



# Preview - Information



Thank you for your interest in this product. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Slides Lessons.
- ✓ A selection of worksheets included in the workbook.

When you make a purchase, you will receive a folder that contains the .pdf workbook file and a link to where you can make a copy of the Google Slides Lessons unit to your Google Drive.

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# Google Slides Lessons Preview





# Saskatchewan Language Curriculum Conventions & Vocabulary – Grade 6

## 3-Part Lesson Format

### Part 1 – Minds On!

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

### Week 1 - Vocabulary List

Match the words on the left with their meanings on the right by dragging them into the boxes.

proclaim	prodigy	accuse a leader		decision-making group
beach	proximity	to announce something		pay careful attention
protest	produce	to ban something		to clean something fully
impeach	guarantee	collect bits of information		know ahead of time
glean	proactive	to cause a reaction		land beside the water
three	heed	the number after two		to calm someone down
cleanse	provoke	very talented child		an official order or rule
committee	decree	to stop or bring to an end		to show disagreement
appease	prohibit	to act early		closeness in distance
foresee	cease	a sure promise		to create something

### Identify Sentence Fragments

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

- 1) Under the desk
- 2) Near the tracks
- 3) To win the final race
- 4) Through the fog
- 5) Beside the gate
- 6) With a bright smile
- 7) Across the river
- 8) Before the storm
- 9) During the long practice
- 10) Behind the shed
- 11) Above the arena

the crowd cheered loudly.  
the old tractor rattled.  
a warning light flashed.  
the pencil rolled slowly.  
a faint shadow drifted.  
the runner pushed ahead.  
dark clouds formed quickly.  
the raft drifted away.  
the team worked hard.  
the guard dog growled softly.  
she greeted everyone.

### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

### Fluency Readings

Look at the picture. Read both sentences. Mark the sentence that tells what is happening. ✓

	<input type="checkbox"/> She felt ungrateful after refusing help.		<input type="checkbox"/> The committee will foresee problems ahead.
	<input type="checkbox"/> The directions were unclear for everyone today.		<input type="checkbox"/> That chair became untenable after it broke.
	<input type="checkbox"/> The coach stayed unflappable during the storm.		<input type="checkbox"/> The rule felt unjust to everyone involved.
	<input type="checkbox"/> The plan sounded unrealistic and confusing.		<input type="checkbox"/> They will cleanse the beach after sunset.
	<input type="checkbox"/> The group might impeach their careless leader.		<input type="checkbox"/> The noise will cease after three minutes.
	<input type="checkbox"/> The detective tried to glean important clues.		<input type="checkbox"/> Please heed the warning near the shore.





# Saskatchewan Language Curriculum Conventions & Vocabulary - Grade 6

## Figures of Speech - Understanding Hyperbole

Draw a line to connect each hyperbole to its correct meaning.  
After matching, read the pairs out loud to understand how hyperbole exaggerates ideas

### 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.

## Literary Device

Draw a line to match each sentence on the left with its correct meaning.  
each sentence is connected to the meaning that best explains

- Level
- Radar
- Civic
- refer
- madam
- rotor
- kayak
- stats
- wow
- pop
- mom

- a short, sharp sound
- a small narrow boat
- related to a city or citizens
- a word for mother
- a tool that finds objects
- a polite way to address a woman
- the same height or position
- short for statistics
- to mention or point to something
- an expression of surprise
- a spinning machine part

Choose only the declarative sentences.  
Write the declarative sentence to the picture it matches.



- My mom is cooking dinner.
- We are playing soccer in the park.
- Go play soccer in the park.
- Is the cat sleeping on the chair?
- Water the flowers in the garden.
- The cat is sleeping on the chair.
- Are we playing soccer in the park?
- Listen to the barking dog.
- He drinks a glass of milk every day.
- Is my mom cooking dinner?
- Why is the dog barking loudly?
- The dog is barking loudly.
- The flowers are growing.
- Drink a glass of milk every day.



# Workbook Preview



# Grade 6 – Language Saskatchewan ELA Curriculum



**Comprehend and Respond (CR).** Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a range of contemporary and traditional grade-level texts from First Nations, Métis, and other cultures in a variety of forms (oral, print, and other texts) for a variety of purposes including for learning, interest, and enjoyment.

	Outcomes	Pages
CR6.1	View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing Up), social responsibility (e.g., Going the Distance), and efficacy (e.g.,	N/A
<p><b>Preview of 98 pages from this product that contains 453 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>		
CR6.7	Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, nonfiction books, reports and articles from magazines and journals, reference materials, and written instructions	36, 247
CR6.8	Read grade 6 appropriate texts to increase fluency (120-160 wcpm orally; 160-210 silently) and expression.	20, 29, 38-39, 45-46, 54-55, 62, 71, 79-80, 87-88, 94-95, 102, 111, 121-122, 128-129, 135-136, 144-145, 151, 159, 168-169, 175-176, 182-183, 189, 198, 207-208, 217-218, 225-226, 233-234, 241-242, 251-252, 258-259

**Assess and Reflect on Language Abilities (AR).** Students will extend their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, representers, listeners, speakers, readers, and writers, and set goals for future improvement.

	<b>Outcomes</b>	<b>Pages</b>
AR6.1	Consider which viewing, listening, reading, representing, speaking, and writing strategies work best for each task and situation.	56
AR6.2	Appraise own viewing, listening, reading, representing, speaking, and writing skills and strategies, and set goals for improvement.	13, 23, 30-31, 53
AR6.3	Appraise own and others' work for clarity.	N/A

# 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 as well as Point of View
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 Personification and 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 and Symbolism
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 and Word Order
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 as well as Using A Dictionary
24	Identifying Synonyms And Creating Synonyms	Words That Have Been Influenced By People, Places, And Events In History
25	<b>Abbreviations and Emphasis on Words</b>	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 as well as Facts and Opinions
30	Speaker Tags And Punctuation	Writing Dialogue

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

# LANGUAGE



# SPELLING GOALS

- I want to learn \_\_\_\_\_ new words this week.
- I aim to spell \_\_\_\_\_ words correctly in this week's spelling quiz.
- I plan to review and practice spelling for \_\_\_\_\_ minutes each day.



