



# Preview - Information



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

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# Google Slides Lessons Preview





# Manitoba Language Writing – Grade 6

## 3-Part Lesson Format

### Part 1 – Minds On!

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

**LEARNING GOAL**

We are learning to recognize and understand different text forms so we can explain their features and use them to communicate ideas effectively.

**Text Forms Word Search & Match**

Text Form	Definition
A	Article with characters, setting, and plot
B	Book chapter with a main character and setting
C	Classroom report with a title and conclusion
D	Dialogue with characters and setting
E	Expository text with a topic and supporting details
F	Fairy tale with a beginning, middle, and end
G	Genre story with a plot and characters
H	Historical fiction with a setting and characters
I	Informational text with a topic and supporting details
J	Joke with a setup and punchline

Word Search Grid:

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

### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

**Idea Development Strategies: Talking to Others**

When you are writing about how to reach a goal, it can be helpful to get feedback from others. You can use the strategies below to help you develop your ideas.

Speech bubbles for writing feedback:

Illustration of a person with a suitcase, a book, and a person holding a flag.



# Manitoba Language Writing – Grade 6

### True or False: Structuring Paragraphs

**T True F False**

Read each statement about paragraphs. Drag the letter T if the statement is true and F if the statement is false.

<input type="checkbox"/>	A topic sentence introduces the main idea of the paragraph.
<input type="checkbox"/>	Supporting details give more information about the topic sentence.
<input type="checkbox"/>	A concluding sentence is not important because it wraps up the paragraph.
<input type="checkbox"/>	Paragraphs should have sentences in a clear and logical order.
<input type="checkbox"/>	Supporting details can include facts, examples, or descriptions.
<input type="checkbox"/>	The topic sentence usually comes at the very end of a paragraph.
<input type="checkbox"/>	A good paragraph has one main idea.
<input type="checkbox"/>	The concluding sentence gives closure to the paragraph.
<input type="checkbox"/>	Adding random ideas makes a paragraph confusing, not stronger.

### Structuring Paragraph

Read each statement about paragraphs. Drag the letter A-E to the correct part of the paragraph.

1	By following school rules, students can enjoy a safe and respectful environment where learning comes first.	A	Topic Sentence
2	They make sure students respect each other and avoid fights or bullying.	B	Supporting Detail #1
3	School rules are important for keeping everyone safe.	C	Supporting Detail #2
4	Following rules during emergencies, such as fire drills, keeps everyone calm and protected.	D	Supporting Detail #3
5		E	Conclusion

### Formal vs. Informal Letters

Formal letter	Informal letter
Swiftpost	No restrictions
Use full name	Synonyms
Swollen postbox	Body language
Correct address	Swiftpost greeting
Date	Handwritten greeting



# Manitoba Language Writing - Grade 6

### Trait Detective: Sort the Letters

Place each trait under the correct letter. Circle the trait if it is a cliché or simile. Underline the trait if it is a cliché.

Direct	Indirect

<b>A</b>	1) "There is the most dependent student in my class," said the teacher.
<b>B</b>	2) Terry returned the lost wallet without telling anyone.
<b>C</b>	3) "As a rule to everyone," complained the neighbor.
<b>D</b>	4) "Tara is fearless," her mother bragged.
<b>E</b>	5) Mark held the date for three people and thanked the waiter.
<b>F</b>	6) During dinner, Ben announced his graduation soon when he sat on the bench.
<b>G</b>	7) "Lara is careful with her work," the coach remarked.
<b>H</b>	8) After falling the quiz, Peter studied some night until she improved.
<b>I</b>	9) "Diana is a natural leader," the principal announced.
<b>J</b>	10) Even though it wasn't his fault, Owen stayed late to fix the classroom.

### Read each sentence carefully. Circle all the traits.

Sentence	Beginning	Ending
1) The main problem gets fixed.		
2) New characters appear in the story.		
3) The writer captures the reader's attention.		
4) A problem or challenge is introduced.		
5) The place and time are described.		
6) The reader feels there is more to discover.		
7) The biggest conflict comes to a conclusion.		
8) The central problem first appears.		
9) A lesson or message is revealed.		
10) The reader learns what the story will be about.		

### Sorting Persuasive Sentence Starters

Circle your letter for each sentence starter.

Letter	Description
A	Scaling Opinions
B	Appealing to Everyone
C	Warning or Urging Action
D	Challenging the Reader
E	Denying Other Views

This must be dealt with or else.  
 I strongly believe.  
 Do you realize.  
 Everybody knows that.  
 It is obvious that.  
 You must know.  
 No sane person would agree that.  
 I think that.  
 Most people would agree that.  
 Obviously, no one would disagree that.  
 How could you possibly think...



# Workbook Preview



# Grade 6 – 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 monitoring, reflecting on, and discussing processes for making sense of and creating texts.	9-12, 17-22, 32-35, 57-62, 63-74, 80-86, 113-115, 140-143, 149-153, 176-178, 181-184, 190-195, 209-212, 215-224, 228-232, 245-248, 250, 261-262, 268-278, 292-298
1.2	Learners are strategically selecting and applying strategies and processes for making sense of and creating different types of text for different purposes and audiences.	15-16, 63-73, 75-83, 215-216

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

**Language**  
write, represent, listen, speak, and view?

	Grade Band Descriptors	Pages
2.1	Learners are more consistently and strategically applying knowledge of and using various resources for spelling, grammar, punctuation, and capitalization.	36-56, 116-117, 309-322
2.2	Learners are using their understanding of a range of text structures and features to understand and communicate clearly and effectively.	13-14, 75-79, 87-88, 109-112, 118-139, 154-155, 179-180, 185-187, 225-227, 228-229, 233-234, 263-267, 279-282
2.3	Learners are assessing and applying their understanding of how the English language works to understand more challenging and unfamiliar texts, as well as for clarity, precision, and accuracy in own creations.	23-31, 89-108, 173-175, 225-227, 235-248, 251-260, 263-267, 268-275, 279-282
2.4	Learners are examining, considering, and using knowledge of conventions of a growing range of forms and genres.	13-14, 63-69, 75-79, 87-88, 109-112, 154-155, 179-180, 185-187

**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 participating in, extending, and discussing creative processes for designing.	17-22, 156-159, 188-189, 205-208
<b>3.2</b>	Learners are selecting, assessing, and organizing a variety of sources and information for different purposes.	160-162, 173-175, 190-204, 217-221, 283-297
<b>3.3</b>	Learners are reconstructing, manipulating, and remixing existing texts or sets of texts to create new ideas, forms, purposes, and messages.	173-175, 181-184, 213-214, 299-307
<b>3.4</b>	Learners are tapping into and combining experiences with ideas, images, and sounds from various sources to create something new.	299-307

**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 that one's identities are influenced by various factors and change over time and contexts.	N/A
<b>4.2</b>	Learners are understanding that texts represent and promote particular beliefs, values, and ideas.	156-159, 163-172
<b>4.3</b>	Learners are exploring multiple perspectives, points of view, and interpretations.	156-159, 163-172
<b>4.4</b>	Learners are exploring their own voices to transform their identities, tell their personal narratives, and critically view their own and others' texts.	144-151
<b>4.5</b>	Learners are collaborating to investigate challenging social issues, moral dilemmas, and possibilities for social justice.	11, 152, 277

## 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/grammar 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 various types of punctuation.	Yes	No
b) Use punctuation to make your writing clearer.	Yes	No
c) Edit your work to use better adjectives/adverbs.	Yes	No
d) Vary sentence structure using a mix of simple, compound, complex sentences.	Yes	No
e) Add supporting details to your paragraphs.	Yes	No

2) What other writing goal do you have?

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

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## Stamina Writing – Building Stamina

Stamina in writing means being able to write for a long time without getting tired. It's like having strong muscles for writing.

Imagine you are running or playing a game, and you keep going even when it gets hard. With writing, it's the same. You keep making up stories or sharing ideas with your words, even when it feels a bit tough. It's practicing to write more and more so you can become really good at it, just like practicing a sport or a game.

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

Why is it important for different types of families to be represented in books and media?

Can people still be happy if they have different amounts of money? Explain your reasoning.

How does transportation affect a person's daily life and opportunities?

How does wearing a school uniform improve or worsen the social class among students?

**PREVIEW**

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

12

Curriculum Connection  
1.1

**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

### Defining Text Forms

Text forms in writing refer to the specific structures and styles that writers use to convey messages. These forms are chosen based on the writer's purpose, whether it's to tell a story, persuade an audience, or share factual information. Different text forms have characteristics that make them unique.

### Common Text Forms and Their Features:

- Narratives: Stories with characters, settings, and plots.
- Book Reviews: Evaluations of a book's merits and flaws.
- Poetry: Verses used to express feelings.
- Persuasive Writing: Convincing arguments and evidence.
- Letter Writing: Personal or formal communication.
- Report: Detailed account of a topic, often with statistics.
- Biographies: Life stories focusing on key people and events.
- Comic Strips: Visual stories with humour, using dialogue.
- Diaries: Personal daily entries about experiences or thoughts.
- Lists: Organized collections of related items or ideas.
- Instructions: Step-by-step guide to achieve a task or make something.

### Why Text Forms Matter

Recognizing and understanding different text forms is crucial for readers. It helps them to grasp the writer's intention, appreciate the structure, and engage more deeply with the content. For writers, choosing the right text form can effectively deliver their message and connect with their audience. For example, it wouldn't be very helpful to have an instruction booklet be written as a comic strip!



**Matching**

Draw a line from the text form to the matching description

Comic Strips	<input type="checkbox"/> Tales with a setting, plot, characters,
Diaries	<input type="checkbox"/> Critiques of book strengths/weaknesses.
Persuasive Writing	<input type="checkbox"/> Expressive verses with rhyme.
Lists	<input type="checkbox"/> Writing to change someone's mind using reasons.
Instruction	<input type="checkbox"/> Written communication, formal or casual.
Poetry	<input type="checkbox"/> In-depth information on specific topics.
Book Reviews	<input type="checkbox"/> Accounts of an individual's life journey.
Report	<input type="checkbox"/> Stories told through images and captions.
Biographies	<input type="checkbox"/> Day-to-day personal thoughts.
Letter Writing	<input type="checkbox"/> Lists of ordered related items.
Narratives	<input type="checkbox"/> Steps to create things like crafts.

**Questions**

Answer the questions below.

1) Why do we have different writing forms?

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2) What is the difference between writing forms? How can you tell them apart?

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3) If you were writing a how to guide on beating a video game, how would you write it?

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# Idea Development Strategies

## Developing Great Writing Ideas

Everyone has had that "a-ha" moment when an idea pops into your head. But sometimes, thinking of ideas or expanding on them can be challenging. Don't worry! There are strategies to help you develop your ideas, making them clearer and stronger.

### Three Key Strategies to Grow Ideas

- ✓ **Brainstorming:** A fun way to come up with lots of ideas. Quickly jotting down any and all thoughts related to a topic, without filtering ideas. There's no right or wrong, it's all about letting your mind run free.
- ✓ **Mind Mapping:** Imagine drawing a web of ideas. Start with one main idea in the centre and branch out with related thoughts or questions. This visual method helps you see connections and explore deeper aspects of an idea.
- ✓ **Questioning:** Asking questions is a powerful tool. Dive deeper into an idea by asking the "5 Ws" - Who? What? When? Where? Why? By seeking answers to these questions, you can understand your idea better and find new directions to explore.



### Importance of Planning

Just like building a house requires a blueprint, your writing benefits from planning. When you take the time to organize your thoughts and develop your ideas before starting, you lay a strong foundation for your writing. This ensures that your writing flows smoothly, your ideas are coherent, and you avoid wandering off-topic.

Remember, investing a little extra time in planning can elevate your writing from good to great, making all your efforts worthwhile. It's always better to be prepared and deliver your best work than to rush and miss out on sharing your brilliant ideas effectively.

## Idea Development Strategies

### Practice

Practice the different strategies below.

1) **Brainstorm:** Write all your thoughts down about your favourite music genre. Include all the reasons why it is your favourite genre.



2) **Graphic Organizer:** Fill in the graphic organizer about your favourite video game.

a) What type of game is it - puzzle, sport, action?

b) Who's your top character or avatar?

c) Describe a super cool mission, level, achievement.

d) What lessons does the game teach?

e) How do you feel when you play it?

f) If you could add a new feature or level to this game, what would it be?

## Idea Development Strategies

**Practice**

Practice the different strategies below.

3) **Asking Questions:** Pretend you are writing about your favourite food. What questions could you answer in your writing? One question has been done for you.

1 Is the food healthy?

2

3

4

5

6

4) **Talk To Others:** Pretend you are writing about how to play one of your favourite games. This could be a video game or a game you play at recess. Talk to a friend about the steps to playing the game and then write them below.

1

2

3

4

5

6

7

8

## Activity: Voice in Song

### Objective

What are we learning more about?

To help students understand and recognize the voice in music, including the emotions conveyed, the perspective from which it is sung, and who the character of the song might be.



### Instructions

How do we complete the activity?

- 1) Choose a Song: Pick a song you love. It can be from any genre or time period.
- 2) Listen Carefully: Listen to the song twice. The first time, just enjoy it. The second time, pay close attention to the lyrics and the way the singer expresses them.
- 3) Identify Emotions: On the back of the page, list the emotions you can pick up from the song. Is the singer happy, sad, angry, or thankful? Maybe you're feeling a mix of emotions? Jot down as many as you can!
- 4) Determine Perspective: Think about who is "speaking" in the song.
  - **First Person**: Is the song being sung from the singer's perspective? ("I feel...")
  - **Second Person**: Is the singer singing to someone directly? ("You are...")
  - **Third Person**: Is the singer talking about someone else? ("She goes...", "He said...")
- 5) Describe the Character: Imagine the song as a short story and the singer is the main character.
  - **Age**: How old do you think they might be?
  - **Interests**: What hobbies or activities might they enjoy based on the song?
  - **Beliefs & Values**: What are some things that seem important to them?
  - **Personality Traits**: Are they adventurous, shy, rebellious, or maybe romantic?
- 6) Share & Discuss: Once everyone has completed their analysis, take turns sharing your findings with the class. Discuss similarities and differences in interpretations.

**Activity: Voice in Song****Instructions**

Answer the questions below.

1) What emotions are you hearing in the song? Is the artist upset, excited, angry, etc. Write the emotion and then explain how you know.

2) What perspective is the song written in: first, second, or third person:

3) Describe who you think wrote the song based on the lyrics in the table below.

<b>Age</b>	
<b>Interests - Hobbies, Activities</b>	
<b>Beliefs/Values - What Is Important To Them?</b>	
<b>Personality - Adventurous, Shy, Rebellious, Etc.</b>	

4) **Synthesize** the information you have come up with. Describe the author of the song's voice by putting everything you learned together in a paragraph.

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## Personal Voice – Word Choice

**Word Choice**

We all have different vocabularies, which give us a unique voice. Picture the scenes or objects below and describe them using 5 different words from your vocabulary.

Object/Scene	Word 1	Word 2	Word 3	Word 4	Word 5
Library					
Beach					
Carnival					
Mountain					
Farm					
The Sun					
Tree					
Ocean					
Dog					

**PREVIEW**

**Write**

Write a paragraph using at least two of the objects/scenes from above.

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## Personal Voice – Word Choice

### Word Choice

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

The town was a good \_\_\_\_\_ place, with nice \_\_\_\_\_ houses in a row. Each house had a small \_\_\_\_\_ garden with pretty \_\_\_\_\_ flowers and a neat \_\_\_\_\_ lawn. The people were \_\_\_\_\_ and lived simple \_\_\_\_\_ lives, doing the same thing \_\_\_\_\_ day. The store in the town was small \_\_\_\_\_ but had good \_\_\_\_\_ things to buy. The weather was always fine \_\_\_\_\_ or too cold \_\_\_\_\_.

The classroom was a good \_\_\_\_\_ place with \_\_\_\_\_ windows and bright \_\_\_\_\_ teacher was very nice \_\_\_\_\_ and the children were good \_\_\_\_\_ at listening. They learned simple \_\_\_\_\_ things like numbers \_\_\_\_\_ day, they had a good \_\_\_\_\_ time playing and learning. The \_\_\_\_\_ had many good \_\_\_\_\_ toys and books for the kids. It was a very good \_\_\_\_\_ place for learning and having fun.

### Think

Write synonyms for the words below

Hard				
Strong				
Big				

## Word Choice - Audience

### Word Choice

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

Kindergarteners	Mortgage	Ouchie	Icky	Lit	Ball
	Uh-oh	Epic	Potty	Pension	Bo-bo
Elementary	Hyped	Insurance	Soccer	Weird	Trending
	Play	Meeting	Recess	Amazing	
High School Students	Hand	Pharmacy	Mommy	Ghosted	
	Shady	Sandbox	Squad		
Parents	Groceries	Fire	Meeting		
	Frugal	Lowkey	Cringy		
Seniors	Nap	Nostalgic	Early	Crane	Page
	Comfortable	Clout	Coffee	Pe	etre

### Question

Choose an audience to write to. Then write a short letter to someone in that audience using some of the words you think they use in their vocabulary.

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## Varying Sentence Lengths

**Varying sentence length** in writing helps make stories and explanations interesting. **Short sentences** can make ideas feel quick or important. **Long sentences** can give more detail and let you add more thoughts. It's like mixing fast and slow parts in a dance to make it more fun to watch. Long sentences use **conjunctions** to combine clauses (and, so, etc.)

### Examples:

- The cat sat. It was nap time.
- Under a bright, glowing moon, the cat stretched out lazily across the soft, warm pavement, whiskers twitching slightly as it settled into a comfortable position for its evening nap.



Practice writing short and long sentences about the topics below.

Topic	My Favorite Animal
Short Sentence	_____
Long Sentence	_____ _____

Topic	Weekend Plans
Short Sentence	_____
Long Sentence	_____ _____

Topic	When I Grow Up
Short Sentence	_____
Long Sentence	_____ _____

## Varying Sentence Lengths

**Write**

The paragraph below has 10 sentences. Count how many words are in each sentence and then write your results in the table below. Then graph your results.

The forest was alive. Sunlight dappled through towering oaks and maples, casting a kaleidoscope of light and shadow. Silence. Then, the sudden, sharp crack of a twig underfoot broke the tranquility. A deer, majestic and cautious, emerged from the thicket, its eyes wide and alert. In the distance, a hawk screeched, soaring high above the treetops. Fishes. The nearby stream, a glistening ribbon, flowed steadily, carving its path through the underbrush. Leaves rustled gently through the branches. Nightfall approached with a symphony of sounds and sights, prepared to embrace the darkness.

Sentence #	1	2	3	4	5	6	7	8	9	10
# of Words										

1	2	3	4	5	6	7	8	9	10	

## Fluent Writing

**Fluent writing** is when you write clearly and your ideas flow smoothly, almost like telling a story. Fluent text has **commas** where you should pause, **periods** where the reader stops, and **transition words** to combine ideas seamlessly.

### Fluent Writing:

The beach was lively and full of excitement. Children built sandcastles near the water's edge, while the sound of waves crashing provided a soothing background melody.

### Non-Fluent Writing:

The beach was noisy. Children made sandcastles. Waves were loud.



Think: \_\_\_\_\_ example fluent or not fluent?

1) A golden sun shined on the beach as the dog fetched the stick.	Fluent	Not Fluent
2) Had cereal toast for breakfast. I had a good day.	Fluent	Not Fluent
3) In the ancient forest, a soldier rode bravely.	Fluent	Not Fluent
4) Packed sunscreen, snacks, lost keys, and a beach chair.	Fluent	Not Fluent
5) Stars twinkled, inspiring dreams in the vast cosmos.	Fluent	Not Fluent
6) Shopping list: eggs, new book, mow the lawn.	Fluent	Not Fluent
7) The library's quiet rows of books offered peace and knowledge.	Fluent	Not Fluent
8) Rain wet streets my umbrella is broken.	Fluent	Not Fluent
9) Gentle waves lapped the shore, soothing the day's cares.	Fluent	Not Fluent
10) Dog barks. Loud. Squirrel in yard.	Fluent	Not Fluent

Write

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

Fluent	
Not Fluent	

Fluent	
Not Fluent	

## Fluent Writing

**Revise**

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



Not Fluent Homework done. Math hard. Lost my eraser.

Fluent

Not Fluent Cat slept on my homework. Fur everywhere.

Fluent

Not Fluent Woke up late, missed bus, forgot lunch.

Fluent

Not Fluent Tried to skateboard fell off now my elbow hurts.

Fluent

Not Fluent Played video game couldn't win frustrating.

Fluent

Not Fluent I Wanted pizza I Had soup. Still hungry.

Fluent

# Exploring the Structure of Paragraphs

## Understanding Paragraph Basics

Paragraphs are essential building blocks in writing. Just like how we build structures using bricks, writers use paragraphs to construct their stories, reports, essays, and more.



## The Three Parts of a Paragraph

Every paragraph usually stands on three main parts.

Think of them as the legs of a stool; each one is necessary to keep it balanced.

- **Topic Sentence:** This is the sentence that introduces the main idea of the paragraph. It's like telling your reader, "This is what I'm going to talk about in this section."
- **Supporting Details:** These are the sentences that provide more information about the topic. They give examples, facts, and opinions that help your reader understand the main idea better.
- **Concluding Sentence:** This sentence wraps up the paragraph and gives a sense of closure. It's like saying, "This is what I just talked about."

## Why Order Matters

The order of sentences in a paragraph is like following a recipe. If you mix ingredients in the wrong order, your dish might not turn out right. Similarly, a well-ordered paragraph helps your reader follow your thought process easily.

- ✓ First, the topic sentence sets the stage.
- ✓ Then, the supporting details fill in the gaps, adding flavour and depth.
- ✓ Lastly, the concluding sentence ties everything together, presenting a finished idea.

Paragraphs are more than just groups of sentences. They're carefully crafted sections of text, each with a purpose, ensuring our writing is clear, and enjoyable to read. Remember, understanding the structure is the first step in creating strong and effective paragraphs!

## Exploring the Structure of Paragraphs

### Topic Sentence

Read the paragraphs below and then write a topic sentence for each one. Tip: the conclusion sentence will help guide you!

Topic Sentence

Every day, cafeterias become lively meeting points where students share stories, discuss projects, and eat meals together. Cafeterias are not just where students eat lunch, it's a place for

Topic Sentence

Between their walls, novels and books that transport readers to far-off lands, historical eras, and imaginary worlds are treasure troves of knowledge and adventure.

Topic Sentence

Streets glisten with snow, kids build snowmen, and everyone enjoys the fun of snowball fights and sledding. Winter brings a magical transformation to our town.

### Hooks

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

Boring Version

Board games are an okay way to spend family time.

Your Version

Boring Version

Reading books makes you smarter.

Your Version

Boring Version

Homemade meals are better for us than take-out food.

Your Version

## Writing Hooks – Improving Topic Sentences

**Asking a Question:** Start with a question to make your readers think.  
Example: "Ever wonder why the sky is blue?"

**Using an Exclamation:** Say something exciting to grab attention.  
Example: "Watch out! Volcanoes can explode big time!"

**Making a Bold Statement:** Begin with a clear statement so readers know what's coming.  
Example: "Penguins are the best animal at handling cold."

**Adding an Interesting Fact:** Tell an interesting fact to get readers interested.  
Example: "Did you know that octopuses have three hearts?"



### Hooks

Write the topic sentence below using the different strategies.

Original Version	Dogs are the best pets.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	Movies are better than books.
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're found in almost every home, flickering softly at night. They bring warmth and a cozy feeling, especially during cold evenings. Candles are a great way to light up a room naturally.**

a) Candles light up rooms with their gentle glow.

b) Candles are made of wax.

c) They should be lit in a safe place.

**2) They soar high in the sky, shaped like animals or heroes. On windy days, kids love to fly them. Kites move to the beat of the wind.**

a) They require wind to stay aloft.

b) Kites are objects that people fly in the sky.

c) Kites dance gracefully against the backdrop of the sky.

**3) They bloom in the spring, showing off vibrant colors like red, yellow, white, and purple. Gardens are incomplete without them! Flowers are an important addition to gardens.**

a) Flowers add beauty and colour to our gardens.

b) Flowers grow in the ground.

c) They come in various forms and colours.

**4) They're small and come in shiny wrappers. Chocolates, especially the dark ones, can be both sweet and bitter. Chocolates are a favourite treat among kids and adults.**

a) Chocolates are edible items.

b) Chocolates are delightful treats loved by many.

c) They come from cocoa beans.

## Crafting Perfect Paragraphs

### Starting Off Right: The Hook

Every great paragraph starts with a compelling hook, or topic sentence. This is the sentence that grabs the reader's attention and hints at the main idea. Consider it the anchor for everything that follows in the paragraph.

### Diving Deep: Supporting Details

With a main idea in place, it's now time to flesh out your paragraph with supporting details. These details provide depth and give readers more information about the topic you are writing about. Think of them as the pillars that uphold your main idea. Here are three examples of main ideas followed by three supporting details:

**Main Idea: Dogs make excellent pets.**

- ✓ **Detail 1:** They are loyal and offer companionship.
- ✓ **Detail 2:** Dogs can be trained to help with tasks, even for people with disabilities.
- ✓ **Detail 3:** Having a dog encourages owners to exercise, leading to a healthier lifestyle.

**Main Idea: Reading books has numerous benefits for children.**

- ✓ **Detail 1:** It improves vocabulary and language skills.
- ✓ **Detail 2:** Reading helps in developing imagination and creativity.
- ✓ **Detail 3:** Regular reading boosts cognitive and concentration skills in kids.

Always ensure that the details you provide directly back up your main idea and are relevant to your paragraph's topic.

### Wrapping it Up: The Conclusion

No paragraph is complete without a concluding sentence. This sentence should sum up the information presented and reinforce the main point of the paragraph. Think of it as the final touch that brings everything full circle.



## 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>	There are many massive bodies of water.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

<b>Topic Sentence</b>	Fruits come in all kinds of types and colors.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

<b>Topic Sentence</b>	The winter season is a lot of fun.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

## Supporting Details

When we plan our paragraphs, we sometimes have more than 3 ideas to consider. When this happens, we should group our ideas into 3 big ideas. Check out the example below.

### Brainstorm why summer is the best season

Warm weather, no snow, no school, swimming, basketball, soccer, days are longer

**3 Big Ideas** (1) Better weather (warm weather and no snow), (2) Sports (basketball and soccer), (3) More time to play with friends (no school, days are longer)

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

1) What is your dream car?

Dream  
Car

List the three main ideas you can pick 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 wanted to visit the zoo \_\_\_\_\_, my brother preferred the amusement park. We had to \_\_\_\_\_ our family outing.
- 2) Sarah enjoys reading mystery books \_\_\_\_\_, her brother enjoys science fiction. They often exchange books \_\_\_\_\_ and each \_\_\_\_\_ their favourites.
- 3) We visited the beach on Saturday. \_\_\_\_\_ we went hiking in the mountains on Sunday. Our weekend was full of outdoor \_\_\_\_\_.
- 4) She enjoys painting landscapes. \_\_\_\_\_ her brother likes abstract art. They both appreciate different styles of painting.
- 5) I enjoy going to the park after school. \_\_\_\_\_ I often play on the swings, enjoying the feeling of soaring through the air. \_\_\_\_\_ I like to explore the jungle gym, climbing up and down the ladders and slides. \_\_\_\_\_ my friends often start a game of tag, and I happily join in after some time on the jungle gym. \_\_\_\_\_ we gather on the grass and share snacks we've brought from home, laughing and chatting. \_\_\_\_\_ as the day starts to fade, we sometimes watch the sunset, a big orange ball sinking below the horizon. It's a wonderful way to end our time at the park.

## Ending With a Bang: Conclusion Sentences

### Understanding Conclusion Sentences

A conclusion sentence is the final sentence in a paragraph. It sums up the main points you've written about and gives a full stop to your thoughts, helping the reader understand and remember your main message.



### The Importance of a Strong Ending

Ending a paragraph with a clear and concise conclusion has several benefits:

- It summarizes your ideas. Start by repeating your main point but in a different way. It's like saying, "So, don't forget this part!"
- It provides clarity and a strong question. Sometimes, you can make your reader think by asking a question at the end. For instance, if you're writing about saving the environment, you could ask, "What can we do to help our planet?"
- It reinforces the message for the reader. It's appropriate to tell the reader how you feel about your topic. For example, if you're writing about your favorite book, you could say, "I love this book, and I think you will too."

For instance, if discussing the value of recess, a conclusion sentence could read: "Clearly, recess is an essential part of the school day."

### Tips for Crafting a Conclusion Sentence

When you are writing your conclusion, focus on your main idea. Here are strategies:

- ✓ Restate: Bring back the main point in a different way.
- ✓ Pose a Question: This can prompt the reader to reflect further.
- ✓ State Your Feeling: Directly mention how you feel about the topic.

Always keep in mind that the conclusion is vital for wrapping up your thoughts. Whether explaining a subject or sharing an experience, a strong conclusion will help your writing leave a lasting impact.

## Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

1) A conclusion sentence is the first sentence in a paragraph.	True	False
2) A conclusion should teach more about the subject.	True	False
3) Ending your paragraph with a clear conclusion provides clarity.	True	False
4) A conclusion could be about the main idea of the next paragraph.	True	False
5) Sharing facts about a topic can be part of a conclusion.	True	False

Think

Which conclusion sentence you think is best.

**1) Butterflies are wonderful creatures that flutter from flower to flower. Their wings have vibrant patterns that catch the eye and are a joy to observe. It's a joy to see them dance in the sunlight.**

- a) Butterflies truly add a splash of color to any natural canvas.
- b) Watching goldfish can be a calming experience.
- c) They pollenate our plants, helping grow many fruits and vegetables.

**2) Sunflowers are interesting plants that can grow in many different environments. They grow tall and face the sun with their big yellow heads. They are a natural source of energy as a snack. They stand proudly, adding brightness to any garden.**

- a) Sunflowers are yellow and have a green stalk.
- b) Sunflowers can grow up to over 12 feet tall.
- c) Sunflowers are nature's way of bringing sunshine to our gardens.

**3) Cats are often kept as pets and are known for their playful nature. Their soft fur and purring sound can be comforting. Many people enjoy their company during a quiet evening.**

- a) Cats, with their gentle purrs, make perfect companions for cozy moments.
- b) Cats sometimes do the craziest things!
- c) Cats can fall safely from heights of around 20 stories (60 metres)!

## Writing Quality Conclusion Sentences

**Write**

Write your own conclusion sentences for the paragraphs below.

1) Clouds float gracefully across the sky, changing shapes as they go. They can be fluffy, wispy, or dark, depending on the weather. Watching them can be a calming and imaginative activity.

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2) Books transport readers to different worlds through words. They can be filled with tales of magic and adventure. Reading them is like embarking on countless journeys without leaving home.

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3) Bicycles are two-wheeled vehicles that people use for fun transportation. They are powered by pedaling and can be seen on streets and paths. Riding them is not only enjoyable but also a good exercise.

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4) Apples are delicious fruits often eaten as snacks. They come in various colours, from green to red. Their crunchy texture and sweet taste make them a favourite for many.

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## 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.

Conserving electricity is essential for our environment. Firstly, using less power reduces the amount of harmful emissions released by power plants. Additionally, it conserves natural resources, ensuring they last for future generations. Furthermore, being energy-efficient can also lower our electricity bills, saving money for families and businesses. Making small changes in our daily routines can lead to big benefits for our planet and our pockets.

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

## Assignment - Paragraph Writing

**Write**

Plan your paragraph by brainstorming about your topic below.

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

1) What is your topic?

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

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

**Write**

Plan your paragraph by brainstorming about your topic below.

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

1

2

3

6) Write your \_\_\_\_\_ of your paragraph. Make sure to use transition 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

### Formal Letters

Formal letters are used in serious situations, like when we need to write to people we don't know well or when we want to be polite and respectful. Here are some key points of formal letters:

1. **Recipient's Name:** In a formal letter, we start with "Dear" followed by the person's title and last name, like "Dear Mr. Smith" or "Dear Principal Johnson."
2. **Language:** Use proper language and avoid contractions (like "don't" or "can't"). It's important to be polite and clear.
3. **Purpose:** Formal letters are used for official matters, like job applications, complaint letters, or writing to someone in authority, like the Prime Minister.

### Informal Letters

Informal letters are more relaxed and friendly. We use them when writing to friends, family, or people we know well. Here's what you should know about informal letters:

1. **Recipient's Name:** In an informal letter, we use the person's first name, like "Dear Sarah." We can also use casual greetings, like "Hi," "Hey," "Howdy," etc.
2. **Language:** We can use everyday language and contractions. The tone is less formal. Your writing should be in your voice, like how you talk.
3. **Purpose:** Informal letters are for personal communication, sharing news, or just keeping in touch with loved ones.



### Letters vs. Emails: Choosing the Right Method

**Letters**, traditionally used for long-distance communication, are often written on paper and sent for special occasions, sentimental reasons, or when a physical copy is important. They can be formal, like writing to a company, or informal, like a birthday note to grandma.

On the other hand, **emails**, thanks to technology, are now a popular way to chat. They're speedy, don't use paper, and can be both formal, like asking a teacher about homework, or informal, like discussing weekend plans with a friend.

## Formal Versus Informal Letters

True or False

Is the statement true or false?

1) Formal letters are always written to friends and family.	True	False
2) Informal letters use a friendly, personal tone.	True	False
3) You might write a formal letter to a school principal.	True	False
4) Everyday language is commonly used in formal letters.	True	False
5) Business letters are typically written in a formal style.	True	False

Think

Which type of letter is given in the example.

Subject: Upcoming Project  
Dear Mr. Thompson,  
I wanted to tell you how much I enjoyed your last class. It was very interesting. Regarding the upcoming project, I have a question about the topics. Can we discuss this next class?

Thank you,  
Liam

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

Dear Mrs. Robinson,  
I am writing to express my gratitude for your guidance during the science fair. I learned a lot and had a great time.

Could you kindly provide feedback on my presentation?

Sincerely,  
Oliver

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

Hi Grandma!

I hope you're doing well. Just wanted to share that I won first place in the school spelling bee. Can't wait to see you and tell you all about it.

Love,  
Ella

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

Subject: Soccer Practice Fun!

Hey Jake,  
You won't believe what happened at soccer practice yesterday! I'll give you all the details when we meet up.

Take care,  
Sophia

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

## Purpose and Audience of Letters

**Think**

Read the purpose and audience of the email. Then decide if it will be a formal or informal email?

Audience	Purpose	Formal or Informal	
School Principal	Request for longer recess	Formal	Informal
Best Friend	Share about a fun summer adventure	Formal	Informal
Local Mayor	Suggest building a community playground	Formal	Informal
Grandmother	Thank them for a recent gift	Formal	Informal
Class Teacher	Request clarification on a homework assignment	Formal	Informal
Cousin	Invite them to a birthday party	Formal	Informal
School Librarian	Request a specific book series	Formal	Informal
Parents	Request permission for a school project	Formal	Informal
Newspaper	Share an interesting article	Formal	Informal
Schoolmate	Apologize for missing a party	Formal	Informal
Book Author	Express appreciation for their work	Formal	Informal
Fire Department	Thank them for their service	Formal	Informal

**Think**

Think of 5 emails you might want to send. Write the audience, purpose, and if it is formal or informal?

Audience	Purpose	Formal or Informal	
		Formal	Informal
		Formal	Informal
		Formal	Informal
		Formal	Informal
		Formal	Informal

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

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Curriculum Connection  
1.2.2.2, 2.4

## Informal Email Writing

Write

Using what you've learned about informal letters, write 2 letters below. Use the audience and purpose provided for you.

Audience	Purpose
Friend	Asking them what their plans are this weekend and if they want to hang out.
Subject: _____	
_____	
_____	
_____	
_____	
_____	
_____	
_____	

Audience	Purpose
Favourite Celebrity	Writing them to say hi and to tell them you are a fan.
Subject: _____	
_____	
_____	
_____	
_____	
_____	
_____	
_____	

## Informal Email Writing - Interjections

Yay!	Ugh!	Wow!	Grrr!	Eek!	So,	Well,
Oh!	Ouch!	Yippeee!	No!	Yikes!	Ah!	Whoa!
Hooray!	Sob!	Wahoo!	Argh!	Gulp!	Bah!	Ya,

**Think**

Add the appropriate interjections and describe the voice used.

**Subject: Surprise Party Invitation**

Hey there,

\_\_\_\_\_ I'm throwing a surprise party for Lisa! \_\_\_\_\_ I can't wait to see her  
reaction when she gets there. \_\_\_\_\_ Everything is set, and it's going to be a blast!

See you there,  
Sarah

Voice (Angry, Sad, Mad, Frustrated, etc.) \_\_\_\_\_

**Subject: Class Pet Idea**

Hi classmates,

\_\_\_\_\_ I was thinking, what if we had a class pet? \_\_\_\_\_ We could be having a cute  
furry friend in the classroom. \_\_\_\_\_ Maybe we could talk to our teacher and  
see if it's possible.

Let me know your thoughts,  
Alex

Voice (Angry, Sad, Mad, Frustrated, etc..) \_\_\_\_\_

**Subject: Lost Phone**

Hi,

\_\_\_\_\_ Oh no, I can't find my phone anywhere! \_\_\_\_\_ I had it with me earlier, but  
now it's missing. \_\_\_\_\_ Seriously, where could it be? \_\_\_\_\_ Can you please help  
me look for it?

Thanks,  
Alex

Voice (Angry, Sad, Mad, Frustrated, etc..) \_\_\_\_\_

## Success Criteria – Informal Emails

### Analyze

Read the email below. Write things you like about the email. Afterwards, share your ideas with the class, so you and your classmates can come up with between 4 – 7 criteria that make a good informal email.

#### Subject: My Weekend Fun

Hey Sarah!

Wowzer! What a fun weekend! While I was out for a walk on Saturday, I stumbled upon a group of magicians performing tricks. They were incredible, and I couldn't resist watching!

Then, they invited me to join in on their magic tricks right there on the street! I was surprised and a bit nervous. The magician made a beautiful white dove appear out of thin air. Incredible right! Also, I got hypnotized for 10 minutes! Whoa! It was amazing!

I'm so excited to share more with you. This weekend, maybe at the park? I've got lots of stories to tell!!!

Talk to you soon,

Emily

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

## Assignment – Informal Email

**Write**

Plan your informal email by brainstorming about your topic below.

Audience	Purposes
Friends	Sharing news, inviting to a party
Family Members	Giving thanks, holiday greetings
Classmates	Asking for homework help, playdate
Sports Teams	Discussing practice, game updates
Pen Pals	Introducing oneself, cultural exchange
Favourite Celebrity	Writing a fan letter, asking questions

1) Who will be the audience for my email?

2) What will be the purpose of my email?

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

4) Write the subject line below.

5) Write the greeting you will use.

6) Write the closing you will use.

**Write**

Plan your email by filling in the graphic organizer.

7) What voice will you use in your email? Are you angry, happy, excited?

8) What adjectives/words will you use to communicate your voice? For example, if you're mad, you might use interjections like: Argh! Ugh! Grr! Seriously! You might also use \_\_\_\_\_ exclamation marks.

9) Write your \_\_\_\_\_ part of your email below. Include interjections like the ones listed above.

**PREVIEW**

**Edit**

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

Criteria	<input type="checkbox"/>	<input type="checkbox"/>
Greeting		
Clear Topic Sentence		
Engaging Body - Good word choice		
Use of interjections		
Appropriate Voice and Tone		
Clear Conclusion Sentence		
Appropriate Closing		
Flow - Does it Make Sense?		

**Edit**

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

Criteria	<input type="checkbox"/>	<input type="checkbox"/>
Greeting		
Clear Topic Sentence		
Engaging Body - Good word choice		
Use of interjections		
Appropriate Voice and Tone		
Clear Conclusion Sentence		
Appropriate Closing		
Flow - Does it Make Sense?		

# Assignment – Informal Email Writing

Write

Write your informal email below.

**PREVIEW**

## Rubric – Informal Email

Category	4 Points	3 Points	2 Points	1 Point
<b>Greeting</b>	Friendly and appropriate greeting	Greeting is mostly friendly	Greeting is vague or impersonal	Greeting is inappropriate or missing
<b>Topic Sentence</b>	Clear and engaging topic sentence	Topic sentence is clear	Topic sentence is vague	Topic sentence is missing or confusing
<b>Engaging Body/Word Choice</b>	Words are lively and interesting	Good word choice; body is mostly engaging	Some engaging words; body lacks interest	Words and body are dull or confusing
<b>Use of Interjections</b>	Uses appropriate interjections	Uses some appropriate interjections	Uses few or inappropriate interjections	No interjections are used
<b>Voice</b>	Voice matches purpose (e.g., happy, excited)	Voice is consistent	Voice is inconsistent or unclear	Voice is missing or inappropriate
<b>Closing</b>	Closing is warm and wraps up the letter	Closing is appropriate	Closing is new or inappropriate	Closing is missing or inappropriate

### Teacher Comments

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<b>Mark</b>	
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### Student Reflection – How did you do on this assignment? What could you do better?

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## 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 interesting?		
Are your ideas clear and to the point?		
Do your details tell more about your topic?		
Did you use your best spelling?		
Did you use capital letters?		
Did you end each sentence with a punctuation mark?		
Did you vary your sentence lengths with long and short sentences?		
Do your words and tone (feelings or attitudes) match your purpose (reason for writing)?		
Do you have a closing to your paragraph?		

