping, adorning

A ribbon of unity

Belt



#### Jig Dance

Dance

Lively, fun

Twirling, hopping, stepping

A foot-tapping celebration

Rhythm



#### Métis Flag

Flag

Blue, white

Waving, uniting, symbolizing

A tapestry of culture

Banner



**Critical Thinking**

Answer the questions below.

1) In "Fiddle Tune" why do you think the fiddle is described as the "prairie breeze"? What does that metaphor tell you about the fiddle's importance?

2) What emotion does the "Bison Hunt" poem make you feel? Happy, sad, excited, calm, scared, surprised, nervous, creative, etc. Explain.

3) Which poem did you like best?

4) What was your favourite part of the poem? Quote it and explain why it was your favourite.

Quote

Explain

**Visualizing**

Re-read the poems below and draw what you are picturing.

Jig Dance

Red River Cart

## Rhyming Poems – Critical Thinking

### Rhyming Poetry – Matter

Rhyming poems are quite catchy because they have words that sound the same at the end of each line! You can use different rhyme schemes like ABAB or AABB to make your poem unique. Rhyming makes the poem memorable and enjoyable to read. In this poem, we are diving into the fascinating world of matter—its changes and states. Matter can be solid, liquid, or gas, and it can change from one form to another.

### Solid Matter

Solid stuff is firm and strong,  
Locked in place, it doesn't budge.  
From chairs to rocks, easy to see,  
Solid matter, stable as a tree.

### Liquid Matter

In a cup, or flowing in a stream,  
Liquid matter is like a dream.  
It takes the shape of its container fast,  
From morning dew to oceans so vast.

### Gaseous Matter

A gas will spread out, far and wide,  
Filling spaces, it can't hide,  
From oxygen to water vapour,  
Gaseous matter is quite the shape-shifter.

### Phase

From ice to water, a phase change,  
A phase change happens between,  
With heat or cold, matter rearranges,  
Through melting, freezing, it changes.

### Sublimation

A special change, quite rare to find,  
From solid to gas, it leaves liquid behind,  
Like dry ice to fog, as we can see,  
Sublimation is as mystifying as can be.

### Condensation

Water vapour, in the air,  
Finds a chill and lingers there,  
Turns to droplets, as if to say,  
"I'm liquid now, hip hip hooray!"

**Critical Thinking**

Answer the questions below.

1) In "Solid Matter," the phrase "locked in place" is used. What does this tell you about the properties of solid substances?

2) The "Phase Change" poem mentions different changes like ice to water. Can you think of other situations where phase changes can occur and explain how they work?

3) Which poem did you like best?

4) What was your favourite part of the poem? Quote it and explain why it was your favourite.

Quote

Explain

**PREVIEW****Visualizing**

Re-read the poems below and draw what you are picturing.

Sublimation

Condensation

# Block 8: Book Reviews

## Focus

- ✓ Bias in book reviews - identify explicit and implicit perspectives
- ✓ Reading comprehension strategy: inferencing
- ✓ Voice: word choice, word patterns, and sentence structure
- ✓ Literary devices in reviews - humour and imagery

## Implicit and Explicit Perspectives – Book Reviews

In a book review, "**explicit perspective**" is when the person tells you straight up what they think. "**Implicit perspective**" is trickier; you have to figure out their opinion.

### Explicit Examples:

- "The book was awesome."
- "I didn't like the ending."



### Implicit Examples:

- "The book kept you guessing until the last page." (Probably means it's suspenseful)
- "There were too many details in the story." (Might mean it's too complicated)

**Perspectives** Is the author's perspective explicit or implicit in describing their opinion of the book?

1) This book is a masterpiece and if you don't read it, you're missing out.	Implicit	Explicit
2) I couldn't put the book down.	Implicit	Explicit
3) Despite its length, the book was so engaging that I forgot to eat.	Implicit	Explicit
4) The story was hard to follow.	Implicit	Explicit
5) The pictures in the story were very detailed.	Implicit	Explicit
6) The mystery keeps you guessing throughout the whole book.	Implicit	Explicit
7) It's a perfect bedtime story.	Implicit	Explicit
8) I learned a lot from the book.	Implicit	Explicit

**Perspectives** The author implicitly described their perspective. What do you think it is?

1) It was full of suspense and emotions.

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2) The book dragged on and was slow.

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## Implicit and Explicit Perspectives – Book Reviews

### Book Review: "The Enchanted Forest: Quest for the Lost Jewel"

Incredible, "The Enchanted Forest: Quest for the Lost Jewel" is a thrilling quest! Imagine venturing into a magical forest with Lily and Max, two daring siblings who are the stars of this tale. This book will take you on a wild ride from the opening chapter to the final page. If you're into enchanted creatures and hidden treasures, then you've found your match. The story has nail-biting moments that will make you wonder what obstacles Lily and Max will face next. Additionally, there are hilarious scenes that add a dash of humour to their epic journey. I won't give the ending away, but it's safe to say it provides a clever twist that you won't see coming. This book really caught my interest, and I believe other fifth graders will find it as captivating!