Do you think these strategies will help you with your spelling?	YES	NO
✓ Practice spelling for 15 minutes daily.		
✓ Teach the spelling of a word to someone else.		
✓ Create a story using all the spelling words.		
✓ Use a dictionary and pronunciation guide to help with spelling.		
✓ Record myself saying the words and listen for practice.		

PREVIEW

## Pre-Reflection

Share your thoughts on learning spelling words this week.

- I feel \_\_\_\_\_ about learning new words this week.
- Learning new spelling words is \_\_\_\_\_ because \_\_\_\_\_.
- A challenge I anticipate with this week's spelling words is \_\_\_\_\_, but I plan to overcome it by \_\_\_\_\_.
- A strategy I want to try for learning my spelling words this week is \_\_\_\_\_, because \_\_\_\_\_.
- By the end of the week, I want to be able to \_\_\_\_\_ with my new spelling words.

## 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
Appease	<i>Appease</i>	
Beach	<i>Beach</i>	
Glean	<i>Glean</i>	
Cease	<i>Cease</i>	
Impeach	<i>Impeach</i>	
Three	<i>Three</i>	
Heed	<i>Heed</i>	
Decree	<i>Decree</i>	
Guarantee	<i>Guarantee</i>	
Foresee	<i>Foresee</i>	
Committee	<i>Committee</i>	

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

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

1) It's important to _____ your skin _____ the sun.
2) The new rules were _____ to _____ everyone's safety.
3) She showed great _____ in _____ no less _____ playing more complex songs.
4) The company plans to _____ a new line _____ go-fr _____ products.
5) The school rules _____ running in the _____ ways _____ everyone's safety.
6) The mayor's plan to _____ the city park was _____ regular.
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.

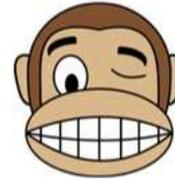
Finally, "Let's find out."

# 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 if 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) Good to be true.

Mix and Match Match the fragments with its suitable ending.

ANSWER	FRAGMENTS	Possible Endings
	While playing in the yard,	A) he chose to go home.
	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

**PREVIEW**

H Y I A I E E R C E D V J V B K Y Q I T C  
 P P P O V L C 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 V R B S F K Z K D Z C Y  
 P R O T E S T I M Z L Y J D L Y K B  
 E Y T I M I X O P 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 committee will grant 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 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 is it 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!	

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

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# ACHIEVING GOALS

Spelling Quiz  
Score

How do you feel about your  
score? Colour it.



## Spelling Adventure

Choose two methods to practice your spelling for this week:

<b>Write Time</b>	Create a poem using your spelling words to help remember them.
<b>Flashcards</b>	Make flashcards for your spelling words and practice with a friend.
<b>Act It Out</b>	Act out each spelling word and have someone guess the word.
<b>Spelling Song</b>	Write a song or chant to memorize your spelling words.
<b>Puzzle Pieces</b>	Write each spelling word on a piece of paper, cut it into pieces, and put them back together.

Which activity did you enjoy the most and why?

Which words were the most challenging to spell?

Which method helps you remember how to spell words?

How will you practice your spelling next week?

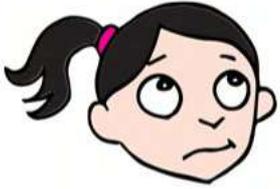
## Week 2 - Vocabulary List

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) Showing paying attention.
	Whispering	D) Loud and noisy.
	Calculating	E) Hanging up or down.
	Implementing	F) Speaking very softly.
	Fluctuating	G) Very obvious, no hidden.
	Exploring	H) Looking at something closely.
	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 _____ strong _____ wear a jacket.
9	She's _____ a chocolate cake for _____'s birthday.
10	While _____ to school, I always pass by _____.

**Write**

Use the words below to create a meaningful sentence.

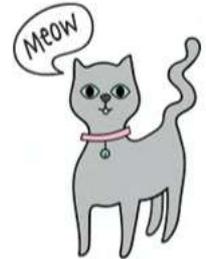
1. Cheering	
2. Calculating	
3. Fluctuating	
4. Exploring	

# 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) He 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



**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**

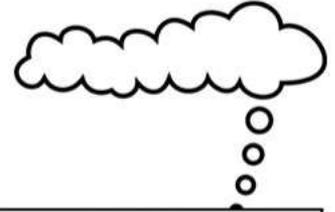
1. A careless mistake.
3. A loud and harsh noise.
4. Disrespectful talk about sacred things.
5. A mark or flaw that spoils something's appearance.
6. Money or favor given to persuade someone to do something.



# 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 sounds of children's laughter mixes with the hum of music and the smell of popcorn fills 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 or false.

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 jolted when it 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** Use the words from the vocabulary list above to complete 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.

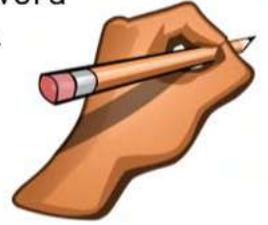
HMACBRE	BLEMASH	YVLAICRH	JEUVEENRAT	OMPCH

## 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 <b>retie</b> my shoes because they have come undone.	
2. I <b>resleep</b> every afternoon for a while.	
3. She wanted to <b>relearn</b> to swim after 10 years.	
4. They <b>reclimb</b> the mountain every summer.	
5. Can you <b>restand</b> over there?	
6. He decided to <b>rethink</b> his decision after hearing the news.	
7. The workers will <b>rebuild</b> the bridge after the storm.	
8. I need to <b>redrink</b> water every hour to stay hydrated.	
9. It's good to <b>recheck</b> your answers before submitting the test.	
10. She will <b>rewrite</b> 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 \_\_\_\_\_ Correct \_\_\_\_\_ 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 that 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> went to the book store.	Reflexive	Intensive
2	She bought <b>herself</b> a new dress for the party.	Reflexive	Intensive
3	The teacher <b>herself</b> will be in the classroom 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.	