## Revision – 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**

## 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 colourful 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 sharp _____
2)	As brave as _____
3)	Slippery like _____
4)	Fast like _____

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

1)	He ran _____ _____ when he saw the steam truck.
2)	The teacher's explanation was _____ _____, and everyone understood the lesson.
3)	His jokes were _____ _____, always making everyone laugh.
4)	The night sky was _____ _____, dotted with twinkling stars.

## 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	_____ is a treasure chest because of all the amazing books I can find inside.
Life	Rollercoaster	_____
Knowledge	Power	_____
Laughter	Best Medicine	_____
World	Stage	_____
Silence	Golden	_____

## Narrative Writing - Imagery

**Draw**

Read the sentences below and draw what you imagine.

On an autumn afternoon, Jordan, clad in a jacket and boots, stood at a forest's edge, compass and map in hand. Tall trees with leaves of orange, red and gold formed a canopy around him. A gentle breeze carried pine scents and the sounds of birds as they played and a hawk soared above. Sunlight peeked through the branches, casting a warm, dappled light on the forest floor. In the distance, a mountain range emerged, its peaks dusted with snow. The scene encapsulated the tranquil beauty of nature's autumnal transformation.

Alex leaned against a wall, his eyes scanning the vibrant graffiti art on the wall beside him. He pulled out his headphones, listening to the city's rhythm as he walked past with umbrellas in the light rain. Bright lights from store signs shone, making the wet ground sparkle. Tall buildings reached high into the sky with lots of clouds around them. Sounds of the city mixed with distant music and car horns. A stray cat looked at Alex for a moment, then walked away into the city.

## Narrative Writing - Imagery

**Direction**

Write a sentence that uses imagery for each prompt.

1) A campfire under the stars

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2) A Dora Supernova

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3) A city bus

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4) A family picnic

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5) A community swimming pool

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**PREVIEW**

## Narrative Writing - Setting

### Describe

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

See	
Feel	
Hear	
Taste	
Smell	



Use your notes above to write a paragraph form.

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### Analyze

The setting below has been written about a thunderstorm. What do you think the character sees, feels, hears, tastes, and smells?

During the thunderstorm, Jamie pressed against the window. Rain drummed loudly, with booming thunder in the distance. Flashing lightning briefly lit up the swaying trees outside. Cold drafts made his skin tingle, and the scent of damp earth filled the air. He tasted the rain's freshness on his lips.

See	
Feel	
Hear	
Taste	
Smell	

## Narrative Writing – Adventurous Characters

Developing **adventurous characters** in a story is when the writer shows us characters who love exciting and daring adventures. These characters often explore new places, solve mysteries, or go on quests.

**For example**, an adventurous character might be someone who climbs the tallest mountains and discovers hidden caves, showing they are adventurous.

Create

Choose one of the adventurous characters below and create a character by filling in the details below. Use your imagination!

Explorer	Tree Climber	Space Cadet	Time Traveler	Underwater Diver
----------	--------------	-------------	---------------	------------------

- |                                   |  |
|-----------------------------------|--|
| 1) What is your character's name? |  |
| 2) Draw your character.           | 3) Where does it live? Describe the setting. |

- |  |  |
|--|--|
| 4) Write three character traits your character has. Explain how they show up in the story. |  |
|  |  |
|  |  |
|  |  |

## Direct and Indirect Characterization

Characterization can be either **direct** or **indirect**. Direct characterization is what the narrator tells you about a character. Indirect characterization is what you can infer from the characters actions and interactions with other characters.

**For example:** the writer might say, "Sarah is very kind and always helps her friends." This is **direct characterization**.

If Sarah spends her time helping her friends and being nice to them, you understand that she is kind. This is **indirect characterization**.

Write \_\_\_\_\_ sentences below and circle what characterization type is used.

1	Kevin is in _____ and _____ kids speaking in front of the class.	Direct	Indirect
2	Whenever Maya _____ she would go over and talk to their _____.	Direct	Indirect
3	The teacher said, "Sam is the most _____ in our class."	Direct	Indirect
4	The principal announced, "This student is a true example of honesty and integrity."	Direct	Indirect
5	Her mother described her as a girl with an adventurous spirit.	Direct	Indirect
6	After the soccer game, Jamie showed great sportsmanship by shaking hands with the opposing team.	Direct	Indirect
7	In the story, Noah always stood up to bullies and defended his friends.	Direct	Indirect
8	Lily always had her nose in a book, even during lunch.	Direct	Indirect
9	Alex spent his Saturday afternoons volunteering at the animal shelter.	Direct	Indirect
10	Every time there was a group project, Derek took charge and organized everything.	Direct	Indirect
11	"He's the kindest person I know," remarked Sarah about her brother.	Direct	Indirect

**Think**

Think of a book you have read lately and fill in the details below.

**Character's Name:** \_\_\_\_\_**Direct characterization**

(What has the narrator told you about the character?)

**Indirect characterization**

(What can you infer from the character's actions and interactions with others?)

**PREVIEW**

**Write**

Describe the character in your own words.

# Narrative Writing - Characters

**Create** Create a character and fill in the organizer below. Draw them in the middle.

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**: How does the character feel and why?

2) **Beginning of the 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.

With her long, flowing auburn hair and a perpetual twinkle in her hazel eyes, Sophie is the town's resident artist. She can often be found with a paintbrush and palette, transforming blank canvases into vibrant masterpieces. Her creative energy knows no bounds, and her unique way of evoking emotion is beyond what anyone who gazes upon it.

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

With his short blond hair and a constant smile, Steven is the neighbourhood's friendly hero. He wears a red cape and is always ready to help others. You can often find him at the park, playing with kids and making everyone feel happy. His superpower is spreading joy.

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

With his bright blue eyes and messy brown hair, Ted is often spotted in his faded baseball cap. His curiosity knows no bounds, and he's constantly on a quest to uncover the world's secrets. Whether it's exploring the woods or reading books, Ted's insatiable thirst for knowledge is his greatest strength.

<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 characters. We also find out what the story is 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 peak of the mountain. This is where the biggest problem or challenge happens, and the characters must decide how to solve it.

### 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.

Answer

Which part of the narrative structure is described?

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

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

1) As the mysterious sounds in the attic echoed through the house each night, Emma's curiosity turned to fear.	Exposition	Rising Action
2) When Jake first moved to the small coastal town, he had no idea how different his life was about to become.		Resolution
3) Sarah finally confronted her rival on the school playground, her voice steady despite her racing heart.	Falling Action	
4) Luna's laughter echoed through the halls as she outsmarted the castle's ghost.	Falling Action	Resolution
5) The final whistle blew, and Mia's team erupted in cheers, their hard work and dedication paying off.	Climax	Resolution
6) The audience held its breath as the magician reached into the hat, his hand trembling slightly.	Climax	Exposition
7) With the storm raging outside, the family huddled together in the basement, listening to the wind howl.	Rising Action	Exposition

**Think** Read the story and describe what happens in each part of the narrative structure.

<p><b>Summary</b></p>	<p>Twelve-year-old Jordan had just moved to a new town and was nervous about starting at a new school. On his first day, he met Alex and Sam, who shared his interest in nature and gardening. They quickly became friends and discovered a local community garden competition, deciding to enter together.</p> <p>They spent weeks after school preparing their garden plot, planting a variety of flowers and vegetables, and learning from each other. However, just days before the competition, a sudden storm hit the town and severely damaged their garden. Despite feeling discouraged, Jordan, Alex, and Sam worked tirelessly, showing true determination to restore their garden.</p> <p>On the day of the competition, they were nervous but proud of what they had accomplished, regardless of the outcome. To their surprise, they won second place, and their garden was praised for its beauty and resilience. More importantly, through this experience, they realized the value of their friendship and the journey they shared while working together to overcome their challenges.</p>
<p><b>Exposition</b></p>	
<p><b>Rising Action</b></p>	
<p><b>Climax</b></p>	
<p><b>Falling Action</b></p>	
<p><b>Resolution</b></p>	

## Narrative Writing - Plot

Creating a plot for your story is like planning an exciting adventure.

- **Start with an Idea:** Begin by brainstorming the main theme or concept of your story, like an adventure, mystery, or comedy.
- **Build Characters:** Develop your characters further by exploring their motivations, desires, and obstacles they face.
- **Plan the Beginning:** Describe the setting, introduce characters, and outline the problem or goal they're tackling.
- **Develop the Middle:** Show how characters overcome challenges, meet new friends, and learn important lessons as they work towards their goals.
- **Design the End:** Decide how the story concludes, whether characters succeed or not, ensuring a satisfying resolution.

Your plot can be simple or complex. Let your creativity shine and enjoy the process!

### Practice

Read the short story below. Then fill in the organizer.

Tommy, a city boy with big dreams, always wanted a jungle adventure. On his birthday, he found himself in Greenwild Jungle Park, map and toy compass in hand. There, he met Maya, who was searching for the legendary Golden Monkey statue.

Together, they tackled riddles, crossed bridges, and evaded "jungle beasts." Their teamwork led them to the statue at sunset. Beyond the thrill of discovery, they celebrated a newfound friendship, ready for more adventures ahead.

Character	
Beginning	
Middle	
End	

## Using Quotations in Narratives

### Quotation Marks in Dialogue

Understanding how to use quotation marks correctly in dialogue is essential. These punctuation marks help readers know when a character is speaking in a story. Here are eight important rules to remember, complete with examples for each.

#### Rules for Using Quotations in Dialogue:

- 1) Starting and Ending with Quotation Marks:** Every time someone speaks in your story, you should begin and end their speech with quotation marks.
  - Example: "I love ice cream," said Tim.
- 2) Commas as Quotation Marks:** Commas are used to introduce or end direct quotations.
  - Example: "Let's go to the park," Jane suggested.
- 3) Punctuation Inside Quotation Marks:** Periods, commas, question marks, and exclamation points go inside the quotation marks, even if they are not part of the original material.
  - Example: "Did you finish your homework?" he asked.
- 4) Quotations Within Quotations:** If someone in your story repeats what another person said, use single quotation marks for the inner quotation.
  - Example: Sarah said, "Mark told me, 'Never give up!'"
- 5) Multiple Paragraphs of Dialogue:** If a character's dialogue extends beyond one paragraph, each new paragraph should start with a quotation mark. When the final paragraph should close with a quotation mark.
  - Example:  
"I have a long story to share. First, we went hiking up the mountain.  
"Then, we camped by the river."
- 6) Using Tags:** When identifying who is speaking (using tags like "he said" or "she yelled"), follow appropriate punctuation rules.
  - Example: "I can't believe it's raining," Tom complained.
- 7) Question Tags:** If the dialogue is a question, the tag should be lowercase.
  - Example: "Is it your birthday today?" he asked.
- 8) Exclamation Points and Question Marks:** Don't use commas when the dialogue ends with an exclamation point or a question mark.
  - Example: "Hurry up!" she shouted.



## Using Quotations in Narratives

**Edit**

Fix the mistakes below.

Original "Please pass the salt", Mom requested.

Edited

Original "Go to the park!" Shouted Emily.

Edited

Original "I was sorry for the thought Alex"

Edited

Original "Do you want ice cream" asked

Edited

Original Claire said, "Nora told me, You can do it"

Edited

Original "What's your favourite movie", Jane wondered.

Edited

Original "Time for bed!"

Edited

Original "I love chocolate cake" I smiled Sarah.

Edited

## Character Personality and Dialogue

**Think**

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

**Personality: Shy**

- a) "I love being in the spotlight," she declared confidently.
- b) "Um, I'd probably not go first, if that's okay," he murmured shyly.
- c) "Let's give it a try! I've got plenty to say," he exclaimed boldly.

**Personality: Adventurous**

- a) "No thanks, I'd rather stay in the cave. It's safer," she said cautiously.
- b) "Adventure? I think I'll pass. It sounds a bit risky," he noted warily.
- c) "Let's explore the forest! I heard there's something amazing out there," she suggested.

**Personality: Compassionate**

- a) "I'm too busy with my own stuff to worry about others," he replied differently.
- b) "Why should I care? It's not my problem," she replied coldly.
- c) "Are you okay? It seems like you could use a friend right now," she said kindly.

**Personality: Stubborn**

- a) "I guess I could consider a different perspective," he conceded reluctantly.
- b) "I always like to hear what others think before deciding," she pondered thoughtfully.
- c) "I'm not changing my mind. I know I'm right about this," she insisted firmly.

**Personality: Humorous**

- a) "I don't really enjoy jokes or funny stories much," he admitted flatly.
- b) "Laughter? Nah, I prefer serious conversations," she remarked seriously.
- c) "Why don't scientists trust atoms? Because they make up everything!" he joked.

## Emotions in Dialogue – Speaker Tags

**Think**

What emotion is the character feeling? Write an appropriate speaker tag.

### Word Bank

Sadness	Excitement	Determination	Fear	Curiosity
Surprise	Happiness	Disappointment	Anger	Confusion

Emotion	Dialogue	Speaker Tag
	"We won the game! We actually did it!"	Tom exclaimed excitedly.
	"I never thought my rabbit is gone."	Emily _____ _____
	"Why did you say that to my boy without asking?"	Mark _____ _____
	"Did you hear that noise? What was that?"	Graham _____ _____
	"I thought the test was next week, not today!"	_____
	"This is the best birthday ever!"	Lily _____ _____
	"You got the tickets to the concert? No way!"	Mike _____ _____
	"So, we're not going to the amusement park after all."	Jessica _____ _____
	"I'm going to finish this project, no matter what."	Tim _____ _____
	"What do you think is inside this mysterious box?"	Sophie _____ _____

## 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 Young Inventors Fair

In the bustling town of Inventor's Haven, where creativity sparked in the air like electricity, the annual Young Inventors Fair was the highlight of the year for every young mind. Among them was Max, a sixth-grader with a passion for robotics and a head full of ideas. This year, he was determined to win the fair with his latest invention: a robot capable of cleaning the ocean!



On the day of the fair, Max wheeled his invention onto the school stage, covered by a mysterious tarp. The crowd buzzed with anticipation as students from all grades gathered around.

"\_\_\_\_\_"

\_\_\_\_\_ his \_\_\_\_\_ peeking under the tarp with wide eyes.

"\_\_\_\_\_"

\_\_\_\_\_ "Max \_\_\_\_\_ed, his \_\_\_\_\_ing like a drumbeat.

"\_\_\_\_\_"

\_\_\_\_\_ "asked Mr. Clark, the science teacher, his \_\_\_\_\_ eyes \_\_\_\_\_." \_\_\_\_\_

"\_\_\_\_\_"

\_\_\_\_\_ "Max said with a grin, \_\_\_\_\_ pulling away the tarp to reveal his robot, Neptune's Helper.

The crowd gasped as the sleek machine blinked to life, its sensors whirring and arms flexing. Max beamed with pride. "\_\_\_\_\_"

Today wasn't just about winning; it was about changing the world, one invention at a time.

## 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 Kitten in Maple Town

In the quaint Maple Town, where colourful houses lined up like a painter's palette, twins Mia and Max were enjoying a sunny day. Their backyard, a green expanse filled with blooming flowers and sunflowers, was their favourite place to play. Mia, with her curly brown hair, loved to draw, while Max, a bit taller and always seen in his favourite overalls, was curious about everything.

As they played, a desperate meow interrupted them. Behind a thick, ancient oak tree, they discovered a tiny, shivering kitten with grey stripes.

Mia, concerned, picked it up and whispered, "This little one seems lost. What should we do?"

Max, always the problem solver, suggested, "Mr. Wilson might know. He's like Maple Town's pet expert."

They approached Mr. Wilson's bakery, where a warm, ever-inviting aroma of baked bread filled the air. On seeing the kitten, he chuckled, "Ah, that's Miss Baker's new kitten, Whiskers! She's been searching for it here."

Returning Whiskers to a teary-eyed Miss Baker, Mia exclaimed, "Bless you both! Please have some of my fresh blueberry muffins as a thank you."

Walking back, Max grinned, "Saving the day and making friends!"

Mia giggled, "Absolutely! We should find more lost kittens."



1)

2)

3)

4)

5)

6)

7)

## Assignment – Narrative Writing

**Write**

Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Lost puppy	Finds way home	Forest
Young artist	Magical paintbrush	Small town art studio
Space robot	Befriends aliens	Planets
Adventurer	Solve neighbourhood mystery	Suburb
Elderly gardener	Magical singing garden	Backyard
Young chef	Winning a contest	City kitchen

**Plan**

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

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Beginning – Describe the setting and how your characters first discover the problem.

**Plan**

Fill in the organizer below.

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

1

2

3

4

5

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

## Intro to Personal Narrative Writing

### What is Personal Narrative Writing?

A **personal narrative** is a story about your own life or an experience you've had. It's a way to share something important about yourself with others, showing them who you are through a story.



### Key Elements of a Personal Narrative

- **Setting:** This is the time and when your story takes place. Think about the places that are important to your story and what time it was in your life.
- **Characters:** The main character in your personal narrative, but you can also include other people who are important to the story. Describe who was involved and what they mean to you.
- **Plot:** The plot is what happens in your story. Think about a specific event or experience that changed you or helped you grow.
- **Conflict:** Most good stories have a problem or challenge that the main character faces. What was a challenge or problem you encountered? How did you solve it?

### Tips for Better Narrative Writing

- Start by introducing yourself and give some background information to help readers understand your story.
- Use descriptive language to paint a vivid picture of your characters and settings.
- Show, don't tell, by describing actions and emotions rather than just stating them.
- Include dialogue to make your characters speak for themselves.
- Explain how the event or experience ended and what you learned from it.

With these basics in mind, you're ready to start your journey into narrative writing. Just like any skill, the more you practice, the better you'll get at making interesting and captivating stories.

**Write**

Fill in the sections below to explore different parts of your identity. There's no right or wrong answer—this is all about you!

1) What are three words you would use to describe yourself?

2) Where is your family originally from?

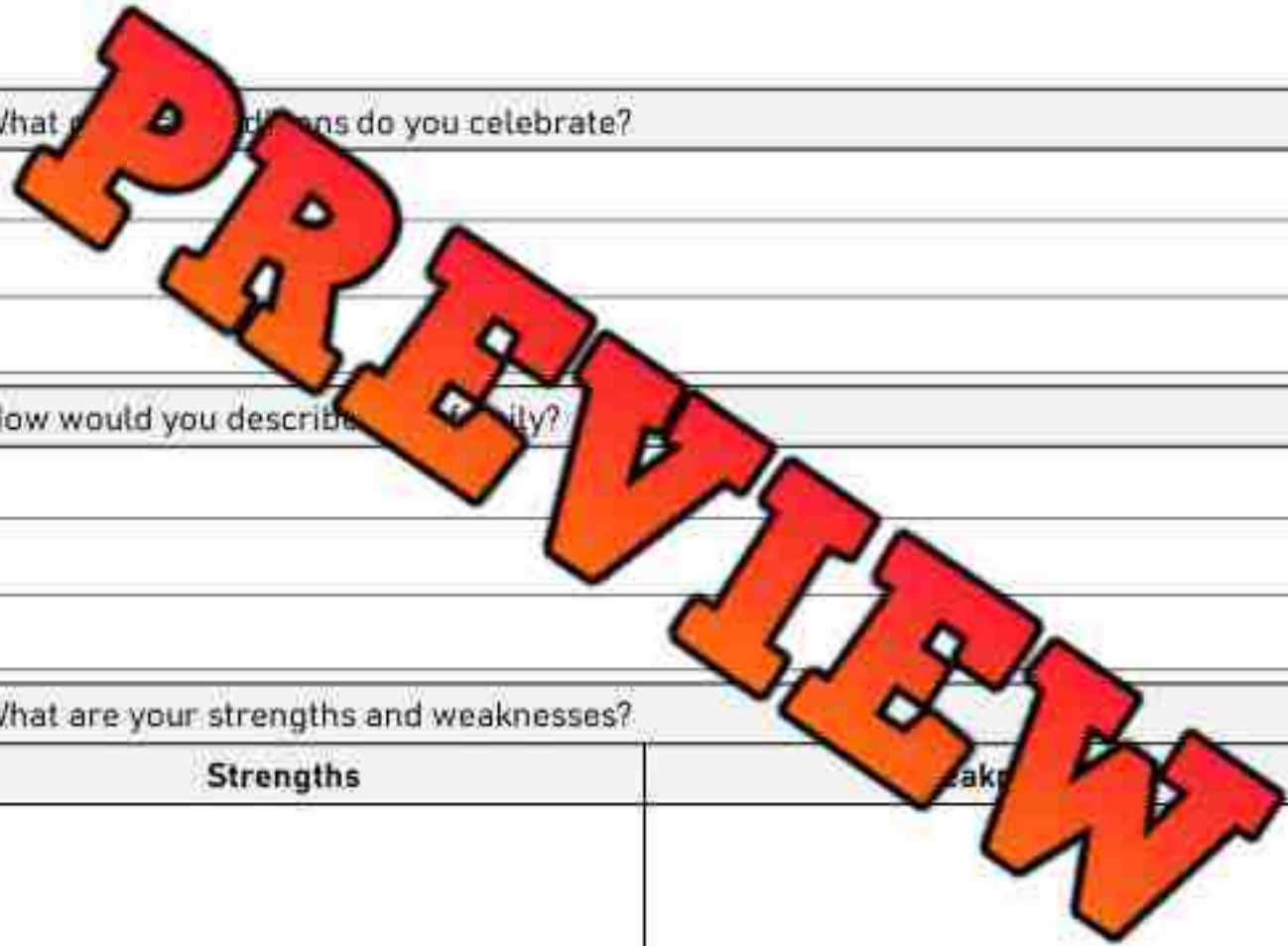
3) What traditions do you celebrate?

4) How would you describe your family?

5) What are your strengths and weaknesses?

Strengths	Weaknesses

6) What are your beliefs and values? (examples: fairness, inclusivity, kindness, community)



## Personal Narrative Planning – My Identity Journey

**Planning**

Plan your personal narrative, focusing on how your identity has evolved in the graphic organizer below.

<p>Write about the main theme of your narrative focused on a specific aspect of your identity.</p>	<hr/> <hr/> <hr/>
<p>Briefly introduce where and when your story starts.</p>	<hr/> <hr/> <hr/>
<p>Describe an event or experience in detail, including where it occurred, the people involved, and any specific date or time period it relates to.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>How have these experiences changed you? And what lessons have you learned?</p>	<hr/> <hr/> <hr/> <hr/>
<p>How has your identity evolved through these experiences?</p>	<hr/> <hr/> <hr/> <hr/>

**PREVIEW**

## Rubric – Story Writing

Category	4 Points	3 Points	2 Points	1 Point
<b>Interesting Plot</b>	The plot is highly engaging and keeps the reader's attention throughout.	The plot is interesting but lacks some details.	The plot is somewhat engaging but needs more development.	The plot lacks interest and is confusing.
<b>Characters</b>	Characters are well-developed, with clear traits and motives.	Characters are defined but need more depth.	Characters lack some development and depth.	Characters are one-dimensional or lacking.
<b>Beginning and Middle</b>	The story has a clear beginning and middle; the beginning is engaging.	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

## Activity: Being Persuasive

### Prompts

Debate the prompts below.

- 1) Should all students need to take physical education class?
- 2) Should recess be longer?
- 3) Should all students get a laptop/tablet?
- 4) Should students be allowed on social media at school?
- 5) Is online learning better than in-class learning?



Feed! Use the graphic organizer below to give feedback to your partner.

1) What did you find challenging about persuading others?

2) What strategies did you use to make your argument convincing?

3) What did you learn from listening to your classmates' arguments?

4) Do you think it will be easier to write your opinion or speak your opinion? Explain.

## Persuasive Writing - Opinions

**Opinion**

What is your opinion of the topics below? Explain why with 3 reasons each.

	Topic	Opinion - Yes or No?
1)	Should classes do more field trips?	
Reason 1		
Reason 2		
Reason 3		
2)	Should we have a school year?	
Reason 1		
Reason 2		
Reason 3		
3)	Should students learn cursive writing?	
Reason 1		
Reason 2		
Reason 3		
4)	Should teachers give more tests?	
Reason 1		
Reason 2		
Reason 3		

**PREVIEW**

## Understanding Bias in Persuasive Writing

### What is Bias?

**Bias** occurs when a writer shows a preference for one perspective over others without providing a fair or full examination of the topic. In persuasive writing, the main goal is to convince readers to agree with a certain viewpoint.

In this pursuit, authors sometimes incorporate bias, intentionally or unintentionally, to make their argument appear more compelling.

### Common Types of Bias in Writing

Bias can happen in different ways in writing. Here are some examples:

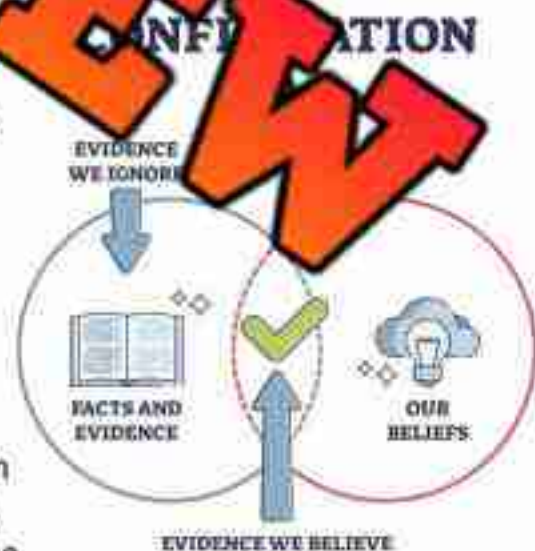
- 1) **Selective Facts** Writers might give only the facts or data that align with their argument, leaving out any information that might challenge or counter it.
- 2) **Emotional Appeal** Words can be powerful tools. When writers use strong or emotionally charged language, they might be trying to sway readers' emotions rather than appeal to their logic.
- 3) **Ignoring Counterarguments** Writers who address or minimize opposing viewpoints, they're showing bias. A strong argument considers multiple sides.

An example of bias might be a statement like, "Chocolate fudge is the best, and no other flavours are good." This statement does not consider other flavours or the people who might like them.

### Looking Only for What You Want to See

**Confirmation bias** is like being on a treasure hunt but only searching for gold coins and ignoring other treasures. It's when we only look for information that matches what we want to believe and forget the rest. It's like if you heard that cats are the best pets, and then you only looked for stories about funny, cute cats and ignored all the cool things about dogs, birds, or fish.

When people write, if they only pick information that makes their idea look right and skip other views, they're showing this bias. In persuasive writing, people often write with a bias because they want to convince us that their opinion is the right one. So, when you read or listen to persuasive arguments, think critically about any bias they may have. Furthermore, don't ignore other perspectives just because they may not fit with what you want to believe. Be open-minded!



## Understanding Bias in Persuasive Writing

**Analyze**

Read the opinions below and answer the questions.

Burgers are undeniably the ultimate food for three solid reasons. First, their taste is unmatched. That succulent grilled patty? Nothing else can match it. Second, the versatility is unbeatable. Whether you're craving the simplicity of a cheeseburger or want to venture into gourmet territory, burgers have got you covered. Finally, they're perfect for any event. Honestly, every other meal is just playing second fiddle.

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.

When you think of perfection on a plate, think pasta, and why. To begin with, its flavours are legendary. Combine pasta with a sauce, and you'll enjoy a taste every time. Then there's the variety – from spaghetti to penne, there are tons of options ensuring there's always something new to try. Lastly, it's the best comfort food for every occasion. While other dishes try, none can truly replicate the magic of pasta.

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 2: 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 Harris,

I hope you're good. I have a fun idea for our school: Why not put a trampoline floor in the gym? Here's why it would be awesome.

First, imagine how fun! Everyone loves jumping on trampolines. Gym class would be the best time for everyone bouncing around.

Second, we could be having fun. We could learn about gravity and about the saying, "what goes up must come down!"

Plus, our school would be famous! The everywhere would talk about our cool gym, and they'd want to come and see it!

Thanks for thinking about my idea. I can't wait to make gym time amazing!

Thanks,  
Lily, Grade 6 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 Lily.

PREVIEW

**Include:**

- A greeting
- Topic sentence
- Body with main points



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

# All About Expository Writing

## What is Expository Writing?

**Expository writing** is a type of writing that aims to explain, inform, or clarify a topic to the reader. Instead of persuading or sharing personal experiences, expository writing provides clear and straightforward information.



## Five Common Types of Expository Writing:

### 1) Instructional Writing:

- **What is it?** This type of writing tells the reader how to do something step by step.
- **Example:** A recipe for pancakes would list ingredients and then explain how to make them.

### 2) Informational Writing:

- **What is it?** This type of writing provides facts about a topic, often answering questions like who, what, where, when, and why.
- **Example:** A report on polar bears would describe their habitat, diet, and behaviour.

### 3) Problem and Solution Report:

- **What is it?** This report identifies an issue and proposes solutions to address it.
- **Example:** A report on reducing waste in schools might suggest starting recycling programs or launching an educational campaign about recycling.

### 4) Compare and Contrast Essay:

- **What is it?** This essay highlights the similarities and differences between two subjects.
- **Example:** A piece comparing bicycles to scooters would explore the benefits and challenges of each.

### 5) Cause and Effect Essay:

- **What is it?** This type of writing examines why something happens and the results of that event or action.
- **Example:** An essay on deforestation could explore why it's happening and the impact it has on the environment.

## In Conclusion

Expository writing offers readers clear information about a subject. This type of writing can come in many forms, from lists and reports to essays. The goal is to explain, inform, and clarify, making it easier for the reader to understand and learn.

**True or False**

Is the statement true or false?

1) Expository writing always tells made-up stories.	True	False
2) A how-to-list is a type of expository text.	True	False
3) It's okay to let personal feelings show in expository writing.	True	False
4) "How-to" pieces explain steps like recipes.	True	False
5) Cause and Effect writing focuses on events and their outcomes.	True	False

**Question**

Answer the questions below.

1) What is the primary purpose of expository writing?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) How does expository writing differ from other types of writing?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Which Type?**

Write the type of expository text you would use for each one below.

1) How to Plant a Sunflower	
2) The Life Cycle of Butterflies	
3) Addressing the Issue of Littering in the Community Park	
4) Why Our School Needs a Longer Recess and What We Can Do	
5) Why There Is So Much Ocean Pollution And The Effects	
6) Making Your Own Friendship Bracelet	
7) Facts About the Moon and Its Phases	
8) School Lunches: Buying vs. Bringing from Home	

## Writing a How-To-Guide

**Plan**

Complete the plan below so you can write your how-to-guide

1) Brainstorm - Write as many things as possible that you can do well. It could be shooting a basketball, playing a video game, drawing a picture, baking a cake, etc.

2) Which idea from your brainstorm do you think you will use to write your how-to-guide?

3) What is a good title for this how-to-guide?

4) Most how-to-guides start with a material list. What materials are you going to need to complete the task. Write the materials you will need. If it is a recipe, you will write the ingredient list.

5) Write your numbered steps below.

**PREVIEW**

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

**PREVIEW**

6) Write any tips or notes below.

7) Warnings or cautions - should they be careful with any tools or things they are doing?

**Title:**

**Introduction**

**Materials**

**Instructions**

**Tips/Notes/Cautions/Warnings**

**PREVIEW**

## Activity: Brainstorm Bonanza!

### Objective

What are we learning more about?

To help students learn the process of brainstorming, enabling them to generate a wide variety of ideas on any given topic.

### Materials

What is needed to complete the activity?

- Paper (1 per student)
- Pens and erasers
- Timer or stopwatch
- A large board or flip chart
- Small slips of paper with different topics (e.g., "space", "under the sea", "dinosaurs", "space", "space", "space")



### Instructions

How do we complete the activity?

- 1) **Introduction:** Begin by explaining that brainstorming is a way to come up with many ideas quickly without worrying about whether they're good or bad.
- 2) **Random Topic Selection:** Call up a student to choose a topic from a list of topics below).
- 3) **Timed Idea Generation:** Set the timer for 2 minutes. In that time, students write down as many ideas or words related to their topic as they can.
- 4) **Idea Sharing:** Once time's up, ask students to share some of their ideas with the class. This can be a fun way to see the variety of thoughts and creativity across different topics.

### Topics

Cut out the topics below.

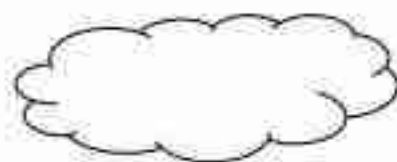
Outer Space	Fossil Fuels	Airplanes
The Sun	International Trade	Living in the City
Living in the Country	Endangered Animals	Electricity

**Brainstorm**

Write as many ideas about the topic as you can



**PREVIEW**



## Writing a Report – Canada's Trading Partners

### Objective

What are we learning more about?

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



### Instructions

How do we complete the activity?

- 1) Read the facts below.
- 2) Write your report to 1 of 3 main headings: Canada's Imports (I), Canada's Exports (E), and the Impact of Trade (T).
- 3) On the next page, write the introduction for the report. Then you'll need 3 headings for the body of your report. You'll also need a conclusion. You don't need to use all the facts for your report, so choose your own facts.

### Facts

Organize the facts

- |   |  |
|---|--|
| Canada is a top producer of wheat, so it exports a lot of grains.                   |  |
| The United States is Canada's biggest trading partner.                              |  |
| Some cars and car parts are also brought into Canada from other countries.          |  |
| Trading helps create jobs in Canada because it boosts the economy.                  |  |
| Canada buys many electronic devices, like smartphones, from other countries.        |  |
| Good relationships with trading partners keep prices fair.                          |  |
| Fruits like bananas and oranges, which don't grow in Canada, are imported.          |  |
| Canada exports a lot of maple syrup.  |  |
| Medicine and medical equipment are important imports for Canada.                    |  |
| Trading partners help Canada buy things it can't make or grow on its own.           |  |
| Toys, clothes, and shoes are among the things Canada buys from other places.        |  |
| Timber and paper products from Canada's forests are big exports.                    |  |
| Trading partners give Canada a place to sell its products, which helps the economy. |  |
| Cars and auto parts are made in Canada and sold to other countries.                 |  |
| Oil and minerals, like gold, are sent to other countries from Canada.               |  |

**Planning**

Fill in the components of the report below.

Introduction - What will the report be about?

Body - What are the 3 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.

**PREVIEW**

# How To Research Effectively

## Why Research Matters

Research helps us learn new things and answer questions. Imagine wanting to know about the world's fastest animals or how airplanes fly. Research can provide the answers! But how do we make sure our research is good?



## Top Tips for Great Research

1. **Choose Reliable Sources:** Not everything on the internet is true. Stick to trustworthy sources like online encyclopedias, educational websites, or well-known news organizations.
2. **Use Specific Words:** When researching, use specific words related to your topic. This will help you find the information you need.

## Good Searches vs. Bad Searches

Good Searches	Bad Searches
vegetarian lasagna recipe	can you eat meat with best veggie lasagna
photosynthesis process explained	plant photosynthesis thing
best beaches Thailand	where can I swim in Thailand

## Checking and Double-Checking

Once you have your information, it's a good idea to check a different source to make sure what you've found is correct. For example, if one website says that polar bears live in Antarctica, look it up on another reliable site to be sure. Remember, double-checking can save you from mistakes!

## Reliable and Unreliable Sources of Information

### Reliable Sources

- Academic Journals:* Articles written by experts
- Reputable News Outlets:* Big news channels that have a long history.

### Unreliable Sources

- Random Blogs:* Anyone can write them without checking facts.
- Social Media Comments:* What people quickly type without much thought.

## How To Research Effectively

**Think**

Is the search good or bad?

1) how many toes does a bunny that hops have maybe	Good	Bad
2) what's the biggest whale thingy in the sea called	Good	Bad
3) effects of global warming on polar bears	Good	Bad
4) history of Eiffel Tower	Good	Bad
5) symptoms of a cold	Good	Bad
6) the name of the actor who was in another movie with a dog	Good	Bad
7) when did the first time a guy did that thing happen	Good	Bad
8) Photosynthesis happens in plants	Good	Bad
9) famous authors of the 20th century	Good	Bad
10) why does my neighbour always park at my house sometimes I think	Good	Bad

**Questions**

Answer the questions below

1) Why is research important according to the notes?		
_____		
_____		
2) What are some examples of reliable sources mentioned in the notes?		
_____		
_____		
3) Is the description of the website below trustworthy? Yes, or no?		
1) A university's website with educational articles.	Yes	No
2) A friend's blog with vacation photos.	Yes	No
3) An encyclopedia website with lots of information.	Yes	No
4) A social media post about a rumour.	Yes	No
5) A government health website.	Yes	No

# Research Process

## Introduction

Research is a crucial skill for discovering new information, solving problems, and satisfying curiosity. By mastering the four key steps of researching - questioning, gathering, organizing, and recording - you can navigate any topic with confidence.

## Questioning

The research process starts with a question, something that sparks your curiosity. For instance, you might be curious about the history of technology in education. A solid research question is clear and direct, setting the stage for focused exploration.

## Gathering

After formulating your question, it's time to collect information. Here are some methods you can use:

- **Reading Books:** Visit your school library or bookstore to find books relevant to your topic.
- **Online Research:** Use educational websites and online databases for up-to-date information.
- **Interviews:** Talk to teachers, professionals, or experts who have knowledge about your subject.

## Organizing

Once you have gathered your information, organize it by presenting the most important details. This can involve:

- Grouping similar facts or ideas together.
- Arranging information in chronological order or by theme.
- Creating outlines to structure your findings.

## Recording

The final step is recording what you've learned. This can be through:

- **Note-Taking:** Write down key points and important details.
- **Visual Aids:** Create charts, diagrams, or mind maps to visualize information.
- **Illustrations:** Draw pictures or sketches to represent concepts or ideas.

## Conclusion

By following these steps - questioning, gathering, organizing, and recording - students can effectively research any topic. It's important to keep track of your sources and present information honestly.



**PREVIEW**

## Research Activity - Questioning

**Think**

For each of the topics, write 5 questions you want to know the answers to. Then look up answers to these questions.

**Topic 1: Dinosaurs** - Ex. How tall was the tallest dinosaur?

	Questions	Answers
1		
2		
3		
4		
5		

**Topic 2: Ancient Civilizations** - Ex. Which civilization had the most? \_\_\_\_\_?

	Questions	Answers
1		
2		
3		
4		
5		

# How To Research: Online Treasure Hunt

## Objective

What are we learning more about?

To enable students to learn how to use search engines and online resources to find answers to simple questions, fostering their research and digital literacy skills.

## Material

What is needed to complete the activity?

- Computer or tablet with internet access
- Pre-written questions (list below)
- Paper and pen



## Instructions

How do we complete the activity?

- 1) **Introduction:** Explain to students that they are going to do an online treasure hunt to find answers to exciting questions. They will need to record the source of the website they found the answer on. So, you will need to determine the name of the website.
- 2) **Divide Students:** Split the class into pairs or small groups and assign each group with access to a computer or tablet.
- 3) **Distribute Questions:** Hand out a list of pre-written questions to each group (on back page)
- 4) **Research Time:** Give students time to research and find the answers to the questions using online resources. Emphasize the importance of finding **trustworthy** sources.
- 5) **Record Answers:** Students should write down their answers on paper, along with the websites where they found the information.
- 6) **Review and Discuss:** Once the activity is complete, review the answers with the class and discuss the sources they used.

# How To Research: Online Treasure Hunt

**Research**

Find answers to the questions below.

Question	Answer	Source - Website Name
1. Diameter of the Sun versus the Earth.		
2. The current population of New York.		
3. Who is the author of the novel "To Kill a Mockingbird"?		
4. The capital city of Australia.		
5. The date of the first moon landing.		
6. A famous painting by Leonardo da Vinci.		
7. The largest mammal in the world.		
8. The chemical symbol for gold.		
9. The highest mountain in North America.		
10. The founder of Microsoft.		
11. The author of the play "Romeo and Juliet".		
12. How many kilometres is a lightyear?		

## Editing a Report – Importance of Accessibility

### 1) Conclusion:

Accessibility in schools is not just about facilities and equipment; it's about creating an inclusive environment where every student feels valued and supported. An accessible school paves the way for a brighter future for all students, ensuring everyone gets the chance to excel and reach their potential.



### 2) Importance of Accessibility in Schools

#### 3) Physical Infrastructure

- Ramps and elevators for those using wheelchairs or mobility aids
- Classrooms equipped with appropriate lighting and sound systems for students with visual or hearing impairments

#### 4) The Meaning of Accessibility in Schools

#### 5) What is Accessibility?

Accessibility in schools refers to ensuring that every student, regardless of their physical or cognitive abilities, can fully participate in all school activities. It involves removing any barriers that might prevent some students from accessing school facilities or learning resources.

### 6) Introduction

Every student should have the same chance to learn and grow. However, some students face challenges like not being able to climb stairs or hear properly. Schools need to make sure everything is easy for everyone to use. This report is about why making schools accessible for all students is so important and how schools can do it.

#### 7) Educational Materials and Methods

- Books available in Braille or large print
- Use of technology like screen readers or sign language interpreters during lessons

#### 8) Why It Matters:

All students deserve an equal opportunity to learn and grow. Accessibility ensures that no student is left behind or feels excluded due to challenges they face. It's a fundamental right for everyone to have equal access to education.



## Report Writing – Introductions

A strong introduction makes the reader want to keep reading. Here are some things to keep in mind to improve your introductions.

- 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.

Every time you bite into a chocolate bar, you're tasting a piece of history. We're going on a sweet journey, and you're invited to join our buds!

Start with a 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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Basketball is a sport loved by many, but did you know it was invented using just a peach basket? That's right, and there are plenty of fun facts about basketball that you'll learn from this report. Read on as we bounce through the history of the ball!

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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Rainbows can be seen in the sky. Unicorns are cool, but I haven't seen any. Did you know ice cream was invented in the United States? Keep reading to learn more about whatever.