Rating: ★

### Perspectives

Write your answers below.

1) Write 3 explicit perspectives from the book. These are the perspectives that are stated.

2) Write 4 implicit perspectives that don't say exactly how they feel about the book, but they give hints.

## Finding Bias in Reviews

### What is Bias in Reviews?

**Bias** means the reviewer has a strong preference that influences their opinion. For instance, if a person is a big fan of space adventures, they might praise all books about space, even if some are just okay.

On the other hand, if someone isn't keen on mystery stories, they might downplay a well-written mystery book. It's also possible for a reviewer to be biased against certain topics, like talking animals, and mark them down even if many people enjoy those stories. This is why it's best to read different reviews to get a more balanced view.

Bias \_\_\_\_\_ and the reviews and answer the questions.



### Review: "The Galactic Battle: Alien Invasion"

Whoa! "The Galactic Battle: Alien Invasion" is hands-down the greatest movie of all time! If you skip this, you're missing out on a cinematic experience. The movie features aliens and humans teaming up, which is so cool. Plus, the aliens are the most intriguing beings ever, and finally, a movie captures that all the way. Whether you're an alien or alien enthusiasts, making it ideal. The villain, Earth Defender, is so boring because defending Earth is way less cool than exploring the galaxy. Honestly, anything other than anything other than space and aliens seems pointless now. You need to see this game-changer!

1) Why is this review a biased review? What is the author's bias?

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2) Should you believe everything the author writes about the movie? Why or why not?

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3) What could you do to learn more about this movie?

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## Our Voice in Review Writing

### What is Voice in Writing?

In writing, different people have different "voices," kind of like how everyone's voice sounds different when they talk. The words they choose, how long their sentences are, and even the punctuation used can show who wrote something. So even if you don't see the person's name on the page, you might guess who wrote it by looking at these things. It's like each writer has their own special way of saying things!

### Voice

A family of 4 watched a movie and each wrote a review. Read them below.

A) I love the dragon, why they not show them more? Everyone was talking and talking but i was bored. dragons and magic stuff more! can we watch a dragon movie next time?

B) The emotion in the film is so touching. I tried to find a movie that tugs at the heartstrings while keeping everyone so entertained. Loud action scenes weren't exactly my cup of tea, but it was wonderful to see the family express their love as a family.

C) Okay, this film had some legit cool moments, but the soundtrack, like whoever curated that playlist needs a raise. But let's be real, what's the deal with the teen romance? Super cringe. Nobody my age talks or acts like this. Period.

D) Those car chase scenes, wow! Felt like I was right back in my high school days listening rock music and feeling invincible. The storyline had its ups and downs, but when they revved those engines, it brought me back. Could've used a plot twist to spice things up, though.

1) Which family member wrote which review?

Dad	Mom	Teenager	Youngest

2) Are you 100% positive about the guesses above? Why or why not?

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## Using Humour in Review Writing

Imagine you're reading a review about a new toy. Instead of the reviewer just saying, "This toy is fun!" they might make a funny comparison, like "This toy is so fun, it's like a dance party for your fingers!" That's using humour.

In review writing, humour:

- **Grabs Attention:** Funny sentences makes people interested in reading the review.
- **Makes it Memorable:** If a review makes you laugh, you'll probably remember it more than a plain one.
- **Softens Criticism:** If someone doesn't like something, using humour can make the criticism less harsh. Instead of saying, "The toy breaks easily," they might say, "The toy has a tendency to take a nap and never woke up!"

**Review** Read the sentences below that use humour and answer the questions

1) This book was so boring, my eyes turned into glue!

What It Means

Is it a good topic sentence?

2) The pizza was so cheesy, even the mice asked for the recipe!

What It Means

Is it a good topic sentence?

3) The movie was so slow, even snails asked for a fast-forward button!

What It Means

Is it a good topic sentence?

## Literary Devices in Reviews

Literary devices are specific techniques that authors employ to make their writing more engaging and to clarify their viewpoint.

- **Similes:** A comparison using 'like' or 'as' - "This movie was as suspenseful as a high-stakes chess match."
- **Metaphors:** A comparison without using 'like' or 'as' - "The protagonist is a ticking time bomb of emotions."
- **Alliteration:** Using the same initial sound in a sequence of words - "Bold, brave, and brilliant."
- **Humour:** Using jokes or funny comparisons to lighten the mood - "That chapter was so funny that the fish started giggling!"

**Examine** Read the review below and find examples of the literary devices used

### Space Adventures in "The Secret Spaceship"

Jumping into "The Secret Spaceship" is like finding a lost chocolate bar in your jacket pocket - a delightful treat!

In this episode, Sara and Alex discover a spaceship that looks like it retired from space races and took up hiding in a remote galaxy. What they thought pushing buttons was just kids' play, but whoops! Suddenly, they're being taken to a robot-run diner in another galaxy.

While this book could give any space saga a run for its money, its many little detours that steal the show. It's an action-packed roller coaster. Even when you think you've caught your breath, it tosses you into an intergalactic space trap.

I give this book a solid 5/5 stars. It was so captivating, I was probably pouting with neglect. It's a must-flip for every budding astronaut or dreamer of a space escapade without the bulky suit.



Similes	
Metaphors	
Alliteration	
Humour	

## Review Writing - Inferences

Title: "An Enchanting Expedition in 'Wizard Wally's Whimsical Realm'"

### Introduction

Hey, fellow readers! Are you in the mood for an enchanting tale? "Wizard Wally's Whimsical Realm" will whisk you off to a world so magical, it's like stepping into your wildest dreams. For fans of mystic spells and daring quests, this is your must-read.



### Summary

In this story, a young adventurer named Tim stumbles upon Wizard Wally's enchanted cap, which transports him to an otherworldly kingdom filled with mythical beings—like dragons and sprites. To return the cap and exit this whimsical realm, Tim must navigate a series of mind-boggling tests.

### Thoughts

Diving into this book is like jumping into a cauldron of imagination. The author's bubbling with laughs and magic! Characters? They're so lively, I can't even describe them. My pencil. The story zips faster than a squirrel on a sugar rush, and the descriptions are so detailed in words that paint pictures in your brain, making it feel like you've discovered a secret stash of sparkling stories.

### Rating

I rate this book a perfect 5/5 stars, no questions asked! It was so riveting, I didn't even want to stop for a snack. Any youngster interested in magical stories should give it a read today!



**Examine**

Read the review on the previous page and find examples of the literary devices used.

Write 1 example of each of the following literary devices used in the review.

Similes

Metaphors

Alliteration

Humour

**Inferencing**

Answer the questions below to show your understanding

1) **Global Inference:** Describe who you think wrote the review based on the word choice, sentence structure, and punctuation used (if any). What can you infer about them?

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2) **Local Inference:** What did the author mean when they wrote, "Chances are, so lively, I thought one might borrow my pencil,"

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3) **Local Inference:** What did the author mean when they wrote, "The story zips faster than a squirrel on a sugar rush."

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# Block 9: Graphic Texts

## Focus

- ✓ Spatial order, images, graphics, visuals
- ✓ Graphic texts – timelines, comics, memes, maps, infographics
- ✓ Text patterns and features in graphic text
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategy: Making Connections

## Types of Graphic Texts

### Understanding Graphic Texts

Graphic texts offer an engaging way to share information or narrate a story, using both visuals and words. They're not just limited to comic books! You can find them in instructional manuals, infographics, and even historical timelines.



### Different Graphic Texts

There's a world of graphic texts to explore. Here are some you might see:

- **Comic Books:** Illustrations and speech bubbles tell a story.
- **Infographics:** Utilizing charts and illustrations, these explain topics like the water cycle.
- **Maps:** Not only do they indicate locations, they also provide routes and key landmarks.
- **Timelines:** Great for understanding the sequence of events.

### Key Features in Graphic Texts

Graphic texts come with unique elements, or 'features,' which separate them from other texts. Some key features include:

- **Titles:** Located at the top, they serve as your guide to the topic at hand.
- **Visual Aids:** Pictures, icons, or diagrams are used with text to complement the information. A lightbulb is an icon or symbol that shows a good idea.
- **Captions:** Found below images, they offer more details.
- **Speech Bubbles:** Common in comic stories, these show conversations between characters.
- **Labels:** These are short descriptors near an image or graph to identify its components or functions.



**Prereading**

Before reading, answer the questions below.

Read the title and headings and write what you already know about this subject.

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**Making Connections**

After reading, make the connections below.

Text-to-Self

Text-to-Text

Text-to-World

**PREVIEW**

1) When do you or your family use maps in your life?

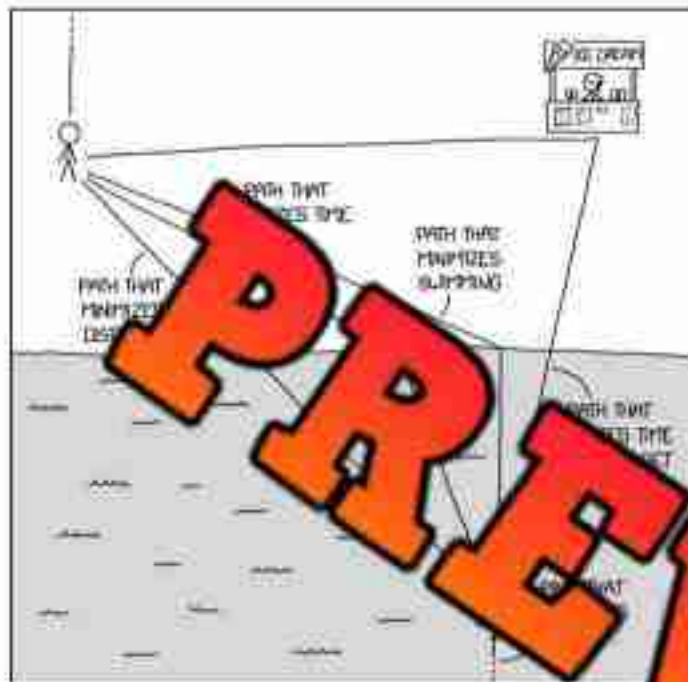
2) Where do you see posters/infographics? What are they used for?

3) What comics have you seen before? List them below.

# Understanding Comics

## Analyze

Read the comic and answer the questions.



1) Summarize the comic above. What is happening?

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2) Describe the different paths:

Minimizes Distance  
Between People

Minimizes Time  
Between People

Minimizes Swimming

Minimizes Time Until  
Ice Cream

3) Why is the path that minimizes time and the path that minimizes distance not the same?

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4) How do the pictures and words work together to describe a story?

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# Understanding Comics

## Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

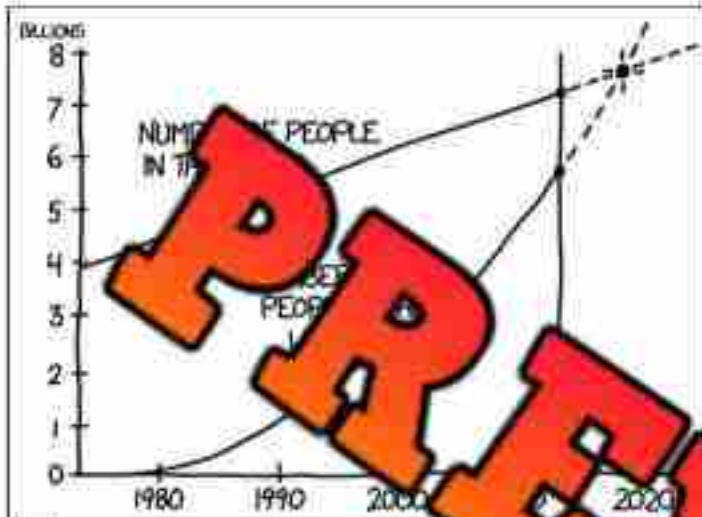
2) Is the joke explained explicitly, or is it implicit? Explain.

3) Global Inference: Who do you think gave the duck the plant? Explain two options.

# Understanding Graphic Texts

Analyze

Read the comic and answer the questions.



CAPTION: IN 2019, HUMANS OUTNUMBERED

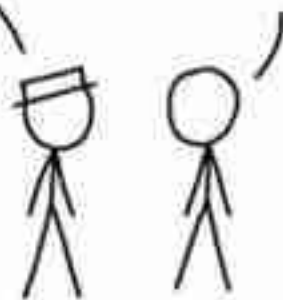
1) What is the comic about?

2) Where did you start to read? Why did you choose there? Did you re-read anything?

HOW ARE YOU?

EXCRUCIATINGLY AWARE  
OF HOW MUCH OF EACH  
OTHER'S GROSS LUNG  
AIR WE'RE BREATHING.

I MEAN, FINE!  
HOW ARE YOU?



What is the comic about?

2) What do you think of this comic? Explain.

## Photo Essay - A Day in the Playground

A **photo essay** is a collection or series of photographs that are intended to tell a story or evoke a series of emotions in the viewer. It is a form of visual storytelling wherein each photograph serves a purpose in a larger narrative.

### Instructions

View the pictures below. As you observe each image, notice how they show various aspects of playground activities throughout the day. Reflect on the present emotions and activities in each photo. This will help you understand how a playground is a space of joy, friendship, and learning.

1



2



3



4



5



**Instructions**

Carefully look at each image in the photo essay. For each photo, write down what you see and think about how it relates to our daily activities and emotions in the playground.

**Photo 1: Morning Arrival**What do you see in this photo?  
\_\_\_\_\_  
\_\_\_\_\_How does this make you feel or what do you think about it?  
\_\_\_\_\_  
\_\_\_\_\_**Photo 2: Time of Day** What do you see in this photo?  
\_\_\_\_\_  
\_\_\_\_\_How does this make you feel or what do you think about it?  
\_\_\_\_\_  
\_\_\_\_\_**Photo 3: Quiet Corner**What do you see in this photo?  
\_\_\_\_\_  
\_\_\_\_\_How does this make you feel or what do you think about it?  
\_\_\_\_\_  
\_\_\_\_\_**Photo 4: Lunch time**What do you see in this photo?  
\_\_\_\_\_  
\_\_\_\_\_How does this make you feel or what do you think about it?  
\_\_\_\_\_  
\_\_\_\_\_

**PREVIEW**

<b>Photo 5: Team Sports</b>	What do you see in this photo?
<hr/> <hr/>	

How does this make you feel or what do you think about it?