## POINT OF VIEW

The **Point of View** in a story is who is talking, or explaining what is happening.

- **First Person Point of View:** This is when the person telling the story is also a character in the story. They use words like "I," "me," "we," and "us." It's like they're talking to you about something that happened to them. For example: "I walked to the park."
- **Second Person Point of View:** It's when the writer talks directly to the reader, using the word "you." It's like the writer is giving you instructions or talking about something you are doing. For example: "You walk to the park."
- **Third Person Point of View:** When the narrator is not a character in the story and talks about a character using names or words like "he," "she," "they," and "them."

### Identify

Write the number of the sentence is written in First, Second, or Third POV.

1) He walks his dog to the park every morning.	
2) She loves to paint landscapes for her friends.	
3) I enjoy reading by the lake every afternoon.	
4) They always drink coffee in the morning.	
5) You can see the mountains from your window.	
6) She reads them a book every week.	
7) You should visit Banff National Park if you love nature.	
8) He has a talent for playing the guitar.	

### Write

Write about your adventure in a snowy winter wonderland and use First-Person Point of View for your narrative.

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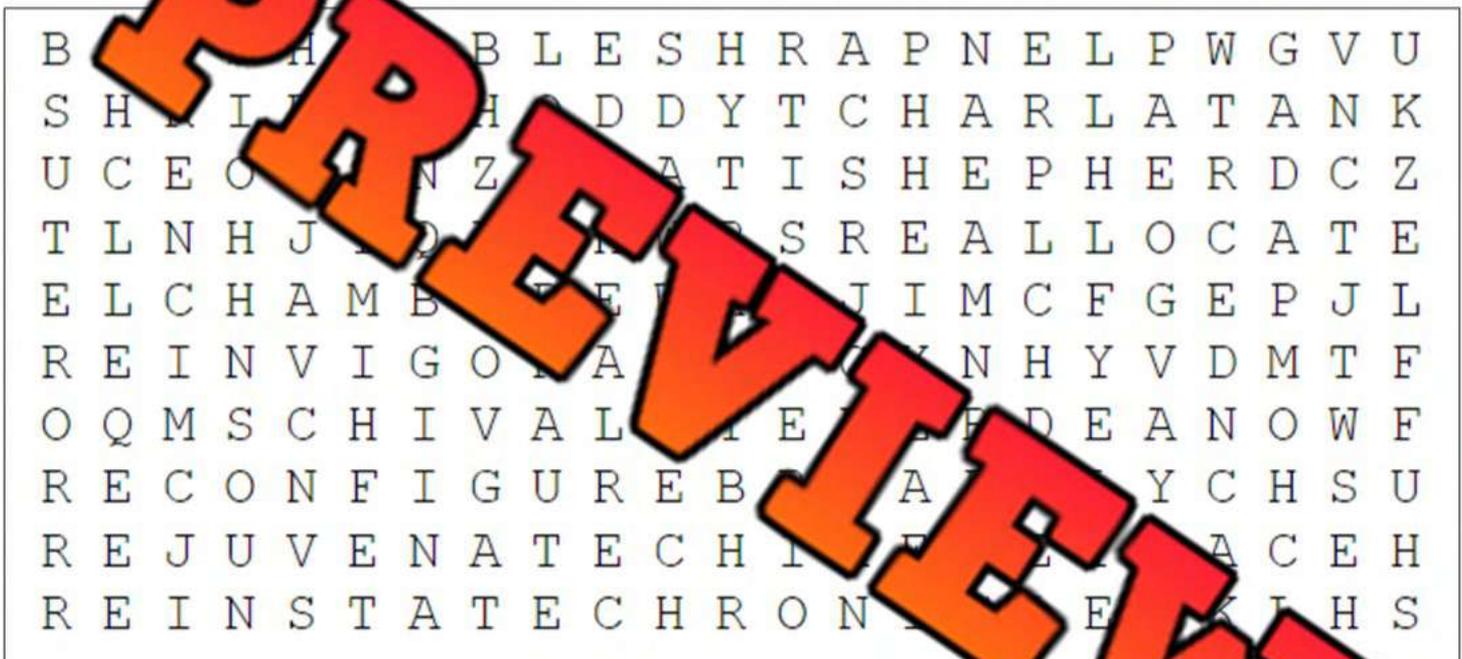


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**WORD SEARCH****Word Search**

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

**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 our chronicles chivalry, planning to It was a challenge to reconfigure	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
2)	Our project was a old experiment. Careful 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

PREVIEW

## 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 a sentence or run-on.

	Sentence	Run-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
Betra	Driveway	Underlay	Sashay	Disarray

Write \_\_\_\_\_ 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	<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 he always helps me with my work.

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.



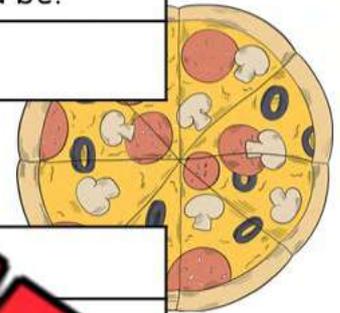
1) \_\_\_\_\_ I can't believe he ate the whole pizza!

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

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

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

5) \_\_\_\_\_ You look so happy.



Identify

Circle the conjunctions in each sentence.

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

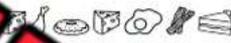
In a small town nestled between the mountains, children played near the river every day. Their favourite spot was under an old stone bridge. One day, Lily, curious about the rumors of a hidden treasure, decided to look behind a loose brick she noticed. Inside, she found a rusty old box. She called her 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.