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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Did you know that the world's oldest known pet cat was found in a 9,500-year-old grave? Cats have been our companions for a very long time, and this report dives into their curious history.

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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## Report Writing – Conclusions

Finishing your report with a good conclusion is important.  
Here's what you should include:



- **Summarize the Main Points:** Remind the reader what you discussed.
- **Call to Action:** Tell your reader an action they could consider, such as starting a related project, checking out a similar book, or discussing a topic further.
- **Connect to the Introduction:** Bring up an idea or fact from the start of your report to tie everything together.
- **End with something Interesting:** End by sharing an interesting fact or creating a thought-provoking question to keep your reader engaged even after they've finished reading.

**Analyze** Read the passage below and use a checkmark if it meets the criteria.

We've explored Canada from the First Nations to today's cities. Don't forget the story of the fur traders. What do you think you've learned with a friend?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Maple syrup, poutine, and beavertails are some of Canada's famous foods. Next time you have pancakes, try some real maple syrup! Eating Canadian food is so delicious!

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

You just read about the different seasons in Canada. Hope you learned something!

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Our journey through Canadian music brought us from folk to modern pop. With the beats still fresh, maybe create a playlist? And who could forget the early indigenous drum beats? Music here is always evolving!

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) Think of a topic for your report. You can use the ideas above.

2) What topic did you pick?

3) Write down the main ideas about your topic. You will need to write 5.  
Example: if your topic was lions, you might write: 1) They live in the savanna. 2) They eat meat.

4) Pick three main headings and write them down.

**Research**

Find information for your report.

5. Next, you need to gather facts for your report. Write 3-5 facts for each heading.

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

**PREVIEW**

**Planning**

Finish the planning process.

6) Write the introduction below. Start your report with one sentence introducing your topic. Then, say what the rest of the report will talk about.

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7) Write the ending. Finish your report by summarizing what you told the reader.

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

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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

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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 Problem-Solution Report?

### Unraveling the Mystery of Problem-Solution Reports

#### Introduction

Have you ever heard of a problem-solution report? Don't worry if you haven't! Many of us find ourselves scratching our heads, wondering what it is. Let's dive into this mystery and solve it together.



#### The Problem

Here's something to learn about stories, essays, and even book reports. But one report has been around for a long time, and that's the problem-solution report. The main issue? Many of us don't even know what it is or why it's essential.

#### Solution 1: Study This Report

One of the best ways to understand something is to see it in action. So, by reading this very report you're going through right now, you'll get a clear idea. It's like learning to ride a bike by hopping on and pedaling. This report shows the steps, from introducing the problem to finding ways to solve it.

#### Solution 2: Classroom Workshop

How about a fun classroom activity? Teachers can organize a workshop where students team up, pick a small problem they face (like forgetting homework or losing pencils), and then write a mini problem-solution report. Not only does it become a fun writing activity, but by the end, everyone will be experts on the topic!

#### Conclusion

Problem-solution reports might have sounded tricky at first, but now we've got two cool ways to understand them. By studying examples and trying to write our own, we'll soon be masters at identifying problems and finding solutions. So the next time someone asks about a problem-solution report, you'll know exactly what to say!

## Problem and Solution Report

**Think**

For the problems below, write 2 solutions that could solve the problems:

**Too Much Screen Time:** Lots of us are glued to our tablets or phones for hours. It's easy to miss out on outdoor play, crafts, or even reading a good book. Plus, our eyes might get tired from staring at the screen for too long.

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**Losing Track of Assignments:** With math, science, language arts, and more, it's easy to lose track of when assignments are due. Getting confused about a project or mix up homework instructions. A better way to organize or remember dates would be super helpful.

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**Classroom Distractions:** Our classroom can be a lively place, which is fun, but sometimes it's just too noisy. When everyone's chatting or when there's a commotion, focusing on the lesson becomes a challenge. It'd be great to find ways to minimize these distractions.

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## What is a Haiku?

### What is a Haiku?

A haiku is a short poem from Japan. It's special because it has three lines with a certain number of syllables: the first line has 5, the second has 7, and the third has 5 again. Most haikus talk about things in nature or how someone feels. They use simple words to show a picture or idea. Here are two examples to help you understand.



#### Sunny Day

Sun high in sky (5)  
Everyone running and playing (7)  
Warm and fun-filled day (5)

#### Quiet Lake

Fish swim down below (5)  
Water still, trees standing tall (7)  
Peaceful place to be (5)

Reading haikus is fun! They show us new things about the world in just a few words.

### Write

Finish the Haiku poems below.

#### Topic: Autumn

Line 1	Leaves crunch underfoot,
Line 2	Golden, red, and orange colours,
Line 3	

#### Topic: Summer

Line 1	Sun shines high and bright,
Line 2	Children play till evening's light,
Line 3	

# How to Write a Rhyming Poem

## The Magic of Rhyme

Rhyming poems have words that sound alike at the ends of lines. These matching sounds make poems fun to read. Let's dive into the steps to write your very own rhyming poem!

## Steps for Rhyming Poems

- 1) **Choose a Topic:** Pick something you'd like to write about, like a pet or a special day.
- 2) **Study Rhyme Patterns:**
  - 1) **ABAB:** First and third lines rhyme, next two lines rhyme.
  - 2) **ABBA:** First and third lines rhyme; second- and fourth-lines rhyme.
  - 3) **ABCB:** Second and fourth lines rhyme, while the first and third lines do not.
- 3) **Write Your Lines:** Write your first line with a word that has many different rhyming options. Think of a word that rhymes with it in a rhyming word.

## Helpful Tips for Awesome Poems

- **Keep It Simple:** You don't need fancy words. Simple words can make the best rhymes.
- **Use a Rhyming Dictionary:** If you're stuck, there are dictionaries that help you find words that rhyme.
- **Revise:** It's okay if your poem doesn't sound perfect the first time. Read it aloud and change words if needed.



## Sample Rhyming Poems



My cat sits on the mat, (A)

She loves to play with her toy hat. (A)

She purrs and gives a tiny meow, (B)

Telling me she's happy and how! (B)

In the schoolyard we would play (A)

Jump rope, tag, felt so free (B)

Oh no, recess is over (C)

Tomorrow, more fun for you and me (B)

# 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
Moon			
Star			
Light			
Dark			
Time			
Blue			
Tree			
Sun			
Dream			

## Write

Finish the poem below using rhyming words.

### AABB Poem

Cats love to play and also sleep (A)

Chasing a toy or counting sheep (A)

Dogs love to run, fetch and play (B)

\_\_\_\_\_

\_\_\_\_\_

### ABCB Poem

Rainbows appear after the rain (A)

So beautiful and bright (B)

Sunsets paint the sky with gold (C)

\_\_\_\_\_

\_\_\_\_\_

### AB B

Ice cream is cold and good (A)

Chocolate, vanilla, or even pink (B)

I like it as a summer treat (A)

\_\_\_\_\_

\_\_\_\_\_

### ABAB Poem

School is out, it's time to play (A)

Ride a bike or throw a ball (B)

\_\_\_\_\_

\_\_\_\_\_

## Writing Rhyming Poems

**Plan and Write**

Plan and write your poems below.

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

2) Which topic will you write your poem about?

3) Which rhyming pattern will you use? \_\_\_\_\_

4) Write a 4-line poem below with rhyming words that follow the pattern above.

5) Illustrate your poem by drawing a picture.

**PREVIEW**

**Children's Book****Illustrate**

Illustrate the children's book by drawing pictures that go with the poems.

In Moll's garden, not so wide,

Betty sits tucked on the other side.

She chases the shadow of shoes,

Laughing and playing, hiding her feet.

She finds a corner, overgrown,

Where magic seeds were once sown.

From the soil, a vine did leap,

Up the garden wall it did creep.

**Children's Book****Illustrate**

Illustrate the children's book by drawing pictures that go with the poems.

Climbing she took a chance,

And her friends were in a hurry's dance.

With tiny wings they parkle,

They danced and sang the whole day long.

Morning came, the dance did end,

But Molly left with fairy friends.

Back in her garden, day so sweet,

Magic and Molly would always meet.

**PREVIEW**

# Assignment – Writing a Children’s Book

**Plan**

Write a plan for your children’s book.

Ideas	
Journey Through Space	Crazy Pet
Having Superpowers	Life at School
Lost Toys	Life as an Ant

1) Brainstorm a list of story topics from which you will choose. You can use some of the ideas above if you like.

2) What topic did you choose?

3) What will happen in your story? Write some details below.

4) Choose 4 ideas related to your main story topic. For example, if your story is about a crazy pet, idea 1 might describe the pet. Idea 2 might be that the pet likes to eat ice cream.

# Assignment – Writing a Children’s Book

**Write**

Write your rough draft of your poems below.

5) Write your 4 poems below.

1)

2)

3)

4)

**PREVIEW**

## Activity Title: "Poem Editing Teams"

### Objective

What are we learning more about?

To help students collaborate in small groups and focus on different aspects of proofreading and revising their poems.



### Instructions

How do we complete the activity?

- 1) Introduction Activity:** Begin by explaining the importance of proofreading, editing, and revising poems. Emphasize that each group member will have a special role to play.
- 2) Student Writing Activity:** Students use the poems they have written for their children's books.
- 3) Create Editing Teams:** Divide students into groups of 4. In each group, assign the following roles:
  - Punctuation and Capitalization Expert: Focuses on punctuation and capitalization.
  - Proofreader: Focuses on spelling mistakes.
  - Word and Rhyme Choice Artist: Concentrates on word choice and rhyme that could be improved.
  - Appreciation Analyst: Writes down one thing they loved about the poem.
- 4) Exchange Poems in the Group:** Students will pass their poems to each member of the group, so everyone gets to perform their assigned role on each poem.
- 5) Collaborative Revision:** Give students a set amount of time (e.g., 5-7 minutes) to work on each poem in their role. Encourage them to write their feedback on a separate sheet of paper or the back of the poem so that the original author can see all the comments.
- 6) Group Discussion:** After all members have completed their roles on all the poems, allow time for the group to discuss the feedback. Each member should explain their comments, and the original author can ask questions or clarify their intentions.
- 7) Final Revision:** Give students time to revise their poems based on the feedback received from their group members.

**Activity Title: "Poem Editing Teams"****Feedback**

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

1) The author of this story is...

2) Proofreader comments:

3) Punctuation and Capitalization comments:

4) Word and Rhyme Choice Artist comments:

5) Appreciation Analyst comments:

**PREVIEW**

## Rubric – Poetry Children’s Book Assignment

Category	4 Points	3 Points	2 Points	1 Point
<b>Content &amp; Theme</b>	Clear, engaging theme in all poems.	Clear theme in most poems.	Inconsistent theme.	Unclear or inappropriate theme.
<b>Rhyming Patterns</b>	Flawless AABB or ABAB pattern.	Minor deviations in pattern.	Inconsistent patterns.	Unclear or missing patterns.
<b>Illustration</b>	Original, vibrant, theme-supporting.	Mostly theme-supporting.	Lacks coherence with theme.	Missing or unrelated.
<b>Grammar &amp; Spelling</b>	It has no errors, it is perfect.	Minor mistakes.	Several errors.	Numerous errors, affects understanding.
<b>Creativity &amp; Originality</b>	Highly creative and original.	Creative but derivative.	Some creativity, may be derivative.	Lacks creativity or originality.
<b>Organization &amp; Layout</b>	Exceptionally well-organized, 1 poem/page.	Well-organized, 1 poem/page.	Somewhat disorganized, 1 poem/page.	Confusing layout, detracts from reading.

### Teacher Comments

Mark

**Student Reflection** – What helped you the most in this assignment? Was it the revision activity, the graphic organizer, reading the model children’s book? Explain.

## What is a Limerick Poem?

### What is a Limerick Poem?

Have you ever read a poem that made you chuckle? If so, it might've been a limerick! Limericks are humorous poems known for their distinct rhythm and rhyme.

### The Pattern of a Limerick

The foundation of a limerick is its pattern. Spread over five lines, the rhyme structure follows a specific pattern. Breaking it down:

- Lines 1, 2, and 5 rhyme together and are a bit longer, typically holding around 8 syllables.
- Lines 3 and 4 rhyme together but are concise, usually with 5 syllables.

### Examples of Limericks

#### Toby the Toad

There once was a young toad named Toby,  
Who found lily pads were so cozy.  
He'd leap and he'd croak,  
With other frog-folk,  
Playing tag till they all got quite dozy.

#### Ma's Starry Night

Ma's starry night the stars up so high,  
Gazing up at them up to the sky.  
No telescopes or telescope sight,  
She'd look up at the night  
It's a dream she's in the night

Write

Finish the Limerick poems below.

#### Topic: Lunchbox Surprise

Line 1	Every day at the noon bell's ring,
Line 2	Open my lunch, see a new thing.
Line 3	A sandwich, a fruit,
Line 4	Some cookies so cute,
Line 5	

## What is a Limerick Poem?

over	mud	Blake	lake	cake
near	Rover	runny	evening	cheer
anything	thud	sing	funny	Dover

**Write**

Use the word bank words to fill in the limericks below.

Line 1 There once was a boy named \_\_\_\_\_,

Line 2 who went to bake a big \_\_\_\_\_.

Line 3 The batter \_\_\_\_\_,

Line 4 And he \_\_\_\_\_ it.

Line 5 So, he fed his \_\_\_\_\_!

Line 1 A young girl named Lila from \_\_\_\_\_,

Line 2 Rode her skateboard and flipped \_\_\_\_\_.

Line 3 She landed in \_\_\_\_\_.

Line 4 When she fell with a \_\_\_\_\_.

Line 5 Now she walks with her dog named \_\_\_\_\_!

Line 1 Tim had a cat that could \_\_\_\_\_,

Line 2 Loud opera from morning 'til \_\_\_\_\_.

Line 3 Neighbours would \_\_\_\_\_,

Line 4 From far and from \_\_\_\_\_.

Line 5 For tickets, they'd give \_\_\_\_\_!

# Writing an Acrostic Poem

**Write**

Write an acrostic poem about inclusion. You can rhyme the endings or use a free verse style. Use the ideas below if you need suggestions.

Inclusion Words	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4
Include	Conclude	Elude	Allude	Preclude
Share	Bear	Care	Dare	Fair
Belong	Community	Impunity	Immunity	Opportunity
Accept	Amalgam	People	Peaceful	Eagle
Blend	Mend	Send	Bend	Tend

**PREVIEW**

1

2

3

4

5

6

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8

9

10

## 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)

# Onomatopoeia in Comic Strips

Colour

Colour the onomatopoeia below



## Writing Comic Strips – Superpowers

**Instructions**

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

**Panel 1:**

Character A (kid): "I found this superhero manual! Says to shout 'ZAP!' to start training."

Character B (friend): "ZAP? Really?"

**Panel 2:**

Character A: "I just broke that wall!"

Character B: "Just jumped super high!"

**Panel 3:**

Character A: "What powers?"

Character B: "Let's see if you can fly in outside?"



**PREVIEW**

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

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1.1.4.5

## 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.

How might the location of a person's home affect their life experiences?

Why might some people believe that not all jobs should pay the same?

How might language barriers impact a person's ability to participate in society?

How might the amount of green space in an area impact the community?

**PREVIEW**

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

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1.1

**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? \_\_\_\_\_

## Biography – Benjamin Franklin

### Early Life

#### Where and When He Was Born

Benjamin Franklin was born in Boston, Massachusetts, on January 17, 1706. He was one of many kids in his family.

#### Schooling

Benjamin went to a Latin School, but he left when he was 10 years old. Even though he did not finish school, he loved reading books. He taught himself many things by reading.

### Accomplishments

During his life, Benjamin did many things:

- He began writing wise sayings for a book called "Richard's Almanack" in 1732.
- In 1740, he invented a special stove called the "fireplace stove."
- In 1752, he did a famous experiment with a key and a storm. He showed that lightning is electricity.
- In 1776, he signed a very important paper called the Declaration of Independence that helped America become its own country.
- In the 1780s, he made new types of glasses called bifocals.

### Later Life and Legacy

Benjamin kept working even when he got older.

In the 1780s, he spoke against slavery and wanted it to end. He died on April 17, 1790.

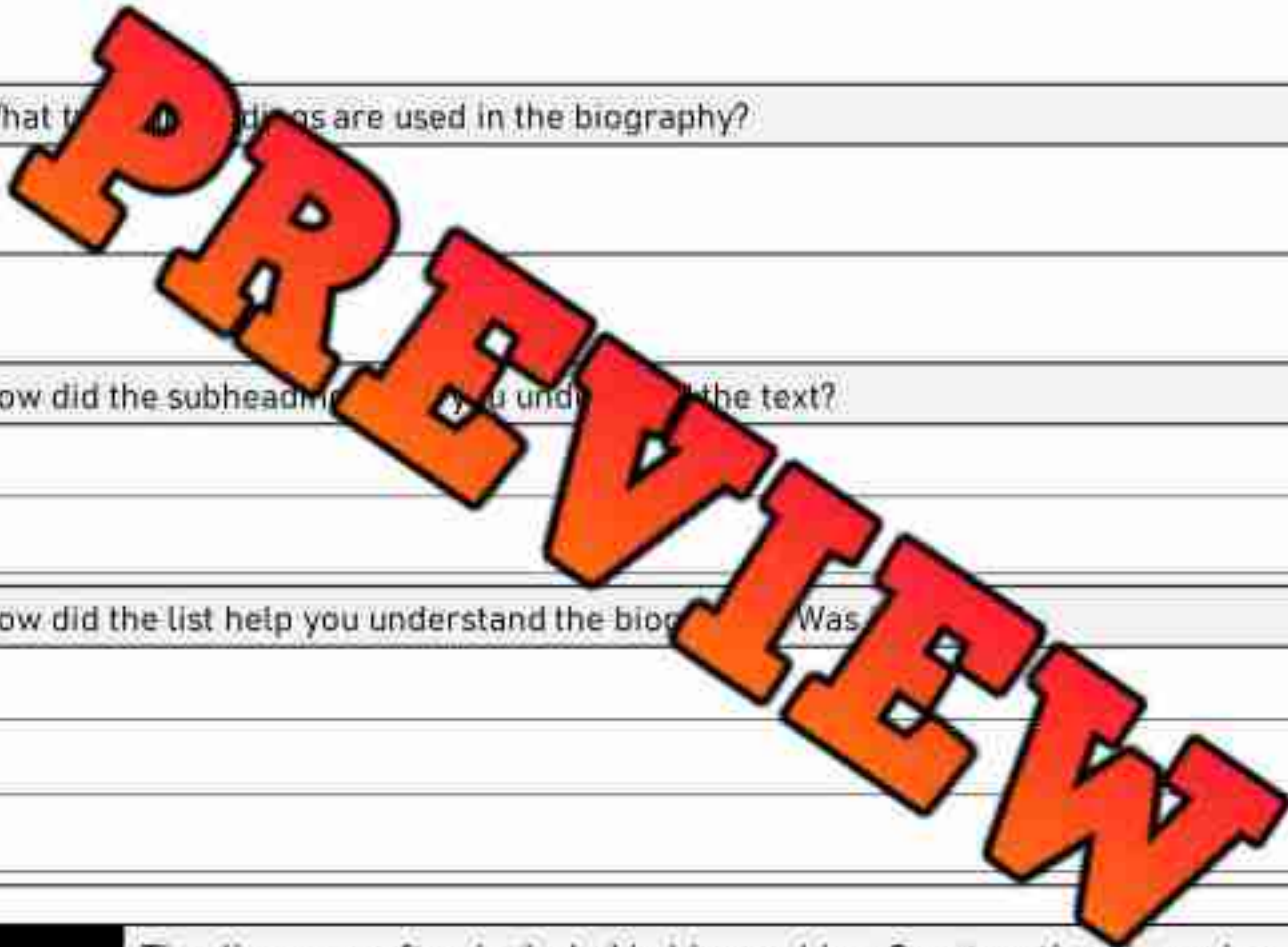
Today, people remember Benjamin for many reasons. We see his face on the U.S. hundred-dollar bill, which was first printed with his face in 1914. There are also many schools and towns named after him. Because of all his work and discoveries, people will remember him for a very long time.



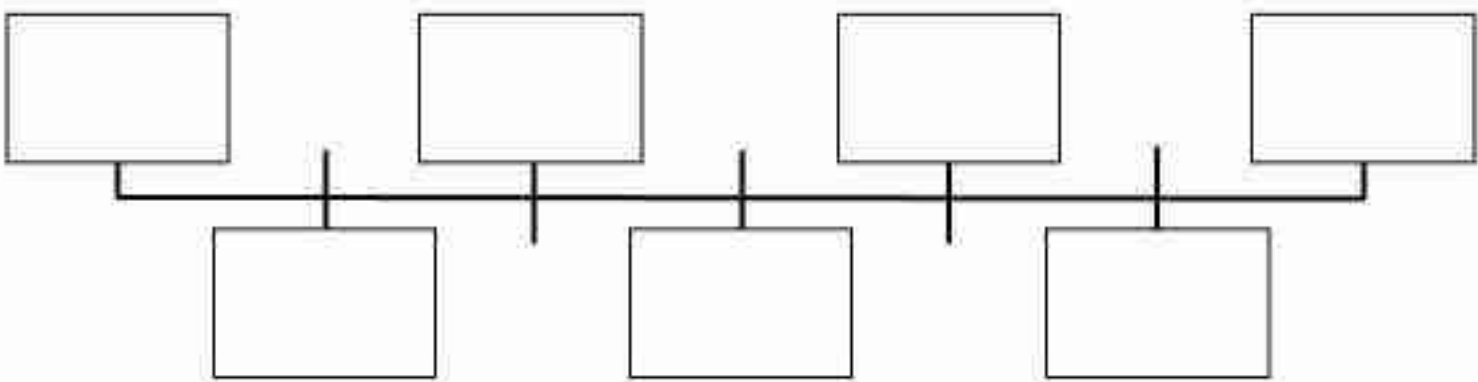
# Biography – Benjamin Franklin

**Questions** Answer the questions below.

- 1) Write the headings used in the biography?  
\_\_\_\_\_  
\_\_\_\_\_
- 2) What subheadings are used in the biography?  
\_\_\_\_\_  
\_\_\_\_\_
- 3) How did the subheadings help you understand the text?  
\_\_\_\_\_  
\_\_\_\_\_
- 4) How did the list help you understand the biography? Was it useful?  
\_\_\_\_\_  
\_\_\_\_\_



**Timeline** Timelines are often included in biographies. Create a timeline using the information in the biography.



## Researching Skills - Plagiarism

### What's Plagiarism?

**Plagiarism** is like copying in a test. It's when you use someone else's words or ideas and pretend they're yours. Doing this in school can get you in trouble.

### Ways to Avoid Plagiarism

- 1) **Paraphrasing:** This means reading something, understanding it, and then writing it in your own words. The rewritten part will be of a similar length to the original part.
- 2) **Summarizing:** When we rewrite information, making it shorter by including only the important information.
- 3) **Quoting:** If you want to use someone's exact words, you put them in "quotation marks" and you have to say where you found them.

### Practice

Paraphrase, summarize, and quote the passages below.

Electrical circuits are paths that allow electricity to flow, powering our devices. Think of them like water flowing through pipes! Just like turning on a faucet lets water run, turning on a switch lets electricity flow through wires and running our toys and tools.

#### Paraphrasing

Electrical circuits are like ways for electricity to travel, making our gadgets work. Imagine them as pipes with wires running inside! When you flip a switch, electricity goes through wires to power things.

#### Summarizing

Electrical circuits let electricity travel through wires, similar to how water flows in pipes, and power our devices when switches are turned on.

#### Quoting

"Electrical circuits are paths that allow electricity to travel through wires, powering our devices."

Both airplanes and birds use wings to fly. Wings push air down, which pushes them up. Birds flap their wings, while planes use engines.

#### Paraphrasing

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#### Summarizing

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#### Quoting

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## Researching Activity – Note Taking

**Instruction**

While your teacher reads the biography below, copy down notes on the next page. When you write notes, use point form, not full sentences and do not worry about spelling. You can also draw pictures.

### Nikola Tesla: The Man Who Changed Electricity

Nikola Tesla was born in 1856 in a place now called Croatia. He was an amazing inventor who changed how we use electricity. He had bright ideas that helped shape today's world of science and technology.

#### Childhood: Growing Up with Big Dreams

Tesla grew up in a village called Smiljan. He loved nature and was always curious about how things worked. This wonder made him want to learn, especially about engineering and physics. He was dreaming he could make cool inventions in the future.



#### Amazing Inventions: The Power of Alternating Current

Later, in the 1880s, Tesla had a big idea, though some people thought it was crazy. He wanted to move electricity called alternating current (AC) instead of direct current (DC). This new way was great because it could send electricity over long distances without losing power. Another inventor named Thomas Edison liked a different way called direct current (DC). They both believed their way was best, but over time, most people chose to use Tesla's AC because it worked better for long distances.

#### His Later Life: Always Inventing

Tesla never stopped thinking of new things. He even played around with ideas for sending messages without wires and moving energy from one place to another without cables. Even after he died in 1943, his ideas and inventions still help us today. We can see his work in many gadgets and systems we use now.

#### Timeline

- 1856: Nikola Tesla was born in Smiljan.
- 1888: He came up with a new design for an AC motor.
- 1893: He showed how to send messages without wires at a big event called the World's Columbian Exposition.
- 1943: Sadly, this was the year Tesla passed away, but he left us with so many helpful inventions.

## Researching Activity – Note Taking

### Note Taking

While your teacher is reading, write down notes in point form.

**PREVIEW**

### Pictures

Draw things that will help in your research and note taking.

## Researching Skills - Bibliography

### Understanding the Bibliography

When we gather information from books, websites, or articles, we need to tell others where we found it. That's where a bibliography comes in. It's a list of the sources we used.



### How to Make a Bibliography

- 1) Collect Information: Every time you use information:
  - For **books**: Author, title, publisher, and date.
  - For **websites**: Author, webpage title, access date, and URL.
- 2) List in Order: List your sources alphabetically by the author's last name or by title if there's no author.
- 3) Use the Right Format:
  - **Book**: Author's Last Name, First Name, Book Title, Publisher, Date.
  - **Website**: Author's Last Name, First Name, "Webpage Title", Site Name, Access Date, URL.

### Example Bibliography

- 1) Brown, Emily. "Space Exploration for Beginners." Stars and Planets. Accessed on October 7, 2023. <http://www.starsandplanetshub.com/space-exploration>
- 2) Doe, Jane. Birds and Flight: A Beginner's Guide. Sky High Publications, 2019.
- 3) "Electricity for Kids: Fun Experiments and Facts." ScienceKids. Accessed on October 5, 2023. <http://www.sciencekids.co.nz/electricity.html>.
- 4) Smith, John. All About Electricity. Bright Minds Publishing, 2020.

### Quick Bibliography Tips

- Always check your details. One small mistake can lead someone to the wrong source.
- Be neat. Whether you're writing or typing, clarity is key.
- Always include a bibliography. It's proof of your hard work and research.

## Researching Skills - Bibliography

**Practice**

Organize the information below in a bibliography.

**For a Book**

- Author's Name: David Clark
- Title of the Book: Mountains: Majestic Peaks of the World
- Publisher: GeoPrints
- Publication Date: 2022

**For a Book**

- Author's Name: Prof. Maria Fernandez
- Title of the Book: Mysteries of the Deep Sea
- Publisher: Oceanic Explorations Ltd.
- Publication Date: 2020

**For a Website**

- Author's Name: Unknown
- Title of the Webpage: Exploring Ancient Civilizations
- URL or Web Address: [www.historyhub.com/ancient-civilizations](http://www.historyhub.com/ancient-civilizations)
- Date Accessed: January 15, 2023

**For a Website**

- Author's Name: Unknown
- Title of the Webpage: "The Magic of Rainforests"
- URL or Web Address: [www.natureworld.com/rainforests](http://www.natureworld.com/rainforests)
- Date Accessed: January 10, 2023

Bibliography

## Reconstructing Text: News Article to Diary

### A New Library Opens in Town

*Published on February 09, 2024*

In our town, something exciting has happened that everyone is talking about. A brand new library has opened its doors this week, promising a wealth of adventures and knowledge for everyone, especially for students like you.

Ms. Johnson, a librarian with 20 years of experience, said, "This library is not just a place with books; it's a gateway to explore new worlds, understand science, and meet characters from all over the globe. We have books for every reader, whether you love mysteries, animals, or space adventures."

Eight-year-old Timmy, who was one of the first visitors, couldn't hide his

excitement. "I picked out a book about dinosaurs and another one about astronauts. I can't wait to read them both tonight!" he exclaimed.

The library also offers fun programs for students, including story time, science experiments, and art projects. It's a place where you can learn new things, make

and  
you  
imagination  
soar.

Remember,  
the more you read, the more you'll know.  
So, why not visit the new library this weekend and pick out a book or two? Who knows what adventures await you inside those pages.



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

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Curriculum Connection  
2.3, 2.4

**Instructions**

Now imagine you are one of the kids visiting the library for the first time. Turn the news article about the new library opening into a personal diary entry.

**PREVIEW**

## Reconstructing Text: Melody to Manga

### Objective

What are we learning more about?

To enhance students' understanding of storytelling through music by visualizing and translating the story or message of a song into a comic strip format. This activity aims to develop creativity, comprehension, and artistic expression.



### Instructions

How do we complete the activity?

- 1) Think about how your favorite songs tell a story or share a powerful message, just like the tales of legends or superhero movies. Lyrics are not just melodies; they are stories waiting to be visualized.
- 2) Check out the lyrics of a song that has its own unique story and message. Take a look at the lyrics and think about which part speaks to you the most. Each song is a journey, and you get to choose which part you want to explore.
- 3) Imagine the scenes as they unfold. What story is being told? What message is the song sharing with you?
- 4) Now you will turn the story or message of your song into a comic strip. Each panel will be a piece of the song's story.
- 5) With the comic strip template that is presented to you, bring your vision of the song brought to life on paper.
- 6) Once your comic strip is complete, you'll have the chance to share it with the class. Show us how you interpreted the song through your art. How does each panel represent a part of the story or the message you found in the lyrics?
- 7) In the end, we'll display all the comic strips around the classroom or a common area. This way, everyone can see the diverse stories and messages found in music, all through your eyes.

## Read

Take a look at the list and pick the lyric that speaks to you the most.

1)	<b>"Count on Me" by Bruno Mars</b> "You can count on me like one, two, three, I'll be there... And I know when I need it, I can count on you like four, three, two..."
2)	<b>"Firework" by Katy Perry</b> "You are a firework, You don't even know what you're worth, Make 'em go, 'Oh, oh, oh.' As you go up you light up everybody's sky..."
3)	<b>"What a Wonderful World" by Louis Armstrong</b> "I see trees with green leaves I see them bloom when I see you and you see the sky I think to myself, what a wonderful world..."
4)	<b>"True Colors" by Cyndi Lauper</b> "And I'll see your true colors Shining through I see your true colors, And that's why I love you..."
5)	<b>"Lean on Me" by Bill Withers</b> "Lean on me, when you're not strong, And I'll be your friend, I'll help you carry on..."
6)	<b>"Try Everything" by Shakira</b> "I won't give up, no I won't give in, Till I reach the end, And then I'll start again..."
7)	<b>"Roar" by Katy Perry</b> "I got the eye of the tiger, a fighter, Dancing through the fire, 'Cause I am a champion, and you're gonna hear me roar..."

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

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Curriculum Connection  
2.3.2.4

**Instructions**

Choose a lyric and create a comic that represents the message/theme.

Which lyric did you choose? How will you represent it?

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**PREVIEW**

## Reconstructing Texts – From Graphics to Stories

**Write**

Take a closer look at the infographics presented below. Notice the main points, interesting facts, and any surprising statistics. Then, write a short story using what you see in the picture.

### DEHYDRATION SYMPTOMS



## Mix & Match: Crafting Your Unique Text Form

1. Look back at the topics you've learned
2. Choose 2 or more of these writing styles that you find interesting and combine elements from each chosen style to create a new kind of writing.



### Example

Here's a table with 10 creative ideas for combining different text forms

New Text Form	Combination of Text Forms	Description
Poem Biography	Poetry Writing + Biography Writing	Write a biography of a famous person using poetry. Each stanza could represent a different phase of their life.
Persuasive Comic	Persuasive Writing + Comic Strips	Create a comic strip that argues for or against an issue, using characters to present different points of view.
Narrative Report	Narrative Writing + Report Writing	Tell a story using facts and data, blending narrative elements with informative reporting.
Letter to a Hero	Letter Writing + Biography Writing	Write a letter to a historical figure, expressing admiration and asking questions about their life.
Poem Letter	Poetry Writing + Letter Writing	Write a letter using poetic devices, expressing feelings or sharing a story in a lyrical way.
Science Story	Report Writing + Narrative Writing	Narrate a scientific discovery or experiment as a story, with characters, dialogue, and a plot.
Persuasive Poem	Persuasive Writing + Poetry Writing	Craft a poem that persuades the reader about an environmental issue, using persuasive language and poetic devices.
Comic Biography	Comic Strips + Biography Writing	Illustrate the life of a famous scientist, artist, or leader in comic strip form, highlighting key moments and achievements.
Adventure Report	Narrative Writing + Report Writing	Write a report as if you're an explorer discovering a new land, blending facts with narrative elements.
Fantasy Newsletter	Letter Writing + Narrative Writing	Create a newsletter from a fictional world, including news stories, letters, and advertisements, all within a narrative framework.

**Planning**

Plan your writing below

1) What is the title of your new text form?

2) What text forms are you combining?

3) What will the topic/theme of your assignment be about?

4) Use the space below to plan your writing. For example, if you're writing a story, organize your ideas into a beginning, middle, and end. If you're writing a report, organize your ideas into an introduction, body, and conclusion.

**PREVIEW**

# Cursive Writing Activities

# Cursive Writing Activities

Practice

Trace the cursive letters below

Handwriting practice row for cursive letter 'a'. The row contains two groups of cursive 'a's on a three-line grid. The first group consists of 15 connected 'a's, and the second group consists of 15 connected 'a's.

Handwriting practice row for cursive letter 'b'. The row contains two groups of cursive 'b's on a three-line grid. The first group consists of 10 connected 'b's, and the second group consists of 10 connected 'b's.

Handwriting practice row for cursive letter 'c'. The row contains two groups of cursive 'c's on a three-line grid. The first group consists of 10 connected 'c's, and the second group consists of 10 connected 'c's.

Handwriting practice row for cursive letter 'd'. The row contains two groups of cursive 'd's on a three-line grid. The first group consists of 10 connected 'd's, and the second group consists of 10 connected 'd's.

Handwriting practice row for cursive letter 'e'. The row contains two groups of cursive 'e's on a three-line grid. The first group consists of 10 connected 'e's, and the second group consists of 10 connected 'e's.

Handwriting practice row for cursive letter 'f'. The row contains two groups of cursive 'f's on a three-line grid. The first group consists of 10 connected 'f's, and the second group consists of 10 connected 'f's.

Handwriting practice row for cursive letter 'g'. The row contains two groups of cursive 'g's on a three-line grid. The first group consists of 10 connected 'g's, and the second group consists of 10 connected 'g's.

Handwriting practice row for cursive letter 'h'. The row contains two groups of cursive 'h's on a three-line grid. The first group consists of 10 connected 'h's, and the second group consists of 10 connected 'h's.

**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

The sun sets late at night.

A long road is a highway.

We like to play on the beach.

The storm caused a terrible flood.

Math is easy, but language is hard.

**PREVIEW**

## Cursive Writing Activities

**Practice**

Trace the cursive stories below.

Gravity is a force that keeps us on Earth's surface. It is also the reason why things fall when you drop them.

Dinosaurs lived millions of years ago. Birds are their closest living relatives today.

The Nile River is the longest river in the world. It flows through several countries and is essential for their water supply.

**PREVIEW**

## Cursive Writing Activities

**Questions**

Answer the questions below using cursive writing

What's your favourite movie?

What's your favourite TV show?

Do you like to write?

What's your favourite animal?

What's your favourite book?

What is your favourite sport?

What's your favourite subject in school?

What is your favourite vegetable?

**PREVIEW**



# Google Slides Lessons Preview





# Manitoba Language Curriculum Conventions & Vocabulary – Grade 6

## 3-Part Lesson Format

### Part 1 – Minds On!

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

### Identify Sentence Fragments

Drag the Sentence Fragments from the box to create complete sentences.

- Under the desk
- After the birds
- To win the first race
- Through the fog
- Before the game
- With a bright smile
- Across the river
- Before the storm
- During the long practice
- Behind the wheel
- Above the clouds

### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



# Manitoba Language Curriculum Conventions & Vocabulary - Grade 6

## Suffix - ing

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

## Vocabulary List

Look at the two meanings. Put a check mark next to the meaning that is correct.

<input type="checkbox"/> Break apart.	<input type="checkbox"/> Arrange in a firm way	<input type="checkbox"/> Store	<input type="checkbox"/> Create; form
<input type="checkbox"/> Messy	<input type="checkbox"/> Take off	<input type="checkbox"/> Ring; sound	<input type="checkbox"/> (Of) strong
<input type="checkbox"/> Put on again	<input type="checkbox"/> Go back to	<input type="checkbox"/> Whistle	<input type="checkbox"/> Use badly
<input type="checkbox"/> Revolt	<input type="checkbox"/> Move to a new use	<input type="checkbox"/> Usually	<input type="checkbox"/> Risk; setback
<input type="checkbox"/> Tipped on purpose	<input type="checkbox"/> End forever	<input type="checkbox"/> Full; continuous	<input type="checkbox"/> Wrong; abuse
<input type="checkbox"/> Separate	<input type="checkbox"/> Mess; fresh again	<input type="checkbox"/> Shortly	<input type="checkbox"/> Hard work
<input type="checkbox"/> Spring back	<input type="checkbox"/> Slow down	<input type="checkbox"/> Several events	<input type="checkbox"/> A room
<input type="checkbox"/> Separate	<input type="checkbox"/> Move forward steadily	<input type="checkbox"/> A specialist	<input type="checkbox"/> Ship; sailor
<input type="checkbox"/> Make water		<input type="checkbox"/> A useful tool	<input type="checkbox"/> Dance; jumping
<input type="checkbox"/> Add new energy		<input type="checkbox"/> Shepherd	
<input type="checkbox"/> Retrace		<input type="checkbox"/> Sheep; shepherd	
<input type="checkbox"/> Go back over		<input type="checkbox"/> Sharp; verb; noun	
		<input type="checkbox"/> Walk; watercraft	

Drag each word to the basket if it is correct. Drag it to the bin if it is not.

brush	brush	brush
brush	brush	brush
brush	brush	brush
brush	brush	brush
brush	brush	brush



# Manitoba Language Curriculum Conventions & Vocabulary - Grade 6

## Prefix Pre-

Drag the letters to fill the crossword boxes. Use the clues to help you make the words!

**Across**

- 1) you never talking
- 2) how to answer
- 6) like before strong
- 7) very before afraid
- 8) long time happening

**Down**

- 3) good before writing
- 4) good before team
- 5) good in school
- 9) good before ask
- 10) not before writing

## Figures of Speech

Draw a line to connect each hyperbole to its meaning. After matching, read the pairs out loud to understand how they are used.

**Hyperbole**

- I'm so hungry I could eat a horse.
- This backpack weighs a ton.
- My brain is about to explode.
- I've told you a million times.
- The line was miles long.
- My feet are killing me.
- He ran faster than the wind.
- My phone takes forever to load.
- Her shout shook the whole world.

**Meanings**

- He ran very quickly.
- Her shout was very loud.
- The phone is loading slowly.
- My feet are very sore.
- I have repeated this many times.
- The bag feels very heavy.
- I feel overwhelmed or stressed.
- The line was very long.
- I am extremely hungry.

## Identifying Sentences

Choose only the declarative sentences.

Match each declarative sentence to the picture it matches.

**Declarative Sentences**

- 1) The dog is barking.
- 2) The chair is made of wood.
- 3) The girl is reading a book.
- 4) The flowers are colorful.
- 5) The boys are playing soccer.
- 6) The boy is talking on the phone.