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<b>Photo 6: Everyday</b>	What do you see in this photo?
<hr/> <hr/>	

How does this make you feel or what do you think about it?

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<b>Final Reflection</b>	What did you learn about playing and activities and how they make us feel? Share your thoughts about the photo essay.
<hr/> <hr/> <hr/>	

<b>Draw</b>	Draw yourself playing with your friends on the playground
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**PREVIEW**

## Text Features in Infographics

Infographics are unique visual tools that present information in a format that's easy to grasp. They can cover various subjects, like wildlife habitats, the process of composting, or even the development of a popular video game!

In infographics, you'll typically encounter:

- **Headings:** These clarify the main concept or theme of the infographic.
- **Illustrations or Icons:** These visuals support the text by representing its meaning.
- **Annotations:** These labels identify specific sections or elements within the images.
- **Concise Bullet Points:** These offer factual information in an easily digestible way.

### Examine the infographic and answer the questions

1) Give the information about the infographic.

2) Which 4 lifecycles are shown in the infographic?

#### LIFE CYCLE OF BIRDS



- Comprises of 5 stages
- Adult, Egg, Embryo, Hatching and Chick

#### LIFE CYCLE OF FROG



- Comprises of 4 stages
- Adult, Egg, Embryo, Tadpole

#### LIFE CYCLE OF BUTTERFLY

- Comprises of 4 stages
- Egg, Larva, Pupa, Adult

#### LIFE CYCLE OF COCKROACH

- Comprises of 3 stages
- Adult, Egg, Nymph

LIFE CYCLE REFERS TO THE SERIES OF CHANGES THAT OCCURS IN AN ORGANISM FROM BIRTH TILL DEATH.



3) What are the stages of a bird's life cycle?

4) What are the stages of a frog's life cycle?

5) What are the stages of a butterfly's life cycle?

6) Check off if there are the components below in the infographic.

Headings	<input type="checkbox"/>	Annotations	<input type="checkbox"/>
Illustrations	<input type="checkbox"/>	Bullet Points	<input type="checkbox"/>

## Reading Maps – Text Features

### Reading a Map Made Easy

Maps help us know where things are. They have special clues:

- **Country Names:** Look for big, capitalized words like CANADA.
- **Provinces and Territories:** Smaller, but still capitalized words are provinces, like ONTARIO.
- **Cities and Towns:** Names with only the first letter capitalized are cities or towns, such as Ottawa.
- **Red Dots:** Small red dots mark cities, and a bigger red dot is for the capital of Canada.
- **Map Symbols:** Lines that may be numbered, like "Hwy 1," show the big roads you can travel on.



## Reading Maps – Text Features

### Questions

Answer the questions below.

1) What do the big, capitalized words on a map usually represent?

2) How can you identify provinces or territories on a map?

3) What does it mean when the first letter of a word is capitalized on a map?

4) What do red dots on a map represent?

5) What does a bigger red dot represent?

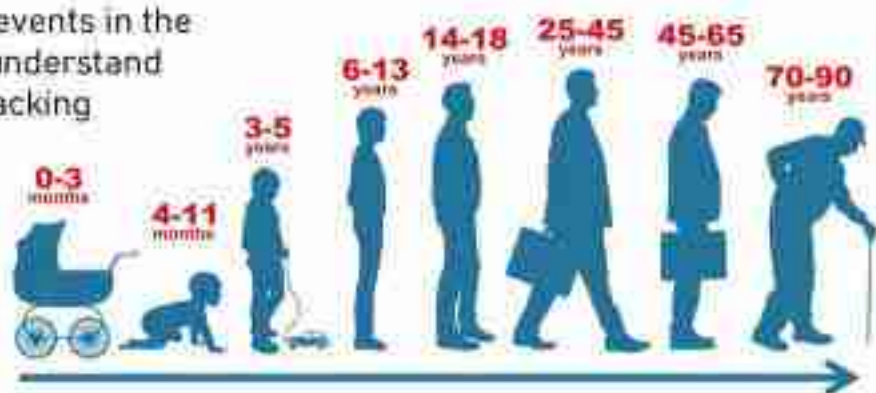
### Examine

Take a close look at the map and write any information you learn from it.

**PREVIEW**

## Graphic Text - What's a Timeline?

A **timeline** is a tool that arranges events in the order they happened, helping us understand the flow of events. Whether it's tracking major historical events, like the invention of the wheel, or personal milestones such as your first bicycle ride, timelines provide a picture.



### Features of a Timeline?

- **Events:** They show when an event happened. They could range from a year to a specific day of the year.
- **Descriptions:** They are brief descriptions of the significant happenings, for example, "First walk on 1st year."
- **Lines:** A continuous line that represents the progression of time from one point to another.
- **Arrows:** Occasionally, arrows are used to show the direction in which time flows, generally from past to future.
- **Visual Aids:** Some timelines use images to help identify each event.

### Analyze

Look closely at the timeline and answer the questions.

1) What features are part of this timeline?

2) How do people age? Explain what you've learned from the timeline.

3) Did the timeline help you learn about how we change as our age increases? Or would a paragraph have been a better choice? Explain.

# Block 10: Biographies

## Focus

- ✓ Biographies about important Indigenous people
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategies: Summarizing, visualizing, and making connections

# What Are Biographies?

## Understanding Biographies

A **biography** is a type of book that tells the story of someone's life. Think of it as a time machine, explaining the person's achievements, emotions, and significance. These life stories can focus on a wide range of people, from scientists to activists, and even those who accomplished amazing feats.



## What's Inside a Biography?

A well-made biography contains several features that improve your understanding of someone's life. Here's a breakdown of these key elements:

- **Preface:** Where the author explains their perspective on writing the biography.
- **Introduction:** First pages that offer a snapshot of the individual, possibly explaining why their story is interesting.
- **Chapters:** Segments that split up the story, covering different time periods or important events in the person's life.
- **Visuals:** Whether it's photos or illustrations, these images show the person's appearance or actions.
- **Timeline:** This chart places important dates and events in chronological order, helping with understanding.
- **Glossary:** A section that defines challenging words used throughout the book.

## Why the Text Features Matter

These text features serve as tools that improve the reading experience. For example, if a word is highlighted or is in bold, it's likely important to the story and its definition can usually be found in the glossary. A preface helps us understand the perspective of the story as we learn more about the author.

**Prereading**

Before reading, answer the questions below.

Read the title and headings and write what you already know about this subject.


**Summary**

Summarize the reading - follow the instructions below

Main Idea	
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Summary - Write a summary with the main idea and supporting details in graph.


## Biography – Terry Fox

### Terry Fox: A Canadian Hero

#### Preface

When I set out to write this biography, it was with the hope of sharing Terry Fox's incredible story with a new generation. Every Canadian knows the name Terry Fox, but not everyone knows the full depth of his courage and dedication. Through his life, we can learn the power of determination, the importance of hope, and the impact just one person can have.

#### Early Life

Terry Fox was born on July 28, 1958, in Winnipeg, Manitoba, Canada. He loved sports like basketball and soccer from the time he was a little kid. But when he was 18, doctors told him he had cancer. He decided to have his right leg removed. This huge challenge didn't stop Terry. It gave him a new goal.

#### Remarkable Marathon of Hope

In 1980, Terry started a marathon called the **Marathon of Hope**. He wanted to run all the way across Canada with a prosthetic leg, hoping to get people talking about cancer and giving money for research. He ran over 5,000 kilometers in just a marathon's distance, and Canadians everywhere cheered him on. Because of his hard work, lots of people started donating to help find a cure for cancer.

#### Legacy and Philanthropy

Terry didn't get to finish his Marathon of Hope because he got sick. But he had already done something awesome. He showed everyone in Canada that you can be brave and never give up. Every year, people remember Terry by doing the **Terry Fox Run**, and they've raised over \$800 million for **cancer research**. Terry's story is still inspiring people today to do great things.

#### Timeline

- 1958: Born in Winnipeg, Manitoba
- 1976: Found out he had cancer
- 1980: Started the Marathon of Hope
- 1981: Terry passed away, but his story lives on
- 1988: Terry was added to Canada's Sports Hall of Fame

#### Glossary

**Marathon of Hope:** Terry's big run across the country to help fight cancer.

**Prosthetic Leg:** A man-made leg that replaces one that's missing.

**Philanthropy:** Helping others, especially by giving money to good causes.

**Legacy:** What someone is remembered for after they're gone.

**Cancer Research:** Scientists working hard to find out more about cancer and how to beat it.



Terry Fox

**Prereading**

Before reading, answer the questions below.

Prediction: After reading the title and headings, make 2 predictions about Terry Fox.


**During Reading**

Stop and write questions about what you are reading.

1	
2	
3	

**Questions**

Answer the questions below.

1) What is a glossary? Why are they helpful when reading a text or biography?


2) What is a preface? What did it tell you in this report?


3) How does the picture of Terry Fox help you understand him better?


# Biography – Louis Riel: The Métis Political Leader

## Louis Riel: The Métis Political Leader

### Preface

Our past is filled with incredible individuals who made big changes and faced tough challenges. Louis Riel is one such person from Canadian history who stood up for his community's rights and beliefs. By learning about his story, we can better understand Canada's rich history and the people who shaped it.

### Louis Riel's Life

Born on **February 16, 1844**, in the Red River Settlement, now part of Manitoba, Canada, Louis Riel was a member of the **Métis** community, people with both Indigenous and European roots. Growing up, he learned a lot and felt a deep connection to his people.

### Major Achievements

Louis stood tall for his people, leading two major uprisings: the Red River Rebellion of 1869-70 and the North-West Rebellion of 1885. He aimed to guard the rights and traditions of the Métis and other Indigenous folks from a growing Canadian rule. Many even led a **provisional government** to talk to Canadian leaders.

### Life After the Rebellions and Legacy

Though Riel did so much, some didn't agree with his actions, and he was sadly tried and executed for **treason** in 1885. His bravery didn't end there. Today, especially in Manitoba, many remember and respect him for standing up for Métis and Indigenous **rights**.

### Timeline

1844: Born in the Red River Settlement

1869-70: Led a big uprising called the Red River Rebellion

1885: Led another fight, the North-West Rebellion, but faced a tragic end

**Legacy:** He's remembered as a hero for the Métis and Indigenous communities

### Glossary

- **Métis:** Folks of mixed Indigenous and European family lines.
- **Rebellion:** Standing up against those in charge.
- **Provisional Government:** A short-term leadership group.
- **Rights:** The things everyone should be free to do.
- **Treason:** Going against one's own country.
- **Legacy:** What we remember someone for.



Louis Riel

## Understanding

Is the statement true or false?

1. Louis Riel was born in Ontario.	True	False
2. Riel led one major rebellion.	True	False
3. The Metis have both Indigenous and European ancestry.	True	False
4. Riel was elected head of a permanent government.	True	False
5. Riel was born in 1844.	True	False
6. Riel was elected in 1886.	True	False
7. He led the North West Rebellion in 1885.	True	False
8. Riel tried to protect Indigenous rights.	True	False
9. The Red River Settlement was in Quebec.	True	False
10. Riel's legacy continues to be honoured in Manitoba.	True	False

## Critical Thinking

Answer the questions below.

1) **Inference:** How is Louis Riel's legacy viewed in Manitoba?

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2) **Inference:** How do you think an alliance would have helped Louis Riel's rebellion?

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3) **Personality trait:** Use one word to describe Louis Riel. Then explain why you chose that word. Examples – brave, creative, loyal, curious, confident, ambitious, calm, etc.

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## Biography – Albert Einstein: The Genius of Physics

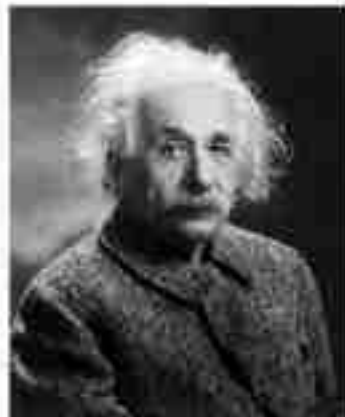
### Albert Einstein: The Genius of Physics

#### Preface

Have you ever wondered about the brilliant minds that have shaped our world? Albert Einstein is one of those minds! He asked big questions about the universe and found answers that changed the way we see everything. Let's explore his life and learn about his amazing discoveries.

#### Albert Einstein's Early Years

Born in Ulm, Germany, Albert Einstein was always curious. When his parents weren't experts in science, they supported his curiosity. Young Einstein was so into science that he studied advanced topics on his own, beyond his school lessons.



#### Pioneering Contributions

Einstein is famous worldwide for his theory of relativity, introduced in 1905. This theory changed how we think about space, time, and gravity. Instead of doing lots of experiments, Einstein used his imagination and math to come up with his ideas.

One of his biggest contributions is the equation  $E=mc^2$ , which tells us about the connection between matter and energy. This has affected many areas, including how we use nuclear energy.

#### Later Life and Impact

Einstein never stopped exploring and thinking. He added to our knowledge of the tiniest particles (quantum mechanics) and the whole universe (cosmology). He also spoke up for things he believed in, like equal rights for everyone and being careful with nuclear weapons. Although he died in 1955, his groundbreaking thoughts still shape science, and his beliefs guide scientists in doing the right thing.

#### Glossary

- **Relativity:** A theory about how space and time are linked.
- **$E=mc^2$ :** A formula showing how matter and energy are two sides of the same coin.
- **Quantum Mechanics:** How super tiny particles behave and interact.
- **Cosmology:** Learning about the universe's start and how it grows.
- **Ethical:** Doing what's right and good.

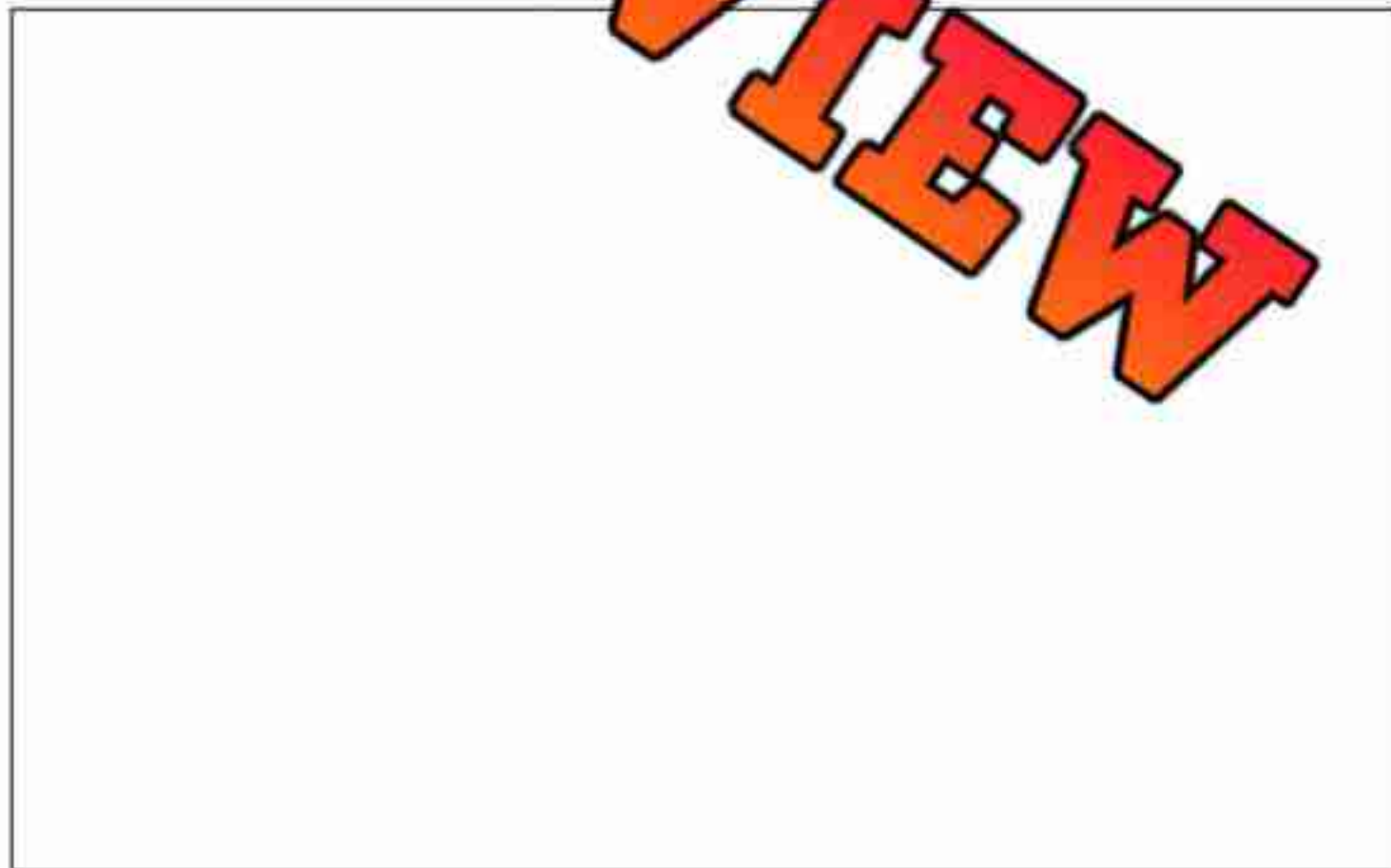
**During Reading**

While you read, stop and jot down 5 notes about his accomplishments and things he did. When you're done, order them from first event to sixth.

Accomplishments - What Einstein Did	Order (1-5)

**Timeline**

Make a timeline showing growing up and labelling the important events in Einstein's life.



# Biography Research Assignment

## Objective

What are we learning more about?

Choose a person from the list provided and read an online biography about them. You will summarize their life focusing on their early life, achievements, and later life. Then, create a timeline of major events in their life.

## Instructions

How do we complete the activity?



- Pick a Person: Choose a person from the list your teacher gave you.
- Research Time: Use the internet or tablet to read a biography about the person you chose.
- Jot Down Notes: As you read, jot down notes about their early life, achievements, and later years.
- Write a Summary: After reading, write a brief summary about the person's early life, achievements, and later life. Use your notes to help you.
- Create a Timeline: On a piece of paper, draw a timeline and mark significant events in the person's life using coloured pencils or markers.

## Options

Individuals you could choose to research.

Nelson Mandela
Marie Curie
Martin Luther King Jr.
Leonardo Da Vinci
J.K. Rowling
Steve Jobs
Alexander Mackenzie
Thomas Edison

Mother Teresa
Bill Gates
Charles Darwin
Alexander Flemming
Newton
Galileo Galilei
Terry Fox
Michael Jackson

William Shakespeare
Muhammad Ali
Amelia Earhart
Pablo Picasso
Anne Frank
Muhammad Ali Jinnah
Mother Teresa
Roger Federer

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

248

Curriculum Connection  
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**Research**

Write jot notes as you read more about the person.

**Early Life**

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**Achievements**

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**Later Life**

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**PREVIEW**