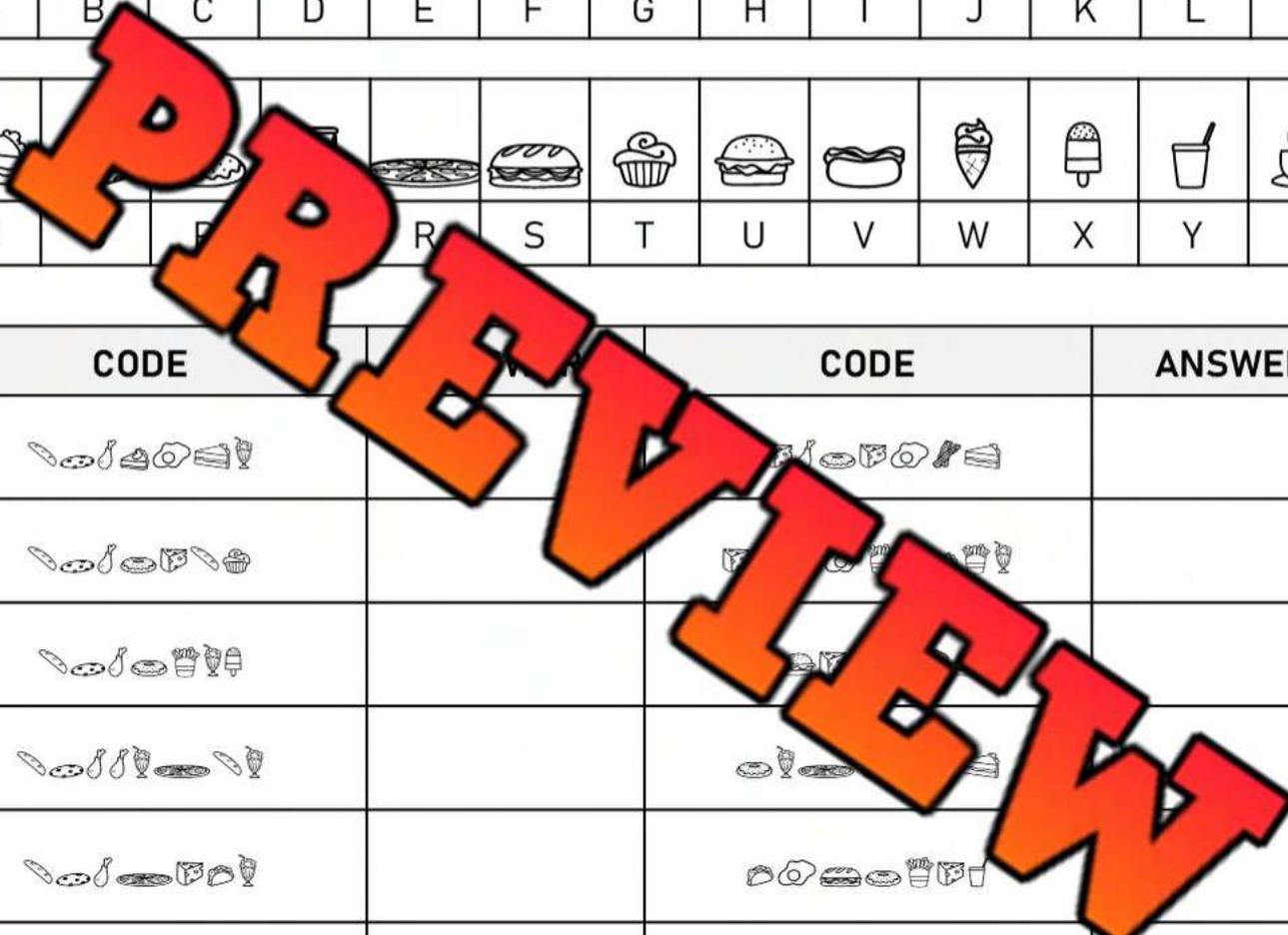
# CRACK THE CODE

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

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

										
N	P	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 kitchen. It was a complex recipe, but the chef was so excited about it!	Angry	Happy
2)	In computer science we learned about trading. My comrade explained it with every component detailed.	Frustrated	Joyful
3)	We made a compound in science class. It was a compromise between two elements, 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!	Scared	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)		19)	
10)		20)	

### Write

Revise the following run-on sentences by adding a similar word 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** Write 10 st- and sp- words. Use ones from the list and your own vocabulary

st-		sp-	
1)		1)	6)
2)		2)	7)
3)	8)	3)	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 first heard 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 simple independent clause that will complete the compound sentences.

1) I love chocolate \_\_\_\_\_, \_\_\_\_\_

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: **For, And, Nor, But, Or, Yet, So**. 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	_____ enjoys playing _____ she takes classes on weekends.
2	I want to _____, _____ the pool is closed today.
3	It was raining _____ he _____ to stay indoors.
4	You can have ice cream _____ you can choose pie.
5	He didn't study, _____ the paper _____.
6	She didn't like the first movie, _____ did _____ like the second one.
7	I forgot my umbrella, _____ the weather _____ clear.
8	The museum was interesting, _____ the _____ it was _____ 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

PREVIEW

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

## Word Search

Make your own word search using 8 of the words.


Word Bank

# READING FLUENCY PLAN

## Weekly Goals

- Read aloud for 15 minutes every day
- Learn and use 5 new vocabulary words
- Complete a timed reading passage
- Read one new book at my level

## Fluency Checklist

- ✓ **Accuracy:** I read the words correctly
- ✓ **Rate:** I read not too fast and not too slow
- ✓ **Expression:** I read with feelings
- ✓ **Punctuation:** I follow the punctuation marks

	Book/Passage	Time Spent	Pages Read	New Words
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

## 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)	Don't talk out of the class; it's disrespectful and disruptive to our learning.				
2)	If we speak without thinking, we might disqualify our history 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.				

PREVIEW

## Week 5 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Write

Write a suitable independent clause that connects the two compound sentences.

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.

# My Reading Reflection

Do you feel you accomplished your goal?

- Yes!
- Almost!
- Over Half Way!
- I'm Still Working On It!

Explain your choice. What could you have done differently?

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1. I read

- Alone
- With a partner
- In a group

2. The reading was

- Easy
- Just right
- Challenging

3. My reading speed was

- Too slow
- Just Right
- Too fast

4. Reading aloud, I felt

- Confident
- Okay
- Nervous

5. The words

- Easy to read
- Sometimes hard
- Often tricky

6. I think my emotion was

- Really good
- Good
- Not work

What was your favourite part of your reading and why?