# Workbook Preview



# Grade 6 – 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 monitoring, reflecting on, and discussing processes for making sense of and creating texts.	18-20, 26-30, 34-35, 41-42, 49-50, 56-58, 65-67, 73-74, 80-81, 87-88, 95-97, 103-105, 113-114, 120-121, 127-128, 135-136, 142-144, 150-152, 159-160, 166-167, 177-174, 180-182, 188-190, 197-198, 206-207, 214-215, 230-231, 239-240, 246-247
<p><b>Preview of 94 pages from this product that contains 434 pages total.</b></p> <p><b>Included are weeks 1 – 8, and 28 - 30.</b></p> <p><b>There are 30 weeks total.</b></p>		
2.3	Learners are assessing and applying their understanding of how the English language works to understand more challenging and unfamiliar texts, as well as for clarity, precision, and accuracy in own creations.	12-14, 17, 21-22, 25, 33, 36-37, 40, 43-44, 48, 51-52, 55, 59-61, 64, 68-69, 71-72, 75-76, 78-79, 82-83, 85-86, 89-90, 92-94, 98-99, 101-102, 106-109, 111-112, 115-116, 119, 122-123, 126, 129-130, 134, 137-138, 141, 145-146, 149, 153-155, 158, 161-162, 165, 168-169, 172, 175-176, 178-179, 183-187, 191-196, 199-201, 203-205, 208-211, 213, 216-217, 219, 221, 225-225, 227, 229, 232- 234, 238, 241-242, 245
2.4	Learners are examining, considering, and using knowledge of conventions of a growing range of forms and genres.	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 participating in, extending, and discussing creative processes for designing.	N/A
<b>3.2</b>	Learners are selecting, assessing, and organizing a variety of sources and information for different purposes.	N/A
<b>3.3</b>	Learners are reconstructing, manipulating, and remixing existing texts or sets of texts to create new ideas, forms, purposes, and messages.	N/A
<b>3.4</b>	Learners are tapping into and combining experiences with ideas, images, and sounds from various sources to create something new.	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 that one's identities are influenced by various factors and change over time and contexts.	N/A
<b>4.2</b>	Learners are understanding that texts represent and promote particular beliefs, values, and ideas.	N/A
<b>4.3</b>	Learners are exploring multiple perspectives, points of view, and interpretations.	N/A
<b>4.4</b>	Learners are exploring their own voices to transform their identities, tell their personal narratives, and critically view their own and others' texts.	N/A
<b>4.5</b>	Learners are collaborating to investigate challenging social issues, moral dilemmas, and possibilities for social justice.	N/A

## SCIENCE OF READING - 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 6, 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 skills and procedures in the grade 6 conventions and vocabulary curriculums. 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 6 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 Number	Prefix/Suffix	Letter Blends
Week 1	prefix: pro-	ea, ee
Week 2	suffix: -ing	bl, br
Week 3	prefix: re-	ch, sh
Week 4	prefix: com-	ai, ay
Week 5	prefix: dis-	st, sp
Week 6	suffix: -able	tr, dr
Week 7	prefix: pre-	wh, qu
Week 8	suffix: -less	ou, ow
Week 9	prefix: ex-	ir, ur
Week 10	suffix: -ment	oa, oi
Week 11	prefix: in-	gr, gl
Week 12	suffix: -ful	str, spr

**READING PROGRAM - OVERVIEW**

Weekly Plan		
Week	Prefix/Suffix	Blend/Digraph/Diphthong
Week 13	prefix: con-	ar, er
Week 14	suffix: -ness	pl, pr
Week 15	prefix: sub-	cr, cl
Week 16	prefix: en-	sn, sm
Week 17	prefix: inter-	ie, igh
Week 18	suffix: -ous	ew, ue
Week 19	prefix: oc-	fl, fr
Week 20	suffix: -y	ui, ue
Week 21	prefix: mis-	wr, kn
Week 22	suffix: -ize	au, aw
Week 23	prefix: super-	mp, mb
Week 24	suffix: -en	th, ph
Week 25	prefix: auto-	ce, ci
Week 26	suffix: -er	or, ore
Week 27	prefix: co-	lt, ld
Week 28	suffix: -al	pt, ft
Week 29	prefix: trans-	ck, ke
Week 30	suffix: -ist	gn, ng

# READING PROGRAM - OVERVIEW

Week	Lesson 1	Lesson 2
1	Identify Sentence Fragments	Correct Sentence Fragments
2	Sentence Form: Simple Sentences	Parts Of Speech: Nouns, Verbs, Adjectives, And Adverbs
3	Identify Run-on Sentence	Pronouns - Intensive And Reflexive Pronouns
4	Correct Run-on Sentence	Parts Of Speech – Interjection, Conjunction, Preposition
5	Independent And Dependent Clauses	Sentence Form: Compound Sentences And Intro To Conjunctions– FANBOYS: Using Commas
6	Sentence Form: Complex Sentences	Intro To Subordinating Conjunctions
7	Conjunctions - Relationships	Subordinating Conjunctions
8	Identifying Complex Sentences In Your Independent Reading Books	Figures Of Speech - Understand Similes And Metaphors
9	Sentence Form: Compound-complex Sentences	Figures Of Speech - Understand Hyperbole
10	Sentence Form: Compound-complex Sentences	Figures Of Speech - Understand Alliteration
11	Creating Complex Sentences With Adjective Or Relative Clauses	Figures Of Speech - Understand Idioms and Imagery
12	Imperative Sentences	Palindromes
13	Declarative Sentences	Figures Of Speech - Understand Analogies
14	Interrogative Sentences	Nouns That Are Gerunds
15	Exclamatory Sentences	Distinguishing And Converting Between Active And Passive Voice

# READING PROGRAM - OVERVIEW

Weeks	Lessons	
16	Using Commas With Clauses And Commas In A List	Subject-verb Agreement
17	Colons For Introducing A List	Colons To Give An Explanation And Colons To Give An Example
18	Colons In Memo Salutations	Colons To Indicate A New Speaker In Script Dialogue
19	Introduction To Semicolons	Semicolons Versus Commas
20	Commas With Direct Address	Commas With Appositives
21	Commas After Transitional Words	Commas For Introductory Phrases
22	Commas Used In Parenthetical Expressions – Used To Separate Expressions	Vocabulary: Context Clues: What Do You Think The Underlined (Challenging Word) Means?
23	Vocabulary: Context Clues: What Do You Think The Underlined (Challenging Word) Means?	Decoding: Chunking - Breaking Down Bigger Words
24	Identifying Synonyms And Creating Synonyms	Words That Have Been Influenced By People, Places, And Events In History
25	Abbreviations	Words That Have Changed Over Time and Standard English VS Canadian English
26	Words That Have Greek And Latin Roots That Are Still In Use Today	Origin And Meaning Of First Nations, Métis, And Inuit Words
27	Proper Adjectives And Capitalization	Words In English That Have French Origins as well as Formal and Informal Registers:
28	Capitals For Historical Periods Or Events	New Words Based On Inventions Or Innovations
29	Frequently Misspelled Words and Situational Varieties	Use Quotation Marks
30	Speaker Tags And Punctuation	Writing Dialogue

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

# LANGUAGE

**PREVIEW**



## Week 1 - Vocabulary List

Produce	Proclaim	Prohibit	Protest	Proactive
Provoke	Proximity	Prodigy	Cleanse	Appease
Beach	Glean	Cease	Impeach	Three
Heed	Decree	Guarantee	Foresee	Committee

Cursive

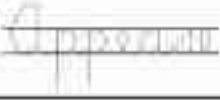










Write the word using cursive writing.

Word	Trace	Write
Produce	<i>Produce</i>	
Proclaim	<i>Proclaim</i>	
Prohibit	<i>Prohibit</i>	
Protest	<i>Protest</i>	
Proactive	<i>Proactive</i>	
Provoke	<i>Provoke</i>	
Proximity	<i>Proximity</i>	
Prodigy	<i>Prodigy</i>	
Cleanse	<i>Cleanse</i>	

# Week 1 - Vocabulary List

**Cursive**

Write the word using cursive writing.

Word	Trace	Write
Apprise		
Seize		
Glean		
Cease		
Impeach		
Three		
Heed		
Decree		
Guarantee		
Foresee		
Committee		

**PREVIEW**

## Prefix PRO-

When you see the prefix "pro-" at the beginning of a word, it often suggests something about moving forward, supporting, or being before something else.

### Examples:

- **Promote:** In this word, 'pro-' gives the sense of 'forward.' So, 'promote' means 'to move someone or something forward' in position or rank.
- **Project:** With 'project,' 'pro-' means 'forward' again. A 'project' is something that is planned or designed, moving an idea forward.

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

A. progress	G. prohibit	D. proactive	E. proposed
F. promote	H. protect	I. produce	J. professional

	1) It's important to _____ your skin _____ the sun.
	2) The new rules were _____ to _____ everyone's safety.
	3) She showed great _____ in _____ playing more complex songs.
	4) The company plans to _____ a new line of _____ products.
	5) The school rules _____ running in the hallway _____ everyone's safety.
	6) The mayor's plan to _____ the city park was _____.
	7) The athlete's outstanding performance was very _____.
	8) When camping, it's essential to take _____ measures against _____.
	9) His _____ attitude helped him overcome many challenges.
	10) The teacher asked us to write a _____ for our essays.

Write

Use the words below to write meaningful sentences.

Protest	
Prodigy	
Prohibit	

# 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) Running through the window.	Complete	Fragment
2) The dog barked.	Complete	Fragment
3) While reading a book.	Complete	Fragment
4) They played soccer yesterday.	Complete	Fragment
5) Bright and early.	Complete	Fragment
6) I love reading books.	Complete	Fragment
7) He can sing very well.	Complete	Fragment
8) Without a single clue.	Complete	Fragment
9) While reading the book.	Complete	Fragment
10) She finished her homework.	Complete	Fragment

**Find the Fragment**

Underline the fragments in the passage.

Jason held a mysterious map. "The Lost Forest." Written at the top. A winding path to a big "X". Treasure? Maybe.

"Going on an adventure?" Lily asked. Teasingly. She always teased.

Tall, shadowy trees. Old legends. Tales of treasures. Few dared to enter. Too risky.

Jason was brave. Dreams big. "Join me?" he asked, showing the map.

Lily hesitated. Thrilled but cautious.

Finally, "Let's find out."

# 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) After the movie.	6) I knew it.	
2) What a mess!	7) How strange.	
3) Unless you find it.	8) Keep it up!	
4) While they laughed.	9) Beyond belief!	
5) Although she wanted.	10) It had to be true.	

Mix and Match Match the fragments with suitable endings.

ANSWER	FRAGMENTS	Possible Endings
	While playing in the yard,	A) he came to school late.
	Before eating breakfast,	B) they planned a big trip.
	Even though it was raining,	C) you can't play outside.
	After the long journey,	D) I found a shiny, old coin.
	Because of the heavy snow,	E) the party started.
	As soon as she arrived,	F) she always brushes her teeth.
	Unless you finish your work,	G) school was canceled.
	Instead of reading a book,	H) I felt nervous.
	Without knowing the answer,	I) they were exhausted.
	Excited for the summer break,	J) we decided to go out.

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

Find the word bank words in the puzzle.

<input type="checkbox"/> Produce	<input type="checkbox"/> Proclaim	<input type="checkbox"/> Prohibit	<input type="checkbox"/> Protest	<input type="checkbox"/> Proactive
<input type="checkbox"/> Provoke	<input type="checkbox"/> Proximity	<input type="checkbox"/> Prodigy	<input type="checkbox"/> Cleanse	<input type="checkbox"/> Appease
<input type="checkbox"/> Beach	<input type="checkbox"/> Glean	<input type="checkbox"/> Cease	<input type="checkbox"/> Impeach	<input type="checkbox"/> Three
<input type="checkbox"/> Heed	<input type="checkbox"/> Decree	<input type="checkbox"/> Guarantee	<input type="checkbox"/> Foresee	<input type="checkbox"/> Committee

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

**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?

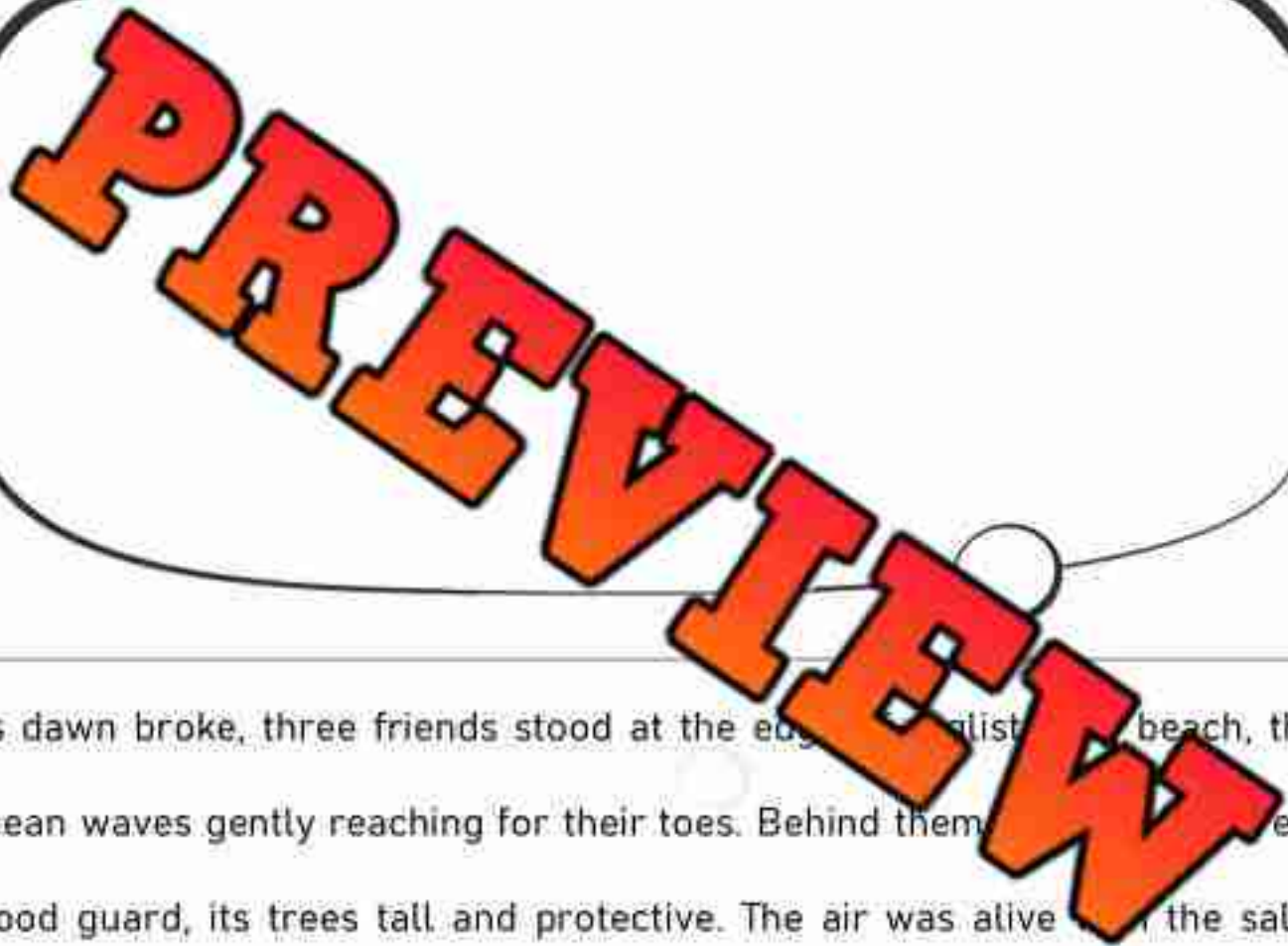
	Sentence	# of Mistakes		Time (sec)	
		1 <sup>st</sup> Try	2 <sup>nd</sup> Try	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
1)	He ran along the beach.				
2)	The community will gather for a fun day.				
3)	To cleanse your hands, use soap and water for 20 seconds.				
4)	A decree to cease using plastic bags was announced.				
5)	The prodigy's ability to glean knowledge quickly amazed everyone.				
6)	Activists will protest to impeach the leader and appease the public.				
7)	In close proximity, the proactive student could foresee what would happen to provoke the new policy.				

PREVIEW

## Visualization

**Visualize**

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



**PREVIEW**

As dawn broke, three friends stood at the edge of a quiet beach, the ocean waves gently reaching for their toes. Behind them, a forest stood guard, its trees tall and protective. The air was alive with the salty smell of the sea, and a gentle breeze whispered through the leaves, urging them on an adventure. A single seagull proclaimed the start of the day, its cry echoing across the sky. They made a pact, like a committee of explorers, to protect this beautiful place, their hearts swelling with the promise of the day ahead.

## Week 1 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below:

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

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

### Complete or Fragment?

Is the sentence complete or a fragment?

1) He's got it.	Complete	Fragment
2) Without a better idea.	Complete	Fragment
3) While looking for it.	Complete	Fragment
4) They went to town.	Complete	Fragment

### Identify

Is the sentence fragment correct or not?

1) After the movie ended.	
2) What a mess!	
3) Unless you find it.	

4) I knew it.	
5) How strange.	
6) Keep it up!	

## Week 2 - Vocabulary List

Watching	Listening	Cheering	Whispering	Calculating
Implementing	Fluctuating	Exploring	Blanket	Blare
Blemish	Blasphemy	Blatant	Blunder	Breeze
Brevity	Bribe	Brackish	Braille	Brittle

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

Answer	Word	Description
	Watching	A) Disrespect to something sacred.
	Listening	B) Mistake.
	Cheering	C) Paying attention.
	Whispering	D) Sound and noise.
	Calculating	E) Looking up/down.
	Implementing	F) Speaking softly.
	Fluctuating	G) Very obvious, plain.
	Exploring	H) Looking at something.
	Blanket	I) Being short and brief.
	Blare	J) Warm cover for sleeping.
	Blemish	K) Putting a plan into action.
	Blasphemy	L) Reading system for the blind.
	Blatant	M) Gentle, light wind.
	Blunder	N) Shouting support or joy.
	Breeze	O) Mix of fresh and salt water.
	Brevity	P) Discovering or looking around.
	Bribe	Q) Small mark or flaw.
	Brackish	R) Doing math or figuring out.
	Braille	S) Easily broken.
	Brittle	T) Money given to influence someone.

## 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	_____ a _____ outside my window.
2	She's _____ a new book from the library.
3	I enjoy _____ in the cool lake during summer.
4	He's _____ no.
5	We're _____ for next weekend.
6	The kitten keeps _____ its _____ making us laugh.
7	I'm _____ to join _____ club.
8	The wind is _____ strongly _____ a job.
9	She's _____ a chocolate cake for _____'s _____.
10	While _____ to school, I always pass by _____.

**Write**

Use the words below to create a meaningful sentence.

1. Cheering	
2. Calculating	
3. Fluctuating	
4. Exploring	

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

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# SENTENCE FORM: SIMPLE SENTENCES

A **clause** is a group of words that gives information and has a subject and a verb.  
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) _____ likes _____.	6) My friend plays soccer.
2) The boy _____ in the _____.	7) Birds fly high in the sky.
3) She loves chocolate _____.	8) The cat sleeps on the sofa.
4) Running late, she _____ bus _____.	9) Apples are her favourite fruit.
5) If it rains, I have my umbrella. _____.	_____ The stars shine brightly.

Write \_\_\_\_\_

Complete the following \_\_\_\_\_ a simple sentence.

- 1) On a sunny day \_\_\_\_\_
- 2) My pet parrot \_\_\_\_\_
- 3) Every morning \_\_\_\_\_
- 4) At the park \_\_\_\_\_
- 5) My favourite book \_\_\_\_\_
- 6) During the holidays \_\_\_\_\_
- 7) In the school cafeteria \_\_\_\_\_
- 8) When it's raining \_\_\_\_\_

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

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

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



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

	1) The turtle walked <u>slowly</u> across the path.
	2) I have a great collection of comic books.
	3) She eats <u>briskly</u> every morning for breakfast.
	4) He <u>looked</u> at the passing car.
	5) Taylor <u>spoke</u> every word.
	6) The <u>old</u> house at the end of the street looks haunted.
	7) I placed my book on the shelf <u>next</u> to the lamp.
	8) He walked alone on the <u>dark</u> night.
	9) Sarah wants a <u>bicycle</u> for her birthday.
	10) They <u>play</u> soccer in the park every weekend.

Write

Use the words in sentences as the part of speech listed.

Coffee (Noun)	
Hike (Verb)	
Elegant (Adjective)	
Neatly (Adverb)	

**CROSSWORD PUZZLE****Crossword**

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

**Across**

1. The quality of being short in time or length.
2. Obvious in an offensive way.
4. Water that is partly salty, often found where rivers meet the sea.
5. A large piece of fabric used for warmth.
6. A light wind.

**Down**

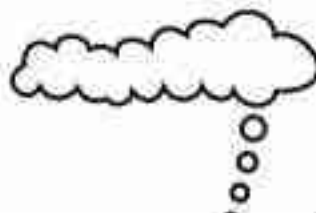
1. A careless mistake.
3. A loud and harsh noise.
4. Disrespectful talk about sacred things.
5. A mark or flaw that spoils something's appearance.
6. Money or favor given to persuade someone to do something.



## Visualization

**Visualize**

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



A soft mist hugs the base of the mountains as the sun peeks over the peak, casting a gentle pink hue on the snow-capped peaks. Tall pines stand silently, their branches heavy with dew.

In the heart of a bustling city, a vibrant park, where the air is filled with bright lights twinkling at night, laughter mixes with the sound of music and the smell of popcorn filling the air.

A row of hay bales sits outside a barn, where a table is laden with apple pies and jars of honey. Scattered leaves of red, orange, and yellow crunch underfoot, and the setting sun casts long shadows.

A campfire crackles under the starry sky, casting a warm glow on the faces gathered around. Shadows dance on the tents pitched nearby, and the soft strum of a guitar accompanies the murmur of the night.

Snow blankets a small village, where twinkling lights adorn every house. A frozen pond in the center welcomes skaters, their scarves trailing behind them, and a faint jingle of sleigh bells is heard in the distance.

**PREVIEW**

## Week 2 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

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

### Identify

Put a check mark (☑) if the sentence is true.

1)	She likes to dance.
2)	The day seemed longer than usual.
3)	She loves walking in the rain.

4)	My dog has a big wart on its nose.
5)	The plane jacked up and took off.
6)	The baby looked peaceful.

### Identify

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

	1) The turtle walked <u>slowly</u> across the path.
	2) The troll had a <u>big</u> wart on the end of his nose.
	3) His made the same request <u>everyday</u> .
	4) The dog jumped <u>eagerly</u> after the <u>stick</u> .
	5) He does not <u>like</u> the heat in the summer.

## Week 3 - Vocabulary List

**Think** Underline the prefix -re in each word. Circle the words with letter blends: ch, sh

Reconfigure	Reapply	Revisit	Reallocate	Reinstate
Rejuvenate	Reinvigorate	Retrace	Chime	Chomp
Chivalry	Chronicle	Charlatan	Chamber	Shepherd
Shuffle	Shamble	Shriek	Shrapnel	Shoddy

**Instr** Fill in the blanks using the vocabulary list above.

1	The clock _____ at noon.
2	Beware of the _____ selling fake medicines.
3	He took a big _____ of the apple.
4	We'll have to _____ to find the lost toy.
5	The queen waited in her private _____.
6	The vacation helped _____.
7	Please _____ the cards before dealing.
8	The knight showed _____ by helping the woman.
9	The _____ guides his sheep back to the barn.
10	She will _____ her journey in a diary.
11	They will _____ the rule after the meeting.
12	The coach's speech will _____ the team's spirit.

HMACBRE	BLEMASH	YVLAICRH	JEUVEENRAT	OMPCH

## PREFIX RE-

The prefix "re-" means "again" or "back." It's added to the beginning of a word to indicate doing something once more or returning it to its original state.

### Examples:

- Rewrite - to write again.
- Rebuild - to build again.
- Return - to come back.



**Think** Decide if the usage of the word with the prefix "RE" is correct.

SENTENCES	YES / NO
1. I will <u>retie</u> my shoes before they have come undone.	
2. I <u>resleep</u> every afternoon for a while.	
3. She wanted to <u>relearn</u> to swim after 10 years.	
4. They <u>reclimb</u> the mountain summit.	
5. Can you <u>restand</u> over there?	
6. He decided to <u>rethink</u> his decision after hearing the news.	
7. The workers will <u>rebuild</u> the bridge after the storm.	
8. I need to <u>redrink</u> water every hour to stay hydrated.	
9. It's good to <u>recheck</u> your answers before submitting the test.	
10. She will <u>rewrite</u> the essay to improve its content.	

### Write

Write a sentence changing the underlined verb to happen again.

Original	He decided to <u>paint</u> the mural with brighter colours.
Again Version	

Original	She began to <u>arrange</u> the furniture in her room.
Again Version	

## 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.

**Sentence** \_\_\_\_\_ Label each sentence as correct or run-on.

	Sentence	Correct / Run-On
1	I love ice cream as my favourite dessert after dinner.	
2	My dog chased the cat but it climbed a tree.	
3	My favourite subject is science.	
4	The sun sets beautifully over the ocean.	
5	I wanted to go to the park it was raining outside.	
6	She reads a book every night before bed.	

**Analyze** \_\_\_\_\_ Underline the run-on sentences in the text.

On a bright summer day, Tim wanted to fly his kite. He ran to the park with excitement, the park was crowded with children, they were playing soccer, having picnics, and laughing. Tim spotted his friend, Sara. She was reading a book under a tree she waved at Tim, he waved back with a big smile. The wind was perfect for kite flying, Tim tried to launch his kite. It wouldn't go up he tried again, still, it remained stubbornly on the ground. He felt frustrated. He was about to give up. Sara came over to help. She had an idea. They attached a longer tail to the kite, they ran together, holding the kite string, it soared high into the sky, everyone in the park looked up. They clapped and cheered. Tim felt so happy he thanked Sara, they both laughed, it was a great day.

## PRONOUNS – INTENSIVE AND REFLEXIVE

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

Example: The Queen, **herself** baked the cake. (Herself emphasizes "Queen.") An intensive pronoun can be removed without changing the meaning of the sentence.

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

Example: The Queen baked **herself** a cake. (The action done by "herself" reflects back to "Queen.") If you take the reflexive pronoun out, you do not know for whom the Queen baked the cake. A reflexive pronoun is necessary to get the full meaning of the sentence.

This is a worksheet where you identify the bold pronoun as Reflexive or Intensive.



1	I <b>myself</b> did the work.	Reflexive	Intensive
2	She bought <b>herself</b> a new dress for the party.	Reflexive	Intensive
3	The teacher <b>herself</b> will be at the event tomorrow.	Reflexive	Intensive
4	He hurt <b>himself</b> while playing soccer.	Reflexive	Intensive
5	The kids prepared the breakfast for <b>themselves</b> .	Reflexive	Intensive
6	The kittens <b>themselves</b> made that mess in the living room.	Reflexive	Intensive
7	You <b>yourself</b> said this was your favourite book.	Reflexive	Intensive
8	They enjoyed <b>themselves</b> at the amusement park.	Reflexive	Intensive
9	I taught <b>myself</b> to play the guitar.	Reflexive	Intensive
10	The principal <b>himself</b> will be attending the event.	Reflexive	Intensive

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

	Original Sentence	Rewritten Sentence
1	I reminded I about the deadline.	
2	John introduced John to the teacher.	
3	Students prepared students for the quiz.	

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

Find the word bank words in the puzzle.

<input type="checkbox"/> Reconfigure	<input type="checkbox"/> Reapply	<input type="checkbox"/> Revisit	<input type="checkbox"/> Reallocate	<input type="checkbox"/> Reinstate
<input type="checkbox"/> Rejuvenate	<input type="checkbox"/> Reinvigorate	<input type="checkbox"/> Retrace	<input type="checkbox"/> Chime	<input type="checkbox"/> Chomp
<input type="checkbox"/> Chivalry	<input type="checkbox"/> Chronicle	<input type="checkbox"/> Charlatan	<input type="checkbox"/> Chamber	<input type="checkbox"/> Shepherd
<input type="checkbox"/> Shuffle	<input type="checkbox"/> Shamble	<input type="checkbox"/> Shriek	<input type="checkbox"/> Shrapnel	<input type="checkbox"/> Shoddy

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

**Word Scramble**

Unscramble the word.

YLPPREA		LENRAPHS	
MACHERB		UHSFFLE	
HIMEC		CHARNATAL	
MOCHP		VALCHIRY	
KEIRSH		ERCEART	
ODDYHS		SITREVI	

## 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)	In a... chronicled chivalry, planning to... It was a challenge to reconfigure... and...	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
2)	Our project was... remains... old experiment. Careful... to avoid past shoddy outcomes.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
3)	We acted out scenes where a shepherd symbolized chivalry. A charlatan shuffled in, turning order into a shamble.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
4)	We retraced explorers' routes and chronicled their steps. Our path was a shuffle of trials and triumphs.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
5)	In the debate, a speaker tried to reallocate blame. The chime paused the shoddy accusations, offering clarity.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast

## Week 3 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Sentence or Run-On

Label each sentence as S or R.

	Sentence	On
1	I love ice cream it's my favourite dessert after dinner.	
2	My dog chased the cat the cat climbed up a tree.	
3	My favourite subject is science.	

### Think

Identify if the bold pronoun is Reflexive or Intensive.

1	I <b>myself</b> did all the yardwork.	Reflexive	Intensive
2	She told <b>herself</b> not to worry about it.	Reflexive	Intensive
3	The Mayor <b>herself</b> will attend the event.	Reflexive	Intensive
4	She hurt <b>herself</b> while riding her bike.	Reflexive	Intensive
5	The class presented the award for <b>themselves</b> .	Reflexive	Intensive

**Week 4 - Vocabulary List**

Combine	Compact	Complex	Commerce	Comrade
Component	Compound	Compromise	Paint	Disdain
Campaign	Available	Aquarium	Pertain	Display
Betray	Driveway	Underlay	Sashay	Disarray

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

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

6) \_\_\_\_\_

7) \_\_\_\_\_

8) \_\_\_\_\_

9) \_\_\_\_\_

10) \_\_\_\_\_

## PREFIX COM-

The prefix "com-" usually means 'together' or 'with'. It comes from Latin, where it had a similar meaning.

### Examples:

- Combine:** To mix or join things together.  
**Example:** Combining ingredients to make a cake.
- Community:** A group of people living or working together.  
**Example:** A neighborhood is a community.



**Identify** Which words have the correct application of com- as a prefix?

<input type="checkbox"/> Companions	<input type="checkbox"/> Comedian	<input type="checkbox"/> Comet	<input type="checkbox"/> Compliment
<input type="checkbox"/> Comma	<input type="checkbox"/> Comedian	<input type="checkbox"/> Comfy	<input type="checkbox"/> Comply
<input type="checkbox"/> Comprehend	<input type="checkbox"/> Complement	<input type="checkbox"/> Command	
<input type="checkbox"/> Commodore	<input type="checkbox"/> Compress	<input type="checkbox"/> Compile	
<input type="checkbox"/> Commute	<input type="checkbox"/> Comical	<input type="checkbox"/> Comet	

**Matching** Match the words to its definition.

Answer	Sentence	Word
	Saying something nice to someone	A) Complete
	To finish something fully	B) Compare
	Someone who spends time with you	C) Commence
	To begin or start something	D) Compliment
	Small and efficiently arranged	E) Commit
	To look for similarities or differences	F) Compassion
	Sympathy and concern for others	G) Compact
	To promise or dedicate oneself to something	H) Companion

**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 **R** the following run-on sentences using simple sentences or punctuation:

1) I love reading books my favourite genre is fantasy.

2) My teacher is nice I always get good grades.

3) The sun was shining I decided to go to the park.

4) My dog chased the squirrel it quickly climbed a tree.

5) We wanted ice cream the store was closed.

6) I played soccer after school I scored three goals.

7) My friend likes painting she made a picture for me.

8) I wanted to watch a movie my brother wanted to play video games.

## INTERJECTION, CONJUNCTION, PREPOSITION

**Interjection:** A word expressing emotion, like "Wow!" or "Ouch!"

**Conjunction:** Connects words, phrases, or clauses; examples are "and," "but," "if" and "or."

**Preposition:** Shows the relationship between a noun (or pronoun) and other words in a sentence. Examples include in, inside, beside, over, below, after etc.

Fill in the blank

Write the suitable interjection for each statement.

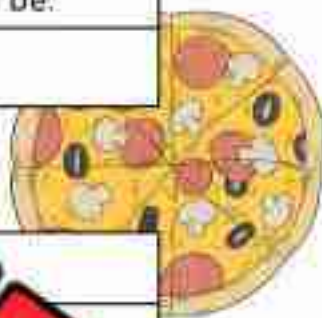
\_\_\_\_\_ I can't believe he ate the whole pizza!

\_\_\_\_\_ I think I left my backpack in the bus.

3) \_\_\_\_\_ That was a fantastic performance.

4) \_\_\_\_\_ It was better than I thought it would be.

5) \_\_\_\_\_ You \_\_\_\_\_



Identify

Circle the conjunctions in each sentence.

1) I'd like to read a book, but it's too busy.

2) You can have ice cream or pie for dessert.

3) She'll attend the party if she finishes her project.

4) Although it's cold outside, he doesn't want to wear a coat.

5) I studied hard, so I passed the exam.

Search

Underline the prepositions used in the story below.





In a small town nestled between the mountains, children played near the river every day. Their favourite spot was under an old stone bridge. One day, Lily, curious about the rumors of a hidden treasure, decided to look behind a loose brick she noticed. Inside, she found a rusty old box. She called her friends over, and together, they pried it open. Inside was a map with an "X" marked beside the oldest tree in the park. They realized the adventure was just beginning for them.














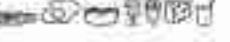






# CRACK THE CODE

**Directions**

Use the code below to reveal each spelling word.

												
A	B	C	D	E	F	G	H	I	J	K	L	M

												
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

CODE	CODE	ANSWER
		
		
		
		
		
		
		
		
		
		

## Week 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 help combine ingredients for a cake in our company. When it was a complex recipe, but the result was a great one!	Angry	Happy
2)	In computer science, we learn about trading. My comrade suggested a strategy to deal with every component of the system.	Frustrated	Joyful
3)	We made a compound in the lab. The process was a compromise between two different methods, and we displayed it in the lab.	Curious	Serious
4)	I love to paint, but my brother has disdain for it. We started a campaign to redecorate our room, and now it's full of colour!	Fearful	Calm
5)	Yesterday, I visited the aquarium; the fish were amazing! Everything pertains to ocean life, and the sharks were my favourite.	Worried	Determined
6)	I felt betrayed when my friend didn't wait for me. We walked down the driveway in disarray, not talking to each other.	Suspicious	Relieved
7)	At the dance, I decided to sashay across the floor. Underlay music was playing, setting a fun mood for everyone.	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)			
10)		20)	

**Write**

Revise the following run-on sentences by simplifying or punctuation.

1) I love reading books my favourite genre is fantasy.

2) My teacher is nice she helps me with math.

**Identify**

Circle the conjunctions used in each sentence.

1)	She'd like to cross the bridge, but she is scared.
2)	I could wear a heavy sweater or a coat.
3)	He'll finish on time, if he has help.
4)	Although they disagreed, she was still her best friend.

## Week 5 - Vocabulary List

Disrupt	Discover	Discontinue	Disinherit	Dishearten
Disqualify	Disrespect	Disruptive	Stymie	Stagnate
Stylish	Start	Stereotype	Stipulate	Spend
Sporadic	Speculate	Spectacle	Splendid	Spectrum

**Letter Blend**      10 st- and sp- words. Use ones from the list and your own vocabulary

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

**Write**

Use the following words in a sentence.

1) Disrupt	
2) Stagnate	
3) Stylish	
4) Disqualify	
5) Sporadic	



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

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# INDEPENDENT AND DEPENDENT CLAUSES

**Independent Clause:** This is a clause that can stand alone as a complete sentence. It has a subject and a verb and expresses a complete thought. For example, "The dog barked."

**Dependent Clause:** This is a clause that cannot stand alone as a complete sentence. It also has a subject and a verb, but it doesn't express a complete thought and needs an independent clause to make a full sentence.

For example, "When the dog barked" is a dependent clause because it doesn't make sense by itself and needs more information to complete the idea.

**Identify** Underline the independent clause in each sentence.

- 1) We decided to go to the beach because the sun was shining.
- 2) I remember my childhood when I used to hear that song.
- 3) Before she went to the store, she finished her homework.
- 4) The mice played in the kitchen while the family was eating.
- 5) We went out for ice cream after the game ended.
- 6) He continued to work even though he was tired.
- 7) Since it is your birthday, we have a special surprise for you.
- 8) The flowers will grow if you water them regularly.



**Write** Complete the sentences by adding dependent or independent clauses.

- 1) Although he was nervous \_\_\_\_\_
- 2) The team celebrated \_\_\_\_\_
- 3) She always smiles \_\_\_\_\_
- 4) If you listen carefully \_\_\_\_\_
- 5) Since it's your birthday \_\_\_\_\_

## COMPOUND SENTENCES

An **independent clause** is a group of words that give information and have a subject and a verb. An independent clause can be a complete sentence by itself.

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

**FANBOYS** = For And Nor But Or Yet So

**Examples:** The cat slept, but the dog played. I wanted to play outside, but it started to rain.



**Write** Write a complete independent clause that will complete the compound sentences.

1) I like to eat chocolate \_\_\_\_\_ies,

2) The sun was setting \_\_\_\_\_

3) She practiced every day, \_\_\_\_\_

4) We wanted to see the movie, \_\_\_\_\_

**Write** Rewrite the boring simple sentences using an interesting compound sentence.

<b>Simple</b>	The book was thrilling.	It took me days to finish it.
<b>Compound</b>		

<b>Simple</b>	The playground was wet.	We chose to go to the arcade.
<b>Compound</b>		

<b>Simple</b>	My cat loves to play.	She's sleeping now.
<b>Compound</b>		

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

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**INTRO TO CONJUNCTIONS – FANBOYS: USING COMMAS**

**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.

When connecting two independent clauses (complete thoughts) using a FANBOYS conjunction, place a comma before the conjunction.

**Example:** 1) I like tea, but she likes coffee.      2) I was late, so I skipped breakfast.

**Completion**

Complete the sentences using "FANBOYS".

1	Joys B _____ she takes classes on weekends.
2	I want to _____ the pool is closed today.
3	It was raining _____ had to stay indoors.
4	You can have ice cream _____ can choose pie.
5	He didn't study, _____ the paper.
6	She didn't like the first movie, _____ did _____ the second one.
7	I forgot my umbrella, _____ the weather _____ clear.
8	The museum was interesting, _____ _____ better.

**Write**

Create your own sentences using FANBOYS conjunctions.

FOR	
AND	
NOR	
BUT	
OR	
YET	
SO	

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

Find the word bank words in the puzzle.

<input type="checkbox"/> Disrupt	<input type="checkbox"/> Discover	<input type="checkbox"/> Discontinue	<input type="checkbox"/> Disinherit	<input type="checkbox"/> Dishearten
<input type="checkbox"/> Disqualify	<input type="checkbox"/> Disrespect	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Stymie	<input type="checkbox"/> Stagnate
<input type="checkbox"/> Stylish	<input type="checkbox"/> Start	<input type="checkbox"/> Stereotype	<input type="checkbox"/> Stipulate	<input type="checkbox"/> Spend
<input type="checkbox"/> Sporadic	<input type="checkbox"/> Speculate	<input type="checkbox"/> Spectacle	<input type="checkbox"/> Splendid	<input type="checkbox"/> Spectrum

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

**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)	Disrespectful behavior in the class, it's disrespectful to our learning.				
2)	If we speak without preparation, we might disqualify ourselves before we even start.				
3)	The stylish parade was a grand spectacle, drawing a spectrum of colors across the sky.				
4)	He aimed to discontinue the stereotype that science is stymied by imagination.				
5)	Discovering the truth in a sea of sporadic clues can sometimes dishearten the keenest minds.				
6)	To inherit the mansion, the will stipulates that one must spend a year living there, despite its haunting history.				
7)	The organization's growth began to stagnate when it failed to adapt to new, stipulated regulations, causing dismay among stakeholders.				

## 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)	

### Write

Write a suitable independent clause that combines with the dependent clause to form a compound sentence.

1) It started to rain,

2) I tried the puzzle,

### Completion

Complete the sentences using "FANBOYS".

- 1 I forgot my lunch, \_\_\_\_\_ I was starving all afternoon.
- 2 I like crosswords, \_\_\_\_\_ I like word searches better.
- 3 I enjoy singing, \_\_\_\_\_ I am a better dancer.
- 4 We tried to get the whole group together, \_\_\_\_\_ some could not make it.

## Week 6 - Vocabulary List

**Think**Underline the suffix -able and circle the words with the letter blend tr, dr

Liabile	Stable	Viable	Renewable	Sustainable
Predictable	Negotiable	Irrefutable	Traumatize	Tractor
Transient	Truncate	Triumphant	Trivialize	Droplet
Dread	Drudge	Dreary	Drizzle	Dramatize

**Complete**Write the words by adding tr- or dr-.

1) _____	6) _____	11) _____
2) _____	7) _____	12) _____
3) _____	8) _____	13) _____
4) _____	9) _____	14) _____
5) _____	10) _____	_____

**Analyze**Underline the words with the letter blend tr, dr.

In the quaint village of Treblebrook, people lived in harmony with nature. The trees were filled with songbirds, and the river's flow sounded like a melody. One day, a traveler named Trina entered the village. She had traveled many miles, her shoes showing considerable wear.

Trina was on a quest to find the fabled "Dribble Stone," a rock rumored to possess the power to balance the heart's troubles. Guided by the elders, she trekked to the heart of the Driftwood Forest. Here, she found a dreamy glade with a shimmering pool. In its center stood the Dribble Stone.



Touching the stone, Trina felt a tremble of energy. Her worries and troubles seemed to crumble away. Realizing its power, she decided to stay in Treblebrook, ensuring that the stone remained a symbol of hope, helping villagers handle life's troubles with a steady heart and an unbreakable spirit.

## SUFFIX ABLE-

Suffix **-able** is added to words to show if something can be done or if it has a certain quality. "-able" means capable of being, like "readable" means something that can be read.

This suffix helps change the meaning of words by adding the idea of possibility or capability.



**Word Morph** Modify the given words using -able then use both words in a sentence.

Word	adore	lovable
Sentence	Her love for animals made her incredibly lovable to all who met her.	

Word	float	
Sentence		

Word	sustain	
Sentence		

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

1) Negotiable: \_\_\_\_\_

2) Stable: \_\_\_\_\_

3) Viable: \_\_\_\_\_

4) Liable: \_\_\_\_\_

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

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## SENTENCE FORM: COMPLEX SENTENCES

A **dependent clause** is a group of words that has a subject and a verb but is not a complete thought.