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What is one thing you want to work on for your next reading practice?

- Reading faster
- Understanding more words
- Using better expression
- Other: \_\_\_\_\_

Explain your choice.

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## 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

Complete the words by adding tr- or dr-.

1) _____a	6) _____ibble	11) _____awl
2) _____ajectory	7) _____sponse	12) _____one
3) _____ivial	8) _____p	13) _____iathlon
4) _____eary	9) _____cript	14) _____ifter
5) _____iage	10) _____izzle	_____anquility

### 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	love	lovable
Sentence	Her smile made her incredibly lovable to all who met her.	

Word	_____
Sentence	_____

Word	sustain
Sentence	_____

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

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

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

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

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

# 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 the dependent clauses, 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)	owe bloomed in the garden.
4)	you to the park.
5)	vally 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.)



**Completion:** Write the appropriate subordinating conjunction.

	because	after	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 local _____								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 won't climb up mountains.
8) They will keep practicing _____								she perfects her routine.

**Analyze:** Circle all the subordinating conjunctions in the text.

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 the cloudless sky to observe the Great Bear constellation. As she settled onto the grass, her telescope by her side, a shooting star suddenly streaked across the celestial 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

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 create a complex sentence.

1)	I prefer ha _____
2)	you can finish y _____ 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	<i>Preview</i>	
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	<i>Whimsical</i>	
Whiplash	<i>Whiplash</i>	
Whistle	<i>Whistle</i>	
Whichever	<i>Whichever</i>	
Whirlpool	<i>Whirlpool</i>	
Qualify	<i>Qualify</i>	
Quench	<i>Quench</i>	
Quicken	<i>Quicken</i>	
Quotient	<i>Quotient</i>	
Quandary	<i>Quandary</i>	
Queue	<i>Queue</i>	

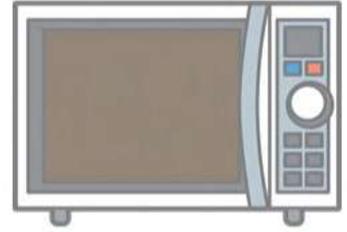
**PREVIEW**

# 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	to decide.
Caution	Look from a perspective.
Precaution	Control or prevention.

## 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

**Instructions:** 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 love 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. Furthermore, though we've made progress in exploring space, there's a lot in our own system 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) Inasmuch as she loved 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 prompt. 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

**PREVIEW**

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

## Word Scramble

Unscramble the word.

EUEQU		LETSIHW	
CEDEPRE		FYLQUA	
ERPVIWE		DOREPNAME	
NAUQRYAD		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 moment, but I took precautions. In the whirlpool of my thoughts, my determination to qualify quickly.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
2)	At the preview which came with a sudden whistle caused a moment of new 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.

**PREVIEW**

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) Extremely unacceptable or bold.
	Countless	C) To give a gift or honor.
	Thankless	D) Lacking understanding.
	Breathless	E) To look at or stare at.
	Limitless	F) Unable to speak during a moment.
	Speechless	G) Unexpectedly remove someone something.
	Powerless	H) Remove from position or power.
	Courage	I) Refuse to permit or accept.
	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 _____ felt like _____ job.	countless
5) After the long run, he was _____.	careless
6) He felt _____ again _____ 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.	_____less

**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 said it held 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 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 she had the scars. Yet, as time passed, Ellie's tales from the Whispering Woods became a part of the town's history.

## Instructions

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

Complex	
Simple	

Complex	
Simple	

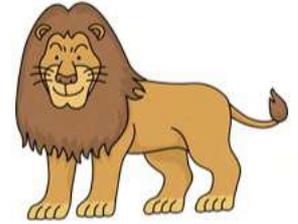
# UNDERSTAND SIMILES AND METAPHORS

**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 honking honked like knives at rush hour. His grades, unlike his twin's that shone like gold, resembled dull lead. "You're as smart as a whip, but you daydream constantly," teachers noted.

One autumn day, with trees ablaze in brilliant fires, an idea as bright as a star struck Jamie. He started writing, working as hard as a bee. 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.

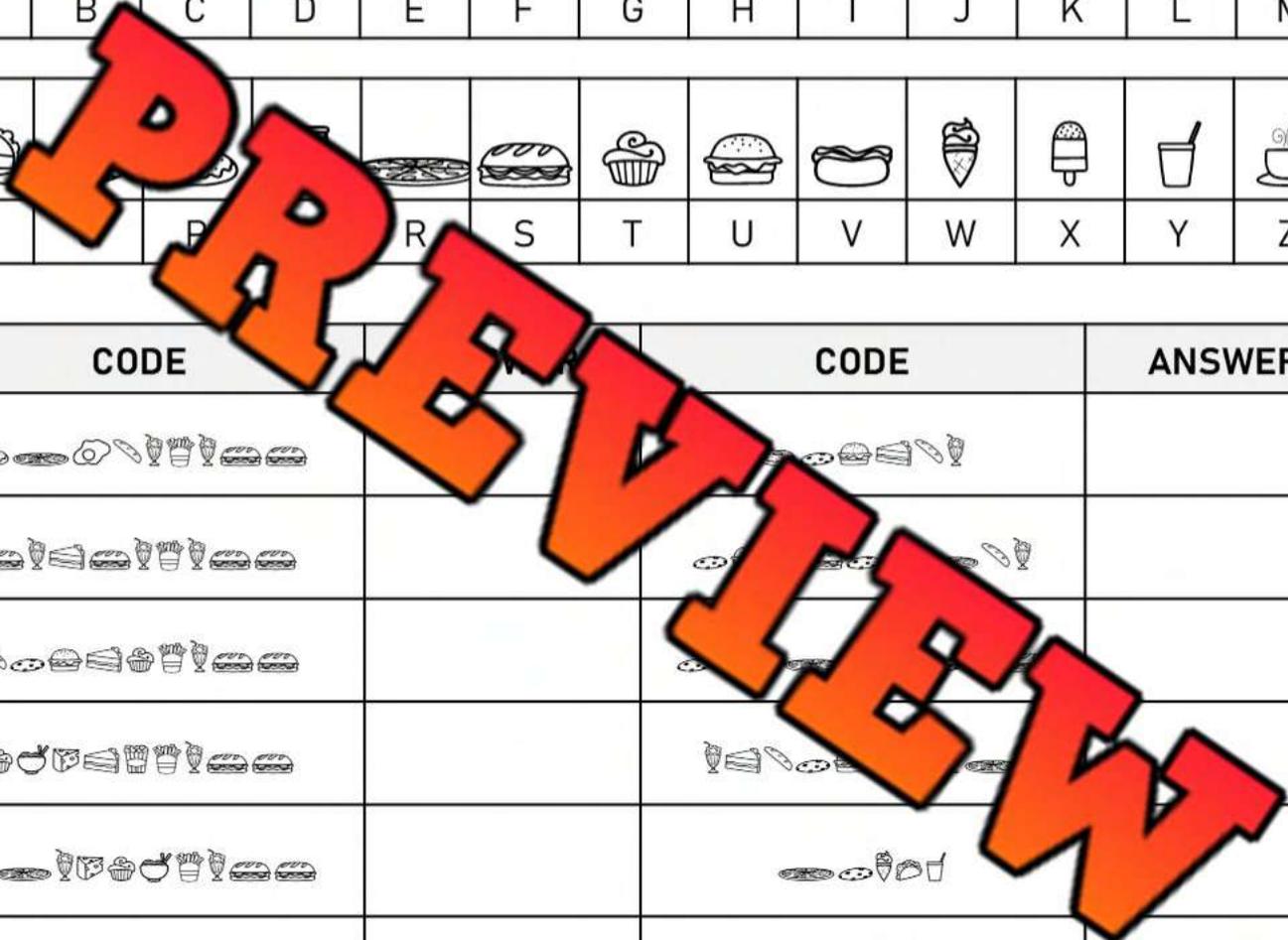
# CRACK THE CODE

**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 like a dream.	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 crowd at a concert, my heart pounding in my chest. The music was so early that I was 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.	Minion	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 project.
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

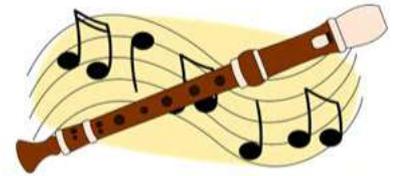
Seasonal	Approval	Sensational	Generational	Marginal
Rhetorical	Proportional	Geothermal	Captive	Concept
Optimize	Inception	Prescription	Susceptible	Soften
Adrift	Craftsmanship	Heftiness	Driftwood	Makeshift

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

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.

<input type="checkbox"/>	For	<input type="checkbox"/>	Festive	<input type="checkbox"/>	Mater
<input type="checkbox"/>	S	<input type="checkbox"/>	Herb	<input type="checkbox"/>	Miner
<input type="checkbox"/>	Leg	<input type="checkbox"/>	Globe	<input type="checkbox"/>	Logic
<input type="checkbox"/>	Tri	<input type="checkbox"/>		<input type="checkbox"/>	Digit
<input type="checkbox"/>	Forest	<input type="checkbox"/>		<input type="checkbox"/>	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

Circle the capitalization errors below for historical periods or events

Anna found 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 rebirth.

He wrote about witnessing the unveiling of Michelangelo's "David" and the fervor it created among the locals. He described the sound of lutes and violins echoing through the courtyards and the intense discussions over 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) _____	Device with internet and advanced features.	A) Virtual Reality
2) An _____	Flying vehicle for photos or surveillance.	B) Smartwatch
3) _____	Created _____ experience.	C) Solar Panel
4) Portable _____	_____ smartphones and laptops.	D) Smartphone
5) Wearable device with smart _____	_____ functions.	E) Blockchain
6) System for secure _____	_____ recording.	F) GPS
7) System for precise global _____	_____	G) Drone
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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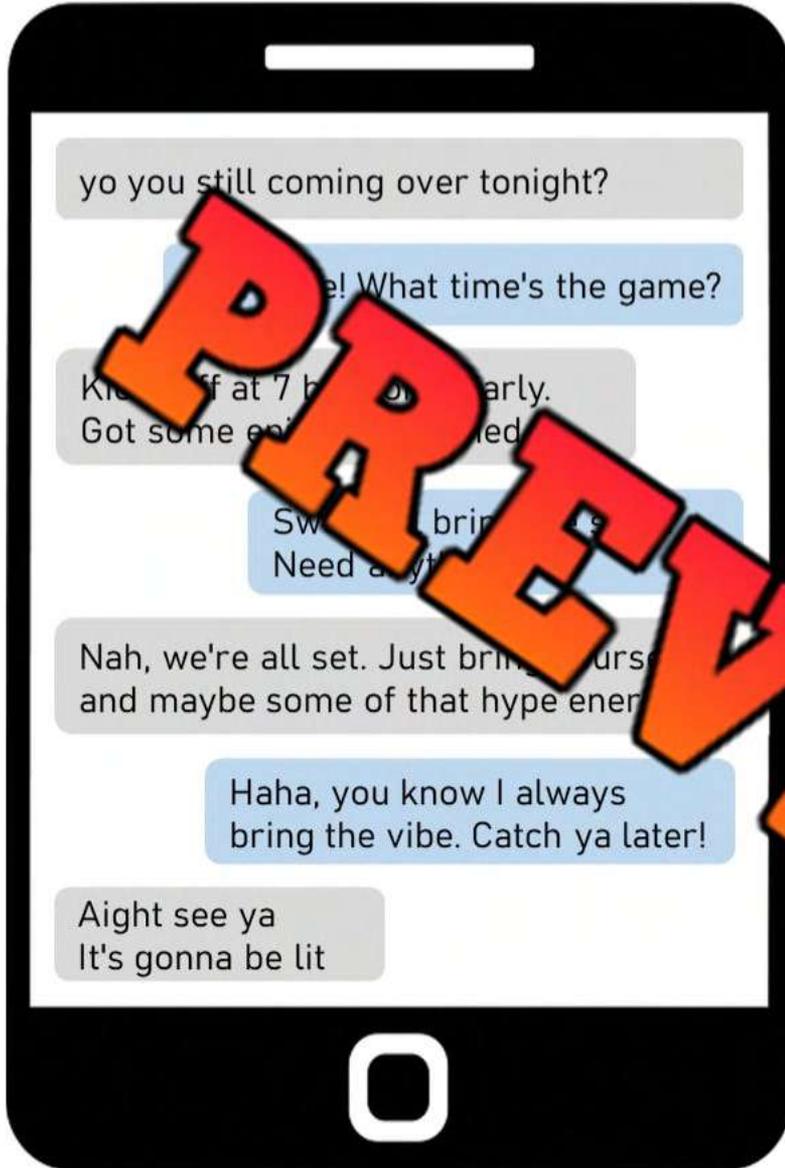
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# THE LANGUAGE OF INFORMAL COMMUNICATION