**Examples:** 1) after we play basketball,                      2) when you get here,

A dependent clause is also called a **subordinate clause** and it is joined to the sentence with a **subordinating conjunction**.

**Examples of subordinating conjunctions:** after, although, because, once, while, when, as

**Complex sentences** combine an independent clause with one or more dependent clauses using subordinating conjunctions.

**Examples:** 1) I went to bed because I was bored 2) Although it was dark, we played outside

**Write** Give 5 sentences, complete them to create a complex structure.

1) While the sun set,	children played on the swing.
2)	he felt nervous during the exam.
3)	flowers bloomed in the garden.
4)	you go to the park.
5)	gally to the mall.

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

- 1) If \_\_\_\_\_
- 2) Even though \_\_\_\_\_
- 3) While \_\_\_\_\_
- 4) Once \_\_\_\_\_

## 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..." can't stand alone, showing cause.)
- **After** he finished his homework, he played. (After tells us the timing.)



**Complete** Write the appropriate subordinating conjunction.

because	over	when	since	if	until	though
1) She jumped _____						the fence to retrieve her ball.
2) Finish your homework _____						you go out to play.
3) He often visits the love _____						he moved to the city.
4) The outdoor event will be postponed _____						it rains tomorrow.
5) Many were left teary-eyed _____						the movie ended.
6) She had mastered several songs _____						she practiced daily.
7) She's afraid of heights _____						she climbs up mountains.
8) They will keep practicing _____						they feel nervous.

**Analyze**

Circle all the subordinating conjunctions in the passage.

In the quaint village of Elden, where houses had thatched roofs and cobblestone pathways, children loved to listen to Grandma Elsie's tales. Although many stories were whimsical, they always held a lesson.

One evening, when the first snow of winter gently covered the ground, Elsie began her favourite tale. Before the age of machines, creatures roamed the forests, guarding the secrets of nature. If anyone ever tried to harm the woods, these guardians would guide them away with gentle nudges. However, if the threat persisted, they'd reveal themselves, showing their true might.

Since that time, the village had always respected the forest. After Elsie's tale, children would scamper off to bed, dreaming of guardians. Whenever they entered the forest, they did so with care, knowing that the magic was real. Through Elsie's stories, the respect for nature continued, ensuring the forest's guardians remained a secret legend.

**CROSSWORD PUZZLE****Crossword**

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

**Across**

2. Dull and depressing.
3. Short-lived or brief.
5. Tiny water or liquid bead.
6. Make seem unimportant or small.
7. Intense fear or worry.

**Down**

1. Make a story more exciting.
2. Light rain or fine drops.
4. Victorious or winning with pride.
5. A boring, repetitive task.
6. Cut short or chop.



## Questioning

**Instruction**

Read the passage and answer the questions that follow.

Amidst the soft hum of the early evening, a girl named Sarah clutched a book about constellations and wandered into her backyard. It was a crisp Friday night, and the sky was a tapestry of twinkling stars. Sarah, an aspiring astronomer, had waited all week for a cloudless sky to observe the Great Bear constellation. As she settled onto the lawn, her telescope by her side, a shooting star suddenly streaked across the dark canvas. She gasped in awe and quickly noted it in her journal, her heart racing with the thrill of the unexpected sighting.

1) Who is the main character of the story?

2) What did Sarah take with her to the backyard for stargazing?

3) When did Sarah choose to embark on her stargazing adventure?

4) Where had Sarah learned about the constellations, she was eager to observe?

5) Why was Sarah particularly excited about this night?

6) How did Sarah react to the sight of the shooting star?

## Week 6 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Write

Given are simple sentences, complete them to form a complex sentence.

1)	I prefer her
2)	you can finish _____ project.
3)	we can finally go to the movies.

### Completion

Write the appropriate subordinating conjunction.

1) Let's start the meeting		you are here.
2) I bought an umbrella		it looked like it was going to rain.
3) I enjoy reading		I don't have much free time.
4) The event will begin		the clock strikes midnight.

## Week 7 - Vocabulary List

Precede	Preview	Predetermine	Precaution	Premonition
Predicament	Predominate	Predestination	Wherewithal	Whimsical
Whiplash	Whistle	Whichever	Whirlpool	Qualify
Quench	Quicken	Quotient	Quandary	Queue

Cursive

Write the word using cursive writing.

	Trace	Write
Precede	<i>Precede</i>	
Preview		
Predetermine	<i>Predetermine</i>	
Precaution	<i>Precaution</i>	
Premonition	<i>Premonition</i>	
Predicament	<i>Predicament</i>	
Predominate	<i>Predominate</i>	
Predestination	<i>Predestination</i>	
Wherewithal	<i>Wherewithal</i>	

**Week 7 - Vocabulary List****Cursive**

Write the word using cursive writing.

Word	Trace	Write
Whimsical		
Whistle		
Whichever		
Whirlpool		
Qualify		
Quench		
Quicken		
Quotient		
Quandary		
Queue		

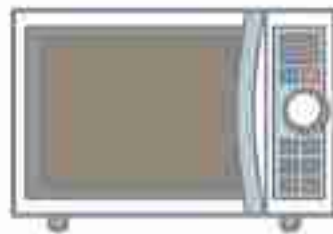
**PREVIEW**

## 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.



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

Decide	Decide in advance.
Preview	Early viewing or sample.
Prevent	Preventive action.
Determine	the most common or strong.
Predetermine	decide.
Caution	Look at something before using it.
Precaution	careful or preventive.

### Word Meanings

Write the meanings of each word below.

Judge	
Prejudge	
Face	
Preface	
Set	
Preset	

# CONJUNCTIONS

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

**Examples:**

- **Although** she practiced, she didn't win.
- **Unless** you study, you won't understand.



**Examples:** after, because, while, once, furthermore, until, where, even though, inasmuch, nevertheless, since, even if, rather than, when, why, before, albeit, consequently, therefore

**Instr:** Underline all the conjunctions in the article below.

Studying space is a really interesting, because it helps us understand our big universe. While most people like pretty stars, few actually know the science behind them.

Although telescopes get better over the years, there are still galaxies and things we can't see. More, though we've made progress in exploring space, there's a lot in our own galaxy we haven't seen yet.

Consequently, the universe still has a lot of mysteries and questions we need to answer. Nevertheless, scientists and astronomers are excited to keep looking for these answers.

Inasmuch as we've learned a lot, the universe keeps showing us how amazing it is. Therefore, even as we're happy about what we know, we still have a lot more to learn. Because as long as stars are in the sky, we'll keep trying to know more, no matter how hard it is.

**Write** Write a sentence using the given vocabulary and conjunction.

Whistle,  
Although

Queue,  
Once

Quench,  
Since

## 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) As long as she had the city,	A) you can join the trip.
2) Provided you finish assignments,	B) the software improved efficiency.
3) Even though she had read,	C) she missed the countryside.
4) Albeit pricey,	D) the strategy works.
5) Insofar as the data showed,	E) the team struggled.

### Write

Continue the story using the provided prompts. Include the use of as many advanced subordinating conjunctions as you can.

Even though Ella was nervous about her first day at her new school,

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# WORD SEARCH

## Word Search

Find the word bank words in the puzzle.

<input type="checkbox"/> Predominate	<input type="checkbox"/> Preview	<input type="checkbox"/> Queue	<input type="checkbox"/> Whistle	<input type="checkbox"/> Wherewithal
<input type="checkbox"/> Predicament	<input type="checkbox"/> Precede	<input type="checkbox"/> Quench	<input type="checkbox"/> Quicken	<input type="checkbox"/> Whimsical
<input type="checkbox"/> Predetermine	<input type="checkbox"/> Precaution	<input type="checkbox"/> Qualify	<input type="checkbox"/> Whirlpool	<input type="checkbox"/> Whichever
<input type="checkbox"/> Predestination	<input type="checkbox"/> Premonition	<input type="checkbox"/> Quotient	<input type="checkbox"/> Quandary	<input type="checkbox"/> Whiplash



## Word Scramble

Unscramble the word.

EUEQU		LETSIHW	
CEDEPRE		FYLQUA	
ERPVIWE		DOREPNAMITE	
NAUGRYAD		MISICALHW	
QOUNTEIT		VEREHCIIHW	
CAUTNOIREP		CKENIUQ	

## 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)	Before the game, I had a premonition of a tricky opponent, but I took precautions. In the end, however, my determination to qualify quickly overruled my doubts.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
2)	At the preview, I saw a sudden whistle caused a moment of quandary. I had to use my wherewithal to get whiplash from the swift plot.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
3)	The story of predestination I read preceded my understanding of the great whirlpool myths. It was a quandary that even the cleverest heroes couldn't always predict.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
4)	In the queue, my premonition of winning predominated, yet a quick whirl of doubt made me take extra precautions. Whichever outcome, my spirits remained high and hopeful.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
5)	I had a preview of the test and saw the quandary coming, so I gathered my wherewithal to study. When it was time to answer, my pencil moved with a quickened pace, hoping to qualify for the prize.	<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

On a serene Saturday afternoon, a young boy named Liam ventured into the garden clutching a sketchbook. The garden was in full bloom, with butterflies fluttering from flower to flower. Liam, with a keen interest in insects, was on a mission to sketch the various species visiting his mother's flowerbeds. He was particularly on the lookout for the elusive Blue Morpho butterfly. Carefully, he tiptoed along the stone path, not wanting to startle his subjects. Then, amidst the roses, he spotted the iridescent wings he had been hoping to see. Excitedly, he opened his sketchbook and began to draw, his hand moving with precision.

1) Who

2) Where

3) When

4) Why

5) What

6) How

## 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)

### Write

Write a sentence using the given words and the conjunction.

Quench Therefore	
Preview Unless	

### Matching

Match the clauses to create a complex sentence.

1) Before you go to bed,	A) she became really good at piano.
2) While my sister reads her book,	B) we'll build a snowman in the yard.
3) Because she practiced every day	C) remember to brush your teeth.
4) If it snows tomorrow	D) I like to draw pictures.

## Week 8 - Vocabulary List

Priceless	Senseless	Countless	Thankless	Breathless
Limitless	Speechless	Powerless	Courage	Scour
Pounce	Outsource	Outrageous	Encounter	Rowdy
Endow	Disallow	Bestow	Overthrow	Meadow

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

Answer	Word	Description
	Priceless	A) Clean or scrub thoroughly.
	Senseless	B) Strongly unacceptable or bold.
	Countless	C) Without effort or honor.
	Thankless	D) Lacking understanding.
	Breathless	E) Loud and noisy.
	Limitless	F) Unable to break during a game.
	Speechless	G) Unexpectedly surprised someone with something.
	Powerless	H) Remove from position of power.
	Courage	I) Refuse to permit or accept something.
	Scour	J) Bravery in facing danger or difficulty.
	Pounce	K) Without breath; out of breath.
	Outsource	L) Receiving no gratitude.
	Outrageous	M) Provide or give (usually money).
	Encounter	N) Having no boundaries or end.
	Rowdy	O) Too many to count.
	Endow	P) Field with grass and wildflowers.
	Disallow	Q) Jump suddenly to catch something.
	Bestow	R) Lacking power or strength.
	Overthrow	S) Hire others to do specific tasks.
	Meadow	T) Too valuable to put a price on.

## SUFFIX -LESS

The suffix **"-less"** means "without." When added to a word, it describes something that does not have the quality of that word.



### Examples:

- "Hopeless" means without hope.
- "Toothless" means without teeth.

**Completion** Write the most appropriate word in each sentence.

1) Being _____ with your belongings can lead to loss.	pointless
2) The surprise _____ her _____ completely _____.	limitless
3) The universe is _____ and _____.	senseless
4) Cleaning up after the _____ was like _____ job.	countless
5) After the long run, he was _____.	careless
6) He felt _____ against _____ the strong _____.	thankless
7) Arguing over such a small thing seemed _____.	speechless
8) The destruction caused by the storm was _____.	powerless
9) The smile on her face was _____.	_____
10) She has read _____ books during summer.	_____

**Matching** Use the given words in sentences.

Words	Sentences
Fearless	
Flawless	
Ageless	

## IDENTIFYING COMPLEX SENTENCES

Identifying complex sentences means spotting sentences that have one main idea and at least one additional detail or condition.

They often use words like "although," "since," or "because" to connect different parts. Recognizing these sentences helps you understand deeper thoughts.



**Instructions** Underline the complex sentences found in the story below.

### The Legend of Whispering Woods

In Woodville, a forest of Whispering Woods stood tall. Although many deemed it ordinary, legends whispered of ancient secrets. Ellie, 12 and filled with curiosity, decided one day to venture in. Venturing in, she noticed the forest's usual sounds: birds and rustling leaves. It was a dark night. She heard some strange sounds. While some might think these were just the wind, Ellie understood them as the trees' tales of olden heroes and mystical lands. As the night went on, she listened to the stories until she got sleepy. When she recounted her adventure, most friends doubted her, even though they had heard the sounds. Yet, as time passed, Ellie's tales from the Whispering Woods became a legend to many.

**Instructions** Take two complex sentences from the story above and write them into as many simple sentences as needed to capture all the information.

Complex	
Simple	

Complex	
Simple	

## UNDERSTAND SIMILES AND METAPHORS

**Similes** are figures of speech that compare two different things using the words "*like*" or "*as*." They help to create a vivid picture by linking two unrelated ideas.

➤ **Examples:** - As brave as a lion. - Slept like a log.

**Metaphors** are figures of speech that compare two different things by saying one thing is another, without using "like" or "as."

➤ **Example:** "The world is a stage" is a metaphor, comparing the world to a stage to show how people play roles in life.



**Simile** Circle all the similes found in the story.

Growing up in the city, Jamie felt like a small fish in a vast pond. The skyscrapers seemed like giants, and the busy streets buzzed like bees at rush hour. His grades, unlike his twin's that shone like gold, resounded like a dull thud. "You're as smart as a whip, but you daydream constantly," teachers noted.

One autumn day, with trees ablaze in brilliant colors, an idea as bright as a star struck Jamie. He started writing, words flowing like honey. His tales, sweet as honey, resonated with many. He became a renowned author, proving that sometimes feeling out of place leads to finding one's true path.

**Metaphors** Identify the corresponding meaning of each metaphor.

Metaphors	Answer
Hope is a beacon	
Her eyes were oceans	
The world is a stage	
Life is a roller coaster	
His words were knives	
Time is a thief	
Fear is a chain	
Dreams are seeds of reality	
Youth is a blossoming flower	

































































































Meaning
A) Time quickly takes moments away.
B) Life has ups and downs.
C) His words were very hurtful.
D) Deep, vast emotional eyes.
E) Everyone plays a part in life.
F) Dreams can become real.
G) Youth is about growth, beauty.
H) Hope guides and inspires.
I) Fear limits and confines.

# CRACK THE CODE

**Directions**

Use the code below to reveal each spelling word

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

CODE	CODE	ANSWER
    	    	
    	    	
    	    	
    	    	
    	   	
    	   	
    	    	
    	   	
    	    	
    	   	

## Week 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)	The view from the mountaintop left me speechless. An encounter so breathtaking it seemed to last forever.	Witch	Opera Singer
2)	I was faced with the opportunity to outsource my chores, but the price was outrageous, and I was thankful for the experience.	Robot	Alien
3)	I found myself in a daze as the crowd at the concert, my heart pounding in my chest, the music nearly breathless.	Cowboy	Detective
4)	Countless stars twinkled above the meadow, making me feel part of something timeless and endless. The night's beauty was a gift bestowed upon me.		Zombie
5)	As I scoured the library for ancient texts, I stumbled upon a tome that was said to endow readers with knowledge. The words within it were so profound that I sat there, powerless to move.	Old Wise Man	Villain
6)	In the game of life, I strive to never be seen as thankless or senseless in my actions. To bestow kindness unto others is a vow I uphold.	British Aristocrat	News Anchor
7)	I sought to overthrow my fears by stepping into the unknown, an act of courage that was met with unexpected acclaim. Though the challenge left me breathless, I was never powerless.	Valley Girl	Announcer

## Week 8 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Write

Convert the simple sentence into a compound sentence.

Simple	The sun was shining outside. We decided to stay for the night.
Complex	

### Meaning

Give the meaning of the following metaphors.

Metaphors	Meaning
His words were a double-edged sword.	
She was a shining star.	
The classroom was a zoo.	

**Week 28 - Vocabulary List**

Seasonal	Approval	Sensational	Generational	Marginal
Rhetorical	Proportional	Geothermal	Captive	Concept
Optimize	Inception	Prescription	Susceptible	Soften
Adrift	Craftsmanship	Heftiness	Driftwood	Makeshift

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

**PREVIEW**

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

## SUFFIX -AL

The suffix "-al" is added to some words to mean "related to" or "having the characteristic of."



### Examples:

- Music + -al = Musical (related to music)
- Person + -al = Personal (related to a person)
- Accident + -al = Accidental (having the characteristic of an accident)

Suffix S Put a check mark if the words can take "-al" as the suffix.

	For
	Leg
	Tri
	Forest

	Festive
	Herb
	Globe

	Mater
	Miner
	Logic
	Digit
	Medic

Write

Use the following words in writing sentences.

1) Seasonal	
2) Approval	
3) Sensational	
4) Generational	
5) Marginal	
6) Rhetorical	
7) Proportional	
8) Geothermal	

## CAPITALS FOR HISTORICAL PERIODS OR EVENTS

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

**Examples:**

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



**Edit**

Fix the capitalization errors below for historical periods or events.

anna drew up a dusty letter in the attic, penned by her great-great-great-grandfather. The intricate handwriting described florence's streets bustling with artists and poets. It was a time when the city was ablaze with the spirit of renaissance.

He wrote about witnessing the birth of michelangelo's "david" and the fervor it created among the locals. He described the haunting sound of lutes and violins echoing through the courtyards and the intense passion for science in coffeehouses. The most captivating part was when he detailed a meeting with leonardo da vinci, discussing his revolutionary ideas over a cup of wine.

The medici family was mentioned as the patrons fueling this vibrant era, and the letter described a grand ball he attended in their honour. The night was lit with hundreds of candles, and the air was fragrant with the scent of fresh roses.

Finishing the letter, anna felt a deep connection to that golden age of creativity and innovation. Holding the piece of history in her hands, she was reminded of the timeless magic of the renaissance, a period that reshaped the world.

## NEW WORDS - INVENTIONS OR INNOVATIONS

English often develops new words for recent inventions or ways of doing things. For instance, "smartphone" emerged with phones having internet access, "blog" evolved from "weblog" for online journals, and "astronaut" was coined as space exploration began. These words reflect how language evolves in our world.



### Matching

Match the innovations with their description

Answers	Description	Innovations
1) Portable computing devices	1) Portable computing devices with internet and advanced features.	A) Virtual Reality
2) An unmanned flying vehicle	2) An unmanned flying vehicle for photos or surveillance.	B) Smartwatch
3) A device that creates an augmented experience	3) A device that creates an augmented experience.	C) Solar Panel
4) Portable computing devices	4) Portable computing devices like smartphones and laptops.	D) Smartphone
5) Wearable device with smart functions	5) Wearable device with smart functions.	E) Blockchain
6) System for secure transactions	6) System for secure transactions and blockchain recording.	F) GPS
7) System for precise global positioning	7) System for precise global positioning.	G) Drone
8) Device converting sunlight into electricity	8) Device converting sunlight into electricity.	H) Tablet

### Instructions

Invent a new gadget, draw it, name it, and write a brief description of what it does.

Gadget Name:

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# THE LANGUAGE OF INFORMAL COMMUNICATION

## Text Talk

Review the text message, then answer the questions that follow.



List the deviations from standard writing conventions you see in the text message exchange.

1) Capitalization

2)

3)

4)

5)

Why do you think people often omit punctuation and slang in text messages? What does it have to do with informal communication?

How does the tone of the message change? Is the message still clear and easy to understand?

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
























































































































# CRACK THE CODE

**Directions**

Use the code below to reveal each spelling word

												
A	B	C	D	E	F	G	H	I	J	K	L	M

												
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

CODE	CODE	ANSWER
            	     	
            	   	
            	    	
            	   	
            	   	
            	    	
            	    	
            	    	
            	    	

## Week 28 – Fluency Readings

Read

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

	Passages	Voices	
1)	With my teacher's approval, I started a sea garden project. It was sensational to see it grow so fast.	Angry	Happy
2)	The concept of a craft project began with driftwood. I used a concept of proportional measurement for a balance.	Frustrated	Joyful
3)	I optimized my study of geothermal energy for a year. It's interesting how the Earth's heat is captured!	Curious	Serious
4)	I'm often adrift in thought during rhetorical questions in English class. But they help me understand the concept better.	Surprised	Calm
5)	My grandfather says that craftsmanship requires patience. With each wood carving, I'm learning to soften the edges smoothly.	Worried	Determined
6)	Since my family has a generational love for music, I feel it's my turn to uphold it. Sometimes I make a makeshift drum from pots and pans.	Suspicious	Relieved
7)	I'm susceptible to colds during winter, so I always dress warmly. Mom says it's about the heftiness of the coat, not just the style.	Cheerful	Annoyed

## Week 28 - 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)

### Write

Use the given historical periods in a sentence, giving the correct capitalization.

Industrial Revolution	
World War I	

### Identify

What invention or innovation is described in each item?

Answers	Description
	1) Digital book format.
	2) Charges devices without cables.
	3) Enhances real-world environments digitally.
	4) Car powered by electric motors.
	5) Creates three-dimensional objects.

## Week 29 - Vocabulary List

Transplant	Transcript	Transcend	Translucent	Transpire
Transition	Transparent	Transnational	Snicker	Chuckle
Wreckage	Raincheck	Flickering	Blockbuster	Mistake
Invoke	Revoked	Undertake	Forsaken	Keepsake

**Letter Blend** Use 10 ck and ke words. Use ones from the list and your own vocabulary

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

**Write**

Use the following words in a sentence

1) Wreckage	
2) Undertake	
3) Chuckle	
4) Mistaken	
5) Revoked	

## PREFIX TRANS-

The prefix **"trans-"** means "across," "beyond," or "through." When added to a word, it often describes movement or change.

For example, in the word "transport," "trans-" means to move something from one place to another.



**Identify** Write the appropriate word to complete each sentence.

A. transport	B. transverse	C. transparent	D. transferable
F. transplant	G. transition	H. transmit	I. transverse

1)	I need _____ this package to my aunt in New York.
2)	The airplane _____ the Atlantic Ocean.
3)	He will _____ to the team leader.
4)	The scientist looked at the ins _____ under the microscope.
5)	After the heavy rain, the river was _____.
6)	She has a _____ ticket _____ the _____ ways.
7)	The operation involves a _____ _____ hear _____.
8)	His new role required a complete _____.

**Meaning** What trans- word is being defined in each sentence?

1) To rise above or go beyond limits.	
2) Written record of spoken words or grades.	
3) Allowing light through but not clear images.	
4) To happen; or plants releasing water.	
5) Change from one state or condition to another.	
6) Allowing light through; easily seen or understood.	

# FREQUENTLY MISSPELLED WORDS

"Frequently misspelled words" are words that people often spell incorrectly. It's important to practice and remember their correct spellings.

### Examples:

- "Receive" is often misspelled as "recieve."
- "Separate" is commonly misspelled as "seperate."



### Spelling

Circle the correct spelling of the words below

	B	C
acomod	accamodate	accommodate
def	definitely	definatly
priviledg	privilege	privelage
seperate	separate	seperatte
occasion	ocassion	occassion
maitenance	maintance	maintanence
recieve	recive	receive
independant	independe	independent
embarass	embarras	embarrass
committment	commitment	committment

### Identify

Circle and correct the misspelled word in each sentence.

	Sentence with Misspelled Word	Corrected Word
1	I have a <u>wierd</u> feeling about this.	weird
2	The librarian helped me find a referance book.	
3	It's necessary to complete your homework.	
4	She wants to become a bussiness owner.	
5	The ocean is a vast expance of water.	
6	He accidentally dropped his sandwich.	

## 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.



**Insertion** Insert quotation marks in the direct quote of the speaker.

- 1) Jane said, "I love reading books at night by the window."
- 2) As she left the store, Mom said, "Don't forget to buy the milk at the store."
- 3) Lily exclaimed, "Look at that sunset!"
- 4) He told her, "Your opinion is the opposite of mine."
- 5) Brian admitted, "This homework is tougher than I thought it would be."
- 6) The sign read, "Caution: dynamite in use."
- 7) Grandpa observed, "Rain's coming soon; better take an umbrella."

**Completion** Complete each sentence by providing suitable words.

- 1) Dani confessed,
- 2) He whispered,
- 3) The teacher inquired,
- 4) Sam mused,
- 5) They muttered,

## SITUATIONAL VARIETIES

Situational variety in language involves adjusting one's speech style to suit different contexts, like formal settings or casual conversations. It's based on factors like audience, setting, and purpose. Mastering this skill is key for effective communication, as it ensures language is appropriate for each specific situation.

**Write**

Rewrite the message as a formal sentence suitable for an academic essay, without using emojis and using a formal tone.



"Hey 🙌! We aced the science project 📝📊 results? I was like 😎! We totally aced it 🙌! Can't wait to show everyone 📣!"

👍 for our math test today! Fingers crossed 🙏 with do 📝! Afterwards, 🍕 party at my place?

"Hey 😊! Wanna catch a movie 🎬 this weekend? The new one's out and it's supposed to be awesome! 🍿😍"

## SOCIAL MEDIA MESSAGE


### Analyze

Compare the formal narrative and the social media post, focusing on the differences in language conventions, tone, and mood between the two.

Formal Narrative		Formal	Post
This evening, my family gathered to celebrate my grandmother's 80th birthday. Memories from the past, filled with joy and love, were the highlight of our celebration.	✓		
	✓		
	✓		
	✓		
Social Media Post			
Celebrated my grandma's birthday! 🎂 Her life stories are just the best. #FamilyFirst #StorytimeWithGrandma	✓		
	✓		
	✓		

### Analyze

Write a social media post equivalent to the formal narrative, deviating from the standard language conventions.

Formal Narrative	
On our field trip to the science museum, we witnessed a spectacular demonstration of a chemical reaction. The experiment resulted in an eruption of colours and shapes that captivated everyone's attention.	

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

Find the word bank words in the puzzle.

<input type="checkbox"/> Transplant	<input type="checkbox"/> Transcript	<input type="checkbox"/> Transcend	<input type="checkbox"/> Translucent	<input type="checkbox"/> Transpire
<input type="checkbox"/> Transition	<input type="checkbox"/> Transparent	<input type="checkbox"/> Transnational	<input type="checkbox"/> Snicker	<input type="checkbox"/> Chuckle
<input type="checkbox"/> Wreckage	<input type="checkbox"/> Raincheck	<input type="checkbox"/> Flickering	<input type="checkbox"/> Blockbuster	<input type="checkbox"/> Mistake
<input type="checkbox"/> Invoke	<input type="checkbox"/> Revoked	<input type="checkbox"/> Undertake	<input type="checkbox"/> Forsaken	<input type="checkbox"/> Keepsake

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

**Word Search**

Make your own word search using 8 of the words.


**Word Bank**


## 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)	I double-checked when I realized I had the date.				
2)	Our class had a blog about a spaceship, and everyone chuckled during the presentation.				
3)	The translucent wings of the butterfly allowed the light to pass through, creating a flickering effect.				
4)	I'll need the transcript from yesterday's meeting to ensure that the transition of leadership is transparent.				
5)	The wreckage of the old pirate ship seemed to invoke stories of the forsaken treasure it once held.				
6)	To undertake the task of cleaning the attic, I needed my parents' approval and a keepsake box for memories.				
7)	The philosopher's lecture on how human kindness can transcend global barriers was deeply inspirational.				

## 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)

### Identify

Circle the correct spelling.

Calender	Calendar	
Surprise	Suprise	Surprize
Abcense	Absense	Absence

### Insert

Place the quotation marks in the direct quote of the speaker.

- 1) He told her, I agree with you completely.
- 2) Bobby admitted, I am not looking forward to this..
- 3) The sign read Private Property Stay Out.
- 4) Grandma observed, This is very different from when I was growing up.

## Week 30 - Vocabulary List

**Think** Underline the suffix *-ist* and circle the words with the letter blend *gn, ng*

Journalist	Realist	Economist	Narcissist	Theorist
Pessimist	Optimist	Tourist	Dignity	Campaign
Indignant	Ignorant	Cognizant	Ignition	Wrangling
Cringing	Mingling	Stronghold	Scathing	Triangle

**Complete** Write the words by adding *gn* or *ng*.

1) Lo__w	A__st	11) Soverei__
2) Co__a__	__ant	12) Insi__ia
3) Ma__itude	__t	13) Fluctuati__
4) Pro__osis	9) __an	14) Co__lomerate
5) Bu__alow	10) infri__	E__ross

**Pictionary**

With a partner, draw a picture that represents a word from the list. Have your partner try to guess the word. Play again with a new word in after.

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## SUFFIX -IST

A suffix "ist" is added to a base word to describe someone who practices or specializes in a specific activity or belief.

**For example:**

"artist" means someone who practices art.

"dentist," which means someone who specializes in taking care of teeth.



### Identify

Read the description provided and identify the profession that ends with "-ist".

1) Botanist	Studies plants and their growth.
2) Scientist	Does experiments and makes theories about how things work.
3) Artist	Works with various media.
4) Pianist	Plays the piano.
5) Dentist	Treats teeth and dental issues.
6) Optometrist	Examines eyes and prescribes eye glasses.
7) Zookeeper	Works at a zoo, taking care of animals.
8) Tourist	Someone who is visiting a new place.

### Write

Use the provided words in meaningful sentences.

Journalist	
Narcissist	
Analyst	
Optimist	
Pessimist	

## SPEAKER TAGS AND PUNCTUATIONS

Speaker tags identify who is speaking in a sentence, and punctuations help clarify how something is said.

- "Is that really you?" Emily asked.
- "That's incredible!" Mark exclaimed.
- "Don't touch that," Sarah warned.



**Write** Add the appropriate punctuation in the dialogue, then write an appropriate speaker tag for each.

Jack: "You heard a strange noise\_\_"

Mia: "It's probably just the wind\_\_"

Jack: "But it's coming from inside\_\_"

Mia: "Maybe there's a window that's closed\_\_"

Jack: "Let's go check it out\_\_"

Mia: "Are you sure that's a good idea\_\_"

**Rewrite**

Read the narrative and rewrite it using dialogue speech, and appropriate speaker tags and punctuation.

Tim and Emily stood by the slide, holding a collection of marbles. Emily asked a question about her blue and green marble, and she responded enthusiastically. Then, Emily asked Tim a question about his red and yellow marble, to which he replied with excitement. Through their brief but meaningful conversation, they both felt their friendship deepen.

## WRITING DIALOGUE

Writing dialogue is the process of recording conversations between characters, using quotation marks to show spoken words and speaker tags to indicate who is speaking.

- "How do we decide?" asked Sarah.
- Tom replied, "Rock, paper, scissors."



**Rewrite** Based on the narrative given, rewrite the events as a dialogue. Make sure to use quotation marks and speaker tags appropriately.

Emma was in the library. Emma was searching for a book on ancient Egypt for her history class. While Ryan was looking for a sci-fi novel. Emma felt overwhelmed by the collection and wasn't sure where to start. Ryan, having frequented the library often, offered to help her out. She gratefully accepted.

Emma:

Ryan:

Emma:

Ryan:

**Write** Write a dialogue based on the prompt, showcasing the emotion.

**Emotion:** Excited

**Prompt:** Lisa wins concert tickets and tells Mike.

Lisa:

Mike:

**Emotion:** Curious

**Prompt:** Ava finds an old map; discusses with Leo.

Ava:

Leo:

**CROSSWORD PUZZLE****Crossword**

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

**Across**

5. Lacking knowledge or awareness.
6. Sees the bad side of things.
8. Aware or knowledgeable.
9. Arguing or fighting.
10. Carrying oneself with respect.

**Down**

1. Starts something, especially engines.
2. Person traveling for fun.
3. Organized effort for a cause.
4. Sees the bright side of things.
7. Upset due to unfairness.



## Week 30 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Write

Insert the appropriate punctuation into the sentences. Write an appropriate speaker tag for each.

Mike! You won't believe it, but I won the tickets to the concert!

That's fantastic, Lisa! You promised to take me, right?

### Write:

Write a dialogue based on the prompt, showcasing the given emotion.

**Emotion:** Jealous      **Prompt:** Noah gets a new bike; Claire wishes she had one too.

Noah:

Claire:



# Google Slides Lessons Preview





# Manitoba Language Curriculum Reading Comprehension– Grade 6

## 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 apply reading comprehension strategies so we can analyze texts, make deeper connections, and explain ideas and inferences to show a stronger understanding of what we read.

**Story Sorting Cards**

Comedy	Fairy	Science Fiction	Fables	Biography
Non-Fiction	Fiction	Apprentice	Fantasy	Fairy Tale

Paragraph	Genre	Subject
1) A heavy weight gets put to good use when a fat, smiling dragon. Along the way, he discovers the dragon is creating something magical and real: clouds, rain, lightning and ice.		
2) This tale tells the story of Tilly Fox's journey across Canada to raise money for cancer research. It describes her determination and the challenges he faced during his Marathon of Hope.		
3) A robot named Proust goes saving planets and stars. The crew of astronauts discover some new planets, look and grow up.		
4) The story follows the path of a boy who has been the best of his class.		
5) Two friends enjoy their time together and the fun they have. They are equipped with the best of the world and they are the best.		

### 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.

Sofia tightened the straps of her backpack as she followed the narrow path winding up the mountain. The air grew thinner with each step, and the sharp scent of pine trees mixed with the chill of melting snow behind her, the wild spruce withered and green, white ahead the rocky peak seemed impossibly far. A sudden rattle echoed across the cliffs, sending loose pebbles tumbling down the slope. Sofia paused, grasping her walking stick. Somewhere above, she heard a faint cry, as if someone were way up the mountain—but she couldn't see anyone.

**Consolidation – The Mountain Climb**

- 1) Making Connections** – How does this scene connect to something you know—an adventure story, a film you've taken, or a challenge you've faced?
- 2) Questioning** – What important questions would you ask to better understand Sofia's situation?
- 3) Visualizing** – What images and mood vivid in your mind—the valley, the cliffs, or the sound of the cry? Why?
- 4) Prediction** – What might happen next in Sofia's journey? Support your answer with text clues.
- 5) Inference** – Who or what could have made the faint cry above?



# Manitoba Language Curriculum Reading Comprehension- Grade 6

### Email Writing - Cohesive Ties

Dear Miriam,

Today in class we held a debate about technology, and it was exciting! Some students argued that phones help us learn. \_\_\_\_\_ others said they can be distracting. The discussion became lively. \_\_\_\_\_ everyone had strong opinions to share.

One student forgot their notes. \_\_\_\_\_ they still spoke with confidence. The teacher reminded us to listen respectfully. \_\_\_\_\_ we sometimes interrupted each other.

The debate ended with a vote. \_\_\_\_\_ the class was almost evenly split. \_\_\_\_\_

I hope \_\_\_\_\_

Also \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Match The Story to The Principle!

Drag the principle to the matching statement. Each statement can show more than one principle.

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

Statement	Principle
"The trees give us shelter and wood, so we must honor them with songs."	
"Only take what you need, so the bushes keep growing strong."	
Families worked side by side, growing food and harvesting the nesting birds.	
"What we give will come back to us in some way."	
"When we eat together and listen to each other, our hearts grow stronger."	
The roots of the cedar trees remind us of our family's strength.	
The simple song and throat, each song weaving with the drumbeats.	
"All living things are connected; when one suffers, we all suffer."	
The feast ended with Ojibwa thanks to the land and to the ancestors.	
Everyone agreed to care for the forest so the future generations would enjoy its gifts.	

**Principle Bank**

- Reciprocity
- Interdependence
- Respect
- Reverence
- Synergy
- Holism
- Responsibility

Read each message on the left. Then, draw a line connecting it to the correct principle.

Column A	Column B
Volcano : Lava	i) Clock : Time
Author : Novel	ii) Key : Lock
Mirror : Reflection	iii) Oven : Bread
Root : Tree	iv) Sun : Light
Password : Access	v) Seed : Plant
Flu : Heat	vi) Computer : Symptomatic



# Manitoba Language Curriculum Reading Comprehension- Grade 6

### Understanding Characters Through Clues

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

Statements	Direct or Indirect
1) "Nora was confident and determined, never afraid to share her ideas."	
2) Malik stayed after school to help clean the gym, even though no one asked him to.	
3) Coach Ramirez said, "Diego is one of the most dedicated players on the team."	
4) "My brother is unbelievably patient," Maya explained. "He never loses his cool."	
5) "I'll take the blame so no one else gets in trouble," Jenna whispered.	
6) Zoe's hands shook as she walked toward the microphone, wishing she could disappear.	

### RECYCLE

**DID YOU KNOW?**

Recycling is an important part of our lives. It helps us save resources and protect the environment. Recycling also helps us reduce the amount of waste that goes to landfills.

1) Is the system solving the problem?

2) What is the main example of this system?

3) Why does the author include statistics like "80% of what Americans throw away is recyclable"?

4) How do the images help illustrate the message?

5) Why do you think they included a QR code at the bottom?

6) What evidence do you think the reader is looking for?

7) How does the author encourage readers to take action?

### Propaganda

Identify the propaganda techniques in the "A" and "B" columns.

A	B
The school cafeteria will introduce a new salad option that's good for students who prefer lighter meals.	Everyone should rush to the cafeteria next week—the amazing new salad will transform your school lunches forever!
The library will extend its hours to allow students more time to study after school.	Only the smartest students take advantage of the library's new hours—don't be left behind!
Join the new volleyball club or stay out on the field at the most exciting team for school has ever seen!	The school is asking families to bring used clothing for a charity drive.
Tablets are so useful during class for research when the teacher approves it.	Tablets are the ultimate learning machines—your school experience will be better without them!
The community pool will open earlier this summer to provide more time for swimming.	If you want the best summer ever, you need go to the pool—it's the only place worth being!
A local science fair will allow students to present experiments they have worked on.	Everyone will admire you if you join the science fair—it's your chance to be famous!



# Workbook Preview



# Grade 6 – 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 monitoring, reflecting on, and discussing processes for making sense of and creating texts.	26-32, 44-50
1.2	Learners are strategically selecting and applying strategies and processes for making sense of and creating different types of text for different purposes and audiences.	10-13, 18-25, 33-270, 273-275
1.3	Learners are using a variety of thinking processes to	18-19, 44-50, 65-86, 115-137,
1.4	Le kn ma	61, 79- 0-227.

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

**Language** read,  
write, represent, listen, speak, and view?

	Grade Band Descriptors	Pages
2.1	Learners are more consistently and strategically applying knowledge of and using various resources for spelling, grammar, punctuation, and capitalization.	N/A
2.2	Learners are using their understanding of a range of text structures and features to understand and communicate clearly and effectively.	10-13, 52-61, 79-91, 115-137, 162-167, 205-206, 245-249, 257- 270
2.3	Learners are assessing and applying their understanding of how the English language works to understand more challenging and unfamiliar texts, as well as for clarity, precision, and accuracy in own creations.	N/A
2.4	Learners are examining, considering, and using knowledge of conventions of a growing range of forms and genres.	193-194, 271-272

**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 participating in, extending, and discussing creative processes for designing.	N/A
<b>3.2</b>	Learners are selecting, assessing, and organizing a variety of sources and information for different purposes.	88-91, 168-174, 176-190, 202-203, 226-227, 247-256, 261-262, 273-275
<b>3.3</b>	Learners are reconstructing, manipulating, and remixing existing texts or sets of texts to create new ideas, forms, purposes, and messages.	N/A
<b>3.4</b>	Learners are tapping into and combining experiences with ideas, images, and sounds from various sources to create something new.	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>4.1</b>	Learners are recognizing that one's identities are influenced by various factors and change over time and contexts.	115-137
<b>4.2</b>	Learners are understanding that texts represent and promote particular beliefs, values, and ideas.	139-160, 231-238,
<b>4.3</b>	Learners are exploring multiple perspectives, points of view, and interpretations.	65-66, 71-72, 139-160, 231-238
<b>4.4</b>	Learners are exploring their own voices to transform their identities, tell their personal narratives, and critically view their own and others' texts.	79-86, 115-137
<b>4.5</b>	Learners are collaborating to investigate challenging social issues, moral dilemmas, and possibilities for social justice.	157-160, 187-190

# 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.

## Understanding Text Forms – Genres and Subgenres

### Understanding Text Forms

Text forms are different ways of writing and presenting information. Each form has its own style and purpose, making writing more interesting and easier to understand.

### Different Genres

Genres are categories of writing. Each genre has unique features that set it apart. Here are some common genres:

- **Fiction:** Stories that come from the writer's imagination.
- **Non-fiction:** Real stories or facts about people, places, and events.
- **Poetry:** Expresses feelings and ideas with a special rhythm and style.
- **Drama:** Written with actors to perform on stage or in movies.

### Exploring Sub-genres

Sub-genres are smaller groups within a genre. They have specific characteristics. Let's look at some sub-genres:

#### Fiction Sub-genres:

- **Fantasy:** Stories with magical and imaginary elements like dragons or wizards.
- **Science Fiction:** Stories based on advanced scientific technology.
- **Mystery:** Stories about solving a crime or uncovering secrets.
- **Adventure:** Stories with exciting and risky experiences.

#### Non-fiction Sub-genres:

- **Biography:** A true story about a person's life.
- **History:** Writing about past events.
- **Informational:** Texts that provide facts about a topic.

#### Poetry Sub-genres:

- **Haiku:** A short, three-line poem about nature.
- **Limerick:** A funny five-line poem.