## 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)

...y do...nk people often omit  
unct...e slang in text  
...st does it have  
...on munic...

How does the tone of the message change? Is the message still clear and easy to understand?

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**PREVIEW**

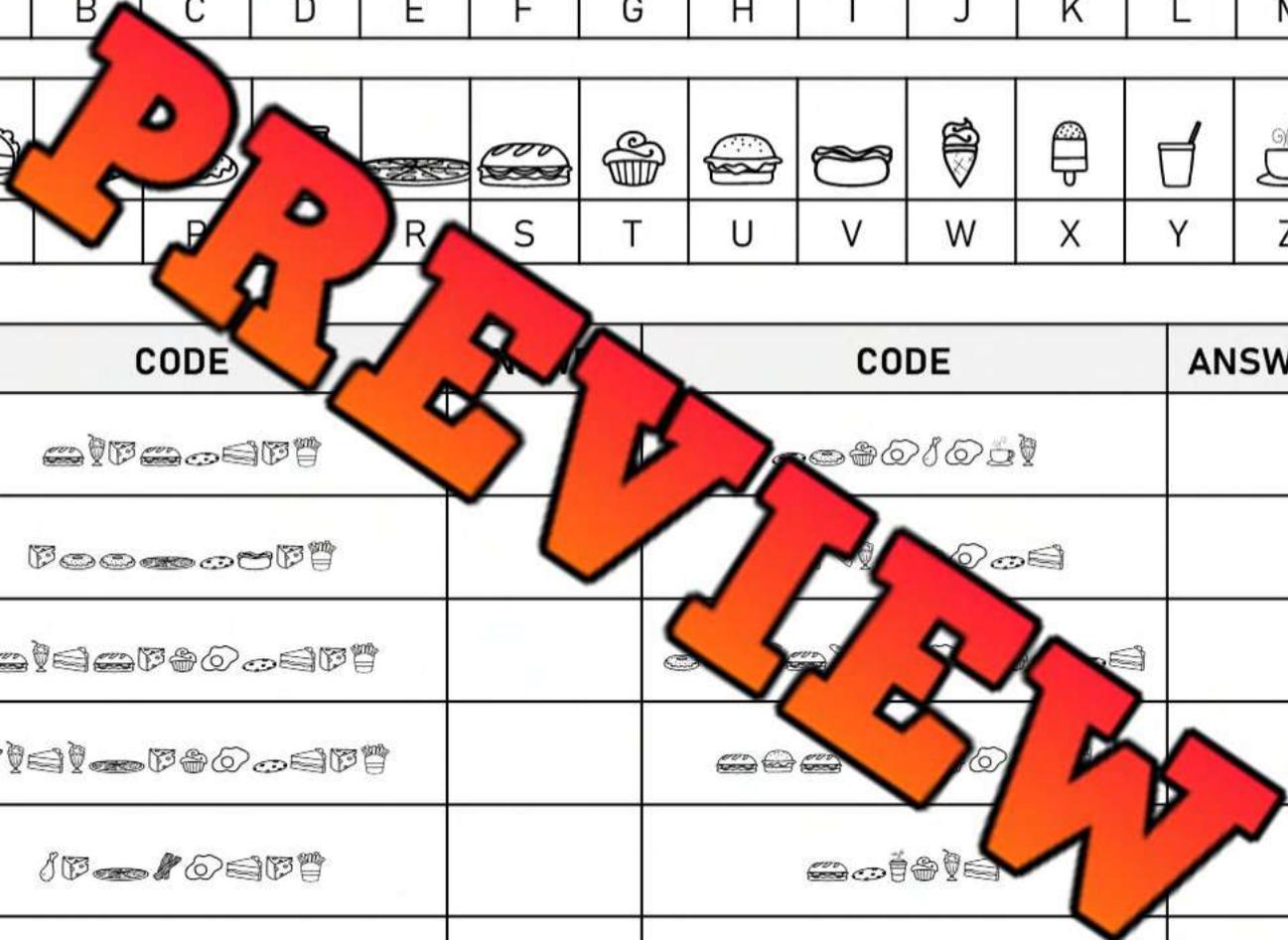
# CRACK THE CODE

**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 incentive for my afterschool project began with driftwood. I used the concept of proportional measurement to create a balanced design.	Frustrated	Joyful
3)	I optimized my study of geothermal energy for science class. 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.	Scared	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

PREVIEW

## 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)	19)
10)	20)

### Write

Use the given historical periods in a sentence, of your own choice, using 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)	3)	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. transfuse	B. transverse	C. transparent	D. transferable
F. transplant	G. transpire	H. transition	I. transmit

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 insides _____ under the microscope.
5)	After the heavy rain, the river was _____.
6)	She has a _____ ticket _____ the other way.
7)	The operation involves a _____ of the heart.
8)	His new role required a complete _____ in his duties.

### Meaning

What trans- word is being defined in each sentence?

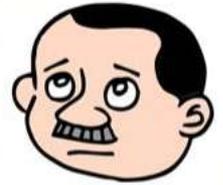
1) To rise above or go beyond limits.	
2) Written record of spoken words or grades.	
3) Allowing light through but not clear images.	
4) To happen; or plants releasing water.	
5) Change from one state or condition to another.	
6) Allowing light through; easily seen or understood.	