#### Drama Sub-genres:

- **Tragedy:** Plays with sad endings, often involving great heroes.
- **Comedy:** Plays that are humorous and aim to make the audience laugh.

### Why Genres Matter

Understanding genres helps us choose what to read based on our interests. It also helps writers decide how to present their stories or information. Remember, genres and sub-genres make reading and writing more fun and diverse!



**Question**

Answer the following questions.

1) What is a genre? List 3 genres you enjoy the most.

2) Why do you think knowing about different genres is helpful for readers and writers?

**Genre Categorization**

Read the title and summary of the texts and choose the genre that best fits. Circle your answer based on your understanding.

Title	Summary	Genre Options	
The Wizard's Apprentice	A young boy learns magic from a mysterious wizard.	Fiction	Non-Fiction
Journey Through the Stars	Exploring the universe and its wonders.	Science Fiction	Comedy
The Hidden Treasure of Pirate's Cove	A group of friends hunt for long-lost pirate treasure.	Adventure	History
Facts About The Rainforest	Discovering the secrets of the rainforest's ecosystem.	Non-Fiction	Fiction
Giggles and Grins	A collection of funny stories and jokes.	Comedy	Biography
The Secret of the Haunted House	Unraveling the mysteries of an old, spooky house.	Informational	Mystery
Heroes of History	Stories of famous people who changed the world.	Biography	Drama
The Enchanted Forest	Adventures of mythical creatures in a magical forest.	Mystery	Fantasy
Space Robots	The role of robots in space exploration.	Science Fiction	History

# Understanding Reading Comprehension

## What is Reading Comprehension?

**Reading comprehension** isn't just about recognizing words. It's about understanding their meanings and the ideas they share. Think of it like watching a movie in your head when you read, where you truly "get" the story or information.

## Why is Reading Comprehension Important?

- **Broaden Your Mind:** It helps you learn new things, expanding your horizons.
- **Boost Your Skills:** You can discuss and share ideas more effectively.
- **School Success:** Many subjects require you to read and understand texts. Good comprehension = better marks!



## Strategies for Better Comprehension

### Pre-reading:

- **Preview:** Take a quick look at the title, pages, and headings. What do you already know about the text?
- **Purpose:** Why are you reading this? For fun, learning, or a specific event?

### During Reading:

- **Predict:** Guess what will happen next or the main point from the author.
- **Ask Questions:** If something confuses you, take a moment to ask yourself questions.
- **Visualize:** Imagine scenes or ideas in your mind, like a mini-movie.

### After Reading:

- **Summarize:** In a sentence or two, what was the text about?
- **Make Connections:** How does this relate to what you already know or have experienced?
- **Make Inferences:** Use what you learned from the text to make conclusions.

Remember, the more you practice these strategies, the better you'll get at understanding what you read. Happy reading!

**True or False**

Is the statement true or false?

1) Comprehension is like watching a movie in your head.	True	False
2) Good comprehension doesn't affect your school marks.	True	False
3) Previewing is a strategy used during reading.	True	False
4) Predicting means guessing what the author will discuss next.	True	False
5) Visualizing involves imagining scenes in your mind.	True	False

**Question** \_\_\_\_\_ line reading without comprehending. Why is that a waste of time?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Matching**

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

Answer	Strategy	Description
	Visualizing	A) Make the text shorter, cut out just what you need.
	Making predictions	B) Actively ask questions before, during and after reading to clarify and deepen understanding.
	Questioning	C) Read between the lines to grasp implicit meanings, using context and clues to fill in gaps of information.
	Purpose of reading	D) Identify the main goal for reading so you can focus your reading efforts.
	Making Inferences	E) Relate text to personal experiences, other texts, or the world.
	Summarizing	F) Create mental images or drawings based on the text to enhance comprehension.
	Making Connections	G) Guess what might happen next in a text based on what you've already learned and your prior knowledge.

## Comprehension Practice – Making Connections

### The Mysterious Case of the Vanishing Energy

Once upon a time in the small town of Voltville, two best friends, Max and Lucy, were puzzled. Their remote-controlled car had suddenly stopped moving, right in the middle of their race! "How did it stop?" Lucy wondered. Max picked up the car and said, "I think it's time for a visit to Grandpa Joe, the wise inventor of Voltville."

They went to Grandpa Joe's quirky workshop, where they found him tinkering. "Grandpa, why did our car stop moving?" Max asked. Grandpa Joe chuckled and said, "Well, kiddos, sounds like you've run out of batteries."

"Ah, batteries!" Max said. "They're those little boxes of energy, right?"

"Exactly!" said Grandpa Joe. "Each battery has two different types of materials inside it—let's call them the 'plus side' and the 'minus side'. When they interact, they create a flow of energy called 'electric current.'"

Lucy's eyes widened. "Is that how our car runs?"

"Yes," Grandpa Joe replied. "The electric current flows from the plus side of the battery to the minus side, making the wheels turn. But when the materials inside the battery get used up, the current stops flowing out."

"So, what can we do?" Max asked.

Grandpa Joe handed them a pair of fresh batteries. "Just replace the old batteries with these new ones. But remember, used batteries shouldn't be thrown in the trash. They need to be recycled."

Lucy grinned. "Thanks, Grandpa Joe! Now we know the secret behind batteries and how to be responsible with them."

Thrilled with their newfound knowledge, Max and Lucy dashed back home. They replaced the batteries and, vroom! Their remote-controlled car was back in action, zooming faster than ever before.



## 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**

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	

## What is an Inference?

When you read a book or listen to someone talk, you're not just storing new information like putting groceries in a fridge. Your brain is actually mixing the new stuff with what you already know. Imagine it like adding ingredients to a soup you're already cooking. This makes your "knowledge soup" tastier and lets you make smart guesses called "inferences."

### Example

Suppose you read that bears hibernate in the winter. You can make inferences.

- Bears live in places where it's extremely cold in winters.
- During winter, bears don't need to eat or drink much.



Infer \_\_\_\_\_ below by answering the questions

1) As Hannah looked out the window, she noticed the trees were bare and the ground was covered in snow.

What is the weather like?

2) Maria clutched her new backpack tightly as she walked into a crowded hallway, scanning for familiar faces.

How is Maria feeling?

3) Jamal hung up 'Missing Dog' posters all around the park. He couldn't help but wonder if Coco would ever come home.

What has happened to Coco?

4) Leila nervously tuned her violin backstage. She had practiced for weeks, but now the audience was just beyond the curtain.

What is Leila preparing for?

5) Derek stared at the multiple-choice questions before him. He second-guessed himself, erasing and rewriting his answers.

How much did Derek study for this test?

## Comprehension Practice – Predicting

### The Feathers of Unity: A Tale of the Prairie-Chicken Dance

In a small Indigenous community, two friends, Takoda and Nokosi, couldn't wait for the annual Prairie-Chicken Dance ceremony. Takoda was known for being a skilled dancer, while Nokosi loved playing the drum. Both understood the ceremony was not just about dancing and music; it was a way to honour their heritage and the prairie-chicken, a bird deeply connected to their culture.

"Are you ready to dance?" Takoda asked Nokosi as they prepared their traditional regalia.

"Yes, they're set!" Nokosi replied proudly showing colourful feathers collected from previous ceremonies.

When the community gathered around the ceremonial fire, the elders lit sage and sweetgrass, filling the air with a soothing scent. Elder Makwa, the bear-spirited leader of the community, raised his hand to signal the ceremony to begin.



As the dance started, Takoda moved gracefully, mimicking the prairie-chicken's movements. His feet lightly touched the ground, and his colorful regalia seemed to capture the essence of the prairie-chicken's spirit.

Nokosi's drumming was equally powerful. His hands moved in perfect harmony with the rhythm of the dancers like the heartbeat of the community.

The Prairie-Chicken Dance was not just an individual performance; it was about unity. Takoda and Nokosi danced and drummed in perfect synchronization, just as their ancestors had done for generations.

The crowd cheered and clapped; their spirits uplifted by the energy of the ceremony. As they concluded, Elder Makwa praised them, "You have danced and drummed with the spirit of our ancestors, honouring the prairie-chicken and reminding us of our connection to the land."

That night, Takoda and Nokosi felt a deep sense of pride and unity. They knew the Prairie-Chicken Dance was more than a ceremony; it was a living tradition that bound them to their heritage and each other.

**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 says, "When the community gathered around the ceremonial fire, the elders lit sage and grass" You could stop there and predict why they do this.

1 <sup>st</sup> Prediction		Correct Prediction?
		Yes    No
2 <sup>nd</sup> Prediction		Correct Prediction?
		Yes    No
3 <sup>rd</sup> Prediction		Correct Prediction?
		Yes    No

**After Reading**

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

1) How did their way of celebrating honour the Prairie Chicken bird?


2) What would happen to traditions like this one if newer generations stopped doing them?


## Comprehension Practice – Monitoring

### Instructions

Read the text below and monitor your comprehension by stopping and putting a checkmark on the following symbols at the comprehension checkpoints.



I understand this part of the text.



I am confused by this part of the text.



I am surprised by this part of the text.



I think this is an important part of the text.



I learned something new from this part of the text.



I really enjoyed this part of the text.

### The Mystery Of Bermuda Triangle

#### Introduction

Nestled in the western part of the North Atlantic Ocean, the Bermuda Triangle is a region roughly bounded by Miami, Bermuda, and Puerto Rico. It has captivated the world's imagination due to the numerous unexplained disappearances of ships and aircraft. This report delves into the intriguing myths and the rational natural explanations for these mysterious occurrences.

✓		?		!		*		+		♥	
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#### Historical Disappearances

Over the years, the Bermuda Triangle has been the site of numerous baffling events. One of the most notable is the disappearance of Flight 19 in 1945, a group of five U.S. Navy bombers on a training flight that vanished without a trace. Similarly, the USS Cyclops, a massive Navy supply vessel, disappeared in 1918 with 309 souls aboard, leaving no wreckage or survivors. These incidents, among others, have fueled speculation and mystery surrounding the Triangle.

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**Myths and Legends**

The mystery of the Bermuda Triangle has given rise to various myths and supernatural explanations. Some theories propose the involvement of paranormal forces or extraterrestrial beings, while others suggest the influence of the mythical lost city of Atlantis, whose advanced technologies are rumored to disrupt navigational instruments.



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**Natural Explanations**

Despite the existence of these myths, scientists offer natural explanations for the phenomena observed in the Bermuda Triangle:

- **Compass Malfunction:** The Bermuda Triangle is one of the two places on Earth where a magnetic compass does not point true north, which can confuse navigators.
- **Methane Hydrates:** Large fields of methane gas can erupt from the ocean floor, potentially creating a slippery surface that causes ships to sink.
- **Rough Weather:** Even small waves, which can reach up to 100 feet, are common in the Triangle and can be dangerous for ships and planes.
- **Human Error:** Navigational mistakes and poor judgment under stress can contribute to accidents in the area.

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**Investigating the Facts**

A critical examination of the Bermuda Triangle's mysteries has revealed that many of the disappearances have logical explanations. Research and technological advancements have clarified much of the previously unexplained phenomena, demonstrating that the triangle is no more mysterious than any other part of the ocean.

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**The Role of Pop Culture**

Books, movies, and media have played a significant role in showing the mystery of the Bermuda Triangle. These works often prioritize sensationalism over scientific accuracy, leading to a widespread misunderstanding of the natural occurrences in the area.

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**Conclusion**

While the Bermuda Triangle has been the subject of many thrilling stories and myths, most scientists agree that the occurrences within this area can be explained by natural phenomena. Advanced technology and improved navigational equipment have further reduced the mysteries once associated with this region.

**Monitoring**

Answer these questions.

1) How did monitoring each part of the text help you in understanding the report?

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2) Was there any part of the text that confused you? What strategies did you use to overcome confusion?

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**Reflection**

Answer these questions.

1) Reflect on what you learned about the importance of careful reasoning when exploring mysteries like the Bermuda Triangle.

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2) After reading the report, has your opinion about the Bermuda Triangle changed? If so, how?

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## Comprehension Practice – Refocusing / Re-engaging

### Instructions

Read the text below. If you lose focus or engagement while reading the report. Turn the page and choose one strategy from the list to refocus and re-engage with the text. Reflect on your experience with using the strategies by answering the questions on the response worksheet.

### Influential Inventors and Innovations

#### Introduction

Invention has been a cornerstone of human progress, revolutionizing the way we live, work, and interact with the world around us. This report delves into the remarkable stories of pioneering inventors and their groundbreaking innovations, shedding light on how these contributions have profoundly influenced modern society.

#### The Wheel of Progress

The invention of the wheel stands as one of humanity's most monumental achievements. Its use in transportation, agriculture, and warfare. This innovation laid the foundation for subsequent technological advancements, enabling the development of cars, bikes, and countless machinery that shape our modern world.

#### The Spark of Illumination: Thomas Edison and the Light Bulb

Thomas Edison, an American inventor, significantly impacted the world by inventing the practical electric light bulb. Before this invention, people relied on candles and gas lamps, which were inefficient and hazardous. Edison's light bulb extended productive hours after sunset, enhanced safety, and spurred the growth of businesses and entertainment industries, lighting up homes and cities.



#### The Digital Revolution: Alan Turing and the Computer

Alan Turing, a British mathematician, is often hailed as the father of computer science and artificial intelligence. During the 1940s, Turing developed the concept of a universal machine, which could solve complex calculations and tasks. His innovative ideas laid the groundwork for the modern computer, a device that has become integral to almost every aspect of daily life, including education, healthcare, and communication.

#### Connectivity Across Continents: Tim Berners-Lee and the World Wide Web

In 1989, British engineer Tim Berners-Lee invented the World Wide Web, a global system of interconnected computer networks that transformed information sharing and communication. The Web has democratized access to information, fostered global connections, and revolutionized business, education, and government, making it one of the most influential inventions of the 20th century.

**Connecting the World: Alexander Graham Bell and the Telephone**

Alexander Graham Bell, a Scottish-born inventor, is best known for inventing the telephone in 1876. Bell's invention revolutionized communication, allowing people to talk to each other over long distances instantly. The telephone paved the way for subsequent innovations in communication technology, including mobile phones and the internet, further connecting the global community and facilitating the exchange of ideas and information.

**Conclusion**

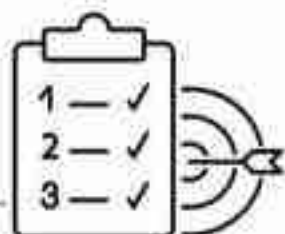
The stories of these inventors and their innovations underscore the profound impact that creative and analytical thinking can have on society. From the wheel to the telephone, each invention paved the way for further advancements, shaping the fabric of modern life and inspiring generations to continue exploring, innovating, and dreaming big.

**Instructions**

Choose the following strategies, to re-focus and re-engage with the text. Leave space on the next page to implement your strategy if it needs you to. Put a checkmark in front of the strategy you choose.

1)	<b>Making Notes</b>	jot down key ideas and summaries in your own words.	
2)	<b>Doodling / Sketching</b>	Draw related images or diagrams to visualize concepts.	
3)	<b>Chunking Information</b>	Break the text into small sections and summarize each chunk.	
4)	<b>Asking Questions</b>	Write down any questions that arise during reading.	
5)	<b>Summarizing Paragraphs</b>	Write a one-sentence summary for each section.	
6)	<b>Connecting to Prior Knowledge</b>	Note down anything that relates to what you already know.	
7)	<b>Predicting Outcomes</b>	Guess what might happen next or what a section will be about before you read it.	
8)	<b>Pausing and Reflecting</b>	Take a moment to think about what you've read every few paragraphs.	
9)	<b>Discussing with Peers</b>	Share a point or fact with a classmate and discuss.	
10)	<b>Setting Goals</b>	Set small goals, like reading a certain number of lines before taking a brief break.	

# MY GOAL PLANNER



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

Ways I can work toward my goal:

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



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

New things I will try:

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

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read:

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**PREVIEW**

**Instructions**

Follow the given instructions to fill your weekly reflection table.

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

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

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

# READING LOG

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

### Instructions

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

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

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

## Activity: Writing Goal-Setting

### Objective

What are we learning more about?

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



### Instructor

How do we complete the activity?

- 1) Introduction: Explain the importance of setting goals in writing. Emphasize how it helps improve skills, organization, and focus.
- 2) Understanding Personal Strengths: Ask students to reflect on their writing. Encourage them to think about what they enjoy in writing and areas they find challenging.
- 3) Exploring Writing Goals: Provide examples of achievable writing goals, such as using more descriptive words, writing a certain number of words daily, or writing a certain number of paragraphs.
- 4) Personal Goal Selection: Distribute the goal-setting cards. Instruct students to select or write down one main goal they 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 practising writing for 15 minutes daily.
- 6) Journaling Regular Progress: Encourage students to use their journals to note their progress. This includes writing about successes, challenges, and what they've learned.
- 7) Regular Check-Ins: Set a schedule for regular check-ins, where students can share their progress, adjust goals if necessary, and celebrate achievements.
- 8) Reflection: At the end of the activity period, have a session for students to reflect on their journey.

**Reflection**

Answer these questions.

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

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

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

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**Instructions**

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

Expand Vocabulary

Enhance Descriptive Writing

Improve Spelling

Develop Storytelling Skills

Practise Punctuation

Organize Thoughts Clearly

Experiment with Different Genres

Build Writing Stamina

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

PREVIEW

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

Action Items	Expected Completion Date	Actual Completion Date

**INDEPENDENT  
READING  
ACTIVITIES**

# Independent Reading - Responses

**Day 1**

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

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

**Day 2**

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

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

## Independent Reading - Responses

**Day 9**

Fill in the organizer below.

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

**Day 10**

Fill in the organizer below.

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

# Independent Reading BINGO

**BINGO**

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

B	I	N	G	O
Write the story's main idea in one sentence. Explain why.	Guess what the character will do next and explain why.	Name the secondary character and describe their role.	Redesign the story's climax (big problem) in 3 sentences.	Rank your top 3 characters and explain why.
What puzzled you in the story? Write down two questions.	Describe the author's motivation to make a character happy or sad.	Identify the author's purpose to write the story.	Contrast two characters in the story (differences between them).	Summarize a chapter you just read in 3 sentences.
Find a word you didn't know and write its definition.	Pick a scene and write how it made you feel.	<b>Free Space</b>	What is the main way the author uses to tell the story?	Describe the book's genre. How do you know?
Write a letter to a character offering them advice.	What would you ask a character if you could?	Draw a scene you pictured in the story.	If you were the author, what would you change?	What did the story have the most lasting impact on you? Explain in 3 sentences.
What would be a good sequel to this book? Describe in 3 sentences.	Create a title for a chapter that doesn't have one.	Mention a plot twist and how it affected the story.	Do you agree with the character's choices? Why or why not?	Choose a sentence and explain why it's important.

# Block 2: Cultural Text Forms

## Focus

- Creation Stories
- Songs from different Indigenous communities
- Adjusting reading rate for comprehension
- Cultural elements – values, rituals, ceremonies, architecture, art, and dance.
- Making connections to these cultural elements
- Visualizing different cultural text forms

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

## Creation Story – First Nation Architecture: Wigwam

In a peaceful forest clearing, young Kitchi and his sister Lelani lived with their family in a special wigwam built by their father, Nahawi. Kitchi always wondered how their home was so sturdy and yet so easy to put up or take down.

One sunny morning, Nahawi decided it was time to teach the kids the art of wigwam-making. "It's not just a house; it's a home that connects Earth and Sky," he said, touching the ground and the top of the wigwam.



They started by choosing young trees for the frame. Nahawi showed them how to bend the young trees into arches, securing them with roots they had dug up. "These arches are like the arms of the Earth, reaching up to embrace," Nahawi explained.

For the walls, they used birch bark. Nahawi showed Kitchi and Lelani how the birch trees willingly offered their bark to keep them warm. They laid the bark over the frame, and the wigwam began to look like a home.



"Remember to leave an opening at the top," Nahawi said, "so our prayers and thanks can reach the spirits." Kitchi and Lelani carefully made the opening, feeling grateful. Finally, they finished the door. They used more birch bark and added a small opening for their mother, Minowin, had made. "Now our home is complete," Nahawi smiled.

That evening, as they sat in their newly built wigwam, Kitchi felt grateful. His sister Lelani whispered, "It's like the wigwam is a living story, telling us about our connection to the Earth and Sky."

And so, in the whispering language of nature and architecture, their wigwam spoke to the sky and listened to the Earth, keeping Kitchi, Lelani, and their family safe and grounded in the wisdom of their ancestors.

**Before Reading**

Read the title. Can you think of other subject areas related to this topic?  
Are there any other forms of architecture you know about?

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**Comprehension**

Is the statement true or false?

1) Nahawi is King Fahd's	True	False
2) They used metal rods to	True	False
3) The wigwam's walls are made of	True	False
4) Nahawi said the wigwam connects the	True	False
5) There is no opening at the top of the wigwam.	True	False

**Question**

What materials did they use to build the wigwam?

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**Making Connections**

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

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## Indigenous Art – Métis Story

### The Beadwork Adventure of Chiara and River

Once upon a time in a small Métis community lived two best friends, Chiara and River. They were both fascinated by their community's rich history of art, especially beadwork.

One sunny day they visited Grandma Lynne, a respected elder in their community, to learn more about Métis beadwork. "This isn't just about making beautiful stories and keeping our culture alive," Grandma Lynne said as she showed them colourful patterns of beadwork.



Chiara and River were so inspired that they decided to create their own beadwork art. They went to the local crafts store and gathered various sorts of colours and shades. Chiara chose colours that reminded her of the sunset, while River chose colours that looked like the forests and rivers around their community.

They both sat under the old oak tree that stood tall in the park, peacefully stringing beads onto thread. It was a quiet, peaceful afternoon, and they could hear the leaves rustling in the wind.

After hours of work, Chiara created a beautiful flower pattern, while River made a sash with zigzagging lines. They couldn't wait to show Grandma Lynne their creations. When she saw their work, her eyes twinkled like stars. "You've done an excellent job! This is exactly how our stories and traditions live on," she said.

And so, Chiara and River became a part of the chain of artists and storytellers in their community, learning that art isn't just about making something beautiful. It's also about keeping memories, stories, and an entire culture alive and well. And that was the most beautiful thing of all.

**Pre-Reading**

What do you know about indigenous artwork? List three other forms of art you know.


**Draw**

Draw a pattern you would like to create with Métis Beadwork.

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**PREVIEW**

**Comprehension Check**

Is the statement true or false?

1) They went to a museum to get beads for their art.	True	False
2) Chiara chose colours that reminded her of the sky at sunset.	True	False
3) River made a sash with a circular pattern.	True	False
4) They worked on their beadwork in Chiara's backyard.	True	False
5) The story says that art is only about making something pretty.	True	False

## Indigenous Dance – Inuit Story

### Visualizing

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

### The Dance of the Northern Lights

In a small Inuit community near the Arctic Circle, lived a young boy named Tuktu and his sister Nuka. They were very excited because the annual Snow Moon Festival was just days away. It was the time when families gathered to celebrate the bright moon and the beautiful northern lights, which they believed were the spirits of their ancestors dancing in the sky.

Their Grandma Siva taught them the traditional dance of the festival. "You see," she said, holding up her colourful parka. "The patterns on this parka were inspired by the northern lights. We dance at the festival to honour our ancestors."

For days, Tuktu and Nuka practiced their dance moves. Tuktu had a drum made of seal skin, and Nuka had ulu-shaped clappers. They learned to mimic the walking of a polar bear and sway their arms like the waves of the ocean.

Finally, the night of the Snow Moon Festival arrived. The community gathered around a bonfire, the children's faces glowing from the flickering flames. Tuktu and Nuka felt a mix of excitement and nerves.

As they began to dance, the northern lights started to appear in the sky, casting green and pink glows over the snow-covered ground.

Everyone joined in, and it seemed as if the very air was dancing. Grandma Sana looked up towards the sky and smiled, "Look, the spirits are pleased; they have joined our celebration!"

As Tuktu drummed and Nuka danced, they both felt a warm connection to their ancestors and their land. When the dance was finished, they looked up and felt as if the swirling colours of the northern lights were giving them a standing ovation.

With hearts full of joy and a sense of deep connection to their heritage, Tuktu and Nuka knew they would keep this tradition alive for many more Snow Moon Festivals to come.

# Block 3: Reading Letters

## Focus

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

## Email Writing – New Vocabulary

Subject: Get Ready for Our Super Space Adventure! 🚀

Hello Future Astronauts,

Buckle up because we're going on an extraordinary trip through outer space! 🌐 We're going to learn about celestial bodies, luminaries, and even black holes. Yep, our classroom is transforming into a "Space Station" for the forthcoming weeks!

First stop, we'll become "Planet Custodians." We'll collaborate and learn how to preserve our planet from space detritus by examining things like recycling in space! How fun!

But wait, there's more! A professional astronomer will visit our class to inform us about optical instruments and how to identify various phenomena in the sky. 📖

At the conclusion of our excursion, we'll host a "Space Symposium." You and your comrades will get to exhibit your findings with posters, replicas, and even some cosmic activities. ✏️

Got inquiries? Require additional specifications? Let us know.

See you all in class,  
Mrs. Carter

### Vocabulary

Read the email and write any words that you do not know. Then look up their meaning.

Word	Meaning – Use Context Clues or Look Up Word Meanings

## Letter Writing – Bias in Advertising

Dear Awesome Students,

Hey there! I'm Dino Dave, the world's greatest dinosaur explorer and puzzle solver! Guess what I have for you today? It's the Dino Dave Adventure Kit, and trust me, this kit will take you on an adventure you'll never forget!

This isn't just any old kit; it's a magical kit that will turn you into a real-life explorer! Wanna dig up dino bones? This kit has all the tools! Crazy about treasure hunts? It comes with maps and more! It's 10 times more exciting than any video game you've ever played. If you don't get it, you're missing out on some serious fun.

Hurry! The Dino Dave Adventure Kit will make you the most adventurous kid in school, just like me, Dino Dave!

See you on the adventure!

Your future favourite explorer

Dino Dave 🦖



### Questions

### Answers to questions

1) Is Dino Dave biased in his opinion that his kit is the best? Explain.

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

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3) Why do you think Dino Dave wrote this letter?

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

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## Letter Writing – Inferences

Hello there! I'm Astro Annie, and I spend my days looking at stars and exploring the universe. Being an astronaut isn't just a job for me, it's like living my dream every single day. Today, I want to share how my love for science and learning got me to where I am: Up in the sky, far away from Earth.

You're in grade 6 now, and you might think school is not that important. But trust me, what you learn today will help you reach for the stars tomorrow. Whether you want to be an astronaut like me, a doctor, or an artist, giving your best in school is your launchpad to success.

Imagine your school as building a rocket ship. Every math problem you solve or book you read is like adding a piece to your rocket. The more you build, the higher you'll soar in the future!

Life won't always be smooth sailing. You'll face challenges and might even feel like giving up. But remember, no astronaut ever made it to space without some struggles. So keep pushing, keep exploring, and your future will be as bright as a supernova.

Wishing you an out-of-this-world future!

Astro Annie 🚀



### Questions

Answer the questions.

1) What is the perspective of Astro Annie? Do they state a point of view or a complaint?

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2) Make a local inference – what conclusion can you make from this sentence:  
"Every math problem you solve or book you read is like adding a piece to your rocket."

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3) Make a global inference – what conclusions can you make from the entire reading?  
Ideas: Is Astro Annie a hard worker? Is it easy to become an astronaut?

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## Letter Writing – Inferences

Edmonton, Alberta  
September 25, 2023

Dear Cousin Aiden,

I hope this letter finds you in good spirits in Vancouver. School started a few weeks ago, and our new teacher, Ms. Patel, is really focused on helping us understand the bigger picture of history and human experience. One of the most impactful experiences I had recently was visiting a Holocaust Memorial with my class.

The memorial served as a place of remembrance for the millions of people who lost their lives during the Holocaust, a terrible time in history. We listened to a speaker who talked about the importance of never forgetting these events. She encouraged us to think about how happy people treat others as less than human just because of their religion or ethnicity. The visit was emotionally heavy but it really got me thinking about the value of human life and the importance of standing up for what is right.

Ms. Patel had us reflect on the visit and we had a very moving classroom discussion. Many of my classmates shared their thoughts on how we can make sure that history does not repeat itself. Some talked about the importance of education and awareness, while others emphasized the need to stand up against prejudice and hatred in all its forms.

It's not easy to think about these things, but it feels necessary. Understanding the past helps us shape a better future. It's made me appreciate the freedom in our country and the need to respect and honour that.

On a lighter note, our school has started a book club, which I've joined. We're currently reading a fantasy adventure book. Since you're into fantasy novels, maybe you can read it too, and we can discuss it next time we chat?

Mom and Dad are planning a weekend trip to a pumpkin patch. I'm excited about it, especially with Halloween coming up. What are your plans for Halloween this year?

Give my regards to Aunt Lisa and Uncle Steve. I'm really hoping we can catch up in person during the winter holidays.

Wishing you all the best,  
Oliver

## Letter Writing – Inferences

### Local Inferences

Make inferences from the sentences below.

"It's not easy to think about these things, but it feels necessary"

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"We have people who talked about the importance of never forgetting these events"

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"Understanding our past helps us shape our future"

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### Global Inferences

Make four inferences from the entire text.

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**PREVIEW**

# 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.
- Literary devices – Hyperbole and Idioms
- Sequencing the events of multiple plots in a story, explaining the cause and effect
- Flashbacks, antagonists, protagonists, stock characters, story within the story.

## What is Indigenous Storywork?

### Preface

Welcome to this report on **Indigenous Storywork**, a special way of teaching from Canada's Indigenous nations. We'll explore what it is, the Seven Principles, and why it's important.

### What is Indigenous Storywork?

Indigenous storywork is more than just telling stories. In Indigenous **cultures**, stories are passed down from **elders** to younger people. These stories teach important lessons about life, not just for the individual but for the community. Imagine a grandparent telling a story that has been told for hundreds of years! Each story is like a treasure chest, full of **wisdom**.

### The Seven Principles of Storywork

In Indigenous Storywork, there are seven guiding principles:

- **Respect:** Being courteous and honoring others.
- **Responsibility:** Completing your duties to your community.
- **Reciprocity:** The practice of mutual giving and receiving to the community.
- **Reverence:** Holding deep admiration and respect for something almost sacred.
- **Holism:** Recognizing the interconnectedness of everything.
- **Interrelatedness:** Learning how every part in a system is related to others.
- **Synergy:** Working together to create something that is more powerful than individual efforts put together.



### Why It Matters

This type of storytelling helps us understand the world from the Indigenous perspective. It promotes respect and understanding for cultures that have been here for a long time.

### Glossary

- **Indigenous:** First people to live in a place.
- **Elders:** Older people with wisdom.
- **Wisdom:** Deep knowledge.
- **Cultures:** Way of life for different communities – food, clothing, art, etc.

**True or False**

Is the statement true or false?

1) The Seven Principles are taught in different Indigenous stories.	True	False
2) Indigenous Storywork helps us understand the Indigenous perspective.	True	False
3) "Elders" in the glossary refers to older people with wisdom.	True	False
4) "Wisdom" in the glossary means lack of knowledge.	True	False
5) Indigenous Storywork promotes disrespect for cultures.	True	False

**Questions**

Answer the questions below.

1) Why is Indigenous Storywork considered significant?	
2) Paraphrase the 7 principles by rewriting them in your own words in one sentence each.	
<b>Respect</b>	
<b>Responsibility</b>	
<b>Reciprocity</b>	
<b>Reverence</b>	
<b>Holism</b>	
<b>Interrelatedness</b>	
<b>Synergy</b>	

## Indigenous Storywork - Narrative

### The Tale of Wise Elder Nokomis and the Three Stones

Long ago, in an Indigenous community, there lived an elder named Nokomis. She was known for her wisdom and the stories she told around the fire.

One day, a group of children gathered to listen. "Today, I will tell you about the Three Stones of Life," she began.



#### Stone 1: Responsibility

"First," she said, holding a smooth, blue stone, "this stone represents Responsibility. In our community, it is everyone's duty to look after the land, the water, and each other. Once, a young man named Takoda ignored this. He threw trash into the river because he was lazy and did not have a proper place for it. Soon, the fish became sick, and the whole community suffered. We learned to be responsible only after he had to help clean the river and nurse the fish back to health."

#### Stone 2: Respect

Next, she showed them a green stone. "This is the Stone of Respect. We must honor all living things and our ancestors. A girl named Amara learned this lesson. She would pluck flowers carelessly and step on plants. But when she realized that she was hurting the spirits of the Earth, she started treating everything with respect, just as her ancestors had taught her."

#### Stone 3: Interrelatedness

Finally, Nokomis held up a red stone. "This is the Stone of Interrelatedness. It reminds us that we are all connected. Wabanang, a young boy, would always take all the berries and never leave some for the animals. Eventually, the animals moved away, and the berry bushes stopped growing. Wabanang understood that what he did affected everyone and everything else."

As Nokomis placed the three stones back into her pouch, she looked at the children. "Remember, each of you holds these stones within you. Be responsible, show respect, and never forget how interconnected we all are."

The children nodded, grateful for the wisdom they had gained. From then on, they remembered the lessons of the three stones and lived in a way that honored their community and the Earth.

And so, the tale of Wise Elder Nokomis and the Three Stones became a cherished lesson for generations to come.

**Questions**

Answer the questions below.

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


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


**Storywork Traits**

What Indigenous Storywork traits did you see in this story? How were these three traits demonstrated?

Responsibility	<hr/> <hr/> <hr/>
Respect	<hr/> <hr/> <hr/>
Interrelatedness	<hr/> <hr/> <hr/>

## Narrator's Point of View

The narrator's point of view is about who is sharing the tale. There are three main types you'll often see:

- **First-Person:** A person in the story is the one telling it. They'll use words like "I" and "we." Example: "I discovered a hidden cave!"
- **Second-Person:** The story speaks directly to you, making you a character in the plot. It uses words like "you" and "your." Example: "You stumble upon a hidden cave!"
- **Third-Person:** A narrator who isn't part of the story shares it. This style uses words like "he," "she," and "they." Example: "Tommy discovered a hidden cave!"

Each type of point of view gives a special touch to the story, making it feel different each time you read it.

### Instructions

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

1) I tripped over the hidden cave.	First	Second	Third
2) You find a mysterious key.	First	Second	Third
3) He saw a shooting star.	First	Second	Third
4) We laughed at the clown's joke.	First	Second	Third
5) You pull the secret book from the shelf.	First	Second	Third
6) She sings her heart out.	First	Second	Third
7) I solved the final riddle.	First	Second	Third
8) You leap over the puddle.	First	Second	Third
9) They danced until midnight.	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 Solar System – Different Points of View

### First-Person:

Hi there! I'm Sunny, the Sun at the centre of the solar system. Let me tell you about my planetary friends. Closest to me is Mercury, who's super fast, going around me in just 88 Earth days! Venus is next, and she's the hottest of the bunch. Earth is special because it has life, like you! Mars is my red buddy, always curious about visitors.

After the asteroid belt, we get to the gas giants—Jupiter, Saturn, Uranus and Neptune. They're big and a little mysterious. Pluto's a dwarf planet too; he used to be a planet but got a new title.



### Second-Person:

Imagine you're soaring through space. First, you zip by Mercury, feeling the intense heat from the Sun. Next, you see Venus covered in thick clouds. Now you're at Earth, waving to your friends. You take a look at Mars, noticing its red soil.

Whoosh! You fly past the asteroid belt and reach Jupiter. Saturn's rings are like nothing you've ever seen. You move on to Uranus and Neptune; they're so far out! Finally, you wave hello to Pluto, who's a dwarf planet.

### Third-Person:

In the solar system, the Sun sits majestically at the centre, radiating light and warmth. Mercury speeds around it, completing a full orbit in less than 90 Earth days. Venus, covered in dense clouds, is next in line. Earth, the only planet known to have life, is third from the Sun. Mars, the red planet, appears inviting but is mostly desert.

After the asteroid belt, Jupiter, the largest planet, comes into view. Saturn's stunning rings make it unique. Uranus and Neptune, the ice giants, are next, both mysterious and distant. Pluto, once considered a planet, is now known as a dwarf planet and sits at the edge of the solar system.



## Advantages/Disadvantage of Points of View

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

Hey there, I'm a jar of Canadian Maple Syrup, and I've got pals who are a big deal in exports and imports. Take my friend, Blueberry, for instance. She goes all the way to Japan!

Then, we've got Mr. Salmon, who swims from the Atlantic Ocean to markets in Europe. Guess what? We also welcome imports. Like, Bananas! She comes from faraway places like Ecuador to brighten up our breakfast.



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

Imagine you're a farmer who has just harvested bushels of blueberries. You pack them up, and off they go. You feel good knowing your hard work will be enjoyed halfway across the world.



Then, picture yourself as a shopper in a Canadian supermarket. You see bananas and coffee on the shelves. You realize, "These come from different continents!" It's like the best of both worlds—just grocery shopping!

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

In Canada, exports and imports are like a two-way street. On one side, Canada sends out its delicious maple syrup, fresh blueberries, and high-quality salmon to countries worldwide. These exports not only earn money but also share a taste of Canadian culture.

On the other side, Canada receives imports like bananas from Ecuador and coffee from Colombia. These imports add variety to Canadian lives, offering flavours and products from around the globe.

So, whether it's maple syrup flying to other countries or bananas coming into Canada, exports and imports make the world an exciting, connected place!

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

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Curriculum Connection  
1.2.2.2.2

## 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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## Hyperbole & Idiom

Literary devices are nifty tools that writers use to spice up their stories and make them extra exciting to read. These tricks help us picture what's happening, tap into our feelings, and understand what the story wants to tell us.

- **Hyperbole:** This is when you exaggerate something to make a point or add emphasis. It makes things more dramatic and catches your attention. Example: "I'm so hungry, I could eat a horse!"



- **Idiom:** These are phrases that don't mean exactly what the words say. They have a different meaning that you have to figure out. Example: "It's raining cats and dogs outside." It doesn't mean pets are falling from the sky, it means it's raining really hard.

**Think** Read the story below and find examples of hyperboles and idioms

One sunny day, Timmy the Tortoise was slow, he made snails look like race cars! He always felt like the world was moving at the speed of light around him. "I wish I could be as fast as lightning," he sighed.

Then, his friend Benny the Butterfly fluttered over with a long face, "Timmy?" "I'm tired of being slower than molasses," Timmy groaned.

"Don't count your chickens before they hatch," Benny teased. "You have something none of us have: patience!" Just then, a gust of wind whirled by, turning the sky so dark it looked like midnight at noon. "Oh no, I forgot my umbrella!" Benny cried. "It's raining cats and dogs!" Benny exclaimed.

"Don't worry, just stand under my shell," Timmy offered. Benny realized Timmy was right. Sometimes, slow and steady wins the race, especially when the sky is dark. Benny learned that every cloud has a silver lining, especially when you're as slow as Timmy.

Hyperbole	
Hyperbole	
Hyperbole	
Idiom	
Idiom	
Idiom	

## Hyperbole - Visualizing

Visualize

Draw what you are picturing when you read the hyperboles below

Her smile was as bright as a thousand  
suns.

His backpack weighed a ton.

She ran as fast as a cheetah on a sugar  
rush.

The tree was tall enough to touch the sky.

**PREVIEW**

## Idiom - Visualizing

**Visualize**

Draw the literal meaning of the idioms below. Then explain the figurative meaning - what the idioms really mean.

"The ball is in your court."

Meaning

"Don't cry over spilled milk."

Meaning

"It's raining cats and dogs."

Meaning

"Bite the bullet"

Meaning

**PREVIEW**

## 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 picture things better. For example:

- The moon is like a big, round ball of cheese.
- Her smile is as bright as the sun.
- The cat roared like a lion.
- The winter was as cold as ice.



This is a story. Read the story below and find examples of simile.

Once upon a time, Sally had a garden that was as colourful as a rainbow. She loved her flowers, which she tended every day. One day, a butterfly as graceful as a ballerina flew into her garden. Sally's heart was as light as a feather watching it flutter around.

Soon, clouds as fluffy as cotton balls covered the sky. Sally knew rain was coming. "Oh no, my new seeds!" she thought. They need water, but not too much, or they would drown. Sally ran as fast as a cheetah to her garden and opened an umbrella to cover the seeds.

Raindrops fell as softly as whispers from the sky. The plants drank up the water. Sally and her friends were playing in the rain. After it stopped, the sun came out as bright as a diamond. Sally's garden had made a new friend—the butterfly stayed!

The end of this tale leaves everyone as happy as a clam, especially Sally and her fluttery friend.

# Simile

## 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 Tale of Despereaux"	The mouse's tail is as long as a spaghetti noodle.

## Match The Column

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

Column A	Column B
As busy as	a feather
As light as	honey
As brave as	a racecar
As fast as	a bee
As sweet as	a lion

## 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 are shining stars.
- The classroom is a zoo today.
- His pocket is a treasure chest.



Think

Read the story below and find examples of metaphors.

Once upon a time, Max lived in a house that was a castle to him. Max loved cheese, which was his golden treasure. One day, he heard that Farmer Bob's barn was a cheese paradise. Max decided to go on an adventure.

Max was a tiny race car, zooming through the field. The grass was a green ocean, and Max swam through it. Finally, he reached the barn, which stood like a giant guarding its secrets.

Inside, he saw cheese stacked like mountains. Max was a mouse, sneaking with joy. He quickly filled his tiny bag, thinking it was a magic bag that could hold anything. But then, he heard a meow. Uh-oh! The barn was also home to a silent ninja in the shadows.

Max ran as if his feet were rockets. He dashed back to his house, which now felt like a safe island. Max learned that adventures can be exciting but also risky. From then on, his home was his favourite paradise.

## Imagery

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

- **See:** The big, yellow school bus rumbled down the street, looking like a cheerful banana on wheels.
- **Smell:** The air smelled like fresh cookies from the oven, sweet and warm, making my tummy rumble.
- **Hear:** The cat's meow was as soft as a whisper, like a secret just for me.



**Think** Read the passage and underline examples of imagery. Then write them below.

In the mountains of Peru, where the clouds touch the sky, lived a girl named Marisol. The sun painted the morning sky a vibrant orange, and the air was filled with the scent of blooming flowers. Marisol loved to wander through the bustling market, breathing in the smells of spicy corn and sweet breads.



In the daytime, Marisol worked with her hands, weaving colorful threads quickly to make cloth with lots of colours. The market, where she sold her goods, was full of laughter and chatter, as bright and colourful as parrots.

At night, Marisol gazed up at the twinkling stars, feeling the cool breeze beneath her feet. The cool breeze carried the promise of adventure, and she knew her heart belonged to the beautiful land of Peru, wrapped in a blanket of history and dreams.




**Scavenger Hunt**

Find books that have examples of imagery.

Book Name	Example - Describe or quote the example.
"The Enchanted Forest" by Emma Johnson	"The trees whispered secrets to the wind, and the leaves danced like golden coins falling from the sky."

**PREVIEW****Describe**

Describe the objects below as clearly as possible.

Object	Description
	
	
	

## Imagery

### Instructions

Imagine you were the one that took this picture. Think about where this picture was taken. Describe using your five senses.

- What do you see?
- What do you hear?
- What do you feel?
- What do you smell?
- What do you taste?



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## Imagery - Sensory Language

**Sensory language** in imagery involves using words that appeal to our five senses: sight, hearing, smell, taste, and touch, to create vivid pictures in the reader's mind. This type of language helps you experience the story as if you were there. Here are examples for each sense:

- **Sight:** sparkling, shadowy, vibrant
- **Hearing:** thundering, whispering, chirping
- **Smell:** fragrant, musty, fresh
- **Taste:** tangy, bitter
- **Touch:** fuzzy, salty

By using sensory words, writers can make their descriptions more engaging and realistic, allowing readers to fully immerse themselves in the text.

### Instructions

Sort the words from the word bank according to the sense that it relates to and place it in the correct section.

Muffled	Bland	Aromatic	Dim
Bitter	Rustling	Bright	Sizzling
Tart	Glistening	Whispering	Musty
Fuzzy	Salty	Glowing	Fragrant

## Sequencing the Plot of a Story

A) Tommy couldn't believe his eyes. There, shining in the night sky, was Orion, a constellation he'd just read about! His heart raced with excitement as he took out his telescope to get a closer look.

B) Tommy was a space enthusiast. He loved reading about galaxies, stars, and constellations. His room was like a mini planetarium, filled with glow-in-the-dark stars and space posters.

C) "Tommy, what a fantastic observation!" said Mr. Johnson, his science teacher and advisor of the school's astronomy club. "Don't forget to jot down your findings." Tommy nodded and started writing notes in his special stargazing journal.

D) Armed with his telescope, binoculars, and that trusty journal, Tommy was part of the after-school astronomy club. They were having their first stargazing event in the school's soccer field.

E) Finally, with Orion perfectly lined up in the telescope, Tommy sketched the constellation into his journal. He couldn't wait to share his findings in class.

F) The next day, Tommy and Mr. Johnson looked over his work. "This is amazing; you've even captured Orion's belt accurately," Mr. Johnson said, smiling. "You're becoming quite the young astronomer!"

G) Earlier, when Tommy got off the school bus, he was full of nervous excitement. But the second he saw Orion shining brightly in the sky, he felt all his nerves melt away.

H) A week later, Tommy presented his findings to the astronomy club. He listened closely as he described Orion's main stars. He felt super proud; he had not only contributed to the club but also moved one step closer to his dream of becoming an astronomer.



PREVIEW

### Sequence

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

Plot Sequence	

## Narrative Writing - Cause and Effect

In stories, "cause and effect" tells us that something happens because of something else. Think of it like a chain where one action leads to another.

- Cause: It rains. Effect: People use umbrellas.
- Cause: You study hard. Effect: You get good grades.
- Cause: A dog barks. Effect: People turn to look.



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

1) She practiced every day, and now she can play complex songs.	<u>Cause</u>	<u>Effect</u>
2) The car ran out of gas, so it <u>stall on the highway</u> .	<u>Cause</u>	<u>Effect</u>
3) The team worked together, so they <u>won the championship</u> .	<u>Cause</u>	<u>Effect</u>
4) He <u>didn't water the plants</u> , so they died.	<u>Cause</u>	<u>Effect</u>
5) She <u>turned on the heater</u> , making the room cozy.	<u>Cause</u>	<u>Effect</u>
6) He left food out overnight, so <u>ants invaded the kitchen</u> .	<u>Cause</u>	<u>Effect</u>
7) She <u>forgot to set her alarm</u> , causing her to be late for work.	<u>Cause</u>	<u>Effect</u>
8) The <u>movie was interesting</u> , so everyone paid attention.	<u>Cause</u>	<u>Effect</u>
9) The cat knocked over the vase, <u>leading to a mess on the floor</u> .	<u>Cause</u>	<u>Effect</u>

**Think**

Think of either the cause or effect that matches below.

Cause	Effect
She ate too much candy,	
	helped him get a new job.
She forgot her umbrella,	
	so nobody ate it.

## Biodiversity Story – Cause and Effect

### A Transformation in Maple Creek: Unity for a Healthier Planet

Once upon a time in the scenic Canadian town of Maple Creek, Fiona the fox, Oliver the owl, and Stanley the salamander were the best of friends. They thrived in their forest, filled with towering trees, pure rivers, and wide-open skies. But things started taking a turn for the worse, and they couldn't just stand by.

Fiona, who used to find abundant berry patches, now struggled to find even a few. This was because humans were cutting down the trees that she relied on for shade and nutrients.



Oliver had another problem. He usually had an array of insects to feast on, but now they were becoming scarce and hard to find. The reason was clear: the garbage dumped in the river by humans polluted the water, affecting not just the fish but also the insects that lived near the water's edge.

Stanley's wetland, once a lush habitat, started to dry up. He found out that farming machines were draining the swamps to turn them into agricultural land, taking away the water he needs to survive.

Just when things seemed dire, they met Raj, an energetic young boy who was passionate about nature and wildlife. He was happy to help and agreed to help them get their message across to the townspeople.

At the next community meeting, Raj spoke fervently. "Our actions have serious consequences," he said. "By cutting down trees, we're not just building homes for ourselves but taking them away from animals like Fiona and Oliver. Our trash in the river doesn't just disappear, it affects the ecosystem and harms creatures like Stanley."

Stirred by Raj's compelling speech and the animals' sad stories, the people of Maple Creek sprung into action. They established a conservation area, ensuring that Fiona, Oliver, and Stanley had a secure and healthy environment. They initiated a town-wide recycling program to cut down on pollution, which led to cleaner rivers and a return of insects for Oliver to eat. Lastly, they put a stop to draining the wetlands, allowing Stanley's habitat to recover and flourish.

In time, Fiona rejoiced as berry patches sprung up once more, Oliver was thrilled to see insects buzzing around, and Stanley felt at home again as his wetland was restored to its natural state. They had all learned an important lesson: impactful change is possible when a community unites to take good care of the Earth.

**Cause/Effect**

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

1) Think of the effects that go with the causes below.

Trees cut down

River polluted with garbage

Wetlands drained for farming

2) Think of the causes that go with the effects below.

community motivated to change.

animals regain secure habitat,

cleaner rivers benefit ecosystem.

**Think**

Write any causes you can think of from the book.

**Plots**

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

**PREVIEW**

## Story – The Great Prairie Race

### The Great Prairie Race

In the vast, open prairies of Alberta, young Sarah prepared for the annual Prairie Kite Contest. Sarah, a creative and determined girl, had spent weeks crafting her kite. Her dream was to win against the reigning champion, Derek, known for his flashy, high-tech kites.

Sarah's best friend, Lily, always cheerful and supportive, helped her add special touches. "This kite's going to soar high above the rest," Lily exclaimed.

On the day of the contest, the prairie was bustling with excitement. Sarah's kite, painted in vibrant colors and patterns, stood out among the crowd. Derek smirked, confident with his latest invention. "Good luck, you'll need it," he taunted.

As the contest began, a gust of wind sent Sarah's kite dancing gracefully into the azure sky. Sarah's kite danced gracefully, catching everyone's eye. Derek, determined to be outdone, used a remote control to perform elaborate tricks. The crowd gasped and cheered.

Suddenly, a strong wind swept through, tangling Sarah's kite strings. Sarah's heart sank. Derek, frustrated, tried to catch up, but the wind only worsened the tangle.

Remembering an old tale from her grandpa about prairie winds, Sarah patiently navigated her kite, untangling the strings. The crowd cheered as she regained free again.

In the end, Sarah's kite reached the highest, and was declared the winner. Derek, impressed by her skill, approached her. "I guess fancy gadgets aren't everything. Well done, Sarah," he admitted graciously.

Sarah smiled, proud not just of winning, but of overcoming the challenge with patience and wisdom. Lily hugged her, saying, "You showed everyone what true skill looks like!"

As they walked home, the sun setting over the prairie, Sarah felt grateful for the experience. It wasn't just about winning; it was about facing challenges with courage and grace.



A **protagonist** is the main character at the center of a story who makes decisions, deals with consequences, and faces obstacles. An **antagonist** is an opponent of, or force acting against the protagonist and often gets in the protagonist's way or creates challenges. A **stock character** is a stereotypical figure recognized from familiar literature and traditions.

**Character Analysis**

Answer the following questions.

1) Describe Sarah's personality and characteristics. What makes her the protagonist of the story?

2) In what ways does the antagonist create challenges for Sarah? Describe his role as an antagonist.

**Evaluation/Reflection**

Answer the questions.

1) What do you think is the main message or theme of the story? What is the author's purpose in conveying this message through its characters and events?

2) If you were to add another character to the story, who would it be and what role would they play?

## Tragedy Story

### Whiskers In The Wind

In the heart of a bustling city, there was an old, cozy apartment where Maya lived with her beloved cat, Whiskers. Maya, a kind-hearted and imaginative girl, shared a special bond with Whiskers, who had been her companion since she was very young. Whiskers, with his sleek black fur and bright green eyes, wasn't just a pet; he was Maya's constant and friend.

Their lives took an unexpected turn one stormy evening. The wind howled outside, rattling the windows, and Whiskers hid under his bed. In the chaos of the storm, Maya noticed a window had blown open. The next morning, Whiskers was nowhere to be found.

Maya searched everywhere, calling his name through the rain-soaked streets, but Whiskers vanished like a shadow in the night. Her parents helped by putting up posters and asking neighbours, but weeks passed with no sign of him.

As time passed, Maya's hope began to fade. She missed Whiskers and the comfort of his presence. Her once vibrant art, filled with Whiskers, now reflected her deep sense of loss. Her parents watched helplessly as the light in Maya's eyes dimmed.

One day, while walking home, Maya thought she saw Whiskers in the distance. Her heart leaped, but as she drew closer, she realized it was just another black cat, not her Whiskers. The realization hit her hard. Whiskers was more than just a cat; he was a part of her, a part that she might never get back.

Maya never stopped missing Whiskers. She learned to live with the emptiness, but the special place in her heart that belonged to Whiskers remained untouched. It was a constant reminder of her first experience with loss, a tender scar that would stay with her forever.



**Character Analysis**

Answer the following questions.

1) Describe Maya's relationship with Whiskers. How does this relationship impact the story?

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2) Analyze how Maya's character changes from the beginning of the story to the end. What causes these changes?

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**Evaluation/Reflection**

Answer the questions below.

1) What emotions did the story evoke in you? Why?

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2) Do you think the ending of the story was effective? Why or why not? Explain.

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**Imagine**

Imagine you are Maya writing a letter to Whiskers after he went missing. What would you express in the letter?

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## Historical Fiction Story

### Changing Beliefs With Time

In the quiet town of Maple Grove, there lived a thoughtful boy named Elijah. Elijah had a curious mind and a kind heart. He often spent his afternoons in the town library, nestled in a corner with a mountain of books.

One sunny afternoon, Elijah found an old journal in the library. It belonged to his great-great-grandfather, James. James lived in a time when slavery was common. James, a man with a firm belief in the norms of his time, wrote about his daily life, which included the ownership of enslaved people.



As Elijah flipped through the pages, a wave of sadness washed over him. He couldn't believe his ancestors had been part of such unfair practices. Elijah's family had always taught him to treat everyone with respect and equality, no matter their background.

Curled up in his reading nook, Elijah began to imagine a different story. In his mind, he saw a young girl named Amelia, living in the same town as his great-great-grandfather James. Amelia had long, wavy hair and a spirit that refused to be broken. Despite the risks, she secretly taught herself and other enslaved children to read, using hidden notes and whispers in the night.

Elijah was moved by Amelia's bravery in his imagined story. She showed him hope and change, even in the darkest times. He thought about how, over generations, his family's beliefs had transformed. They had learned from the past and chosen a path of kindness and equality.

Closing the journal, Elijah made a decision. He would write his own story in the empty pages at the back of the journal. He wrote about Amelia, weaving her courage into his family's history. He wanted to show that even if the past was unchangeable, the future was theirs to write.

Elijah's story ended with a note of hope: "We may not choose our history, but we can choose our path forward. Let's fill it with kindness, understanding, and love for all." That evening, as Elijah shared his story with his family, he felt proud. He had added a new chapter to his family's legacy, one of learning, growth, and empathy.

**Character Analysis**

Answer the following questions.

1) Compare and contrast the characters of Elijah and his great-great-grandfather James. How are their beliefs and actions different?

2) What story does Elijah imagine? Describe the character of Amelia and her a

**Evaluation/Reflection**

Answer the questions below.

1) How does the story show that perceptions and characters can change over time?

2) Why is it important to learn from the past, according to the story?

3) Have you ever learned something about your family's past that surprised you? How did it make you feel? Explain.

# 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 story you think this sentence is from.

1) As the storm grew stronger, the team worked to decipher the book's secrets before it was too late.	Falling Action	Rising Action
2) Marcus gazed at the mysterious parchment hidden in the attic of his new house.	Introduction	Climax
3) Leo, now back from his unexpected journey, shared tales of the past that no one else could tell.	Falling Action	Rising Action
4) The kitten's owner was finally found, but they were moved by Ava's care that they let her keep Sapphire.	Resolution	Climax
5) After the light faded, Ali found himself surrounded by whispered voices of the past, revealing lost family secrets.	Falling Action	Rising Action
6) At the school talent show, Bella leapt out of Emily's backpack, revealing her unique ability to sing.	Climax	Resolution
7) Inside the house, Samantha stumbled upon a hidden room filled with strange gadgets and old photographs.	Falling Action	Rising Action
8) In a bustling city park, Tina discovered a lost puppy with bright blue eyes under a bench.	Introduction	Climax
9) Bill and Jill became the talk of the town, their unexpected performance turning into a heartwarming story of friendship.	Falling Action	Rising Action
10) The moment Courtney read the last word of the spell, a blinding light filled the room, shaking the very ground.	Resolution	Climax

## Story Mapping - Desert of Stars

In the heart of a sprawling desert, where the sun turned sands golden, lived a curious girl named Sarah and her clever friend, Harry. Their home was a cozy glass dome, a haven in the harsh desert. One morning, they discovered a strange, metallic object buried in the sand, glowing with soft symbols. Their curiosity sparked, they unearthed it, revealing a hidden tunnel beneath.

Venturing down the tunnel led them to an underground chamber where they met aliens with shimmering blue skin. The aliens explained that the artifact was a beacon for a spaceship, needing a special crystal to power it, hidden deep in the desert.

Despite their fears, Sarah and Harry felt a surge of bravery. They braved the scorching heat and treacherous dunes. Finally, after what felt like an eternity, they located the crystal, glowing brilliantly at the end of a long tunnel. As they reached for it, a giant desert creature with glowing eyes fixed on the precious stone.



Sarah and Harry knew they had to act fast. Working together, they devised a plan to distract the creature using their quick thinking and the alien's advanced technology. The plan worked, and they secured the crystal, narrowly escaping the creature's grasp.

With the crystal in hand, they returned to the aliens, who were immediately set to work repairing their spaceship. As the ship hummed to life, preparing to return to the stars, the aliens thanked Sarah and Harry for their courage and kindness.

As the spaceship soared into the sky, Sarah and Harry watched in awe, knowing they had just experienced the adventure of a lifetime. They returned to their dome, their bond stronger than ever, their hearts filled with memories of the incredible journey they had shared.

And so, in the heart of the desert, under the vast, starry sky, Sarah and Harry learned that with bravery, friendship, and a touch of curiosity, even the most ordinary days could turn into extraordinary adventures.

**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, "He is brave." It's straightforward, like a friend telling you about someone you know.
- 2) **Indirect Characterization:** This is when 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 is 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) Marcus is always punctual, arriving at school before the first bell every morning.	Direct	Indirect
2) Dr. Avery is a kind-hearted veterinarian who loves animals more than anything.	Direct	Indirect
3) Every weekend, Eliza volunteered at the animal shelter, cuddling the rescued kittens.	Direct	Indirect
4) When her students looked confused, Harriet took the time to re-explain the instructions again.	Direct	Indirect
5) The librarian, Mr. Stone, is very knowledgeable about science fiction books.	Direct	Indirect
6) During group projects, Finn always took the lead, organizing tasks and motivating his teammates.	Direct	Indirect
7) Nora stayed behind to help clean up the classroom, arranging the chairs neatly.	Direct	Indirect
8) After the race, Seth shook hands with his competitors, smiling and congratulating them.	Direct	Indirect
9) Charlotte is a talented painter, capturing landscapes with amazing detail.	Direct	Indirect
10) Julian is an adventurous boy, always looking for new mountains to climb.	Direct	Indirect
11) At the sight of litter in the park, Mia stopped to pick it up and dispose of it properly.	Direct	Indirect
12) Kyle found a wallet on the ground and immediately turned it in to the lost and found.	Direct	Indirect
13) Mr. Benson is a strict teacher, known for his no-nonsense attitude.	Direct	Indirect
14) Without a word, Ivan held the door open for everyone after soccer practice.	Direct	Indirect
15) Theo is a curious student, always asking questions in science class.	Direct	Indirect

## Characterization – Adrian's Sky-High Garden

In the heart of a bustling city, atop a gleaming skyscraper, lived Adrian, a young rooftop gardener with a green thumb like no other. Adrian's garden was a wonder, filled with vibrant flowers, lush vegetables, and even a small apple tree that defied the urban surroundings. This garden was not only Adrian's passion but also his secret; few knew of this green oasis in the sky.

Adrian had a special bond with plants. He could almost hear them whispering secrets, making his garden thrive. Where others saw a concrete jungle, his friends Maya and Luca, were the only ones who saw a garden. They would often visit, helping Adrian and sharing his garden secrets, amazed at how he could grow beauty on concrete and steel.



One day, a problem arose. The building's owner planned to renovate the rooftop, putting Adrian's garden at risk. Adrian was distressed, not just for the loss of his beloved garden but for the birds and insects that had found refuge there.

With determination, Adrian and his friends devised a plan. They organized a small exhibition on the rooftop, inviting residents to see the garden. Adrian shared his knowledge of plants, explaining how each one contributed to a healthier environment, even in the city. He spoke with such passion that the residents were captivated.

Moved by Adrian's dedication and the garden's beauty, the community petitioned the building owner to preserve the garden. Touched by the collective support, the owner agreed, allowing the garden to remain as a shared space for all to enjoy.

Adrian's garden became more than just a hobby; it was a lesson in perseverance, community, and the importance of green spaces in urban areas. Through his unique gift and the help of his friends, Adrian made a lasting impact, reminding everyone of the beauty and resilience of nature in the unlikelyst places.

**Instructions**

Characterize Adrian. In the center draw what you think he looks like and answer the following questions related to his personality.

What does your character do?

What do you think is going on in your character's mind?

What traits do you think your character has?

What do other characters in the story think of your character?

**PREVIEW**

## Story – Character Identification And Comparison

### Fair Play in Greenwood Park

In the heart of a vibrant town named Greenwood, lived a young boy named Finn. Finn was known for his bright red hair, a love for soccer, and an unwavering sense of fairness. He believed in the power of justice and equity, often seen standing up for his classmates when disputes arose during recess. Despite his strengths, Finn was also known for his impatience and a habit of jumping to conclusions without hearing the whole story.

One afternoon, Finn and his friends gathered in the park for their soccer game, they discovered that their beloved ball was missing. The news spread like wildfire, accusations began to fly. A quiet murmur among the crowd pointed to a new kid in town, Elias, who had been playing from a distance.



Finn felt a surge of indignation. He had learned the importance of community and fairness, and the thought of someone disrupting that peace was unacceptable. Without a second thought, he ran over to Elias, his friends trailing behind him, ready to demand justice.

Elias, with his gentle eyes and calm demeanor, listened as Finn accused him of taking the soccer ball. Despite the harsh words thrown at him, Elias only shook his head and said, "I understand why you're upset, but I didn't touch your ball. I was just hoping to join your game."

Finn, fueled by his belief in justice, had allowed his weakness of impatience to cloud his judgment. He paused, taking a moment to really look at Elias. There was no sign of deceit, just a genuine wish to be included. Finn's friends, influenced by his actions, began to murmur amongst themselves, reconsidering their rush to judgment.

Realizing his mistake, Finn took a deep breath and extended his hand to Elias. "I'm sorry," he admitted. "I should have asked before accusing you. Do you want to help us look for the ball?"

Together, the group embarked on a thorough search, their combined efforts eventually leading them to discover the soccer ball tucked away behind a bush, forgotten after their last game. The relief and joy were palpable as they returned to their game, this time with Elias among them.

As the sun set on Greenwood Park, laughter and cheers filled the air. Finn had learned a valuable lesson about the importance of fairness and the danger of letting one's weaknesses dictate actions. His values of justice and equity were reinforced, but now he understood the importance of patience and listening to every side of the story.

That day, Finn not only found the missing soccer ball but also gained a new friend and a deeper understanding of what true fairness means. And from that day forward, he made a promise to himself to always seek the truth with an open heart and an open mind, embodying the values he held so dear.

**Identify** Finn's identity by explaining his values, beliefs, and other components of his identity. Describe how he demonstrated these attributes.

Component	Description
Values	
Beliefs	
Viewpoints	
Strengths	
Weakness	
Preferences	
Habits	



# Block 5: Persuasive Texts

## Focus

- ✓ Vocabulary, grammar, cohesive ties, sentence structure in persuasive texts
- ✓ Critical thinking skills for understanding persuasive texts
- ✓ Diversity, inclusion, and accessibility themes in persuasive writing
- ✓ Making inferences after reading – local inferences and global inferences using explicit and implicit evidence – do you believe the text? Has it changed your opinion?
- ✓ Reading Comprehension Strategy: Inferencing

# Techniques of Persuasion

## Understanding Persuasion

**Persuasion** means to convince others to agree with your ideas or actions. People can persuade others by using techniques that appeal to emotions or logic.



## Emotional Appeals

Emotional appeals touch our feelings. They make us feel happy, scared, or excited, which can influence our decisions. For example, a charity might show pictures of animals to make us feel compassionate and donate money.

## Key Emotional Techniques

- **Storytelling:** Using a touching story to connect with our hearts.
- **Powerful Images:** Using photos to stir our emotions.
- **Music and Sound:** Using sounds to create a mood.

## Logical Appeals

Logical appeals use facts, evidence, and reasoning to convince us. They make us think and understand why something is a good idea.

## Steps to Make a Logical Argument:

- **State the Fact:** Begin with a clear, true statement.
- **Provide Evidence:** Show proof like data, statistics, or expert opinions.
- **Explain the Connection:** Help understand how the evidence supports the fact.

## Mixing Emotions and Logic

The most persuasive messages often mix emotional and logical appeals. They make us feel something and also think about the reasons behind it. For instance, a campaign to save forests might share facts about their importance to the planet and include emotional images of wildlife that depend on these forests.

## Trust Matters

Being seen as trustworthy or an expert can also persuade people. If we believe someone knows what they're talking about, we're more likely to be convinced.

## Other Persuasive Tricks

- **Repetition:** Saying something many times to make it stick in our minds.
- **Asking Questions:** Making us think by asking questions leading to their viewpoint.
- **Comparing:** Showing how one thing is better than another by comparing them.



## Activity: Persuasive Speech Challenge

### Objective

What are we learning more about?

To enhance students' public speaking, persuasion, and critical thinking skills by writing and presenting a short speech on a chosen topic. Students will learn to effectively use emotional appeals, logical reasoning, and establish their credibility to persuade an audience.



### Instructions

How do we complete the activity?

- **Step 1: Understanding Persuasion**  
Discuss the importance of persuasion, focusing on emotional appeal (pathos), logical appeal (logos), and speaker credibility (ethos).
- **Step 2: Choosing a Topic**  
Provide a list of suitable topics and encourage students to choose one that interests them.
- **Step 3: Crafting the Speech**  
Students will research their chosen topic, gathering facts, statistics, and examples to support their argument. Encourage them to think of personal experiences or anecdotes that could help make an emotional connection with their audience. Guide students to write their speeches, ensuring they incorporate elements of pathos, logos, and ethos. The speech should have a clear introduction, a main body, and a conclusion.
- **Step 4: Practise**  
Give students time to practise their speeches in class. They can practise in front of peers or in small groups, providing each other with constructive feedback. Emphasize the importance of body language, eye contact, and voice modulation in enhancing their message.
- **Step 5: Presentation**  
Organize a class event where each student presents their speech. Use a timer to ensure speeches are kept to a predetermined length (e.g., 3-5 minutes). Encourage the audience (the rest of the class) to listen actively and respectfully.
- **Step 6: Reflect**  
Conclude the activity with a reflection session. Allow students to fill a worksheet to share their experiences, what they learned about persuasion, and how they felt while giving their speeches. Discuss how these skills can be applied in other areas of their lives.

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

**Choose**

Choose one of the following topics for your speech.

The Magic of Recycling	Wild Animals and Their Habitats	Climate Change and Our Planet
Adventures in Space Exploration	The Secrets of the Rainforest	How to Be a Young Entrepreneur
Mysteries of the Deep Ocean	The Science Behind Magic Tricks	The Life of a YouTube Star
The Future of Video Games	Dinosaurs: Giants of the Past	The Mystery of the Bermuda Triangle
Superheroes: Good and Evil	The Importance of Team Sports	The Wonders of the Solar System
Friend or Foe?	Discovering Ancient Civilizations	The History of Comic Books
The Art of Animation	The World of Harry Potter	The Power of Renewable Energy

**Write**

Write down your speech topic and write your speech.

Which topic did you choose?

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**Reflection**

Answer the following questions.

1) Why did you choose this particular topic for your persuasive speech?

2) Reflect on your experience of delivering the speech. How did you feel before, during, and after the presentation?

3) Ask your peers and class to rate the persuasiveness of your speech on a scale from 1 to 10. Record the ratings and calculate the average.

**Ratings****Average Rating****Self - Evaluation**

Answer the following questions.

1) Based on the peer ratings and your own reflection, how persuasive do you think your speech was?

2) How can the skills you practised and developed through this activity be applied in other areas of your life or in future projects?

## Persuasive Writing – Multiple Perspectives

### Calculators Are Helpful in Math Class

I think calculators should definitely be allowed in math class, and here's why. Imagine you're trying to solve a super hard multiplication problem. You feel stuck and frustrated, right? Well, with a calculator, you can quickly get the answer and move on to learning more complex skills. It's like having a math superhero right in your pocket! When you use a calculator, you feel more confident and less stressed. Math class should be about learning and having fun, not struggling with basic calculations. Why make it harder than it has to be?

### Calculators Hinder Basic Math Skills!

According to a study, students who often use calculators in class struggle 20% more with basic math than students who solve them manually. Another survey found that 70% of teachers worry that calculators prevent kids from mastering the basics of arithmetic. These studies show that calculators might make it easy to skip important math steps. Therefore, students should not be using calculators to complete their math work.



### Think Critically

Answer the questions below.

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

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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 opinions and emotions? Do you think being emotional is persuasive?

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## Persuasive Writing – Thinking Critically

Hey, class! It's Kelly, and I've got an idea to share: we should totally have a say in what sports or games we play during gym class! Seriously, why do grown-ups get to make all the decisions? It's like they forget we're the ones actually running around!

First of all, gym class would be so much more fun if we got to pick the games. Our teachers usually worry about "exercise" and "safety," but we can choose games that are both safe and give us a good workout!

Here's another awesome point: if we're picking the games, we'd be way more involved in gym class. We could try out new sports we've never heard of, or stick to classics that everyone loves. This also helps us learn teamwork and how to play fair.

So let's make sure we tell all our teachers that we want a say in gym class activities. Trust me, gym time will be a whole lot more exciting!



### Think Critically

Answer the questions below.

1) We should ask questions when we read or hear an argument. Answer the questions below.

a) Who is the source of the writing? Are they biased?

b) Is this person a trustworthy source of information? Explain.

c) What perspective is Kelly missing? What might teachers be thinking?

2) Kelly didn't use any statistics/facts. What facts/stats would have helped their argument?

## Propaganda – Critical Analysis

**Propaganda** is a way of sharing ideas or information with the purpose of influencing people's opinions or behaviors. It is often used by governments, organizations, or individuals to persuade large groups of people to think or act in a certain way.

Propaganda can be found in various forms, such as posters, advertisements, social media posts, or news articles. It's important to critically evaluate the information we receive to understand if it's propaganda and what it's trying to achieve.

Instructions: Read the text below and then critically analyze it by answering the questions on the next page.

### Fast Food: A Matter of Convenience or a Mouthful of Controversy?

Imagine a world where everyone has a very quick and easy fast food meal. Sounds fun, right? Picture this: burgers, fries, and a drink, all ready to go for lunch, and dinner. Now, some people might tell you that fast food is bad for you. They might even say it leads to all sorts of health issues. But let's take a moment to think about it.

Fast food is all about convenience and time. For busy lives, who has the time to cook every day? Fast food saves time. It allows you to enjoy more of your day. And the variety is great. There's something for everyone, from crispy chicken to cheesy pizzas. It's a fun way to socialize. Birthday parties or celebrations at fast food restaurants are the go-to spots for fun times with friends.

On the flip side, critics argue that fast food contributes to environmental issues. They point out the excessive packaging, the carbon footprint of fast food, and the impact on animal welfare. It's essential to consider these factors, as they affect our planet and future.

However, it's also important to recognize the efforts some fast food chains are making towards sustainability, like using recyclable materials and sourcing ingredients responsibly. The debate around fast food isn't just about personal health; it's about our collective responsibility towards the Earth. As informed citizens, it's up to us to dig deeper and understand the full scope of our choices, not just for our well-being but for the planet's health too.

So, before you decide based on what others say, think about the perks of fast food. It's not just about the food; it's about the joy and convenience it brings into our lives. Remember, every story has two sides. It's crucial to weigh both before making a judgment. What's your take on this? Is fast food truly the villain it's made out to be, or is there more to the story?



**Critical Analysis**

Answer the questions below.

1) What evidence does the author use to support their claims about the benefits of fast food? Is this evidence strong or weak? Explain.

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2) Is there any place where the author uses exaggeration to make a point? Describe it.

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3) Consider the downsides of fast food mentioned. Do you think the author downplays these issues? Why or why not?

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**Creative Reflection**

Imagine you are debating this topic. Draft three questions to ask someone who strongly agrees with the author to challenge their viewpoint.

1)	
2)	
3)	

# Block 6: Expository Writing

## Focus

### **Reports**

- ✓ Text features like bold text, hyperlinks, subheadings, and pull-down menus in digital reports.
- ✓ Diversity, inclusion, and accessibility themes - facts
- ✓ Making inferences after reading
- ✓ Comparing reports with different text patterns and text features
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Summarizing

### **Procedural Writing**

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

# Problem and Solution Report

## Preface

This report aims to provide students with an understanding of the critical issue surrounding the Aral Sea, specifically focusing on the overuse of water resources. We will explore the problem and consider two potential solutions to mitigate its impact.

## The Vanishing Act: Understanding the Aral Sea Crisis

Once one of the world's largest lakes, the Aral Sea has experienced drastic reductions in both size and volume over the past few decades. This environmental catastrophe is mainly due to the excessive use of the lake's water resources for agricultural practices.

The Caspian Sea Irrigation system, used for large-scale agriculture, have drained significant amounts of water from the Aral Sea. As a result, the sea's water level has dropped, leading to ecological disasters and affecting local communities who rely on the sea for livelihood.

## Solutions: Pathways to Restoration

**Solution 1: Water Conservation in Agriculture**  
One approach to solving this issue is by implementing more efficient agricultural practices. Using drip irrigation systems instead of traditional methods can significantly reduce water consumption. This switch would allow for more water to naturally flow back into the Aral Sea.



## Solution 2: Legal Measures and Policy Changes

Another solution involves establishing strict regulations on water usage. Governments can set limits on the amount of water extracted for agricultural and industrial use. Effective enforcement of these laws would help restore the Aral Sea over time.

## Glossary

- **Aral Sea:** A lake located in Central Asia that has dramatically reduced in size due to overuse of its water resources.
- **Irrigation:** The artificial application of water to land for agricultural purposes.
- **Ecological Disaster:** Severe damage to the environment, often caused by human activities.
- **Drip Irrigation:** A water-efficient method of irrigation that delivers water directly to the roots of plants.

By understanding the Aral Sea crisis and its potential solutions, we can work together to restore this vital natural resource for future generations.

## Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) Were the problem and solutions clearly written in the report? Explain.

3) Which solution do you think is the best? Explain why.

## Evaluate

Evaluate the report based on the features used.

1) Was this report easy to understand?

 Very Easy Easy Neutral Somewhat difficult Very difficult

2) How did the text features help you understand the report?

## Activity – Summarizing Reports

### Objective

What are we learning more about?

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



### Instruction

How do we complete the activity?

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

## Instructions

Cut out the sections of the report below

1)

**Space Exploration and Notable Space Missions****The Beginnings of Space Travel**

Space exploration started a new chapter in human history with the launch of Sputnik 1 by the Soviet Union in 1957. This event marked the first time a man-made object successfully orbited Earth, paving the way for future space missions. Four years later, in 1961, astronaut Yuri Gagarin took another giant leap for mankind, becoming the first person to travel into space and complete an orbit around Earth. These early ventures sparked global interest and set the stage for the more sophisticated missions that would follow.

2)

Americans took the lead in the space race, pouring billions of dollars into the program. Not to be outdone, the Soviet Union also made significant contributions, most notably the Apollo program. In a historic moment that captivated the world, astronauts Neil Armstrong and Aldrin became the first humans to walk on the Moon in 1969, taking "one small step for man, one giant leap for mankind." Following decades, America introduced the innovative Space Shuttle program in the 1980s. This program revolutionized space travel by introducing reusable spacecraft, which drastically reduced the cost of sending humans and cargo into space.

3)

**International Efforts**

Cooperation among nations led to the creation of the International Space Station (ISS), a marvel of modern engineering that orbits Earth and serves as a multi-national research facility. The ISS is a joint project involving multiple countries, including the United States, Russia, Japan, Canada, and several European nations. In addition to manned missions, unmanned Mars Rovers like Spirit, Opportunity, and Curiosity have been exploring the Martian landscape, conducting experiments and sending invaluable data back to Earth to expand our understanding of the Red Planet.

4)

**New Frontiers**

The landscape of space exploration is continually evolving, now featuring private sector involvement. Companies like SpaceX have been making headlines by launching rockets and even sending astronauts to the ISS. They're also planning ambitious future missions, including potential colonization of Mars. Meanwhile, NASA hasn't slowed down; its Artemis program aims to bring humans back to the Moon by the mid-2020s. This time, the program has set its sights on more diverse representation, planning to include the first woman and the next man on the lunar surface. These developments are not only milestones in themselves but also crucial steps toward deeper exploration of our solar system and potentially beyond.

## Comprehension – Text Features in Reports

### Preface

This report will help you understand how the world being connected changes the way Canada buys and sells things with other countries. This is important because it affects what we can buy and what kind of foods we can eat.



### What is Globalization?

**Globalization** means that countries all over the world are connected. It's about tech, and ways of life. Canada is a country that trades. We send out things like wood and technology, and buy things like video games and clothes.

### Pros and Cons of Globalization

There are good and bad things about being connected. On the good side, Canada can sell to more places, and we can buy things from more places. We can also get really good at making certain things, like tech.

But there are cons too, like **higher competition** from other countries. Some jobs even move to places where it's less expensive to do them. This happens when Canadian companies **outsource** their work to other countries where they can pay their employees less money.

### List of Good and Bad Things

- Good:** More markets, getting good at certain things, more choices
- Bad:** Higher competition, some jobs moving away, risks with new things

### How Globalization Affects Us

Being connected to the world changes our daily life. For example, the **goods** like phones and clothes that you see in stores often come from different countries. Also, you might eat fruits that come from countries with warmer climates.

### Glossary

- **Globalization:** The big change that makes countries more connected.
- **More Markets:** Other countries you can sell to or buy from.
- **Higher Competition:** More places making the same things, so it's tougher to sell your stuff.
- **Goods:** Things that people buy and use.
- **Outsource:** When jobs go to other countries because it's cheaper to pay their wages.

**Text Forms**

Answer the questions below.

1) What main headings are used in the report?

2) Did the list help you understand the information? Explain.

3) Use words from the list necessary in a sentence.

Globalization

Outsource

Goods

**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 about the main idea.

## Historical Development of Canadian Communities

### Menu - Click To Learn More

News	Stories	History	About
<a href="#">Latest Articles</a>	<a href="#">Creation Stories</a>	<a href="#">Anishinaabe</a>	<a href="#">Who We Are</a>
<a href="#">Canadian Articles</a>	<a href="#">Storywork Stories</a>	<a href="#">The Iron Road</a>	<a href="#">Mission Statement</a>
<a href="#">Articles Around the World</a>	<a href="#">Poetry</a>	<a href="#">Arrival of Europeans</a>	<a href="#">FAQ</a>

### The Tale of Canadian Communities Through the Eyes of Little Fox

**Introduction**  
Hello everyone! My name is Little Fox, and I belong to the Anishinaabe nation. This report is going to be a journey through time. We'll explore how the communities in Canada have transformed over the years.

#### The Original Communities and Early Arrivals

Once upon a time, my ancestors, the Anishinaabe, lived in harmony with the natural world around them. We hunted in the lush forests, and shared stories with the wisdom of our elders around crackling campfires.

#### The Arrival of European Explorers

Things began to change when large ships arrived from far-off lands. Initially, it looked promising as we started trading essential goods for tools and other useful items. However, it didn't take long for more settlers to arrive, and they began to establish their own communities, sometimes on our ancestral lands.

#### The Changing Landscape and New Challenges

As the years went by, significant changes started happening in our communities. People started talking about a "Confederation," a big union of provinces that led to the formation of a brand new country known as Canada.

#### The Iron Road and the Test of Time

Among the many transformations was the construction of the Canadian Pacific Railway, often called the "Iron Road." It stretched from the Atlantic to the Pacific, connecting communities that were once isolated. As time moved on, our nation faced incredible challenges, such as the two World Wars. However, we stood together, Indigenous communities and settlers alike, to protect the place we all call home.



Canadian Pacific Railway

**About the Text**

Answer the questions below.

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

2) What text features are used in the report?

3) If you came to the report, which dropdown menu link would you click first? Explain.

**Inferencing**

Make inferences about the text below.

1) "Once upon a time, my ancestors, who were First Peoples, lived in harmony with the natural world around them"

2) "Things began to change when large ships arrived from far-off European countries"

3) "However, we stood together, Indigenous communities and settlers alike, to protect the place we all call home."

## Report – Our Solar System

### Our Cosmic Neighbourhood

The Solar System is an immense and fascinating place. It's located in the Milky Way galaxy and includes the Sun and all the objects that orbit around it. This includes eight planets, their moons, and numerous smaller objects like asteroids and comets.



### The Mighty Sun

At the centre of our Solar System is the Sun, a massive star that provides light and heat to all the planets. The Sun is 109 times the diameter of Earth and is made up of hydrogen and helium. The distance from the Sun to Neptune is about 2.2 billion kilometers. Light from the Sun takes 8 minutes to reach Earth and 4 hours to reach Neptune.

### Planets Galore

There are eight planets in the Solar System. In order from closest to the Sun, they are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. Each planet has its unique characteristics. For example, Venus is the hottest planet and Jupiter is the largest. Most planets have moons orbiting them. Earth has one moon, while Jupiter has 79! Some moons, like Saturn's Titan, even have atmospheres.

### Amazing Dwarf Planets

Beyond Neptune, there are five recognized dwarf planets, including Pluto, Eris, Haumea, Makemake, and Ceres. These are smaller than the main planets and have unique orbits.

### Comets: Cosmic Snowballs

Comets are made of ice, dust, and small rocky particles. They usually have long, glowing tails that can be seen when they come close to the Sun.

### A Journey to Remember

Spaceships have visited every planet in our Solar System. The journey to Mars takes about eleven months, while reaching Pluto can take up to nine years.

### The Fascinating Kuiper Belt

Beyond Neptune is the Kuiper Belt, a region filled with icy objects. It's believed that every comet ever has originated from this area.

**Research**

Research all the information written in the report and identify 8 incorrect statements. Write the correct fact after researching.

	Incorrect Statement	Correct Fact
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		

**PREVIEW**

# Report – Justice, Equity And Fairness

## Introduction

In our world, it's important that everyone is treated fairly and has the same chances to succeed. This report will look at justice, equity, and fairness around the globe, using simple numbers and facts to understand how different places are doing.



## What Do These Words Mean?

- Justice: Making sure rules are followed and everyone gets what they deserve.
- Equity: Giving everyone what they need to be successful, even if it's not the same for everyone.
- Fairness: Treating everyone in a way that does not favor some over others.

## Global Statistics

- **School Access:** Not all children worldwide start primary school. This is good news, but it means 9 out of 10 children don't have this chance.
- **Girls vs Boys:** In some countries, 85 girls go to school for every 100 boys. This shows us that not everyone gets the same chance.
- **Clean Water:** 2.2 billion people, which is about 1 out of 3 people on Earth, don't have safe drinking water. This is a big issue because clean water is a basic need.
- **Rich and Poor:** The richest 10% of the global population doesn't even take home 52% of the income. This big gap shows a lack of equity in income.

## Why Does This Matter?

When people aren't treated fairly, or don't have the same chances, it can lead to bigger problems like poverty, lack of education, and health issues. By looking at these statistics, we can start to make changes for a better world.

## Ways to Improve

Here are some steps we can take to make things more fair for everyone.

- Support education for all, especially in places where certain groups are left out.
- Help provide clean water and health services to those who need them.
- Work on reducing the income gap so that the difference between the richest and the poorest is not so big.

## Conclusion

Justice, equity, and fairness are important for making sure everyone has a fair chance at a good life. By looking at the facts, we can see there's a lot of work to do, but together, we can make a difference.

Remember, every small step towards fairness can lead to big changes in the world.

**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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Words I Need To Define

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**PREVIEW**

## Report – Waterfalls

### What Are Waterfalls?

A waterfall is an area where water flows over a steep drop in a river or stream, creating a stunning visual effect. They can vary greatly in size, from small cascades to gigantic drops.



### Notable Waterfalls Around the World

- **Niagara Falls**  
Located on the border of Canada and the United States, Niagara Falls is one of the most well-known waterfalls. It is made up of three different falls: Horseshoe Falls, American Falls, and the smaller Victoria Falls. Together, they have the highest flow rate of any waterfall in North America.
- **Victoria Falls**  
Victoria Falls, on the border of Zambia and Zimbabwe, is one of the largest and most famous waterfalls in the world. It is 1,708 meters wide and 108 meters high. The local people call it Mosi-oa-Tunya, which means "The Smoke That Thunders."
- **Angel Falls**  
Angel Falls in Venezuela is the world's highest uninterrupted waterfall. It has a height of 979 meters and a plunge of 807 meters. The falls were named after Jimmy Angel, a pilot from the United States who flew over them in 1933.
- **Iguazu Falls**  
Iguazu Falls, located on the border of Argentina and Brazil, is composed of many individual drops. The largest of these is the Devil's Throat, which is 162 meters high. The falls stretch over 2,700 meters, making it one of the most expansive waterfall systems.

### Fascinating Facts

- Waterfalls can be temporary or permanent, depending on the water source and the season.
- The sound of water crashing down a waterfall can be heard from miles away.
- Some waterfalls freeze in the winter, creating stunning ice formations.

In conclusion, waterfalls are a mesmerizing natural feature found across the globe. They vary in size, shape, and location, but all offer a unique and awe-inspiring experience.

**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) Where are Niagara Falls located?	
2) How many drops are there in Niagara Falls?	
3) What country is Angel Falls in?	
4) What is the local name for the Devil's Throat?	
5) Who was Angel Falls named after?	
6) Which falls are on the Argentina-Brazil border?	
7) Can waterfalls freeze?	
8) Are all waterfalls permanent?	
9) How high is Angel Falls?	
10) How many individual drops does Iguazu Falls have?	
11) What is the height of the Devil's Throat?	
12) Which waterfall has the highest flow rate in North America?	

## What is Procedural Writing?

### What is Procedural Writing?

Procedural writing is a type of writing that guides us through the steps of completing a task or making something. It acts as a set of instructions, similar to a manual for putting together a piece of furniture or a recipe in a cookbook. This kind of writing is essential because it ensures that we can follow clear steps to achieve a desired outcome without confusion.



### Features of Procedural Writing

- **Clear Goal:** The writing clearly states the goal or task that will be explained.
- **List of Materials:** It begins with a list of all items required to complete the task.
- **Numbered Steps:** The steps are clearly numbered and follows a logical order, making it easy to follow.
- **Simple Language:** The instructions are written in plain language, ensuring they are straightforward and easy to understand.
- **Verbs of Action:** It emphasizes verbs of action, such as 'write' or 'fold'.
- **Illustrations or Diagrams:** Often, it includes illustrations or diagrams to visually guide the reader through the steps.

### Example: Planting a Seed in a Pot

#### Materials:

1 small pot, Potting soil, 1 seed (e.g., sunflower), Water, Spoon

#### Steps:

- 1) **Prepare the Pot:** Fill the pot three-quarters full with potting soil. Use a spoon to level the soil.
- 2) **Plant the Seed:** Make a small hole in the center of the soil. Place the seed in the hole and gently cover it with soil.
- 3) **Water Gently:** Pour a small amount of water evenly over the soil to moisten it, being careful not to flood the pot.
- 4) **Place in Sunlight:** Position the pot in a sunny spot where it can receive plenty of light.
- 5) **Care for the Seed:** Water the soil regularly, keeping it moist but not soaked, to encourage the seed to sprout.

This example illustrates how procedural writing can guide us in starting a small garden project. The steps in procedural writing are designed to help us achieve a goal effectively!

**Prereading**

Before reading, answer the questions below.

Before reading, decide why you are reading this. Is it because your teacher told you to? Or is it because it looks interesting? How does that affect how you read it?

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Make a list of instructions you have seen before? When do you get instructions? How do you read them? When have you used instructions?

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**Order**

Order the steps below from the first step to the last in planting a seed.

Order	Steps
	Make a small hole in the center of the soil. Place the seed in the hole and gently cover it with soil.
	Position the pot in a sunny spot where it can receive plenty of light.
	Water the soil regularly, keeping it moist but not soaked, to encourage the seed to sprout.
	Fill the pot three-quarters full with potting soil using the spoon.
	Pour a small amount of water evenly over the soil to moisten it, being careful not to flood the pot.

## Linear Text - How To – 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
	<ul style="list-style-type: none"> <li>➤ Plates</li> <li>➤ Forks, knives, and spoons</li> <li>➤ Drinking glasses</li> <li>➤ Napkins</li> <li>➤ Centerpieces (optional)</li> <li>➤ Centerpieces (like a vase of flowers, optional)</li> </ul>
	Hold the glass with both hands and place it on the left side of the plate, under the fork, or on the right side of the plate, next to the knife.
	Place a glass next to the plate on the right side of the plate.
	Make sure the table surface is flat. If you're using a tablecloth, spread it out evenly.
	If you're having bread, place a bread plate to the top left of the main plate, with a butter knife placed horizontally on the bread plate.
	Place a fork to the left of the plate. On the right side of the plate, place the knife closest to the plate with the blade facing inward. Place the spoon to the right of the knife.
	<b>Setting The Table</b>
	Add a simple centerpiece to the middle of the table if desired.
	Set a plate in the center of each seating spot. Make sure there is an equal amount of space between each plate.
	If you're using dessert spoons or forks, place them above the plate, with the handle facing to the right.

**Think**

Is there only one way to do things? Have you ever set a table for a meal in a different way? Explain.

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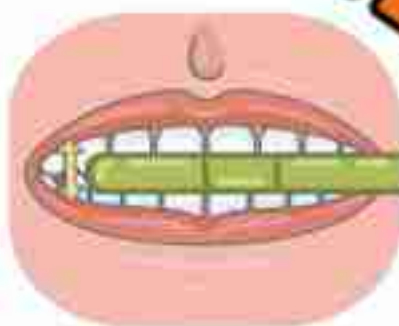
## Graphics in Procedural Writing

Label

Pictures in procedural texts are important because they help us understand what to do. Write instructions below each picture.



Brush lower teeth



Rinse your toothbrush

**PREVIEW**

# Comparing Instructions – Making Hot Chocolate

**Compare**

Read both instructions. Which is easier to understand?

Step 1	Gather your materials: Sugar, cocoa, milk, marshmallows, mug, spoon.
Step 2	Add sugar to a mug.
Step 3	Add cocoa.
Step 4	Add a little splash of milk.
Step 5	Stir with spoon.
Step 6	Stir with remaining milk.
Step 7	Pop in microwave.
Step 8	Add marshmallows.
Step 9	Enjoy!

## HOW TO MAKE HOT CHOCOLATE


**ADD SUGAR**

**ADD COCOA**

**ADD A LITTLE  
SPLASH OF MILK**

**STIR TOGETHER**

**STIR WITH  
REMAINING MILK**

**POP IN  
MICROWAVE**

**ADD  
MARSHMALLOWS**

**ENJOY!**

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

201

Curriculum Connection  
1.2.1.4

Before Reading

Prediction

Background knowledge – Read the title and look at the pictures. Predict what the content will be.

During \_\_\_\_\_ Write 2 questions that come to mind while you read.

After Reading

Answer the question

1) Which set of instructions were easier to understand? Explain.

2) Make a connection: Have you ever made hot chocolate? Or do you know someone who knows how to make hot chocolate? Explain.

## Comparing Instructions – Playing Hopscotch

### Compare

Read both instructions. Which is easier to understand?

### Option 1:

#### How To Play Hopscotch

Draw a hopscotch grid with chalk, then toss a stone onto square 1 and hop over square 1 to square 2 and onward to the square with the stone. Turn around and hop back to the stone while balancing on one foot, and start. Next round, aim for square 2. If you miss, wait for your next turn. Reach the end of the grid.



Step	Instructions
Step 1	With a piece of chalk, draw a hopscotch pattern on the pavement. It should have single and double squares numbered 1 to 10.
Step 2	Grab a small stone or beanbag to use as a marker. It will be thrown onto the squares during the game.
Step 3	Stand behind the starting line and toss your marker onto square 1.
Step 4	Skip over square 1 and hop on one foot onto square 2 and continue hopping to the end of the grid. If you reach a double square, hop with both feet.
Step 5	At the end of the grid, turn around and hop back towards the start. Remember to skip the square with your marker.
Step 6	When you reach the square just before your marker, bend down to pick it up while still standing on one foot.
Step 7	After picking up the marker, hop over square 1 and out of the grid.
Step 8	On your next turn, throw the marker to square 2 and repeat the steps. If you throw the marker on the wrong square or step on a line, you lose your turn. The goal is to complete the pattern for every number up to 10.

**Before Reading**

## Make a Connection

Background knowledge - Read the title and look at the pictures. What do you know about this already?

Sum \_\_\_\_\_ could you explain how to play to someone? Write 6 steps.

**After Reading**

## Answer the question below

Which set of instructions were easier to understand? Explain what made it easier to understand.

**PREVIEW**

# Block 7: Poetry

## Focus


- ✓ Literary devices in poetry: idioms and hyperbole
- ✓ 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 a fun way to write that helps you share feelings, ideas, or even tell stories. There are many kinds of poems, and each type has its own rules that make it unique. Here are some cool ones to learn about:

### Haiku: Nature's Short Story

Haikus come from Japan and are usually about nature. They are short but can say a lot. Each Haiku has three lines. The first line has 5 syllables, the second has 7, and the third has 5 again.



Snowflakes gently fall  
Blanketing the earth in white  
Winter's quiet hug

### Acrostic Poem Puzzle

Acrostic poems are cool because they have a secret message. The first letter of each line spells out a word or phrase when you read it from top to bottom. Here's an example:

Sunny skies  
Bring me  
There's a

If you read the first letters of each line, you'll spell "Sunbeam".

### Limerick: The Funny Poem

Limericks are meant to make you laugh! They have a rhyme pattern is AABBA, which means the first, second, and fifth lines rhyme with each other, and the third and fourth lines rhyme with each other. They also have a funny twist.



There once was a dog from Peru  
Who dreamt he was eating a shoe  
He awoke with a fright  
In the middle of the night  
To find that his dream had come true

### Cinquain: The Five-Line Poem

Cinquains are poems with just five lines. Each line has a job to do. The first line is the title, the second has two descriptive words, the third has three action words, and the fourth has four words that show a feeling. The last line gives another word that means the same as the title.

Ocean  
Blue, vast  
Rippling, flowing, deepening  
Home to many lives  
Sea



**Paraphrase**

Rewrite the rules for each poem in your own words.

Acrostic	_____ _____ _____
Haiku	_____ _____ _____
Limerick	_____ _____ _____ _____ _____
Cinquain	_____ _____ _____ _____ _____

**Visualizing**

Read each poem from the previous page, and draw what you're picturing.

Haiku	Cinquain
Acrostic	

**PREVIEW**

## Haiku Poetry – Métis Observations

### Haiku Poetry – Métis Observations

The Métis people live in what's now known as Canada. Before Canada became a country, they lived off the land as skilled hunters, fishermen, and traders. They are known for their mix of Indigenous and European cultures. When more Europeans came, the Métis had to deal with many changes, some of which led to conflicts.

Here are some haikus that help us think about how life changed for the Métis people when things began to change:



River flowing free—  
Crossed by steamboats—  
And meet in new ways.

Buffalo wild  
Rifles echo birds grow tall—  
Hunters change their aim.

Sky's endless canvas,  
Railroads slice the quiet land—  
Stars dim, still we rise.

Beads and woven sash,  
Traded for coins and paper—  
What's the worth of roots?



These haikus give us little glimpses into the Métis experience. Each tiny poem shows the complex feelings and situations that happened when two different worlds met. The Métis, strong and adaptable, keep changing while also keeping their traditions alive. These poems help us think about their strength and the big changes they went through.

**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) "Old meets the new ways"

2) "Rifles and birds grow small"

3) "Stars dim, still"

4) "Hunters change their aim."

**Visualizing**

Read each of the poems from the reading and draw a picture during.

Haiku 1	Haiku 2	Haiku 3	Haiku 4

## Acrostic Poems – Canada's Communities

### Acrostic Poems – Comparing Urban and Rural Communities in Canada

Canada is a big country with many different places to live. Some people live in busy cities, while others live in quiet countryside areas. Let's explore these two kinds of communities:

"Urban" and "Rural," through acrostic poems.

In these poems, each letter in the word starts a new line! The author even used rhymes as a literary device to improve the poems.

### Acrostic Poems



#### Urban

**U** - Unending lights that shine all night  
**R** - Roads filled with cars, a constant sight  
**B** - Buildings tall, reaching a great height  
**A** - A lot of people, bustling left and right  
**N** - Noisy streets but lots to do tonight

#### Rural

**R** - Rolling hills, far and wide  
**U** - Under a blue sky, nature's guide  
**R** - Rivers gently, peaceful ride  
**A** - Animals that grow, in the fields  
**L** - Less noise, a place where you can hide

In urban areas, you'll find lots of shops, schools, and places to play. People in cities often use public transport like buses or subways. There's always something going on, from concerts to sports games.

In rural areas, life is quieter and closer to nature. People might have to travel longer to get to shops or schools. You'll often see farms, and sometimes people have to look after their own animals. The great outdoors is right at your doorstep, ready for adventure.

Both kinds of communities have their own special things. In cities, you might enjoy museums or big parks. In the countryside, you might go fishing or hiking. Where would you like to live? Each place offers its own kind of fun and challenges.

Visualizing

Poetry is written to paint a picture in our minds. Draw what you are picturing while you read each poem.

**PREVIEW**

Life

Urban Life

## Limerick Poem – Alliteration

### Limerick Poetry – Honouring Indigenous Art Forms

Today we're going to dive into limericks that focus on Indigenous communities in Canada: the Inuit, First Nation, and Métis peoples. Each of these limericks features a literary technique called alliteration, making the poem more enjoyable and rhythmic. In alliteration, words near each other in the sentence start with the same initial sound, making the poem more engaging and rhythmic.



Inuit Art

#### Inuit Art:

In an icy Inuit isle,  
An art with intricate style,  
When her art is so keen,  
And craft is so fine,  
Inuit art is everyone's pride.

#### First Nation

In a First Nation village where  
Takoda toiled on totems wide-eyed,  
With timber and tool,  
His talent a jewel,  
Takoda's totemic tribute took the tide.



#### Métis Art:

Morgan, a Métis with might,  
Made sashes that were such a sight.  
With beads so bold,  
And stories untold,  
Métis traditions took flight.



**Questions**

Answer the questions below

1) What is an alliteration?

2) List the examples of alliteration you can find.

3) What was your favourite part of the poem? Quote a line and explain why it is your favourite.

Quote

Explain

**Questioning**

Write 2 questions you had about the poems

1)

2)

**PREVIEW**

## Cinquain Poems – Critical Thinking

### Cinquain Poetry – Wonders of the Cosmos

Cinquains are neat, five-line poems where each line has a specific job, like describing or showing action. You can make your cinquains even cooler by adding similes and metaphors. Similes compare two things using the words "like" or "as." Metaphors say something is something else. For example, you can say a galaxy is "a swirl of stardust" or call a constellation "the skies connect-the-dots." Let's look at cinquains that tell us about stars, galaxies, and constellations.

Stars

Bright, twinkling

Glowing, shimmering, light

Like diamonds in the sky

Sparkle

### Black Hole

Hole

Dark, mysterious

Trapping, allowing, pulling, absorbing

Like a horse's vacuum cleaner

Vortex



Galaxy

Spiraled, vast

Rotating, colliding, expanding

A cosmic dance floor

Universe

### Galaxy



Way

Creamy, streaked

Stretching, arching, swirling

The galaxy's shining river

Skyline

Orion

Hunter, bold

Guarding, aiming, standing

The sky's mighty warrior

Constellation

### Orion



### Big Dipper

Dipper

Curved, helpful

Guiding, pouring, pointing

The North Star's trusty sidekick

Ursa



**Critical Thinking**

Answer the questions below.

1) In "Stars" why do you think the stars are described as the "diamonds in the sky"? What does that metaphor tell you about their importance?

2) What emotion does the "Black hole" 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 poems? Quote it and explain why it was your favourite.

Quote

Explain

**Visualizing**

Re-read the poems below and draw what you are picturing.

Galaxy

Milky Way

## Rhyming Poems – Critical Thinking

### Rhyming Poetry – Renewable vs. Non-renewable Electricity

Rhyming poems are fun to read because they have words that sound the same at the end of lines. You can use different patterns like ABAB or AABB to make your poem unique. Today, let's learn about different types of electricity through rhyming poems! There are renewable sources, which can be replaced naturally, and non-renewable sources that can run out. Solar energy, wind energy, and hydroelectric energy are renewable. Coal, natural gas, and nuclear energy are non-renewable.

#### Solar Energy

Sunlight shining, nice and bright,  
Turns into power, oh so light.  
Solar panels catch the rays,  
Renewable energy, worthy of praise.

#### Coal Energy

Coal is dug from deep down low,  
It turns to electricity, but there's a woe.  
It pollutes the air, and can't renew,  
A dirty energy source that we may rue.

#### Wind Energy

Wind turbines spinning in the air,  
Capture the breeze, it's only fair.  
Renewable and clean, a choice so fine,  
Turning gusts into energy, all the time.

#### Natural Gas

Gas from the ground, a hidden clue,  
Burns to make power, but it's not new.  
It can run out, not renewable too,  
We must think, is it the best we can do?

#### Hydroelectric Energy

Water flowing, strong and fast,  
Renewable it is, from river's dance.  
In dams, it's stored to make power last.  
Electricity made, given a chance.

#### Nuclear Energy

Atoms split, energy freed,  
It's not renewable, waste lingers on,  
Powerful source, but with a heed.  
Careful thinking before it's gone.

**Critical Thinking**

Answer the questions below.

1) In "Solar Energy," the phrase "Solar panels catch the rays" is used. What does this tell you about the production of solar energy?

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2) Which poem uses AABB and which use ABAB rhyming patterns?

AABB	ABAB

3) Which poem does the poet use the

4) What was your favourite part of the poem and explain why it was your favourite.

Quote

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Explain

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**Visualizing**

Re-read the poems below and draw what you are picturing.

Coal Energy

Wind Energy

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# Identifying Poems and Literary Devices

## Instructions

Name the type of poem and then the circle the literary devices used

Sun blazing so high  
Could fry an egg on the street  
Summer's fierce furnace

<b>Poem Type</b>	
<b>Literary Devices Used</b>	
Idiom	Hyperbole
Metaphor	Simile

Life is like a box of crayons  
Vast, Wild  
Crawling, Flying, Swimming  
More species than stars in the sky  
Diversity

<b>Poem Type</b>	
<b>Literary Devices Used</b>	
Idiom	Hyperbole
Metaphor	Simile

Out of this world, they say,  
A universe far, far away.  
Not written in stone,  
Our place in the unknown.

<b>Poem Type</b>	
<b>Literary Devices Used</b>	
Idiom	Hyperbole
Metaphor	Simile

An astronaut named Mae  
Wanted to visit the Milky Way.  
She flew past Mars,  
Even touched the stars,  
And was back on Earth the same day!

<b>Poem Type</b>	
<b>Literary Devices Used</b>	
Idiom	Hyperbole
Metaphor	Simile

Birds of a feather,  
Fly together,  
Soar the sky,  
Soar the sky.

<b>Poem Type</b>	
<b>Literary Devices Used</b>	
Rhyming	Simile
Metaphor	Idiom

Soaring high, pie in the sky  
Kites dance, bidding clouds goodbye  
You and me, never tell a lie.

<b>Poem Type</b>	
<b>Literary Devices Used</b>	
Idiom	Hyperbole
Metaphor	Simile

# 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 – hyperbole, idiom, alliteration, and metaphor

## Implicit and Explicit Perspectives – Book Reviews

### Book Review: "Dinosaur Island: The Time-Travel Adventure"

"Dinosaur Island: The Time-Travel Adventure" is a book you won't be able to put down! Imagine stepping into a time machine with Sarah and Jack, two brave kids who lead this adventure. You'll travel back to the age of dinosaurs, where danger lurks around every corner. If you like time-twisting tales, then this book is perfect for you.

The story keeps you on the edge of your seat with its thrilling challenges. Sarah and Jack have to solve puzzles to find a special gemstone that can take them back to their own time. But there are moments when they have to dodge T-Rexes and other dinosaurs. There are also funny moments where their pet dog, Spot, does something silly, adding a touch of humor to the exciting adventure.

The ending has a twist you won't expect. I don't want to spoil it, but let's say it makes the whole adventure worth it. This book was really exciting and I think students will love it too!

Rating: ★★★★★



### Perspectives

Answer the questions below.

1) Write 3 explicit perspectives from the book review. These are perspectives that are stated.

2) Write 3 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** is when a reviewer lets their personal likes or dislikes affect how they review a book. For example, if someone really enjoys superhero stories, they might say all superhero books are great, even if some aren't that good. On the flip side, if a person doesn't like historical fiction, they might not give a good review to an excellent historical novel. Sometimes, bias can happen with certain themes, too. Let's say a reviewer doesn't like books with magic; they might rate those books lower, even if lots of kids love them. That's why it's a good idea to read different reviews to get a more complete picture of a book.

Read the reviews and answer the questions.

### Review: "Skyward Journey" - 1/10

I suppose "Skyward Journey" is a good film, but let's be real, there's no water involved, so how good could it be? The movie is about a bunch of people flying in hot air balloons, trying to fly above the clouds. That's right, above the clouds! Can you even imagine how dry and boring that is?

The main characters are all aviators or pilots. Honestly, it's hard to care about their motivations when there's not a single underwater scene. The villain is a rival explorer named Sky King, who wants to claim the new lands. Honestly, who cares? If it's not happening underwater, it's not that interesting.

It's a real miss for anyone who appreciates the beauty of the underwater world. I can't recommend "Skyward Journey" if you're into underwater movies, steer clear of it and go for "Underwater Adventure: The Lost Treasure" instead. Now that's a real



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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## Our Voice in Review Writing

### What is Voice in Writing?

In writing, "voice" is like the special style that shows who wrote something. Just like each of us has a unique way of talking, each writer has a unique way of writing. They choose certain **words**, make **sentences** of different lengths, and even use special **punctuation** marks. All these things together make up their writing **voice**. So, if you read something, you might be able to guess who wrote it by noticing these clues.

**Voice:** A family of 4 watched a movie and each wrote a review. Read them below.

A) I read this movie and I could read minds! It was hilarious when it told people's secrets. But then it got too much talking about science and that got boring. More mind-reading please!

B) I was moved by how they learned to be honest because of the mind-reading dog. Those parts made me feel warm. I liked the parts where they did experiments on the dog. That was too interesting for me.

C) So this movie had its ups and downs, ya know? I liked the acting but it's a bit long. But why add in all this science talk and family lessons? If you're a fan of that stuff, you'll like some parts of it.

D) The way they filmed this movie was top-notch. I especially liked the mind-reading look real. The storyline was kind of simple, though. I like movies with deep stories, so that was unfortunate for me. But if you like action and comedy, you'll still have fun. It's worth a watch with the kids as you can zone out and relax.

1) Which family member wrote which review?

Dad		Mom		Teenager		Youngest	
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2) Are you 100% positive about the guesses above? Why or why not?

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## Understanding Hyperbole in Review Writing

Hyperbole is when people exaggerate in reviews to make something sound really amazing or really bad. It's like stretching the truth to get a strong reaction. For example, if someone says a book is "the best thing since sliced bread," they're using hyperbole to tell you it's great.



### Review

Read the hyperbole below and answer the questions.

1) The graphics in this video game are light years ahead of anything else on the market.

What It Means

Why Is It A Hyperbole

How Does It Improve Writing?

2) This restaurant serves the most mouth-watering and life-changing burgers ever.

What It Means

Why Is It A Hyperbole

3) The lead actor's performance was so dreadful it could bore a zombie to death.

What It Means

Why Is It A Hyperbole

Do you like this hyperbole? Explain.

## Literary Devices in Reviews

Literary devices are techniques that help make the review more persuasive and engaging.

- **Idioms:** These are sayings that don't mean exactly what they say, like 'break a leg' when you want someone to do well.
- **Metaphors:** These say you're comparing things but don't use 'like' or 'as.' For example, 'She's a ray of sunshine.'
- **Alliteration:** This is when words close to each other start with the same sound, like 'happy hopping bunnies.'
- **Hyperbole:** This means saying something way bigger than it really is, like 'Her singing voice could bring a statue to tears.'

**Examine** Read the review below and find examples of the literary devices used.

### Title: My Review of "The Enchanted Backpack"

Wow, reading "The Enchanted Backpack" was like finding a pot of gold at the end of a rainbow! In this story, two kids discovered a magical backpack in their attic. When they opened it, they were transported to a world full of talking animals and enchanted forests.



This book is the bee's knees in the world of kids' adventures. It's fun, exciting, and fabulously put together! The suspense had me hooked from the beginning, like riding the tallest roller coaster over and over. To sum it up, this book is a home run!

I give this book 5/5 stars. It was so good, I felt like time stood still. A must-read for every young adventurer out there!

Idiom	
Metaphor	
Alliteration	
Hyperbole	

## Review Writing - Inferences

### Title: "Spine-Chilling Secrets in 'The Haunted Schoolhouse'"

#### Introduction

Hey, young readers! Do you like stories that make your spine tingle? If so, "The Haunted Schoolhouse" is the book for you. It's so spooky, it feels like walking through a haunted maze on Halloween. If you're a fan of eerie mysteries and ghostly figures, this one's a can't-miss!

#### Summary

In this creepy tale, kids named Peter and Jonathan discover an old, haunted schoolhouse in their neighbourhood. Once they step inside, they uncover a world of ghosts and ghouls! To escape and get back to their friends, they have to solve puzzles and dodge ghostly tricks.



#### Thoughts

Opening this book is like opening a creaky door to a room of mystery and surprises! The characters are so lifelike, you'll think they're lurking right behind you. The story is faster than a bat out of a cave, keeping you hooked from beginning to end. The author uses cool writing tricks like spine-chilling metaphors and eerie allusions to make the story even better. Seriously, this book is as rare as a blue moon on a foggy night!

#### Rating

I give this book a full 5/5 stars, no doubt about it! It was so thrilling, I forgot all about my homework. If you're into tales that make your heart race, you have to read this one.



**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.

Idiom

Metaphor

Alliteration

Hyperbole

**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?

2) Global Inference: Do you think you would like this book? Explain everything you read in the text.

3) Local Inference: What did the author mean when they wrote, "Seriously, this book is as rare as a blue moon on a foggy night!"

# Block 9: Graphic Texts

## Focus

- ✓ Spatial order, images, graphics, visuals
- ✓ Graphic texts - timelines, comics, memes, maps, infographics
- ✓ Text patterns in graphic text
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategy: Making Connections

## Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

2) Is the joke explained explicitly, or is it implicit? Explain the joke.

3) Global Inference: Is Mr. Duck a brave duck that shows no fear?

# Understanding Graphic Texts

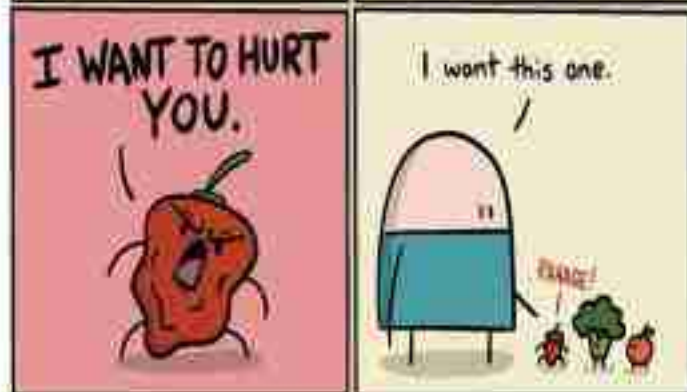
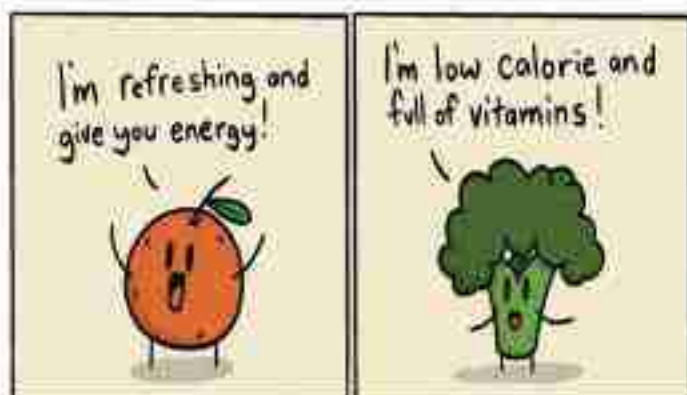
Analyze

Read the comic and answer the questions.



1) What is the punchline of the joke.

2) What do you think of this comic strip?



1) What is the punchline of the joke.

2) Make a connection: What does this remind you of in your life?

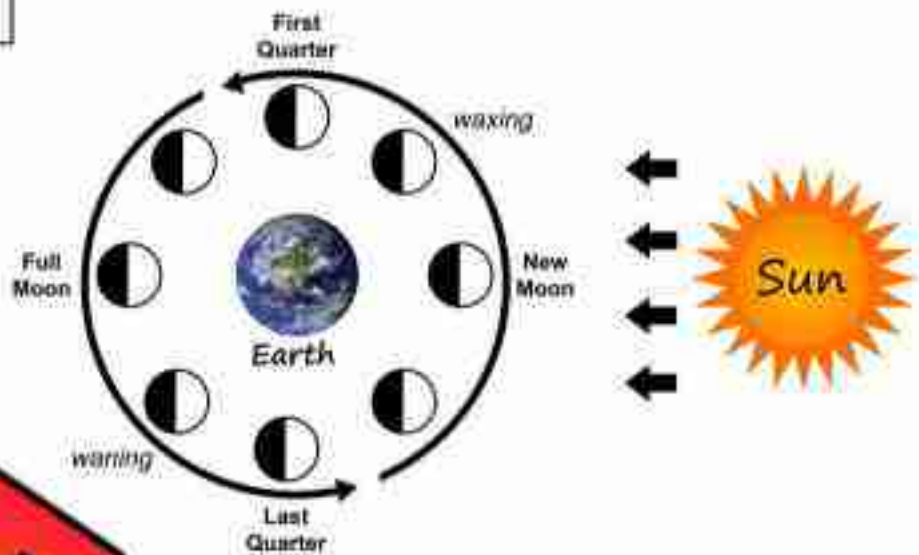
## Text Features in Infographics

Examine

Answer the questions

1) Write a title for this infographic.

2) Does the infographic have more text or pictures?



3) What did you learn from this infographic?

4) Do the text and pictures help you understand the infographic? Explain.

5) List 4 things you can infer from reading this infographic. Remember, an inference isn't directly stated, so draw conclusions from the information and images provided.

**PREVIEW**

## Reading Maps – Text Features

### Reading a Map Made Easy

Maps help us know where things are. They have special clues:

- **Country Names:** Look for big, capitalized words like CANADA.
- **Provinces and Territories:** Smaller, but still capitalized words are provinces, like ONTARIO.
- **Cities and Towns:** Names with only the first letter capitalized are cities or towns, like Ottawa.
- **Red Dots:** The smaller red dot is for a city, and a bigger red dot is for the capital of Canada.



## 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) How do you identify cities on a map?

4) What do black dots on a map usually represent?

### Think

Label the provinces/territories/cities on the map with the words in the word bank. Use the correct capitalization. Label Canada in the blank box in the single yellow box border.

Province	Territory	City
Ontario	Yukon	Ottawa
Alberta	Nunavut	Edmonton
Manitoba	NWT	Victoria

## Graphic Text - What's a Timeline?

### What's a Timeline?

A **timeline** is like a special ruler that shows when things happened. It helps us understand the order of events, like what came first, second, and so on. Timelines can show us history, like when dinosaurs lived, or even your own life, like when you lost your first tooth!

### Features - What's on a Timeline?

- **Dates:** These tell us when something happened. It could be a year, a month, or day.
- **Event Labels:** These are the important things that happened, like "Moon Landing."
- **Lines:** A line connects all the events, showing time passing from left to right.
- **Arrows:** Some timelines show a point in the direction time is moving.
- **Pictures:** Some timelines have pictures to help us understand the events better.



### Analyze

Look closely at the timeline and answer the questions.

1) What features are part of this timeline?

2) How has life changed for people? Explain what you've learned from the timeline.

3) Did the timeline help you learn about how our jobs have changed over time? 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
- ✓ Text features – glossary, preface, and timelines

## Biography – Chris Hadfield

### Chris Hadfield: A Canadian Astronaut Above and Beyond

#### Preface

This biography will explore the life of an extraordinary Canadian—Chris Hadfield. Chris has done more than just travel to space; he has inspired countless people, especially young students like yourselves, to reach for the stars. As you read through this biography, you'll get to learn about his early life, space adventures, and how he's making an impact here on Earth.

#### Early Life and Inspiration

Chris Hadfield was born on August 29, 1959, in Sarnia, Ontario, Canada. As a young boy, he was amazed by the moon landing in 1969 and dreamed of becoming an astronaut.

#### Journey to the ISS

Chris Hadfield became a real astronaut when he went to space for the first time in 1995. He was the only Canadian on the mission and helped build parts of the **International Space Station (ISS)**. In 2012, he became the first Canadian **Commander of the ISS**.

#### Impact and Education

Chris Hadfield has not just floated in space; he has also made a big impact on Earth, especially kids, about science and space. He has written educational books and even made videos from space to show how common things like eating and sleeping are done in space. His **impact** has made many young Canadians interested in science and space exploration.

#### Timeline

- **1959**: Born in Sarnia, Ontario
- **1969**: Inspired by the moon landing
- **1995**: First space flight
- **2012**: Became Commander of the ISS
- **2013**: Returned to Earth and continued educational efforts

#### Glossary

- **Commander**: The leader of a space mission.
- **Impact**: The change someone makes that affects others.
- **International Space Station (ISS)**: A large spacecraft where astronauts from around the world live and work.
- **Mission**: Having an objective to complete a job in space.
- **Zero Gravity**: The condition where there is no pull from gravity, like in space.



Chris Hadfield

**Prereading**

Before reading, answer the questions below.

Prediction: After reading the title and headings, make 2 predictions about Chris Hadfield.


**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 report on


2) How does the picture of Chris Hadfield help you understand him better?


3) What do you think Hadfield's biggest accomplishment was?


## Biography – Elijah Harper

### Elijah Harper: The Advocate for Indigenous Rights

#### Elijah Harper's Early Life

Elijah Harper was born on March 3, 1949, in Red Sucker Lake, Manitoba, Canada. He was a member of the **Oji-Cree First Nation**. Raised in a small community, Harper learned about the importance of his cultural heritage and began to dream of making a difference for Indigenous people in Canada.

#### Major Achievement

Elijah Harper made history in 1990 when he used a single **eagle feather** to say "No" in the Manitoba Legislature, effectively blocking the **Meech Lake Accord**. This accord did not recognize the rights and status of Indigenous peoples, and Harper's actions drew national attention to the issue. He later served in the Canadian House of Commons, continuing to advocate for Indigenous rights.

#### Life After Politics and Legacy

Although Harper left politics in 1999, his impact remains lasting. He became a symbol for Indigenous resistance against unfair laws and policies. He received several awards for his contributions to Canadian society, including the Order of Manitoba and the Stanley Knowles Humanitarian Award. Harper passed away in 2013, but his **legacy** of fighting for Indigenous rights remains strong.



#### Timeline

- **1949**: Born in Red Sucker Lake, Manitoba
- **1990**: Blocked the Meech Lake Accord with an eagle feather
- **1993-1997**: Served in the Canadian House of Commons
- **2013**: Passed away, leaving a lasting legacy

#### Glossary

- **Oji-Cree First Nation**: An Indigenous community in Canada.
- **Meech Lake Accord**: A proposed amendment to Canada's constitution that failed to recognize Indigenous rights.
- **Eagle Feather**: A symbol of spirituality and respect in many Indigenous cultures.
- **Advocate**: Someone who publicly supports a particular cause or policy.
- **Legacy**: The long-lasting impact a person leaves behind.

## Understanding

Is the statement true or false?

1) Elijah Harper was born in 1949.	True	False
2) He was a member of the Cree First Nation.	True	False
3) Elijah Harper was born in Vancouver, British Columbia.	True	False
4) He blocked the Meech Lake Accord in 1990.	True	False
5) Harper served in the Manitoba legislature.	True	False
6) The Meech Lake Accord recognized Indigenous rights.	True	False
7) Harper wore an eagle feather to say "No."	True	False
8) He served in the House of Commons.	True	False
9) Harper left politics in 1998.	True	False
10) He received the Order of Ontario.	True	False

## Critical Thinking

Answer the questions below.

1) **Inference:** How is Elijah Harper's legacy viewed today, especially in Manitoba?

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2) **Inference:** How do you think Harper's eagle feather helped gain indigenous rights?

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3) **Personality trait:** Use one word to describe Elijah Harper. Then explain why you chose that word. Examples – brave, creative, loyal, curious, confident, ambitious, calm, etc.

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## Organizing a Biography

**Read**

The report below has been organized incorrectly. Reorder the headings, sub-headings, preface, and index by writing the letters in the correct order.

### Biography of Orville Wright: The First to Fly

#### A) The Echoes of Their Dreams

The determination and ingenuity of the Wright brothers paved the way for the world of aviation. Orville's legacy, shared with his brother, is a reminder that dreams, paired with hard work, can change the world. Every plane in the sky is a testament to their vision and perseverance.



#### B) Early Years and Childhood

Dive into the world of young Orville, where a childhood filled with wonder laid the foundation for his monumental achievements.

#### C) Preface

Have you ever looked up at the sky and wondered if you could fly like a bird? Many years ago, Orville Wright and his brother, Wilbur, took the same question to heart. This biography tells the tale of Orville, the younger brother, who made history by becoming one of the first people to fly an airplane. Join us on this exciting journey of curiosity, perseverance, and innovation!

#### D) Childhood Adventures

Born on August 19, 1871, in Dayton, Ohio, Orville and his brother Wilbur were inseparable. They shared a passion for discovery, fueled early on by a toy airplane their father gifted them. This toy set them on a path of wonder about how flight could be achieved.

#### E) Achieving Flight and Leaving a Legacy

Experience the pivotal moments when Orville took to the skies and discover how his contributions continue to influence the world of aviation.

#### F) The Momentous Flight

On December 17, 1903, in Kitty Hawk, North Carolina, Orville Wright made history. Climbing onto their invention named the Flyer, he flew for a brief 12 seconds. It was a short flight, but it marked the birth of aviation as we know it.

#### G) The Bicycle Shop Innovators

Before they took to the skies, the Wright brothers mastered the ground with their bicycle shop. It was more than just a place for bikes. Here, they explored principles of motion and balance, essential knowledge that would later aid their aviation experiments.

**Order**

List the letters in order from which paragraph/part should go first, to which should go last. (A to G)

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**Critical Thinking**

Answer the questions below.

1) Did the \_\_\_\_\_ do its job in explaining what the biography will be about?


2) Did the preface \_\_\_\_\_ into \_\_\_\_\_ the rest of the biography? Explain.


3) **Vocabulary:** Choose 3 words from the biography that isn't \_\_\_\_\_ your everyday vocabulary. Look up the words or ask a friend/teacher \_\_\_\_\_ why \_\_\_\_\_ mean. Then use them in a sentence.

Word	Definition - What does it mean?

Word	Use It In A Sentence