# FREQUENTLY MISPELLED 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	privilige	privelage
seperate		seperatte
occasion		occassion
maitenance	mance	maintanence
recieve	recive	receive
independant	independe	independent
embarass	embarras	embarrass
committment	commitment	

## 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 expanse 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** Use 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,

# FACT OR OPINION

A **fact** is something you can check and prove with evidence.

An **opinion** is what someone believes or feels, and it can be different for different people.

Imagine you have a bowl of apples. If you say there are 10 apples in the bowl, that's a fact because you can count them to check if it's true. Now, if you say those apples are the best in the world, that's an opinion. An opinion is what someone thinks or feels about something.



## Identify

Identify whether the statements are fact or opinion

1) The Earth orbits the Sun.	
2) Summer is the best time of the year.	
3) Cats are the best pets.	
4) The Amazon Rainforest is the largest rainforest in the world.	
5) Chocolate ice cream is better than vanilla.	
6) The human skeleton has 206 bones.	
7) Math is the most important subject.	
8) Skateboarding is more exciting than biking.	

## Think

Give a fact and an opinion on the topic.

**Topic:** Football

**Fact**

**Opinion**

**Topic:** Winter

**Fact**

**Opinion**

**Topic:** Canada

**Fact**

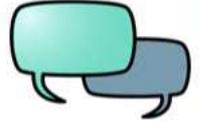
**Opinion**

# 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 📣!"

Blank box for writing the formal version of the first message.

👍 for our math test today! Fingers crossed 🤞 with do. Afterwards, 🍕 party at my place?

Blank box for writing the formal version of the second message.

"Hey 😊! Wanna catch a movie 🎬 this weekend? The new one's out and it's supposed to be awesome! 🍿😍"

Blank box for writing the formal version of the third message.

**PREVIEW**

# SOCIAL MEDIA MESSAGE

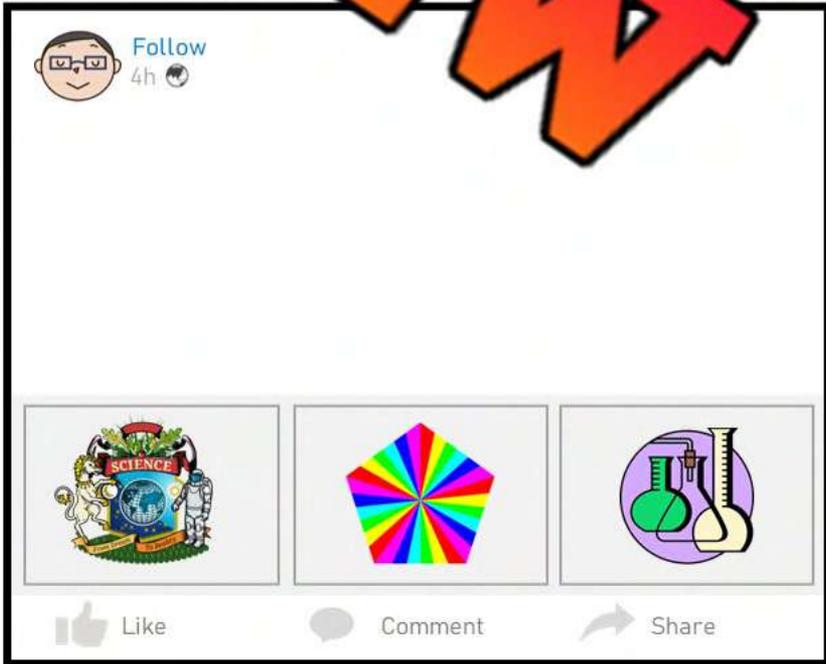
**Analyze** Compare the formal narrative and the social media post, focusing on the differences in language conventions, tone, and mood between the two.

Formal Narrative		Formal	Post
<p>This evening, my family gathered to celebrate my grandmother's 80th birthday. Memories from the past, filled with love and joy, were the highlight of our celebration.</p>	<p>✓ Informal tone used</p>		
	<p>✓ Simplified language</p>		
	<p>✓ Emojis to convey emotion</p>		
	<p>✓ Hashtags for key themes</p>		
Social Media Post			
<p>Celebrated my grandma's birthday! 🎉 Her life stories are just the best. #FamilyFirst #StorytimeWithGrandma</p>	<p>✓ Casual punctuation</p>		
	<p>✓ Concise language</p>		

**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 A Z C J H F X Q K U X S U P O S G  
 E R E V O D E F G N I R E K C I L F N A  
 H T N A L P S R 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 F A R E T Y A S K S S R  
 A N P I M F U T R A N S C N D C K E R W  
 R M I S T A K E N O I T I S N I Y I V O F  
 U N D E R T A K E W T R A N S F E 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 mistakenly wrote the date.				
2)	Our class started a blog about a spaceship, and everyone had a chuckle during the presentations.				
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.				

PREVIEW

## 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 of the words below.

Calender	Calendar	Calender
Surprise	Suprise	Surprise
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	7) A___st	11) Soverei___
2) Co___a	8) ___ant	12) Insi___ia
3) Ma___itude	9) ___st	13) Fluctuati___
4) Pro___osis	10) ___ar	14) Co___lometerate
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.


# 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 the suffix "-ist".

1) Botanist	1) Studies plants and their growth.
2) Scientist	2) Does experiments and makes theories about how things work.
3) Broadcast	3) Broadcasts news on various media.
4) Pianist	4) Plays music on the piano.
5) Dentist	5) Treats teeth and oral issues.
6) Ophthalmologist	6) Examines eyes and prescribes eye care.
7) Zookeeper	7) Works at a zoo; taking care of animals.
8) Tourist	8) Someone who is visiting a new place for fun.

**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** Start 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 the house\_\_"

Mia: "Maybe there's a window that's broken\_\_"

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, appropriate speaker tags and punctuation.

Tim and Emily stood by the slide, holding a collection of marbles. Emily asked Tim 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.

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## 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 and Ryan were 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 in the underlined words. 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: