



Preview - Information



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Google Slides Lessons Preview





Saskatchewan Language Writing – Grade 6

3-Part Lesson Format

Part 1 – Minds On!

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

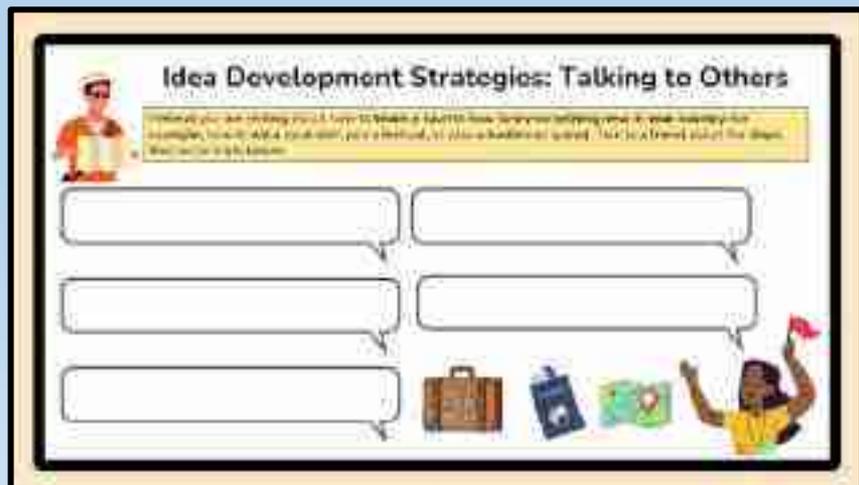


Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





Saskatchewan Language Writing - Grade 6

Personal Voice - Word Choice

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

Chefs / Bakers			Gamers / Streamers			Scientists / Researchers		
saute	batch	garish	fail	cool down	gamist	analyze	lab	stake
repave	manage	whisk	leader board	cyber	lag	analyze data	lab	sample
Journalists / Editors			Programmers / IT Support			Poetry writers / Formatters		
headline	tail	caption	server	debug	glitch	metaphor	emphasize	topic
reference	blind	saute	hackback	patch	crash	disage	hyperbole	homework

Writing a Strong Paragraph

Read the following paragraphs and identify the parts of the paragraph.

1. In many countries, the wearing of seat belts is mandatory. In fact, it is the most effective way to prevent death and serious injury in car accidents.	I	A	Topic Sentence
2. Following school rules, students are encouraged to be respectful and courteous. When learning something new, it is important to ask questions and seek help when needed.	2	B	Supporting Detail #1
3. They must also be respectful to each other and avoid fights or bullying.	3	C	Supporting Detail #2
4. School rules are important for keeping everyone safe.	4	D	Supporting Detail #3
5. Following rules during emergencies, such as fire drills, keeps everyone calm and protected.	5	E	Conclusion

Trait Detective: Sort the Letters

Place each letter under Direct if the trait is stated directly or Indirect if the trait is implied.

Direct	Indirect
A	11 "Mr. Smith is a great teacher."
B	12 "I was returned the lost wallet without a word."
C	13 "Ava is a 'do-gooder,'" considered her neighbors.
D	14 "Tara is a 'nerd,'" he teased his friend.
E	15 "Mark held the door for three people and thanked the cashier."
F	16 "During practice, Ben encouraged his teammates even when he was on the bench."
G	17 "Lisa is careless with her work," the teacher remarked.
H	18 "After taking the quiz, five students were right until the moment."
I	19 "Clean is a natural habit," the principal announced.
J	20 "Even though it wasn't his mess, Owen stayed late to clean the classroom."



Saskatchewan Language Writing - Grade 6

Beginning or Ending of a Story

Function	Beginning	Ending
The main problem gets fixed.		Ending
New characters appear in the story.	Beginning	Ending
The writer captures the reader's attention.	Beginning	Ending
A problem or challenge is introduced.	Beginning	Ending
The place and time are described.	Beginning	Ending
The reader feels there is more to discover.	Beginning	Ending
The biggest conflict comes to a conclusion.	Beginning	Ending
The central problem first appears.	Beginning	Ending
A lesson or message is revealed.	Beginning	Ending
The reader learns what the story will be about.	Beginning	Ending

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

A	Stating Opinions
B	Appealing to Everyone
C	Warning or Urging Action
D	Challenging the Reader
E	Dismissing Other Views

Identifying Types of Expository Writing

Instruction: Read each example and identify its type of expository writing.	Expository Report	Expository Opinion	Expository Text	Expository Text
A newspaper article about the benefits of exercise.				
A school council proposal that outlines the dangers of smoking and suggests potential programs.				
A review of a new movie with ingredients and themes.				
An opinion column in a newspaper about a local issue.				
A website article that explains the benefits of healthy and suggests solutions.				
A newspaper article that discusses a problem and offers a solution.				



Workbook Preview



Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

	Outcomes	Pages
CC6.1	Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).	11-12, 154-155, 158-161, 231-232, 282-283
CC6.2	Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.	15-33, 36-56, 58-61, 65-68, 70-73, 75-78, 80-83, 123-129, 162-164, 184-186, 192-200, 210-211, 222, 224-226, 233-234, 244-246, 249-251, 259-265, 267, 270, 278-280, 286-289, 299-302
CC6.3	Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., complete sentences with appropriate subordination and modification), semantic/lexical/morphological (e.g., figurative words), graphophonetic (e.g., spelling strategies), and other cues (e.g., appropriate volume and intonation) to construct	15-33, 36-56, 58-61, 65-68, 70-73, 75-78, 80-83, 89-99, 123-129, 162-164, 184-186, 192-200, 210-211, 222, 224-226, 233-234, 244-246, 249-251, 259-265, 267, 270, 278-280, 286-289, 299-302, 318-
CC6.4		18-219, 108
CC6.5		
	tasks and contributing to group success).	
CC6.6	Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.	N/A
CC6.7	Write to describe a place; to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter; to explain and inform in multistep directions and a short report explaining a problem and providing a solution, and, to persuade to support a viewpoint or stand.	11-12, 100-110, 115-122, 130-135, 138-141, 144-145, 148-150
CC6.8	Experiment with a variety of text forms (e.g., a peer interview, presentation at an assembly, poem, letter to parents, short review, poster, tableau, graphic organizer) and techniques (e.g., surprise ending)	13-14, 63-64, 87-88, 111-114, 146-147, 154-157, 165-173, 181-182, 190-191, 214-217, 230, 238-243, 256-258, 268-269, 271-272, 284-285, 292-293, 304-312
CC6.9	Prepare a teacher guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.	201-209, 218-219, 223, 282-283, 294-296, 313-316

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

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.

	Outcomes	Pages
AR6.1	Consider which viewing, listening, reading, representing, speaking, and writing strategies work best for each task and situation.	212-213, 290-291
AR6.2	Appraise own viewing, listening, reading, representing, speaking, and writing skills and strategies to set goals for improvement.	9-10, 179-180
AR6.3	Appraise own and others' work.	34-35, 57, 62, 69, 74, 79, 84-86, 136-137, 142-143, 151-153, 178, 220-221, 227-229, 235-237, 252-255, 266, 281, 297, 303

PREVIEW

Name: _____

12

Curriculum Connection
CC.1.CC.7

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

PREVIEW

Count your words. How many words did you write? _____

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

Understanding Text Forms

Defining Text Forms

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

Common Text Forms and Their Features:

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

Why Text Forms Matter

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



Matching

Draw a line from the text form to the matching description

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

Questions

Answer the questions below.

1) Why do we have different writing forms?

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

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

Activity: Power of Planning

Objective

What are we learning more about?

To learn the effectiveness of using planning as an idea development strategy by comparing writings based on a random thought process and those developed with the help of a mind map.

Instruction

How do we complete the activity?



Part 1: Writing Without Planning

Subject: My Dream Vacation

Materials:

1. Give students 8 minutes to write about their dream vacation without using any tools or strategies.
2. Prompt students to write continuously, letting their ideas flow for the entire time.
3. Collect the writing papers and set them aside for later.

Part 2: Writing With Brainstorming

Subject: My Perfect Weekend

Instructions:

1. Give students 2 minutes to create a mind map about their perfect weekend. Encourage them to use words, symbols, or drawings. They can branch off main ideas with smaller details.
2. After creating the mind map, students are given another 6 minutes to write about their perfect weekend using their mind map as a guide.
3. Collect the writings.

Activity: Power of Planning

Part 1

Write for 8 minutes about what your favourite vacation spot is and why.

PREVIEW

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

1) Brainstorm below – What would your perfect weekend be? Why? Complete a mind-map of everything that comes to mind. Then write for 6 minutes below.

Weekend

PREVIEW

Personal Voice in Writing

Discovering Your Personal Voice

Have you ever noticed that when you read stories or letters from your friends, you can often tell who wrote them without even seeing their name? That's because everyone has a unique way of expressing themselves, known as their **'personal voice'**.

What is Personal Voice?

Personal voice is the special way you express your thoughts and feelings. It's made up of the words you choose, the rhythm of your sentences, and even the stories you decide to tell. Several things can shape your personal voice:

- **Your experiences:** Things you've heard, or felt.
- **Your emotions:** How you feel about different topics.
- **Your beliefs:** What you think is right.



Why is Personal Voice Important?

1. **Makes Your Writing Unique:** Your personal voice makes your writing stand out. It's like adding your own color to a painting. No one else will have the same combination of thoughts, feelings, and experiences.
2. **Connects with Readers:** People enjoy reading things where they can see the person behind the words. It makes your writing feel alive and relatable.

Tips to Find Your Voice

- ✓ **Be Honest:** Write what you truly feel, not what you believe others want to hear.
- ✓ **Practice:** The more you write, the more you'll understand your unique style.
- ✓ **Read Aloud:** Sometimes, hearing your words can help you identify your voice.

Remember, finding your personal voice might take time, but it's worth the journey. It will make your stories, essays, and letters shine in their own special way.

True or False

Is the statement true or false?

1) Personal voice in writing is only about the words you choose.	True	False
2) Personal voice can be shaped by your emotions and beliefs.	True	False
3) Your personal voice makes your writing similar to others.	True	False
4) Readers don't enjoy sensing the person behind the words.	True	False
5) Reading your writing aloud doesn't help in identifying your voice.	True	False

Practice one of the writing prompts below. Then write about that prompt using at least two different voices/perspectives. Lastly, read them to a friend without telling them which voice you're using and see if they can guess.

Favourite

Write Memory

Favourite Animal

City Slicker

Cowboy

Activity: Voice in Song

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

Activity: Voice in Song**Instructions**

Answer the questions below.

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

2) What perspective is the song written in? First, second, or third person.

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

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

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

Personal Voice – Word Choice

Word Choice

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

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

Write

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

Personal Voice – Word Choice

Word Choice

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

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

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

Think

Write synonyms for the words below

Hard				
Strong				
Big				

Word Choice - Audience

Word Choice

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

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

Question

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

Analyzing Word Choice

Word Choice

Read the excerpts from professional authors. Circle the word choices you liked. Then write them in the table at the bottom.



Mark Twain - *The Adventures of Tom Sawyer* (1876)

"Saturday morning was come, and all the summer world was bright and fresh, and brimming with life. There was a song in every heart; and if the heart was young the music issued in a melody that cheer in every face and a spring in every step."

Louisa May Alcott - *Little Women* (1853)

"Christmas won't be Christmas without presents," grumbled Jo, lying on the rug. "It's so dreadful to be poor!" she gloomily looked at her old dress. "I don't think it's fair for some girls to have plenty of pretty things, and other girls nothing at all," added little Amy, with an injured sniff."

Charles Dickens - *A Christmas Carol* (1843)

"Marley was dead: to begin with. There is no doubt whatever about that. The year of his burial was signed by the clergyman, the clerk, the undertaker, and the parish authority; it was all true: and Scrooge signed it; and Scrooge's name was good upon 'Change, for anything he chose to put his hand to."

Jane Austen - *Pride and Prejudice* (1813)

"It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife. However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families, that he is considered the rightful property of some one or other of their daughters."

L. Frank Baum - The Wonderful Wizard of Oz (1900)

"Dorothy lived in the midst of the great Kansas prairies, with Uncle Henry, who was a farmer, and Aunt Em, who was the farmer's wife. Their house was small, for the lumber to build it had to be carried by wagon many miles. There were four walls, a floor and a roof, which made one room; and this room contained a rusty looking cooking stove, a cupboard for the dishes, a table, three or four chairs, and the beds."

Lewis Carroll - The Looking-Glass (1871)

"One thing was certain: the white kitten had had nothing to do with it:—it was the black kitten's fault. For the white kitten had been having its face washed by the old cat for the last quarter of an hour (it was doing it pretty well, considering); so you see that it couldn't have had any of the white on its face."

Frances Hodgson Burnett - The Secret Garden (1911)

"When Mary Lennox was sent to Misselthwaite Manor, everybody said she was the most disagreeable-looking child ever brought to the place. She had a little thin face and a little thin body, thin light hair and a sour temper."

Write

Write each of the words you liked from the excerpts above to form a vocabulary list you can use in the future.

Varying Sentence Lengths

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

Examples:

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



Practice writing short and long sentences about the topics below.

Topic	My Favorite Animal
Short Sentence	_____
Long Sentence	_____ _____

Topic	Weekend Plans
Short Sentence	_____
Long Sentence	_____ _____

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

Varying Sentence Lengths

**Write**

Write a matching sentence in short or long form

Short**Long**

High above the Earth, where the blue of the sky fades into the blackness of space, astronauts aboard the International Space Station experience a world without gravity, conducting experiments that could not be done on the ground.

Short

_____ in the warm sunshine.

Long**Short****Long**

In the depths of the rainforest, sunlight filters through the dense canopy and the air is alive with the sounds of exotic tropical insects, a complex ecosystem thrives.

Short

Thunder rumbled in the distance.

Long**Short****Long**

The science fair, a culmination of weeks of hard work and creative thinking, was abuzz with excited students eager to demonstrate their innovative projects.

Short

A gentle snow began to fall.

Long

Varying Sentence Lengths

Write

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

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

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

1	2	3	4	5	6	7	8	9	10	

Varying Sentence Lengths



Write Write a short paragraph using different lengths of sentences using the topics below.

When I Grow Up: Write about what you want to be when you grow up and why.

Of Short Sentences

Of Long Sentences

Building a Treehouse: Describe your dream treehouse and what features it should have.

Of Short Sentences

Of Long Sentences

Fluent Writing

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

Fluent Writing:

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

Non-Fluent Writing:

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



Think: _____ example fluent or not fluent?

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

Write

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

Fluent	
Not Fluent	

Fluent	
Not Fluent	

Exploring the Structure of Paragraphs

Understanding Paragraph Basics

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



The Three Parts of a Paragraph

Every paragraph usually stands on three main parts.

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

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

Why Order Matters

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

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

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

Exploring the Structure of Paragraphs

Topic Sentence

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

Topic Sentence

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

Topic Sentence

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

Topic Sentence

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

Hooks

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

Boring Version

Board games are an okay way to spend family time.

Your Version

Boring Version

Reading books makes you smarter.

Your Version

Boring Version

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

Your Version

Writing Hooks – Improving Topic Sentences

Asking a Question: Start with a question to make your readers think.

Example: "Ever wonder why the sky is blue?"

Using an Exclamation: Say something exciting to grab attention.

Example: "Watch out! Volcanoes can explode big time!"

Making a Bold Statement: Begin with a clear statement so readers know what's coming.

Example: "Penguins are the best animal at handling cold."

Adding an Interesting Fact: Tell an interesting fact to get readers interested.

Example: "Did you know that houses have three hearts!"



Hooks

Write the topic sentence below using the different strategies.

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

Original Version	Movies are better than books.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

1) They're found in almost every home, flickering softly at night. They bring warmth and a cozy feeling, especially during cold evenings. Candles are a great way to light up a room naturally.

a) Candles light up rooms with their gentle glow.

b) Candles are made of wax.

c) They should be lit in a safe place.

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

a) They require wind to stay aloft.

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

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

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

a) Flowers add beauty and colour to our gardens.

b) Flowers grow in the ground.

c) They come in various forms and colours.

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

a) Chocolates are edible items.

b) Chocolates are delightful treats loved by many.

c) They come from cocoa beans.

Crafting Perfect Paragraphs

Starting Off Right: The Hook

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

Diving Deep: Supporting Details

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

Main Idea: Dogs make excellent pets.

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

Main Idea: Reading books has numerous benefits for children.

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

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

Wrapping it Up: The Conclusion

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



Crafting Perfect Paragraphs

Supporting Details

Write 3 supporting details about the topic sentences below.

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

Topic Sentence	_____ are massive bodies of water.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Fruits come in all kinds of types and tastes.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

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

Supporting Details

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

Brainstorm why summer is the best season

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

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

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

1) What is your dream car?

Dream
Car

List the three main ideas you can pick from your brainstorming.

1)

2)

3)

Transition Words - Supporting Details

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

Think _____ job transition word for the supporting details.

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

Ending With a Bang: Conclusion Sentences

Understanding Conclusion Sentences

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



The Importance of a Strong Ending

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

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

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

Tips for Crafting a Conclusion Sentence

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

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

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

Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

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

Think

Which conclusion sentence you think is best.

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

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

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

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

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

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

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.

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

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

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

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

Analyzing Paragraphs

Analyze

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

1) Butterflies are beautiful insects that are crucial to our environment. They start life as caterpillars, undergo metamorphosis, and emerge with wings. Watching them dance through the air is truly enchanting. Their delicate wings carry patterns and designs that are unique to each species. These creatures add beauty and balance to our world.

Main Idea

2) Apples are delicious fruits enjoyed by many. They come in colours like red, green, and yellow. Some are sweet, while others are tart. They grow on trees and are harvested in the fall. Truly, apples are a versatile and delicious treat.

Main Idea

3) Bicycles are two-wheeled vehicles powered by pedaling. They are a popular means of transport and recreation. Riding them is not only fun but also good for health. They don't need fuel and are environmentally friendly. In many ways, bicycles offer a sustainable and enjoyable mode of travel.

Main Idea

4) Penguins are interesting birds that are fun to learn about. They are the only birds that cannot fly but they can swim very well. They live mostly in cold places like Antarctica. With their black and white bodies, they look like they're wearing tuxedos. Truly, penguins are unique and fascinating creatures.

Main Idea

Success Criteria - Analyzing Paragraphs

Analyze

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

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

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

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

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

1) What is your topic?

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

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

Write

Plan your paragraph by brainstorming about your topic below.

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

1:

2:

3:

6) Write your _____ of your paragraph. Make sure to use transition words between your supporting sentences.

PREVIEW

Edit

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

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

Edit

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

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

Name: _____

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Curriculum Connection
CC.2.CC.3

Assignment - Paragraph Writing

Write

Write your paragraph below.

PREVIEW

Rubric - Paragraph Writing

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

Teacher Comments

Mark

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

Formal Versus Informal Letters

Formal Letters

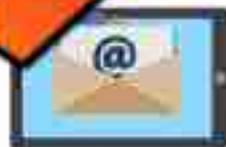
Formal letters are used in serious situations, like when we need to write to people we don't know well or when we want to be polite and respectful. Here are some key points of formal letters:

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

Informal Letters

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

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



Letters vs. Emails: Choosing the Right Method

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

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

Formal Versus Informal Letters

True or False

Is the statement true or false?

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

Think

which type of letter is given in the example.

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

Thank you,
Liam

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

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

Could you kindly provide feedback on my presentation?

Sincerely,

Omar

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

Hi Grandmat

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

Love,
Ella

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

Subject: Soccer Practice Fun!

Hey Jake,

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

Take care,
Sophia

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

Purpose and Audience of Letters

Think

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

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

Think

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

Audience	Purpose	Formal or Informal	
		Formal	Informal

Analyzing Informal Emails

Analyze

Read the emails below. Underline the subject, closing, and any contractions. Then describe the voice used in each email. Is the person happy, sad, scared?

Subject: Unsettling Noise Outside!

Hey Jordan,

You won't believe it, but I kept hearing this super creepy noise outside my window last night. Have you ever heard anything strange in our neighbourhood? I couldn't sleep a wink and I don't know anything.

Talk soon (if I'm home to stay here!).

Sam

Author's Voice

Subject: Can't Believe This Happened!

Hey Morgan,

I just found out someone took my sandwich from my break room again! I even put my name on it. Do you know who might've done it? So angry. Anyway, let's make a plan to catch the sandwich thief.

Frustrated,

Jesse

Author's Voice

Hi Casey,

So, um, there's this thing... I kinda messed up my science project. And the presentation's tomorrow. Could you, maybe, help me out after school? I'd really appreciate it. Sorry for the short notice.

Thanks a ton,

Riley

Author's Voice

Informal Email Writing

Write

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

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

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

Informal Email Writing - Interjections

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

Think

Add the appropriate interjections and describe the voice used.

Subject: Surprise Party Invitation

Hey there,

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

See you there,
Sarah

Voice (Angry, Sad, Mad, Frustrated, etc.) _____

Subject: Class Pet Idea

Hi classmates,

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

Let me know your thoughts,
Alex

Voice (Angry, Sad, Mad, Frustrated, etc..) _____

Subject: Lost Phone

Hi,

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

Thanks,
Alex

Voice (Angry, Sad, Mad, Frustrated, etc..) _____

Success Criteria – Informal Emails

Analyze

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

Subject: My Weekend Fun

Hey Sarah,

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

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

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

Talk to you soon,

Emily

1)

2)

3)

4)

5)

6)

7)

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.

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

1) Who will be the audience for my email?

2) What will be the purpose of my email?

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

4) Write the subject line below.

5) Write the greeting you will use.

6) Write the closing you will use.

Write

Plan your email by filling in the graphic organizer.

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

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

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

PREVIEW

Edit

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

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

Edit

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

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

Assignment – Informal Email Writing

Write

Write your informal email below.

PREVIEW

Rubric – Informal Email

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

Teacher Comments

Mark	
------	--

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

Intro to Narrative Writing

What is Narrative Writing?

Narrative writing is a type of writing that tells a story. It allows you to share your experiences, feelings, and imagination with others. When you write a narrative, you are the author, and you get to decide what happens in your story. You can create characters, describe places, and take your readers on a journey with your words.



Key Elements of Narrative Writing

- **Character:** Characters are people, animals, or even objects in your story. They have feelings, thoughts, and actions that drive the plot. Think about who your main characters are and what motivates them.
- **Setting:** The setting is where and when the story takes place. It can be a magical land, a school, or your own backyard. Describing the setting helps your readers picture the story in their minds.
- **Plot:** The plot is the series of events that happen in your story. It usually includes a problem or conflict that the characters need to solve. The plot is often introduced after the characters and setting is introduced.

Tips for Better Narrative Writing

- Start with a catchy opening sentence to grab your readers' attention.
- Use descriptive language to paint a vivid picture of your characters and settings.
- Show, don't tell, by describing actions and emotions rather than just stating them.
- Include dialogue to make your characters speak for themselves.
- End your story with a satisfying conclusion that wraps up the main events.

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

True or False

Is the statement true or false?

1) Narrative writing can only be fiction.	True	False
2) Characters are not important in narrative writing.	True	False
3) The setting helps readers imagine the story's surroundings.	True	False
4) Conflict in a story keeps readers engaged.	True	False
5) The plot should be introduced before the characters and setting.	True	False

Question

Answer the questions below.

1) What are the three elements of narrative writing?

2) **Idea generation:** Write a 3-paragraph story. Tip: Think of your hobbies and then think of problems you face while doing these hobbies.
Ex: Sarah the young baker accidentally burns a whole batch of cookies.

Think

Write the beginning, middle, and end for the story idea below.

Beginning: setting/characters, **Middle:** main problem, **End:** solving the problem

Story Idea: On her thirteenth birthday, Emily discovers a magical key that allows her to unlock doors to different dimensions.

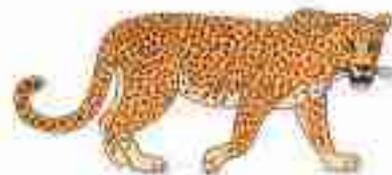
Beginning	
Middle	
End	

Figurative Language - Simile

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

Here are some examples of similes:

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



Write _____ the similes below

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

Write _____ Add a simile to the sentence.

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

Figurative Language - Metaphor

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

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



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

Thing to Compare	Thing to Compare	Sentence
Library	Treasure Chest	_____ is a treasure chest because of all the amazing books I can find inside.
Life	Rollercoaster	_____
Knowledge	Power	_____
Laughter	Best Medicine	_____
World	Stage	_____
Silence	Golden	_____

Narrative Writing - Setting

Describe

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

See	
Feel	
Hear	
Taste	
Smell	



Use your notes above to write a paragraph form.

Analyze

The setting below has been written about outer space. Write what the character sees, feels, hears, tastes, and smells.

In outer space, Lily floated near the spaceship window. Stars twinkled brightly against the inky blackness. The vastness made her feel small, yet amazed. The cool, metallic air of the ship tasted slightly sterile, and the silence of space was both eerie and calming.

See	
Feel	
Hear	
Taste	
Smell	

Direct and Indirect Characterization

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

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

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

Write _____ sentences below and circle what characterization type is used.

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

Think

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

Character's Name: _____**Direct characterization**

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

Indirect characterization

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

PREVIEW

Write

Describe the character in your own words.

Narrative Writing - Characters

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

My character is: _____

What does the character look like?

What do they do? (actions)

What do they say?

What do others say
about the character?

PREVIEW

Narrative Writing - Characters

Analyze

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

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

Name	
Look	
Personality	
Special Trait or Talent	

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

Name	
Look	
Personality	
Special Trait or Talent	

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

Name	
Look	
Personality	
Special Trait or Talent	

Narrative Structure

Understanding Narrative Structure

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

Starting the Story: Exposition

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

Building Up: Rising Action

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

The Big Moment: Climax

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

Wrapping Up: Falling Action

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

The End: Resolution

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

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



Answer

Which part of the narrative structure is described?

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

Direction

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

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

Think

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

Summary

Twelve-year-old Jordan had just moved to a new town and was nervous about starting at a new school. On his first day, he met Alex and Sam, who shared his interest in nature and gardening. They quickly became friends and discovered a local community garden competition, deciding to enter together.

They spent weeks after school preparing their garden plot, planting a variety of flowers and vegetables, and learning from each other. However, just days before the competition, a sudden storm hit the town and severely damaged their garden. Despite feeling discouraged, Jordan, Alex, and Sam worked tirelessly, showing true determination to restore their garden.

On the day of the competition, they were nervous but proud of what they had accomplished, regardless of the outcome. To their surprise, they won second place, and their garden was praised for its beauty and resilience. More importantly, through this experience, they realized the value of their friendship and the journey they shared while working together to overcome their challenges.

Exposition**Rising Action****Climax****Falling Action****Resolution**

Using Quotations in Narratives

Quotation Marks in Dialogue

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

Rules for Using Quotations in Dialogue:

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



Using Quotations in Narratives

Edit

Fix the mistakes below.

Original "Please pass the salt", Mom requested.

Edited

Original "Go to the park!" Shouted Emily.

Edited

Original "I was sorry for the thought Alex"

Edited

Original "Do you want ice cream", asked

Edited

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

Edited

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

Edited

Original "Time for bed!"

Edited

Original "I love chocolate cake" I smiled Sarah.

Edited

Character Personality and Dialogue

Think

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

Personality: Shy

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

Personality: Adventurous

- a) "No thanks, I'd rather stay in the cave. It's safer," she said cautiously.
- b) "Adventure? I think I'd like to try it. It sounds like it has a good taste," he noted warily.
- c) "Let's explore the forest! I think I'll find something amazing out there," she suggested.

Personality: Compassionate

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

Personality: Stubborn

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

Personality: Humorous

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

Character Personality and Dialogue

Think

Write a line of dialogue for a character with the personality below

Personality: Brave

Personality: Shy

Personality: Smart

Personality: Mischievous

Personality: Caring

Personality: Adventurous

PREVIEW

Emotions in Dialogue – Speaker Tags

Think

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

Word Bank

Sadness	Excitement	Determination	Fear	Curiosity
Surprise	Happiness	Disappointment	Anger	Confusion

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

Writing Using Quotations

Practice

Write dialogue between Superwoman and Superman. **Don't forget the speaker tags!**



Speech bubble containing three horizontal lines for writing.

Speech bubble containing three horizontal lines for writing.



Speech bubble containing three horizontal lines for writing.

Speech bubble containing three horizontal lines for writing.



Writing Using Quotations

Practice

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

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

Adding Dialogue to a Story

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

In the small mountain town of Pine Ridge, the annual Snowboarding Challenge was the most anticipated event of the winter. Ella, a sixth-grader with a passion for snowboarding, had been practicing all season for this day. With her board under her arm and a helmet snugly fit, she joined her friends at the top of the snowy slope.

“Which course should we try?” her friend Tyler asked, referring to the most challenging course.

“The Blue Run,” Ella replied with a confident grin, adjusting her goggles.

The air was crisp and the snow was blue. As Ella’s turn approached, her heart thumped against her chest. She watched the other competitors swoosh down the hill, leaving trails of powder in their wake.



“That’s a good idea,” her best friend Mia said, giving her a thumbs-up.

Ella nodded, took a deep breath, and pushed off. The crowd roared as she gathered speed, zigzagging down the slope. She hit the jump, soaring through the air and executing a perfect 180, landing smoothly.

The crowd at the bottom erupted into cheers as she crossed the finish line. Her heart soared with joy; she had never felt more alive.

“That was incredible!” Tyler exclaimed, high-fiving her.

“You were amazing!” Ella exclaimed, her eyes sparkling with excitement.

As the judges announced the scores, Ella held her breath. When her name was called for third place, she couldn’t help but jump with joy. Her friends gathered around, congratulating her.

Writing Speaker Tags

asked	wondered	requested	admitted	shared
replied	suggested	reminded	proposed	added
announced	declared	said	mentioned	explained
insisted	offered	inquired	told	described

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

1)	"We go to the park today?" _____	Tim eagerly.
2)	"Sorry, I can't do it," _____	Lisa with a hint of regret.
3)	"I have a surprise for you!" _____	Mom with a big smile.
4)	"Let me help you with your homework," _____	Sarah kindly.
5)	"Can I borrow your skateboard?" _____	_____ politely.
6)	"I won't eat broccoli!" _____	_____ angrily.
7)	"What time is the game?" _____	Dad, _____.
8)	"I think we should study together," _____	John, _____ suggestion.
9)	"Our team won the championship!" _____	Coach with pride.
10)	"Don't forget your umbrella," _____	Grandma, worried about rain.
11)	"May I have a slice of pizza?" _____	Lily, feeling hungry.
12)	"I insist on paying for dinner," _____	Mr. Johnson, being generous.
13)	"When is your birthday party?" _____	Tina, showing interest.
14)	"I'd like to know more about that," _____	Daniel, curious about it.

Success Criteria – Narrative

Analyze

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

The Lost Kitten in Maple Town

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

As they played, a desperate meow interrupted them. Behind a thick, ancient oak tree, they discovered a tiny, grey-striped kitten with big, blue eyes.

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

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

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

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

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

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



1)

2)

3)

4)

5)

6)

7)

Activity: Story Swap Revision Party

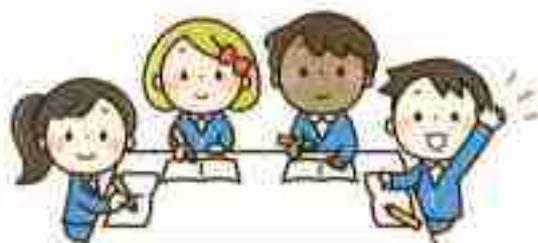
Objective

What are we learning more about?

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

Materials: What is needed to complete the activity?

- Drafts of narrative stories
- Pencils and erasers
- Highlighters (optional)
- Revision checklist (page 143) or success criteria



Instructions

How do we complete the activity?

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

Activity: Story Swap Revision Party

Feedback

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

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

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

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

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

1)

2)

3)

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

1)

2)

3)

PREVIEW

Assignment - Narrative Writing

Write

Write the final story after your edits.

PREVIEW

Name: _____

PREVIEW

Intro to Personal Narrative Writing

What is Personal Narrative Writing?

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



Key Elements of a Personal Narrative

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

Tips for Better Narrative Writing

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

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

Write

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

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

2) Where is your family originally from?

3) What traditions do you celebrate?

4) How would you describe your family?

5) What are your strengths and weaknesses?

Strengths	Weaknesses

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

Personal Narrative Planning – My Identity Journey

Planning

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

Write about the main theme of your narrative focused on a specific aspect of your

Briefly introduce where and when your story starts

Describe an event or experience in detail, including where it occurred, the people involved, and any specific date or time period it relates to.

How have these experiences changed you? And what lessons have you learned?

How has your identity evolved through these experiences?

PREVIEW

Revision – Take a Closer Look

Instruction

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



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

Revision – Writing Feedback Sheet

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



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

Student Being _____

Reviewer's Name: _____

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

Rubric – Story Writing

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

Comments

Mark

Stamina Writing – Building Stamina

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

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

In what ways do our differences make treating everyone the same a challenge?

How do community services affect the lives of those who live in the community?

What do you think are the problems of not having access to the internet at home?

How might a lack of access to sports or art programs impact a child's future?

PREVIEW

Name: _____

PREVIEW

Count your words. How many words did you write? _____

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

Activity: Being Persuasive

Prompts

Debate the prompts below.

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



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

1) What did you find challenging about persuading others?

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

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

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

Persuasive Writing - Opinions

Opinion

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

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

PREVIEW

Persuasive Writing - Research

Research in persuasive writing is crucial. It helps you gather evidence to support your arguments effectively.

For example, when persuading your friends that chocolate ice cream is the best flavour, research helps you find reasons like its taste and popularity. You can collect information from books, interviews, or personal taste tests.



This evidence strengthens your argument, making it more convincing. Without research, you rely solely on your words, but with it, you have solid proof, making your writing more powerful.

Research _____ in _____ to learn more about the topics.

Topic	Which province _____ had _____
1) Before you start researching, decide _____ opinion _____ below. If you're unsure, ask some of your classmates what they think and listen _____ you can _____ an opinion.	
2) Now you'll need to find research about why the province _____ chose _____ best. You might want answers to these questions below.	
Sports Teams In The Province	
Average Temperature	
Average Snowfall	
Average Rainfall	
Famous Landmarks	

Persuasive Writing - Research

Research

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

Popular Sports	
Notable People	
Attractive	
Average Income Does The Province Rank In Canada?	
Average House Price By Province - Rank In Canada	
3) What else did you find that makes this province	
4) Talk to classmates and teachers about why they like the province you picked. Write down 4 things you find out.	
1)	
2)	
3)	
4)	

Persuasive Writing - Research

Plan

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

1) What is the main idea of your paragraph?

2) Write a topic sentence for your paragraph.

3) What evidence do you think are most convincing? Write them below.

4) Write a closing sentence.

Write

Write a paragraph about what you have learned. Which case is the best.

PREVIEW

Version 3: Activity – Finding Bias in Writing

Tough Job

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

Dear Principal Taylor,

I hope this letter finds you well. I've been brainstorming, and I have a thrilling proposal for our school: What about installing a huge treehouse classroom right in our schoolyard? Here's why I think this could be a fantastic idea for our school.

First, treehouses have a magical feeling. Imagine learning amidst the trees, hearing birds chirp and the breeze rustle leaves. Nature is known to make us feel relaxed, and this would be a great way to bring nature closer to our lessons.

Second, it would offer us a new perspective. Being higher up, seeing our school from a different angle. It might inspire students to think differently or be more creative in our problem-solving.

Lastly, having a treehouse classroom would be a unique feature. Our school would be the first in the area to embrace such a creative idea. We'd have students from neighboring schools asking to visit our treehouse classroom.

Now, I know there might be concerns about safety. But with the use of sturdy railings, I think we could make the treehouse just as safe as our regular classroom. Also, weather might be an issue, but we could have clear waterproof curtains or shades that roll down during rain or snow, ensuring our treehouse classroom is usable in most conditions.

Thank you for taking the time to consider my proposal, Principal Taylor. I genuinely believe a treehouse classroom could make our school a more enchanting place to learn.

Best wishes,

Olivia, Grade 6 Student

Version 3: Activity – Finding Bias in Writing**Analyze**

Read the letter and then answer the questions.

1) What is the author's opinion?

2) What reasons did they give that supports their opinion? List 3.

3) What counterarguments did they give? How did they refute those counterarguments?

1)

2)

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

PREVIEW

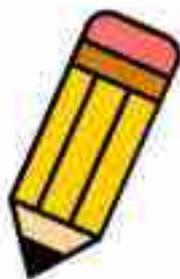
Activity – Finding Bias in Writing**Tough Job**

Write your response letter back to Ethan.

PREVIEW

Include:

- A greeting
- Topic sentence
- Body with main points



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

Assignment – Advertising a New Invention

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

Planning

Fill in the graphic organizer below.

1) Think of cool inventions like a super pencil, a homework-helping robot pet, or a self-making robot. What is your awesome invention idea?

2) Pick the invention you love the most from your list. Why is it your top choice?

3) Give your invention a catchy name!

4) Explain how your invention solves a problem or makes life better.

Planning

Fill in the graphic organizer below.

5) Who do you think would really want your invention? Who's your target audience?

6) List three reasons why someone should buy your invention. Make them convincing!

1

2

3

7) Make your invention sound super cool! How can you make it appealing? Use these strategies: celebrity endorsement, free prize, say they are limited (left), offer a sale - buy one get one free, describe the must-have feature, etc.

Assignment – Advertising a New Invention

Planning

Fill in the graphic organizer below.

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

Title Slide

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

Introduction to the Invention:

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

Why the Invention Is Needed:

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

Benefits and Features:

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

PREVIEW

Assignment – Advertising a New Invention

Planning

Fill in the graphic organizer below.

Endorsement or Testimonial (if available):

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

Special Deal or Promotion:

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

Cost and Purchasing Information:

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

Call to Action:

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

PREVIEW

Rubric – Invention Assignment

Category	4 Points	3 Points	2 Points	1 Point
Title and Introduction	Catchy title, clear intro, appealing image	Good title, intro, image, but could be more engaging	Title & intro there, not very exciting	Missing title, intro, or image
Explanation of Invention	Explains what it is & why needed, with pictures	Good explanation, lacks some details/images	Some information but misses details	Unclear or incomplete information
Benefits	Lists all features & how they help	Lists most features, some benefits unclear	Mentions some features but misses benefits	Misses many features and benefits
Special Deal or Cost	Explains special deal or cost	Shares cost or deal but misses info	Gives some info about cost/deal, but confusing	Missing information about cost or deal
Call to Action	Exciting & clear call to make people want to buy	Good call to action but not exciting	Has call to action but doesn't make people want to act	Missing or unclear call to action
Visuals and Design	Great pictures & design help tell the story	Good pictures & design but could be better	Some pictures & design but doesn't explain clearly	Missing pictures or messy design
Spelling and Grammar	All words spelled right & sentences sound good	Few small mistakes but reads nicely	More mistakes but still understandable	Many mistakes, hard to read
Overall Presentation	Exciting & fun! Tells whole story of the invention	Good job but could be more exciting or clear	Some good parts, some parts confusing	Many parts missing or hard to follow

Comments

Mark

Step-by-Step Rabbit Drawing

Instructional Writing

Follow these steps to draw a rabbit.

- 1) **Start with the head:** Draw a large oval shape.
- 2) **For the ears:** Draw two long, upward curves on top of the head. One of the ears can be slightly floppy to give a playful look.
- 3) **For the eye:** Draw a small circle towards the front of the head. Add a tiny circle inside for a pupil effect.
- 4) **Draw the nose:** Draw a small triangle just in front of the eye.
- 5) **For the mouth:** Draw a curved line below the nose, turning slightly upward at the end.
- 6) **Body:** Draw a large, slightly curved shape to the right (or left, depending on orientation) of the head. This forms the rabbit's body.
- 7) **Legs:** Draw four legs for the body. The front legs will be smaller, but all legs should have a bent elbow.
- 8) **Tail:** Add a small fluffy circle to the body, behind the hind legs.

Writing a How-To-Guide

Plan

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

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

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

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

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

5) Write your numbered steps below.

PREVIEW

Name: _____

PREVIEW

6) Write any tips or notes below.

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

Title:

Introduction

Materials

Instructions

Tips/Notes/Cautions/Warnings

PREVIEW

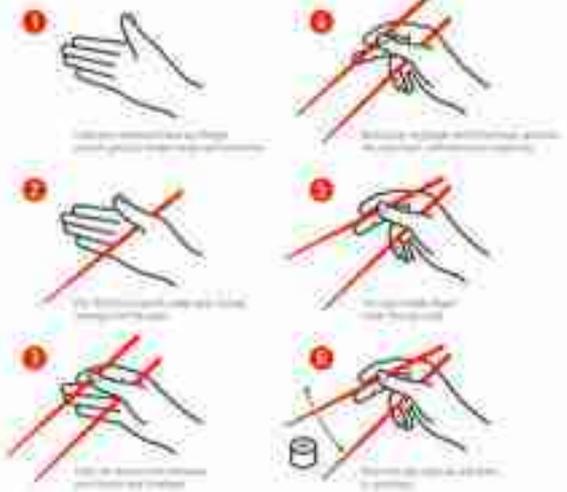
Activity: How-to Guide – Incorporating Images

Objective What are we learning more about?

Create a demonstration of a "How-To" guide with both written instructions and images taken by you. Your guide should show step-by-step instructions on how to complete a specific task.

For example, you could choose to create a guide on how to use chopsticks.

HOW TO USE CHOPSTICKS



Instructions What are we going to do in this activity?

- 1) Plan your steps: Break down your task into easy-to-follow steps. Think about what someone would need to know to complete the task from start to finish.
- 2) Be more descriptive: Aim for 4-6 steps.
- 3) Take your photos: With the help of a camera or a smartphone, take photos that show each step of your guide. Make sure your photos clearly show exactly what you need to do in each step.
- 4) For each step, add:
 - A title for the step
 - A written description in your own words.
 - The photo you took that shows the step.
- 5) Make sure your text is easy to read and your pictures are clear.
- 6) Show your classmates exactly how to complete your chosen task using your step-by-step guide. You could use a poster to showcase your how-to-guide, or a PowerPoint presentation that shows each step in detail with an illustration.

Planning

Plan your how-to-guide by filling in the organizer below. Once you are finished, take real pictures of you completing each step. Then transfer this information to a poster or PowerPoint.

Title	
Step 1:	Step 2:
Step 3:	Step 4:
Step 5:	Step 6:

PREVIEW

Planning

Plan your how-to-guide by filling in the organizer below. Once you are finished, take real pictures of you completing each step. Then transfer this information to a poster or PowerPoint.

Step 7: _____

Step 8: _____

Step 9: _____

Step 10: _____

Step 11: _____

Step 12: _____

PREVIEW

Writing a Report – Canada's Trading Partners

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

Facts

Organize the facts

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

Planning

Fill in the components of the report below.

Introduction - What will the report be about?

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

Heading #1

Fact 1

Fact 2

Fact 3

Heading #2

Fact 1

Fact 2

Fact 3

Heading #3

Fact 1

Fact 2

Fact 3

Conclusion - Summarize the report in just a few sentences.

PREVIEW

Writing a Report – Canada's Trading Partners

PREVIEW

How To Research Effectively

Why Research Matters

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



Top Tips for Great Research

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

Good Searches vs. Bad Searches

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

Checking and Double-Checking

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

Reliable and Unreliable Sources of Information

Reliable Sources:

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

Unreliable Sources

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

How To Research Effectively

Think

Is the search good or bad?

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

Questions

Answer the questions below

1) Why is research important according to the notes?		

2) What are some examples of reliable sources mentioned in the notes?		

3) Is the description of the website below trustworthy? Yes, or no?		
1) A university's website with educational articles.	Yes	No
2) A friend's blog with vacation photos.	Yes	No
3) An encyclopedia website with lots of information.	Yes	No
4) A social media post about a rumour.	Yes	No
5) A government health website.	Yes	No

Research Activity - Questioning

Narrow Questions

For the questions below, think of 3 more specific questions you can research answers to.

Question 1: How many people have walked on the moon?

	Questions	Answers
1		
2		
3		

Question 2: Which vehicle is the most expensive?

	Questions	Answers
1		
2		
3		

Question 3: Which star is closest to Earth other than the Sun?

	Questions	Answers
1		
2		
3		

How To Research: Online Treasure Hunt

Objective

What are we learning more about?

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

Material

What is needed to complete the activity?

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



Instructions

How do we complete the activity?

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

How To Research: Online Treasure Hunt

Research

Find answers to the questions below.

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

PREVIEW

Report Writing – Introductions

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

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



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

Every time you bite into a chocolate bar, you're tasting a piece of history. We're going on a sweet journey, so grab your buddies!

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

Tell the main idea?		Keep it short and interesting!	
---------------------	--	--------------------------------	--

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

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

Tell the main idea?		Keep it short and interesting!	
---------------------	--	--------------------------------	--

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

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

Tell the main idea?		Keep it short and interesting!	
---------------------	--	--------------------------------	--

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

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

Tell the main idea?		Keep it short and interesting!	
---------------------	--	--------------------------------	--

Report Writing – Conclusions

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



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

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

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

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

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

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

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

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

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

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Activity – Finding Diagrams/Pictures/Charts

Objective

What are we learning more about?

We are learning how to find and select visuals that will help readers understand the information in our reports.

Materials

What is needed to complete the activity?

- Internet
- PowerPoint or Google Slides
- Prompts on separate page



Instructions

How do we complete the activity?

- 1) Choose a Topic: Select one of the topics provided in the separate section of this activity. Make sure to understand the topic before proceeding.
- 2) Research Visuals: Using safe search methods and the Internet, find visuals that are relevant to the chosen topic. Look for charts, diagrams, or pictures that help explain or illustrate the subject.
- 3) Create a Slide Presentation: Open PowerPoint or Google Slides to create a new presentation.
- 4) Write the Prompt: On the first slide, write the topic you have chosen as the prompt.
- 5) Add the Visual: On the same slide, insert the visual (chart, diagram, picture) that you found to supplement the topic. Make sure it is clear, and appropriately sized to fit the slide.
- 6) Include a Description: Beneath the visual, explain how the visual relates to the topic. Share what the visual shows and why it is important.
- 7) Continue this for 5 different prompts.

Activity – Finding Diagrams/Pictures/Charts

Prompts

Find visuals that go with these topics below.

Question	Source
Globalization	
Transportation	
Urban versus rural communities	
Natural Resources	
USMCA – (NAFTA)	
Types of Aircrafts	
Biodiversity	
How Electricity Works	
Series Versus Parallel Circuits	
Solar System	
Moon Phases	

PREVIEW

What is a Problem-Solution Report?

Unraveling the Mystery of Problem-Solution Reports

Introduction

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



The Problem

Here's something to think about: We learn about stories, essays, and even book reports. But one report has been missing from the shelves, and that's the problem-solution report. The main issue? Many of us don't even know what it is or why it's essential.

Solution 1: Study This Report

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

Solution 2: Classroom Workshop

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

Conclusion

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

Problem and Solution Report

Think

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

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

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

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

PREVIEW

What is a Haiku?

What is a Haiku?

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



Sun

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

Quiet Lake

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

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

Write

Finish the Haiku poems below.

Topic: Autumn

Line 1

Leaves crunch underfoot,

Line 2

Golden, red, and orange colours,

Line 3

Topic: Summer

Line 1

Sun shines high and bright,

Line 2

Children play till evening's light,

Line 3

How to Write a Rhyming Poem

The Magic of Rhyme

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

Steps for Rhyming Poems

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

Helpful Tips for Awesome Poems

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



Sample Rhyming Poems



My cat sits on the mat, (A)

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

She purrs and gives a tiny meow, (B)

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

In the schoolyard we would play (A)

Jump rope, tag, felt so free (B)

Oh no, recess is over (C)

Tomorrow, more fun for you and me (B)

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Moon			
Star			
Light			
Dark			
Time			
Blue			
Tree			
Sun			
Dream			

Write

Finish the poem below using rhyming words.

AABB Poem

Cats love to play and also sleep (A)

Chasing a toy or counting sheep (A)

Dogs love to run, fetch and play (B)

ABCB Poem

Rainbows appear after the rain (A)

So beautiful and bright (B)

Sunsets paint the sky with gold (C)

AB B

Ice cream is cold and

Chocolate, vanilla, or even pink (B)

I like it as a summer treat (A)

ABAB Poem

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

Ride a bike or throw a ball (B)

Children's Book**Illustrate**

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

In Molly's garden, not so wide,

Betty sits on the sunny side.

She chases the butterflies,

Laughing and playing, hiding and seeking.

She finds a corner, overgrown,

Where magic seeds were once sown.

From the soil, a vine did leap,

Up the garden wall it did creep.

PREVIEW

Children's Book**Illustrate**

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

Climbing she took a chance,

And her friends were in a hurry's dance.

With tiny wings they parkle,

They danced and sang the whole day long.

Morning came, the dance did end,

But Molly left with fairy friends.

Back in her garden, day so sweet,

Magic and Molly would always meet.

PREVIEW

Assignment – Writing a Children’s Book

Plan

Write a plan for your children’s book.

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

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

2) What topic did you choose?

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

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

Assignment – Writing a Children’s Book

Write

Write your rough draft of your poems below.

5) Write your 4 poems below.

1)

2)

3)

4)

PREVIEW

Rubric – Poetry Children’s Book Assignment

Category	4 Points	3 Points	2 Points	1 Point
Content & Theme	Clear, engaging theme in all poems.	Clear theme in most poems.	Inconsistent theme.	Unclear or inappropriate theme.
Rhyming Patterns	Flawless AABB or ABAB pattern.	Minor deviations in pattern.	Inconsistent patterns.	Unclear or missing patterns.
Illustrations	Original, vibrant, theme-supporting.	Mostly theme-supporting.	Lacks coherence with theme.	Missing or unrelated.
Grammar & Spelling	It has no errors, it is perfect.	Minor mistakes.	Several errors.	Numerous errors, affects understanding.
Creativity & Originality	Highly creative and original.	Some creativity but not original.	Some creativity, may be derivative.	Lacks creativity or originality.
Organization & Layout	Exceptionally well-organized, 1 poem/page.	Well-organized, 1 poem/page.	Somewhat confusing.	Confusing layout, detracts from reading.

Teacher Comments

Mark

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

What is a Limerick Poem?

What is a Limerick Poem?

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

The Pattern of a Limerick

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

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

Examples of Limericks

Toby the Toad

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

Ma's Starry Night

Ma's stars are the stars up so high,
Shining and twinkling up to the sky.
No telescope or telescope sight,
She'd look up and see the night,
It's a dream she's having tonight.

Write

Finish the Limerick poems below.

Topic: Lunchbox Surprise

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

What is a Limerick Poem?

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

Write

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

Line 1: There once was a boy named _____,

Line 2: Who went to bake a big _____,

Line 3: With a letter _____,

Line 4: And he _____,

Line 5: So, he fed his _____!

Line 1: A young girl named Lila from _____,

Line 2: Rode her skateboard and flipped _____,

Line 3: She landed in _____,

Line 4: When she fell with a _____,

Line 5: Now she walks with her dog named _____!

Line 1: Tim had a cat that could _____,

Line 2: Loud opera from morning 'til _____,

Line 3: Neighbours would _____,

Line 4: From far and from _____,

Line 5: For tickets, they'd give _____!

Writing an Acrostic Poem

Write

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

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

PREVIEW

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Writing an Acrostic Poem

Plan and Write

Plan your acrostic poem below.

1) Brainstorm a list of topics you are interested in – hobbies, sports, electronics, weather, science, history, etc.

2) Which topic do you like best?

3) What word represents your topic? It should be 4 or more letters.

4) What words come to mind that could be used in your acrostic poem?

5) Choose the words you want to include in your poem and write them on the left side of the table. Then write 4 words that rhyme with them.

Your Word	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4

Peer Revision

Pass the poem to a classmate and answer the questions below. Give suggestions as you answer the questions.

1) Read the poem, does each line of the poem clearly relate to the word chosen? Explain.

2) Do the _____ in each line complement each other, or do some lines feel out of place?

3) Word Choice: Are there any _____ or vivid words that might better express what you're trying to _____?

4) Emotion: Does the poem evoke any feelings or _____?

5) Imagery: Can you visualize the scenes or concepts described in the poem?

6) Grammar & Spelling: Did you notice any grammatical or spelling errors that might distract from the poem's message?

PREVIEW

Writing A Comic Strip



Examine

Look at the comic closely to plan the dialogue.

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

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

1)

2)

3)

4)

5)

6)

Onomatopoeia in Comic Strips

What is Onomatopoeia?

Onomatopoeia is a fun word that sounds just like what it means! It's when we use words that sound like the noises or actions they're describing. Think of it like this: words that "echo" their meaning with their sound. Many comic books use these words to make the stories feel alive.

For example, in a superhero comic, when a hero lands on the ground, you might see "THUMP!" on the page. Or, if someone is opening an old door, you might see the word "CREEAAK." These cool words help you imagine the action and make reading even more exciting!



Instructions: Use the words above to create onomatopoeia and draw them below.

CRASH	CRACK	WHACK	THUMP
SPLASH	CLICK	ZIP	ZAP
BUZZ	CLANG	THANG	BOOM
CHIRP	BEEP	BOON	CRACK
GULP	HONK	HOWL	WOOF

Onomatopoeia in Comic Strips

Colour

Colour the onomatopoeia below



Writing Comic Strips – Superpowers

Instructions

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

Panel 1:

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

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

Panel 2:

Character A: "I just broke that wall!"

Character B: "Just jumped super high!"

Panel 3:

Character A: "What powers?"

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



PREVIEW

Biography – Benjamin Franklin

Early Life

Where and When He Was Born

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

Schooling

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

Accomplishments

During his life, Benjamin did many things:

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

Later Life and Legacy

Benjamin kept working even when he got older. In the 1780s, he spoke against slavery and wanted it to end. He died on April 17, 1790.

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



Biography – Benjamin Franklin

Questions

Answer the questions below.

1) Write the headings used in the biography?

2) What types of headings are used in the biography?

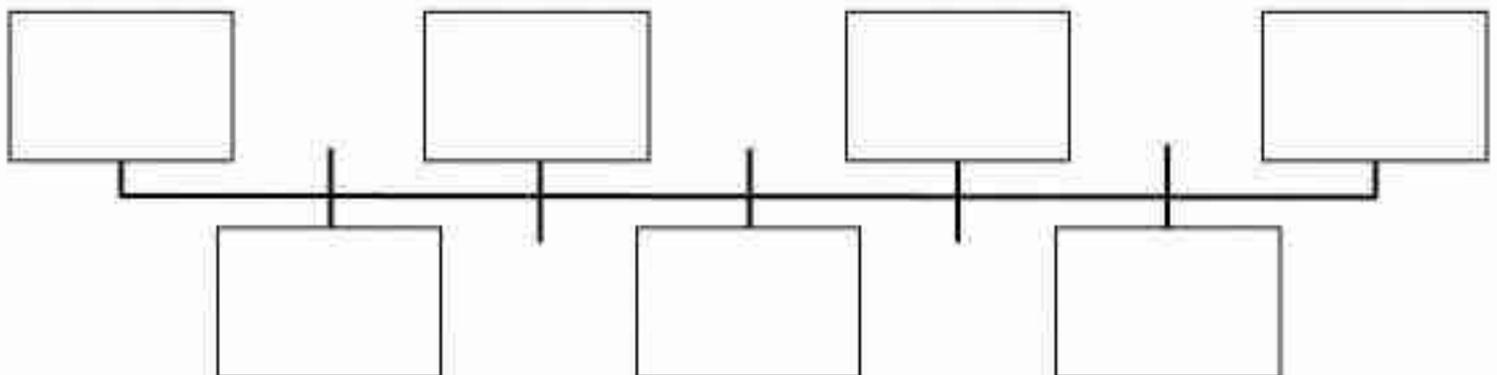
3) How did the subheadings help you understand the text?

4) How did the list help you understand the biography? Was

PREVIEW

Timeline

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



Researching Skills - Plagiarism

What's Plagiarism?

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

Ways to Avoid Plagiarism

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

Practice

Paraphrase, summarize, and quote the passages below.

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

Paraphrasing

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

Summarizing

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

Quoting

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

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

Paraphrasing

Summarizing

Quoting

Researching Activity – Note Taking

Instruction

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

Nikola Tesla: The Man Who Changed Electricity

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

Childhood: Growing Up with Big Dreams

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



Amazing Inventions: The Power of Alternating Current

Later, in the 1800s, Tesla had a big idea for a new way to move electricity called alternating current (AC). This new way was great because it could send electricity over long distances without losing power. Another inventor named Thomas Edison liked a different way called direct current (DC). They both believed their way was best, but over time, most people chose to use Tesla's AC because it worked better for long distances.

His Later Life: Always Inventing

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

Timeline

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

Researching Activity – Note Taking

Note Taking

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



Pictures

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



Success Criteria – Biography

Analyze

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

Biography – Sally Ride: First American Woman in Space

Introduction

Sally Ride was an American astronaut who made history by becoming the first American woman to travel into space.

Early Life

Sally Ride was born in 1951, in Los Angeles. She always loved science and even as a child was curious about the stars and planets.

Achievements

In 1983, Sally Ride was the first American woman to travel into space. She flew aboard the space shuttle Challenger and did important science experiments in space.

Difference Maker

Later Life

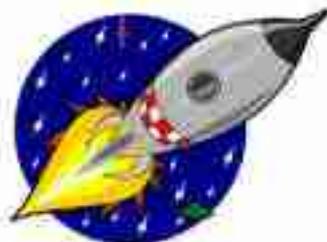
After her journey to space, Sally became a teacher and author. She wrote books about space to help kids learn and get excited about the stars and planets.

Legacy

Sally Ride passed away in 2012, but she left a big mark on the world. She showed that with hard work and passion, anyone, girl or boy, can reach the stars and make their dreams come true.

Bibliography

Source: "Sally Ride for Kids." NASA website. Date Accessed: March



PREVIEW

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

Cursive Writing Activities

Cursive Writing Activities

Practice

Trace the cursive letters below

Handwriting practice row for cursive letter 'a'. The first half shows a continuous line of connected cursive 'a's, and the second half shows a continuous line of connected cursive 'm's.

Handwriting practice row for cursive letters 'b' and 'l'. The first half shows a continuous line of connected cursive 'b's, and the second half shows a continuous line of connected cursive 'l's.

Handwriting practice row for cursive letter 'c'. The first half shows a continuous line of connected cursive 'c's, and the second half shows a continuous line of connected cursive 'e's.

Handwriting practice row for cursive letters 'p' and 'd'. The first half shows a continuous line of connected cursive 'p's, and the second half shows a continuous line of connected cursive 'd's.

Handwriting practice row for cursive letter 'f'. The first half shows a continuous line of connected cursive 'f's, and the second half shows a continuous line of connected cursive 'v's.

Handwriting practice row for cursive letters 'j' and 'o'. The first half shows a continuous line of connected cursive 'j's, and the second half shows a continuous line of connected cursive 'o's.

Handwriting practice row for cursive letters 'u' and 'g'. The first half shows a continuous line of connected cursive 'u's, and the second half shows a continuous line of connected cursive 'g's.

Handwriting practice row for cursive letters 'i' and 'h'. The first half shows a continuous line of connected cursive 'i's, and the second half shows a continuous line of connected cursive 'h's.



Cursive Writing Activities

Practice

Write the letters in cursive in each of the boxes

U

u

V

v

W

w

X

x

Y

y

Z

z

PREVIEW

Cursive Writing Activities

Practice

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

Penguins are birds that can't fly.

The moon and the stars are bright.

The Earth orbits the sun.

The human body has 206 bones.

Photosynthesis is how plants make food.

PREVIEW

Cursive Writing Activities

Practice

Trace the cursive stories below.

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

5. Dinosaur lived millions of years ago. Birds are the closest living relatives today.

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

Cursive Writing Activities

Questions

Answer the questions below using cursive writing

What's your favourite movie?

What's your favourite TV show?

Do you like to write?

What's your favourite animal?

What's your favourite book?

What is your favourite sport?

What's your favourite subject in school?

What is your favourite vegetable?

PREVIEW



Google Slides Lessons Preview





Saskatchewan Language Curriculum Conventions & Vocabulary - Grade 6

Suffix -ing

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

Prefix Re-

Drag each word to the basket if it is a real word with the prefix Re-. Drag it to the bin if it is not.

Drag the letters to fill the crossword.

Across

- (1) year before starting
- (2) year in advance
- (3) built before working
- (4) way before original
- (5) year before starting

Down

- (1) year before starting
- (2) year before start
- (3) year in advance
- (4) year before start
- (5) year before starting



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	Meanings
I'm so hungry I could eat a horse <input type="checkbox"/>	<input type="checkbox"/> He ran very quickly.
This backpack weighs a ton <input type="checkbox"/>	<input type="checkbox"/> Her shout was very loud.
My brain is about to explode <input type="checkbox"/>	<input type="checkbox"/> The phone is loading slowly.
I've told you a million times <input type="checkbox"/>	<input type="checkbox"/> My feet are very sore.
The line was miles long <input type="checkbox"/>	<input type="checkbox"/> I have repeated this many times.
My feet are killing me <input type="checkbox"/>	<input type="checkbox"/> The bag feels very heavy.
He ran faster than the wind <input type="checkbox"/>	<input type="checkbox"/> I feel overwhelmed or stressed.
My shirt takes forever to load <input type="checkbox"/>	<input type="checkbox"/> The line was very long.
Her shout shook the whole world <input type="checkbox"/>	<input type="checkbox"/> I am extremely hungry.

Literary Device

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

Level <input type="checkbox"/>	<input type="checkbox"/> a short, sharp sound
Radar <input type="checkbox"/>	<input type="checkbox"/> a small narrow foot
Civil <input type="checkbox"/>	<input type="checkbox"/> related to a city or citizens
Refer <input type="checkbox"/>	<input type="checkbox"/> a word for weather
medium <input type="checkbox"/>	<input type="checkbox"/> a tool that fixes objects
refer <input type="checkbox"/>	<input type="checkbox"/> a polite way to address a woman
equal <input type="checkbox"/>	<input type="checkbox"/> the same height or position
obits <input type="checkbox"/>	<input type="checkbox"/> what for statistics
wow <input type="checkbox"/>	<input type="checkbox"/> to mention or point to something
poo <input type="checkbox"/>	<input type="checkbox"/> an expression of surprise
man <input type="checkbox"/>	<input type="checkbox"/> a spinning machine part

Identifying Sentences

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

			<input type="checkbox"/> The dog is barking.	<input type="checkbox"/> The chair is made of wood.	<input type="checkbox"/> The woman is reading a book.
			<input type="checkbox"/> The flowers are very colorful.	<input type="checkbox"/> The children are playing soccer.	<input type="checkbox"/> The boy is talking on the phone.



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>Preview of 98 pages from this product that contains 453 pages total.</p> <p>Included are weeks 1 – 8, and 28 - 30.</p> <p>There are 30 weeks total.</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.

	Outcomes	Pages
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

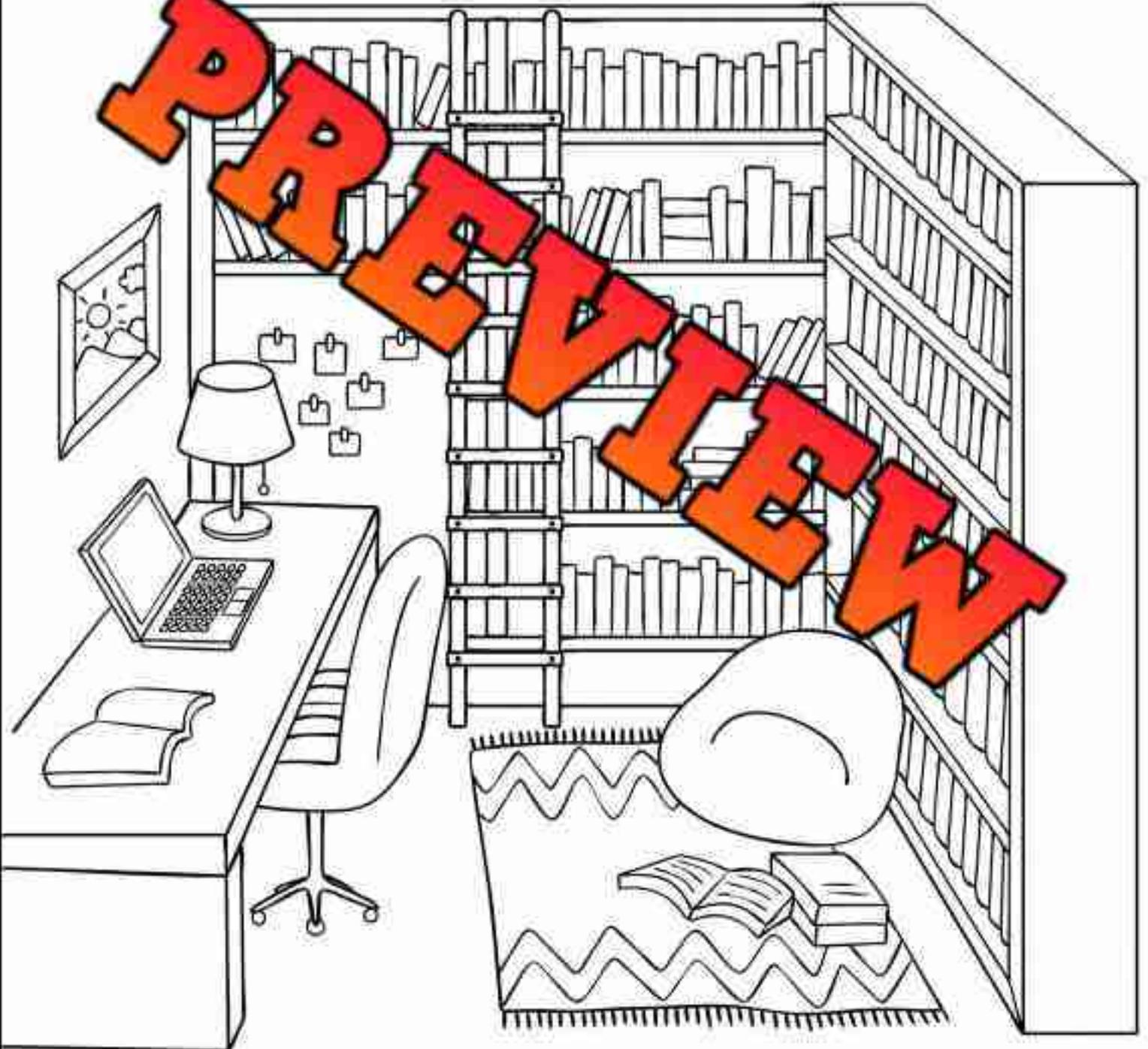
READING PROGRAM - OVERVIEW

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	Abbreviations and Emphasis on Words	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

PREVIEW



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 that includes the spelling words.		
✓ Use a dictionary and pronunciation guide to help with spelling.		
✓ Record myself saying the words and listen for practice.		

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.

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

Week 1 - Vocabulary List

Cursive

Write the word using cursive writing.

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

PREVIEW

Prefix PRO-

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

Examples:

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

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

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

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

Write

Use the words below to write meaningful sentences.

Protest	
Prodigy	
Prohibit	

IDENTIFY SENTENCE FRAGMENTS

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

Examples:

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



Complete or Fragment?

Is the sentence complete or is it a fragment?

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

Find the Fragment

Underline the fragments in the passage.

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

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

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

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

Lily hesitated. Thrilled but cautious.

Finally, "Let's find out."

CORRECT SENTENCE FRAGMENTS

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

Examples:

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



Identify the sentence fragment correct or not?

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

Mix and Match Match the fragments with suitable endings.

ANSWER	FRAGMENTS	Possible Endings
	While playing in the yard,	A) he came to a stop.
	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	E	E	R	C	E	D	V	J	V	B	K	Y	Q	I	T	C	
P	P	O	V	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	R	B	S	F	K	Z	K	D	Z	C	Y			
P	R	O	T	E	S	T	M	Z	L	Y	J	D	L	Y	K	B		
E	Y	T	I	M	I	X	O	P	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	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 st Try	2 nd Try	1 st Try	2 nd Try
1)	It was a beautiful day at the beach.				
2)	The community will gather for a fun day.				
3)	To cleanse your hands, use soap and water for 20 seconds.				
4)	A decree to cease using plastic bags was announced.				
5)	The prodigy's ability to glean knowledge quickly amazed everyone.				
6)	Activists will protest to impeach the leader and appease the public.				
7)	In close proximity, the proactive student could foresee what would happen to provoke the new policy.				

PREVIEW

Visualization

Visualize

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



PREVIEW

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

Week 1 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below:

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

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

Complete or Fragment?

Is the sentence complete or a fragment?

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

Identify

Is the sentence fragment correct or not?

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

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

ACHIEVING GOALSSpelling Quiz
Score _____How do you feel about your
score? Colour it.**Spelling Adventure**

Choose two methods to practice your spelling for this week:

Time	Create a poem using your spelling words to help remember them.
Flashcards	Make flashcards for your spelling words and practice with a friend.
Act It Out	Act out each spelling word and have someone guess the word.
Spelling Song	Write a song or chant to memorize your spelling words.
Puzzle Pieces	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) Paying attention.
	Whispering	D) Loud and noisy.
	Calculating	E) Looking up/down.
	Implementing	F) Speaking very softly.
	Fluctuating	G) Very obvious, no hidden.
	Exploring	H) Looking at something new.
	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.

Name: _____

25

SUFFIX -ING



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

Examples:

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



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

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

Name: _____

26

SENTENCE FORM: SIMPLE SENTENCES

A **clause** is a group of words that gives information and has a subject and a verb.
A **simple sentence** is a sentence that has one independent clause, meaning it has a subject and a verb and expresses a complete thought.

Examples:

- The cat meows.
- I read a book.
- She dances gracefully.



Identify _____ a check mark (☑) if the sentence is in simple structure.

1) _____ likes _____.	6) My friend plays soccer.
2) The boy _____ in the _____.	7) Birds fly high in the sky.
3) She loves ch _____.	8) The cat sleeps on the sofa.
4) Running late, she _____ bus _____.	9) Apples are her favourite fruit.
5) If it rains, I have my umbrella.	_____ The stars shine brightly.

Write _____

Complete the following _____ a simple sentence.

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

Name: _____

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

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

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

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

Write

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

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

CROSSWORD PUZZLE**Crossword**

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

**Across**

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

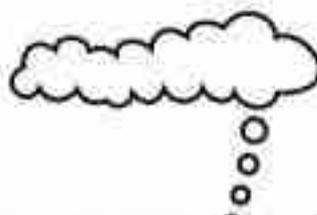
Down

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

Visualization

Visualize

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



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

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

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

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

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

PREVIEW

Week 2 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Identify

Put a check mark (☑) if the sentence is true 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 <u>took</u> off.
6)	The baby looked peaceful.

Identify

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

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

Week 3 - Vocabulary List

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

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

Instr Fill in the blanks using the vocabulary list above.

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

HMACBRE	BLEMASH	YVLAICRH	JEUVEENRAT	OMPCH

PREFIX RE-

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

Examples:

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



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

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

Write

Write a sentence changing the underlined verb to happen again.

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

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

IDENTIFY RUN ON SENTENCES

What Are Run-on Sentences?

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



Example:

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

Sentence _____ Label each sentence as correct or run-on.

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

Analyze _____ Underline the run-on sentences in the text.

On a bright summer day, Tim wanted to fly his kite. He ran to the park. 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 myself did the book.	Reflexive	Intensive
2	She bought herself a new dress for the party.	Reflexive	Intensive
3	The teacher herself will be at the event tomorrow.	Reflexive	Intensive
4	He hurt himself while playing soccer.	Reflexive	Intensive
5	The kids prepared the breakfast for themselves .	Reflexive	Intensive
6	The kittens themselves made that mess in the living room.	Reflexive	Intensive
7	You yourself said this was your favourite book.	Reflexive	Intensive
8	They enjoyed themselves at the amusement park.	Reflexive	Intensive
9	I taught myself to play the guitar.	Reflexive	Intensive
10	The principal himself 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 the characters using names or words like "he," "she," "they," and "them."

Identify

Identify the point of view the sentence is written in First, Second, or Third POV.

- | | |
|---|--|
| 1) He walks his dog in the park every morning. | |
| 2) She loves to paint landscapes for her friends. | |
| 3) I enjoy reading by the lake every night. | |
| 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.

WORD SEARCH**Word Search**

Find the word bank words in the puzzle.

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

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

Word Scramble

Unscramble the word.

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

Week 3 – Fluency Readings

Read

Read each passage 3 times at different speeds. Change how long you pause for commas and stop for periods. Read it slow, medium, and fast. Check once you have completed each reading.

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

Week 3 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Sentence or Run-On

Label each sentence as S or R.

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

Think

Identify if the bold pronoun is Reflexive or Intensive.

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

Week 4 - Vocabulary List

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

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

PREVIEW

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

PREFIX COM-

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

Examples:

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



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

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

Matching Match the words to its definition.

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

CORRECT RUN-ON SENTENCES

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



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

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

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

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

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

5) We wanted ice cream the store was closed.

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

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

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

INTERJECTION, CONJUNCTION, PREPOSITION

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

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

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

Fill in the blank

Write the suitable interjection for each statement.

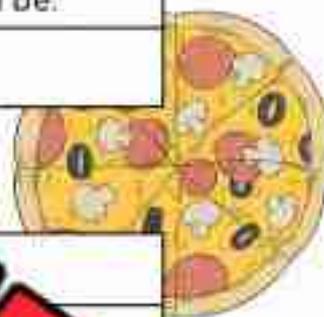
_____ I can't believe he ate the whole pizza!

_____ I think I left my backpack in the bus.

3) _____ That was a fantastic performance.

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

5) _____ You look so happy.



Identify

Circle the conjunctions in each sentence.

- | | |
|----|---|
| 1) | I'd like to read a book, but it's too expensive. |
| 2) | You can have ice cream or pie for dessert. |
| 3) | She'll attend the party if she finishes her project. |
| 4) | Although it's cold outside, he doesn't want to wear a coat. |
| 5) | I studied hard, so I passed the exam. |

Search

Underline the prepositions used in the story below.

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

CRACK THE CODE

Directions

Use the code below to reveal each spelling word.

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

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

CODE	CODE	ANSWER
    	    	
   	   	
   	   	
   	   	
   	   	
   	   	
   	   	
   	   	
   	   	
   	   	

Week 4 – Fluency Readings

Read

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

	Passages	Voices	
1)	I help combine ingredients for a cake in our company kitchen. It was a complex recipe, but the result was a delicious treat!	Angry	Happy
2)	In computer science we learned about trading. My comrade suggested a strategy to deal with every component differently.	Frustrated	Joyful
3)	We made a compound in the lab. The process was a compromise between two different methods, and we displayed it in the lab.	Curious	Serious
4)	I love to paint, but my brother has disdain for it. We started a campaign to redecorate our room, and now it's full of colour!	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)			
10)		20)	

Write

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

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

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

Identify

Circle the conjunctions used in each sentence.

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

Week 5 - Vocabulary List

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

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

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

Write

Use the following words in a sentence.

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

Name: _____

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INDEPENDENT AND DEPENDENT CLAUSES

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

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

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

Identify Underline the independent clause in each sentence.

- 1) We decided to go to the beach because the sun was shining.
- 2) I remember my childhood when I first heard that song.
- 3) Before she went to the store, she finished her homework.
- 4) The mice played in the kitchen while the owner was out.
- 5) We went out for ice cream after the movie 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 like to eat chocolate _____ies,

2) The sun was setting _____

3) She practiced every day, _____

4) We wanted to see the movie, _____

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

Simple	The book was thrilling.	It took me days to finish it.
Compound		

Simple	The playground was wet.	We chose to go to the arcade.
Compound		

Simple	My cat loves to play.	She's sleeping now.
Compound		

Name: _____

INTRO TO CONJUNCTIONS – FANBOYS: USING COMMAS

Conjunctions are words that connect clauses or words in the same clause, in a sentence.

Coordinating conjunctions are single words that connect equal sentence elements like noun with noun or clause with clause.

"FANBOYS" is an acronym for seven common conjunctions: **F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o.

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

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

Completion

Complete the sentences using "FANBOYS".

1	My brother enjoys playing video games, _____ she takes classes on weekends.
2	I want to go to the beach, _____ the pool is closed today.
3	It was raining, _____ he decided to stay indoors.
4	You can have ice cream _____ you can choose pie.
5	He didn't study, _____ he passed the test.
6	She didn't like the first movie, _____ she liked the second one.
7	I forgot my umbrella, _____ the weather forecast predicted a clear day.
8	The museum was interesting, _____ but she thought it could have been 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"/> Sport	<input type="checkbox"/> Speculate	<input type="checkbox"/> Spectacle	<input type="checkbox"/> Splendid	<input type="checkbox"/> Spectrum

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

Word Search

Make your own word search using 8 of the words.

Word Bank

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 on a 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				

PREVIEW

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 st Try	2 nd Try	1 st Try	2 nd Try
1)	Disrespectful behavior in the class, it's disrespectful to our learning.				
2)	If we speak without preparation, we might disqualify our story before it even starts.				
3)	The stylish parade was a grand spectacle, drawing a spectrum of colors across the sky.				
4)	He aimed to discontinue the stereotype that science is stymied by imagination.				
5)	Discovering the truth in a sea of sporadic clues can sometimes dishearten the keenest minds.				
6)	To inherit the mansion, the will stipulates that one must spend a year living there, despite its haunting history.				
7)	The organization's growth began to stagnate when it failed to adapt to new, stipulated regulations, causing dismay among stakeholders.				

Week 5 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Write

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

1) It started to rain,

2) I tried the puzzle,

Completion

Complete the sentences using "FANBOYS".

1 I forgot my lunch, _____ I was starving all afternoon.

2 I like crosswords, _____ I like word searches better.

3 I enjoy singing, _____ I am a better dancer.

4 We tried to get the whole group together, _____ some could not make it.

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?

1. I read

- Alone
- With a partner
- In a group

2. The reading was

- Easy
- Right
- Challenging

3. My reading speed was

- Too slow
- Just Right
- Too fast

4. Reading aloud, I felt

- Confident
- Okay
- Nervous

5. The new 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?

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.

Week 6 - Vocabulary List

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

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

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

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

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

In the quaint village of Treblebrook, people lived in harmony with nature. The trees were filled with songbirds, and the river's flow sounded like a melody. One day, a traveler named Trina entered the village. She had traveled many miles, and 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 village elders, she trekked to the heart of the Driftwood Forest. Here, she found a dreamy glade with a shimmering pool. In its center stood the Dribble Stone.



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

SUFFIX ABLE-

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

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



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

Word	adore	lovable
Sentence	Her smile made her incredibly lovable to all who met her.	

Word	float	
Sentence		

Word	sustain	
Sentence		

Write

Use the given words in meaningful sentences.

1) Negotiable: _____

2) Stable: _____

3) Viable: _____

4) Liable: _____

Name: _____

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SENTENCE FORM: COMPLEX SENTENCES

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

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

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

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

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

Examples: 1) Because I was bored 2) Although it was dark, we played outside

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

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

Write Complete with appropriate clauses to create complex sentences.

- 1) If _____
- 2) Even though _____
- 3) While _____
- 4) Once _____

SUBORDINATING CONJUNCTIONS

Subordinating conjunctions introduce dependent clauses, which can't stand alone as sentences. They show relationships, like cause and effect or timing, between clauses.

Examples:

- **Because** it rained, we stayed inside. ("Because..." can't stand alone, showing cause.)
- **After** he finished his homework, he played. (After tells us the timing.)



Complete Write the appropriate subordinating conjunction.

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

Analyze

Circle all the subordinating conjunctions in the text below.

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

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

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

CROSSWORD PUZZLE**Crossword**

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

**Across**

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

Down

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

Questioning

**Instruction**

Read the passage and answer the questions that follow.

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

1) Who is the main character of the story?

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

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

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

5) Why was Sarah particularly excited about this night?

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

Week 6 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Write

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

1)	I prefer her
2)	you can finish the 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

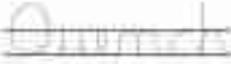
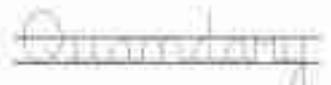
Cursive

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		
Whistle		
Whichever		
Whirlpool		
Qualify		
Quench		
Quicken		
Quotient		
Quandary		
Queue		

PREVIEW

Name: _____

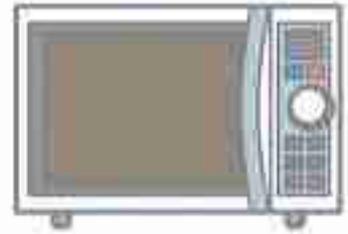
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PREFIX PRE-

Understanding the Prefix "Pre-"

The prefix "pre-" means "before". When we add "pre-" to a word, we are saying the action happens before something else.

- Precook: Cook something before it's needed.
- Prepay: Pay for something before using it.
- Preview: Look at something before it's fully released.



Matching Match the words below to their meanings.

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

Instr: Underline all the conjunctions in the article below.

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

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

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

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

Write Write a sentence using the given vocabulary and conjunction.

Whistle,
Although

Queue,
Once

Quench,
Since

SUBORDINATING CONJUNCTIONS

Subordinating conjunctions make sentences more detailed and layered.

Examples:

- Inasmuch as - "Inasmuch as you're the expert, I'll trust your judgment on this matter."
- Insofar as - "Insofar as we can determine, the event was a success."
- Provided that - "You can play outside, provided that you finish your homework first."

Matching Match the clauses to create a complex sentence.

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

Write

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

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

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"/> Premonition	<input type="checkbox"/> Premonition	<input type="checkbox"/> Quotient	<input type="checkbox"/> Quandary	<input type="checkbox"/> Whiplash

**Word Scramble**

Unscramble the word.

EUEQU		LETSIHW	
CEDEPRE		FYLQUA	
ERPVIWE		DOREPNAME	
NAUGRYAD		MISICALHW	
QOUNTEIT		VERECHIHW	
CAUTNOIREP		CKENIUQ	

Week 7 – Fluency Readings

Read

Read each passage 3 times at different speeds. Change how long you pause for commas and stop for periods. Read it slow, medium, and fast. Check once you have completed each reading.

	Sentence	Slow	Medium	Fast
1)	Before the game, I had a premonition of a tricky opponent, but I took precautions. In the end, however, my determination to qualify quickly overruled my doubts.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
2)	At the preview, the whistle of a sudden whistle caused a moment of quandary. I had to use my 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

Name: _____

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Questioning



Instructions After reading the passage, write 6 questions and answer them below

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

1) Who

2) Where

3) When

4) Why

5) What

6) How

Week 7 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Write

Write a sentence using the given words and the conjunction.

Quench Therefore	
Preview Unless	

Matching

Match the clauses to create a complex sentence.

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

Week 8 - Vocabulary List

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

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

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

Name: _____

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

Instructions

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

Complex	
Simple	

Complex	
Simple	

Name: _____

UNDERSTAND SIMILES AND METAPHORS

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

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

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

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



Simile

Circle all the similes found in the story.

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

One autumn day, with trees ablaze in brilliant colors, an idea as bright as a star struck Jamie. He started writing, words flowing like honey. His tales, sweet as honey, resonated with many. He became a renowned author, proving that sometimes feeling out of place leads to finding one's true path.

Metaphors

Identify the corresponding meaning of each metaphor.

Metaphors	Answer
Hope is a beacon	
Her eyes were oceans	
The world is a stage	
Life is a roller coaster	
His words were knives	
Time is a thief	
Fear is a chain	
Dreams are seeds of reality	
Youth is a blossoming flower	

Meaning
A) Time quickly takes moments away.
B) Life has ups and downs.
C) His words were very hurtful.
D) Deep, vast emotional eyes.
E) Everyone plays a part in life.
F) Dreams can become real.
G) Youth is about growth, beauty.
H) Hope guides and inspires.
I) Fear limits and confines.

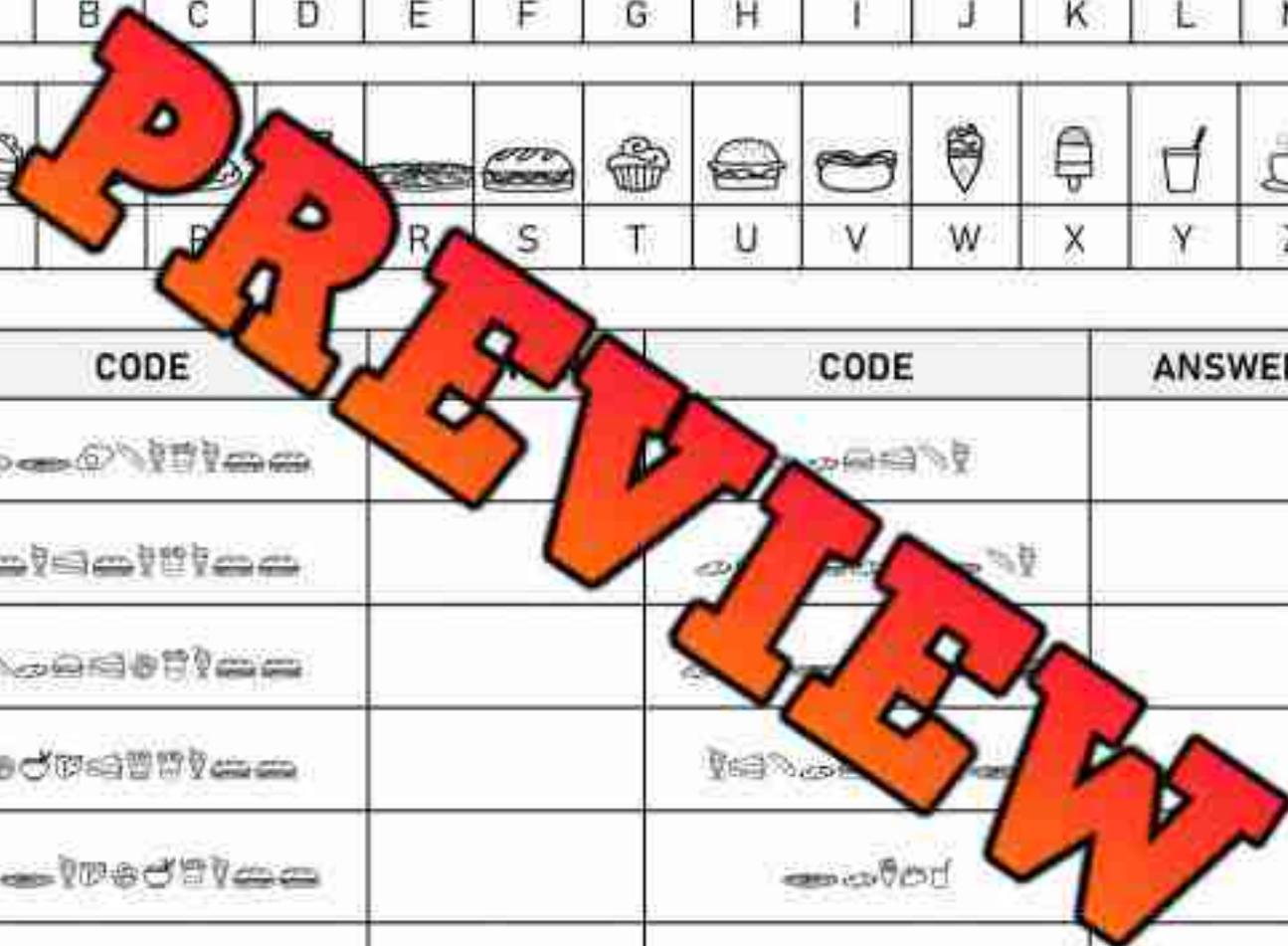
CRACK THE CODE

Directions Use the code below to reveal each spelling word

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

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

CODE	CODE	ANSWER
     	     	
     	    	
     	    	
     	   	
     	  	
     	  	
     	     	
     	  	
     	     	
     	  	



Week 8 – Fluency Readings

Read

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

	Passages	Voices	
1)	The view from the mountaintop left me speechless. An encounter so breathtaking it seemed to last forever.	Witch	Opera Singer
2)	I had never had the opportunity to outsource my chores, but when I did, I was so outraged, and I was thankful for the experience.	Robot	Alien
3)	I found myself in a daze as the crowd at the concert, my heart pounding in my chest, the music so early in the morning, I was completely breathless.	Cowboy	Detective
4)	Countless stars twinkled above the meadow, making me feel part of something timeless and endless. The night's beauty was a gift bestowed upon me.		Zombie
5)	As I scoured the library for ancient texts, I stumbled upon a tome that was said to endow readers with knowledge. The words within it were so profound that I sat there, powerless to move.	Old Wise Man	Villain
6)	In the game of life, I strive to never be seen as thankless or senseless in my actions. To bestow kindness unto others is a vow I uphold.	British Aristocrat	News Anchor
7)	I sought to overthrow my fears by stepping into the unknown, an act of courage that was met with unexpected acclaim. Though the challenge left me breathless, I was never powerless.	Valley Girl	Announcer

Week 8 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Write

Convert the simple sentence into a complex sentence.

Simple	The sun was shining outside. We decided to stay for the night.
Complex	

Meaning

Give the meaning of the following metaphors.

Metaphors	Meaning
His words were a double-edged sword.	
She was a shining star.	
The classroom was a zoo.	

Week 28 - Vocabulary List

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

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

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

PREVIEW

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"/>	Herb
<input type="checkbox"/>	Leg
<input type="checkbox"/>	Tri
<input type="checkbox"/>	Forest

<input type="checkbox"/>	Festive
<input type="checkbox"/>	Herb
<input type="checkbox"/>	Globe

<input type="checkbox"/>	Mater
<input type="checkbox"/>	Miner
<input type="checkbox"/>	Logic
<input type="checkbox"/>	Digit
<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

Fix 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 renaissance.

He wrote about witnessing the unveiling of Michelangelo's "David" and the fervor it created among the locals. He described the haunting melody of lutes and violins echoing through the courtyards and the intense passion for science in coffeehouses. The most captivating part was when he detailed a meeting with Leonardo da Vinci, discussing his revolutionary ideas over a cup of wine.

The Medici family was mentioned as the patrons fueling this vibrant era, and the letter described a grand ball he attended in their honour. The night was lit with hundreds of candles, and the air was fragrant with the scent of fresh roses.

Finishing the letter, Anna felt a deep connection to that golden age of creativity and innovation. Holding the piece of history in her hands, she was reminded of the timeless magic of the Renaissance, a period that reshaped the world.

NEW WORDS - INVENTIONS OR INNOVATIONS

English often develops new words for recent inventions or ways of doing things. For instance, "smartphone" emerged with phones having internet access, "blog" evolved from "weblog" for online journals, and "astronaut" was coined as space exploration began. These words reflect how language evolves in our world.



Matching

Match the innovations with their description.

Answers	Description	Innovations
1) Portable computing devices.	1) Portable computing devices.	A) Virtual Reality
2) An unmanned flying vehicle for photos or surveillance.	2) An unmanned flying vehicle for photos or surveillance.	B) Smartwatch
3) A device that creates an immersive experience.	3) A device that creates an immersive experience.	C) Solar Panel
4) Portable computing devices.	4) Portable computing devices.	D) Smartphone
5) Wearable device for smart actions.	5) Wearable device for smart actions.	E) Blockchain
6) System for secure transactions and data recording.	6) System for secure transactions and data recording.	F) GPS
7) System for precise global positioning.	7) System for precise global positioning.	G) Drone
8) Device converting sunlight into electricity.	8) Device converting sunlight into electricity.	H) Tablet

Instructions

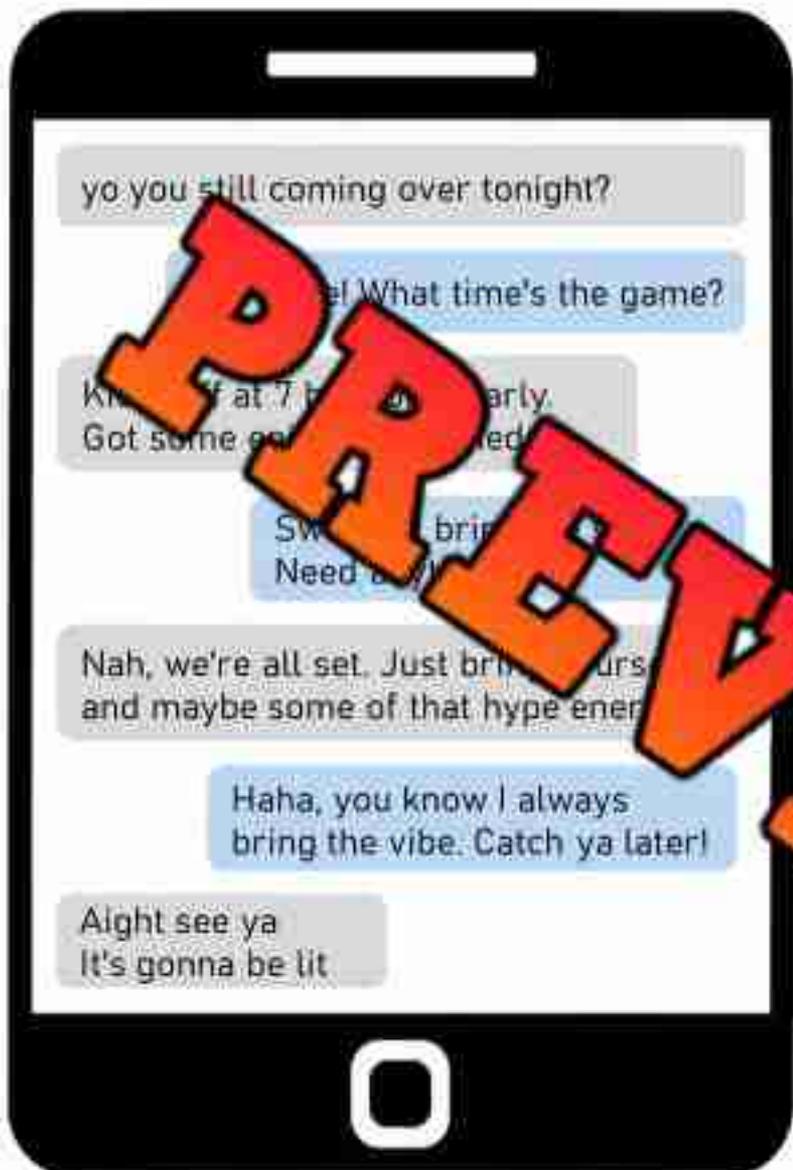
Invent a new gadget, draw it, name it, and write a brief description of what it does.

Gadget Name:

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)

PREVIEW

Why do you think people often omit punctuation and slang in text messages? What does it have to do with informal communication?

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

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	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 all come out.	Angry	Happy
2)	The concept of a raft project began with driftwood. I used a concept of proportional measurement of a balance.	Frustrated	Joyful
3)	I optimized my study of geothermal energy for science. It's interesting how the Earth's heat is captured!	Curious	Serious
4)	I'm often adrift in thought during rhetorical questions in English class. But they help me understand the concept better.	Surprised	Calm
5)	My grandfather says that craftsmanship requires patience. With each wood carving, I'm learning to soften the edges smoothly.	Worried	Determined
6)	Since my family has a generational love for music, I feel it's my turn to uphold it. Sometimes I make a makeshift drum from pots and pans.	Suspicious	Relieved
7)	I'm susceptible to colds during winter, so I always dress warmly. Mom says it's about the heftiness of the coat, not just the style.	Cheerful	Annoyed

Week 28 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Write

Use the given historical periods in a sentence, giving correct capitalization.

Industrial Revolution	
World War I	

Identify

What invention or innovation is described in each item?

Answers	Description
	1) Digital book format.
	2) Charges devices without cables.
	3) Enhances real-world environments digitally.
	4) Car powered by electric motors.
	5) Creates three-dimensional objects.

Week 29 - Vocabulary List

Transplant	Transcript	Transcend	Translucent	Transpire
Transition	Transparent	Transnational	Snicker	Chuckle
Wreckage	Raincheck	Flickering	Blockbuster	Mistake
Invoke	Revoked	Undertake	Forsaken	Keepsake

Letter Blend Use 10 ck and ke words. Use ones from the list and your own vocabulary

ck		ke	
1)		1)	6)
2)		2)	7)
3)	8)	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. transport	B. transverse	C. transparent	D. transferable
F. transplant	G. transition	H. transmit	I. transverse

1)	I need _____ this package to my aunt in New York.
2)	The airplane _____ the Atlantic Ocean.
3)	He will _____ to the team leader.
4)	The scientist looked at the ins _____ under the microscope.
5)	After the heavy rain, the river was _____.
6)	She has a _____ ticket _____ the _____ ways.
7)	The operation involves a _____ _____ hear _____.
8)	His new role required a complete _____.

Meaning

What trans- word is being defined in each sentence?

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

FREQUENTLY 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	privilege	privelage
seperate	seperate	seperatte
occasion	ocassion	occassion
maitenance	maintanance	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 expance of water.	
6	He accidentally dropped his sandwich.	

USE QUOTATION MARKS

Quotation marks (" ") are used to highlight words someone directly says or to emphasize specific words and phrases.

Examples:

Sarah said, "I love pizza."

- Explanation: We use quotation marks to show Sarah's exact words.

The word "unexpected" means unanticipated.

- Explanation: Quotation marks emphasize or highlight a specific word in a sentence.



Insert Insert quotation marks in the direct quote of the speaker.

- 1) Jane said, "I love reading books at night by the window."
- 2) As she left the store, Mom said, "Don't forget to buy the milk at the store."
- 3) Lily exclaimed, "Look at the 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 the 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 season of the year.	
3) Cats are the most popular pets.	
4) The Amazon Rainforest is the largest forest 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 in school.	
8) Skateboarding is more exciting than biking.	

Think

Give a fact and an opinion on the following topics.

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 📢!"

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

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

SOCIAL MEDIA MESSAGE

Analyze

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

Formal Narrative		Formal	Post
<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 evening.</p>	✓ Informal tone used		
	✓ Simplified language		
	✓ Emojis to convey emotion		
	✓ Hashtags for key themes		
Social Media Post			
<p>Celebrated my grandma's birthday! 🎉 Her life stories are just the best. #FamilyFirst #StorytimeWithGrandma</p>	✓ Casual punctuation		
	✓ Concise message		
	✓ Emojis		

Analyze

Write a social media post equivalent to the formal narrative, deviating from the standard language conventions.

Formal Narrative	
<p>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.</p>	

WORD SEARCH**Word Search**

Find the word bank words in the puzzle.

<input type="checkbox"/> Transplant	<input type="checkbox"/> Transcript	<input type="checkbox"/> Transcend	<input type="checkbox"/> Translucent	<input type="checkbox"/> Transpire
<input type="checkbox"/> Transition	<input type="checkbox"/> Transparent	<input type="checkbox"/> Transnational	<input type="checkbox"/> Snicker	<input type="checkbox"/> Chuckle
<input type="checkbox"/> Wreckage	<input type="checkbox"/> Raincheck	<input type="checkbox"/> Flickering	<input type="checkbox"/> Blockbuster	<input type="checkbox"/> Mistake
<input type="checkbox"/> Invoke	<input type="checkbox"/> Revoked	<input type="checkbox"/> Undertake	<input type="checkbox"/> Forsaken	<input type="checkbox"/> Keepsake

O J R A N S N A T I O N A L D H N Q N
 K H D R N S F O A E Q E K A S P E E K E
 C H Q W L I H F X Q K U X S U P O S G
 E R E V O D E G N I R E K C I L F N A
 H T N A L P S K I E C U L S N A R T E K
 C Y T J M D E L U N V O K E S Z L K C
 N R E T S U B K C O I T N S P I R E A E
 I C F Q R T R A N S I R E F I N A S K S S R
 A N P I M F U T R A N S O N D C K E R W
 R M I S T A K E N O I T I S M I T V O F
 U N D E R T A K E W T R A N S I T 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 st Try	2 nd Try	1 st Try	2 nd Try
1)	I double-checked when I realized I had the date.				
2)	Our class had a blog about a spaceship, and everyone chuckled during the presentation.				
3)	The translucent wings of the butterfly allowed the light to pass through, creating a flickering effect.				
4)	I'll need the transcript from yesterday's meeting to ensure that the transition of leadership is transparent.				
5)	The wreckage of the old pirate ship seemed to invoke stories of the forsaken treasure it once held.				
6)	To undertake the task of cleaning the attic, I needed my parents' approval and a keepsake box for memories.				
7)	The philosopher's lecture on how human kindness can transcend global barriers was deeply inspirational.				

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.

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

ThinkUnderline 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

CompleteComplete the words by adding *gn* or *ng*.

1) Lo__w	A__st	11) Soverei__
2) Co__a__	__ant	12) Insi__la
3) Ma__itude	__t	13) Fluctuati__
4) Pro__osis	9) __an	14) Co__lomerate
5) Bu__alow	10) infri__	E__ross

Pictionary

With a partner, draw a picture that represents a word from the list. Have your partner try to guess the word. Play again with new words 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 "-ist".

1) Botanist	Studies plants and their growth.
2) Scientist	Does experiments and makes theories about how things work.
3) Artist	Creates art using various media.
4) Pianist	Plays the piano.
5) Dentist	Treats teeth and dental issues.
6) Optometrist	Examines eyes and prescribes eye glasses.
7) Zookeeper	Works at a zoo, taking care of animals.
8) Tourist	Someone who is visiting a new place.

Write

Use the provided words in meaningful sentences.

Journalist	
Narcissist	
Analyst	
Optimist	
Pessimist	

SPEAKER TAGS AND PUNCTUATIONS

Speaker tags identify who is speaking in a sentence, and punctuations help clarify how something is said.

- "Is that really you?" Emily asked.
- "That's incredible!" Mark exclaimed.
- "Don't touch that," Sarah warned.



Write 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 the wind__"

Jack: "But it's coming from inside__"

Mia: "Maybe there's a window__"

Jack: "Let's go check it out__"

Mia: "Are you sure that's a good idea__"

Rewrite

Read the narrative and rewrite it using dialogue speech, and appropriate speaker tags and punctuation.

Tim and Emily stood by the slide, holding a collection of marbles. Emily asked a question about her blue and green marble, and she responded enthusiastically. Then, Emily asked Tim a question about his red and yellow marble, to which he replied with excitement. Through their brief but meaningful conversation, they both felt their friendship deepen.

WRITING DIALOGUE

Writing dialogue is the process of recording conversations between characters, using quotation marks to show spoken words and speaker tags to indicate who is speaking.

- "How do we decide?" asked Sarah.
- Tom replied, "Rock, paper, scissors."



Rewrite Read on the narrative given, rewrite the events as a dialogue. Make sure to use quotation marks and speaker tags appropriately.

Emma was in the library. Emma was searching for a book on ancient Egypt for her history class while Ryan was looking for a sci-fi novel. Emma felt overwhelmed by the collection and wasn't sure where to start. Ryan, having frequented the library often, offered to help her out. She gratefully accepted.

Emma:

Ryan:

Emma:

Ryan:

Write Write a dialogue based on the prompt, showcasing the emotion.

Emotion: Excited

Prompt: Lisa wins concert tickets and tells Mike.

Lisa:

Mike:

Emotion: Curious

Prompt: Ava finds an old map, discusses with Leo.

Ava:

Leo:

CROSSWORD PUZZLE**Crossword**

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

**Across**

5. Lacking knowledge or awareness.
6. Sees the bad side of things.
8. Aware or knowledgeable.
9. Arguing or fighting.
10. Carrying oneself with respect.

Down

1. Starts something, especially engines.
2. Person traveling for fun.
3. Organized effort for a cause.
4. Sees the bright side of things.
7. Upset due to unfairness.

Week 30 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Write

Insert the appropriate punctuation into the text and write an appropriate speaker tag for each.

Mike! You won't believe it, but I won the tickets to the concert!

That's fantastic, Lisa! You promised to take me, right?

Write:

Write a dialogue based on the prompt, showcasing the given emotion.

Emotion: Jealous **Prompt:** Noah gets a new bike; Claire wishes she had one too.

Noah:

Claire:



Google Slides Lessons Preview





Saskatchewan Language Curriculum Reading Comprehension– Grade 6

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

What are Reading Comprehension Strategies?

We are learning to apply reading comprehension strategies so we can analyze texts, make deeper connections, and explain ideas and inferences to show a stronger understanding of what we read.

Story Sorting Cards

Character	Poetry	Science Fiction	History	Biography
Non-Fiction	Fiction	Non-Fiction	Fiction	Folk Tale

Read each paragraph closely. Thinking like a good reader will help you understand the main idea and the challenges he faced during his expedition.

Paragraph	Items	Subplots
1) A heavy weight was put to make a yellow from a fire-breathing dragon. From the west, he flew into the danger of putting his something, his gold and his trust between his gold and his life.		
2) The text tells the story of King Xerxes' journey across the desert. He was on a mission to find the treasure of the gods and the challenges he faced during his expedition.		
3) A robot came through space, passing planets and stars. The crew of astronauts discovered a new world covered with water and glowing crystals.		
4) The man sat on the ground. His head from the ground. He was looking for the treasure.		
5) The little boy who died who died? He had the last of his gold. His only friend was his dog. He had no one else to help him. He was alone.		

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

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

Sofia tightened the straps of her backpack as she followed the narrow path winding up the mountain. The air grew thinner with each step, and the sharp scent of pine trees mixed with the chill of melting snow. Behind her, the valley spread wide and green, while ahead the rocky peak seemed impossibly far. A sudden rumble echoed across the cliffs, sending loose pebbles tumbling down the slope. Sofia paused, gripping her ice-axing stick. Somewhere above, she heard a faint cry, as if someone was on the mountain—but she couldn't see anyone.

Consolidation – The Mountain Climb

- Making Connections** – How does this compare to something you know—we adventure story, a hike you've taken, or a challenge you've faced?
- Questioning** – What important questions would you like to better understand Sofia's situation?
- Visualizing** – What images are most vivid in your mind—the valley, the cliffs, or the sound of the cry? Why?
- Prediction** – What might happen next as Sofia continues her climb? Support your answer with text clues.
- Inference** – Who or what could have made the faint cry above?



Saskatchewan Language Curriculum

Reading Comprehension- Grade 6

Fix The Letters

Each letter below is missing an important part of its structure or a connective word. Read carefully and decide what is missing. Drag and drop the correct answer into the right spot in the letter.

Greeting

Opening

Body

Connective word

Closing

Signature

Dear City Council,

I am writing to suggest building more bike paths in our community. This would make travel safer for kids and families. It would encourage more people to use eco-friendly transportation.

Sincerely,
Jordan

What's Missing?

Dear Principal,

Students have worked hard on their experiments, and we would love to share them with you.

Yours truly,
Sam

What's Missing?

Dear Mrs. Taylor,

I wanted to thank you for your help with the debate contest. Your advice on research and speaking skills made a big difference in my confidence.

Best regards,
Ethan

What's Missing?

I am writing to request more library hours at school. Many students want to borrow books after class, but the library closes too early. Extending the hours would help us read more and finish our research projects.

Sincerely,
Liam

What's Missing?

Inferences from a Letter

Read the sentences. Drag and drop stars to rate each sentence. Perfect inference matches the letter best and ☆ = Weak inference (doesn't fit well)

Sentence	Rating
1) Ethan's team is about to play in an important game.	☆☆☆☆☆
2) The coach doesn't care about the players staying healthy.	☆☆☆☆☆
3) Ethan's family supports him at the game.	☆☆☆☆☆
4) Ethan feels both nervous and excited before the finals.	☆☆☆☆☆
5) His little sister doesn't want to be at the gym.	☆☆☆☆☆
6) The referee signals that the game is about to start.	☆☆☆☆☆
7) Ethan plans to try his best, win or lose.	☆☆☆☆☆

Comprehension

Put an X in the box for the correct answer.

1) What principle was shown when the community worked as one?	2) Why did the children learn about interconnectedness?	3) The culture believes in...
<input type="checkbox"/> Synergy <input type="checkbox"/> Competition <input type="checkbox"/> Wealth	<input type="checkbox"/> To explain how all parts of nature are connected <input type="checkbox"/> To warn them about losing a game <input type="checkbox"/> To show how to build houses faster	<input type="checkbox"/> By cutting down trees to clearcutting <input type="checkbox"/> By removing the trees with stumps <input type="checkbox"/> By creating a forest park
4) What did the people's words and actions show about their feelings toward the forest?	5) What does it tell us about the people's attitude to carry out at the end of the text?	6) Why did the author compare the cutters to insects in "The Song of the Forest"?
<input type="checkbox"/> They hated the forest <input type="checkbox"/> They thought it was ordinary <input type="checkbox"/> They celebrated and recovered it	<input type="checkbox"/> To care for the forest for future generations <input type="checkbox"/> To build more houses <input type="checkbox"/> To collect extra berries	<input type="checkbox"/> To care nothing when connected <input type="checkbox"/> Forests are more important than people <input type="checkbox"/> She wanted them to plant more trees



Saskatchewan Language Curriculum Reading Comprehension- Grade 6

Q Analogy Match-Up Challenge!

Read each message on the left. Then, draw a line to match it to the correct purpose on the right.

Column A	Column B
Volcano : Lava	a) Clock : Time
Author : Novel	b) Key : Lock
Mirror : Reflection	c) Oven : Bread
Foot : Trail	d) Sun : Light
Password : Access	e) Seed : Plant
Fan : Heat	f) Composer : Symphony

Consolidation

Events	Before	After
1) The city built more bike lanes.	Before	After
Mari became started talking to school and work.	Before	After
2) Students couldn't complete their science research.	Before	After
The internet connection went down during class.	Before	After
Fewer people went to the concert.	Before	After
3) A company raised the price of tickets.	Before	After
They won the regional championship.	Before	After
4) The basketball team trained every morning before school.	Before	After
A drought lasted for several weeks.	Before	After
5) Farmers harvested fewer crops this season.	Before	After

...into the correct order: Beginning, Middle, or End of the story.

Beginning
Middle
End

The neighbour poked his head out the window and shouted, "Next time, try launching it away from my tomato plants!"

The drone dipped lower and nudged the edge of a rooftop garden, sending leaves flying into the air.

Simon sprinted across the courtyard, sagging furiously at the terminal in steady the drone.

Jordan proudly powered on his new delivery drone, excited to test it on its first real flight.



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., Making Our Community More Peaceful).	15-16, 21-26, 73-85, 143-145, 176-189, 189, 192-200, 212-215, 273-287
CR6.2	Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.	17-20, 44-48, 52-58, 84-85, 277-278
CR6.3		5-166, 17-239
<p>Preview of 150 pages from this product that contains 406 pages total.</p>		
CR6.4	traditional and contemporary texts from First Nations, Métis, and other cultures containing special features (e.g., the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising).	49-50
CR6.5	Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.	60-69, 87-94, 123-142, 147-164, 167-175, 184-191, 195-198, 210-211, 241-271
CR6.6	Read and demonstrate comprehension and interpretation of grade appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.	95-99, 197-198, 217-239
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.	13-33, 52-83, 87-99, 123-145, 159-175, 184-191, 201-209, 212-215, 241-287
CR6.8	Read grade 6 appropriate texts to increase fluency (120-160 wcpm orally; 160-210 silently) and expression.	N/A

Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

	Outcomes	Pages
CC6.1	Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).	N/A
CC6.2	Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.	N/A
CC6.3	Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., complete sentences with appropriate subordination and modification), semantic/lexical/morphological (e.g., figurative words), graphophonetic (e.g., spelling strategies), and other cues (e.g., appropriate volume and intonation) to construct and to communicate meaning.	N/A
CC6.4	Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.	N/A
CC6.5	Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others' ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).	N/A
CC6.6	Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.	N/A
CC6.7	Write to describe a place; to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter; to explain and inform in multistep directions and a short report explaining a problem and providing a solution; and, to persuade to support a viewpoint or stand.	N/A
CC6.8	Experiment with a variety of text forms (e.g., a peer interview, presentation at an assembly, poem, letter to parents, short review, poster, tableau, graphic organizer) and techniques (e.g., surprise ending)	N/A
CC6.9	Prepare a teacher guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.	N/A

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.

	Outcomes	Pages
AR6.1	Consider which viewing, listening, reading, representing, speaking, and writing strategies work best for each task and situation.	27-33, 199-200
AR6.2	Appraise own viewing, listening, reading, representing, speaking, and writing skills and strategies, and set goals for improvement.	34-43
AR6.3	Appraise own and others' work for clarity.	192-194

Block 1: Reading Comprehension Strategies - Basics

Focus

- Pre-reading: activate prior knowledge and identify the purpose of reading.
- During reading: Making and confirming predictions, questioning, visualizing, and making connections to self, other texts, and to the world.
- After reading: Summarizing the main idea and supporting details, asking questions, and making inferences.

Understanding Reading Comprehension

What is Reading Comprehension?

Reading comprehension isn't just about recognizing words. It's about understanding their meanings and the ideas they share. Think of it like watching a movie in your head when you read, where you truly "get" the story or information.

Why is Reading Comprehension Important?

- **Broaden Your Mind:** It helps you learn new things, expanding your horizons.
- **Boost Your Confidence:** You can discuss and share ideas more effectively.
- **School Success:** Many subjects require you to read and understand texts. Good comprehension helps boost your marks!



Strategies for Better Comprehension

Pre-reading:

- **Preview:** Take a quick look at the title, headings, and subheadings. What do you already know about the text?
- **Purpose:** Why are you reading this? For fun, learning, or a specific event?

During Reading:

- **Predict:** Guess what will happen next or the main point from the author.
- **Ask Questions:** If something confuses you, take a moment to ask yourself questions.
- **Visualize:** Imagine scenes or ideas in your mind, like a mini-movie.

After Reading:

- **Summarize:** In a sentence or two, what was the text about?
- **Make Connections:** How does this relate to what you already know or have experienced?
- **Make Inferences:** Use what you learned from the text to make conclusions.

Remember, the more you practice these strategies, the better you'll get at understanding what you read. Happy reading!

True or False

Is the statement true or false?

1) Comprehension is like watching a movie in your head.	True	False
2) Good comprehension doesn't affect your school marks.	True	False
3) Previewing is a strategy used during reading.	True	False
4) Predicting means guessing what the author will discuss next.	True	False
5) Visualizing involves imagining scenes in your mind.	True	False

Question _____ line reading without comprehending. Why is that a waste of time?

Matching

Match the strategies to their descriptions by writing the letter from the description beside the strategy.

Answer	Strategy	Description
	Visualizing	A) Make the text shorter, cut out just what you need.
	Making predictions	B) Actively ask questions before, during and after reading to clarify and deepen understanding.
	Questioning	C) Read between the lines to grasp implicit meanings, using context and clues to fill in gaps of information.
	Purpose of reading	D) Identify the main goal for reading so you can focus your reading efforts.
	Making Inferences	E) Relate text to personal experiences, other texts, or the world.
	Summarizing	F) Create mental images or drawings based on the text to enhance comprehension.
	Making Connections	G) Guess what might happen next in a text based on what you've already learned and your prior knowledge.

Comprehension Practice – Making Connections

The Mysterious Case of the Vanishing Energy

Once upon a time in the small town of Voltville, two best friends, Max and Lucy, were puzzled. Their remote-controlled car had suddenly stopped moving, right in the middle of their race! "How did it stop?" Lucy wondered. Max picked up the car and said, "I think it's time for a visit to Grandpa Joe, the wise inventor of Voltville."

They went to Grandpa Joe's quirky workshop, where they found him tinkering. "Grandpa, why did our car stop moving?" Max asked. Grandpa Joe chuckled and said, "Well, kiddos, sounds like you've run out of batteries."

"Ah, batteries!" Max said. "They're those little boxes of energy, right?"

"Exactly!" said Grandpa Joe. "Each battery has two different types of materials inside it—let's call them the 'plus side' and the 'minus side'. When they interact, they create a flow of energy called 'electric current.'"

Lucy's eyes widened. "Is that how your car runs?"

"Yes," Grandpa Joe replied. "The electric current flows from the plus side of the battery to the minus side, making the wheels turn. But when the materials inside the battery get used up, and the current stops flowing, the car runs out."

"So, what can we do?" Max asked.

Grandpa Joe handed them a pair of fresh batteries. "Just replace the old batteries with these new ones. But remember, used batteries shouldn't be thrown in the trash. They need to be recycled."

Lucy grinned. "Thanks, Grandpa Joe! Now we know the secret behind batteries and how to be responsible with them."

Thrilled with their newfound knowledge, Max and Lucy dashed back home. They replaced the batteries and, vroom! Their remote-controlled car was back in action, zooming faster than ever before.



Comprehension Practice – Making Connections

Pre-Reading

After reading the title and looking at the pictures, what do you think the text is about?

While

you read, stop and make connections to your life

Text-To-Self: What does the story remind you of in your life?

Text-To-World: What does the story remind you of happening around the world?

Text-To-Text: What does the story remind you of about another text you've read?

After Reading

Summarize the main idea of the story and list 3 supporting details

Main Idea	
Supporting Detail	
Supporting Detail	
Supporting Detail	

Comprehension Practice – Questioning

The United States-Mexico-Canada Agreement (USMCA)

Trade agreements are like friendships between countries. Just like you may swap stickers or trading cards with your friends, countries exchange goods and services. In North America, one important trade agreement is the United States-Mexico-Canada Agreement (USMCA). Let's dive into why trade agreements like USMCA are so important.



The Benefits for Our

- **Boosting the Economy:** When countries trade, they buy and sell things like cars, fruits, and technology. This helps them grow and people get jobs. In Canada, we sell a lot of natural resources like lumber and minerals, to other countries.
- **Better Choices for Consumers:** Have you noticed the variety of fruits in grocery stores? Thanks to trade agreements, we enjoy avocados from Mexico, oranges from the United States, and many other options.
- **Friendlier Neighbours:** Good trade agreements help make peaceful relations between countries. It's like being good neighbours. If you share toys or treats, you'll probably get along better.

Things to Consider

While trade agreements offer a lot of advantages, they also come with challenges. For example, businesses may move to another country where it's cheaper to produce goods. This could lead to fewer jobs in Canada. Also, more trading means more transportation, which can affect the environment.

Quick Facts About USMCA

- Replaced the older NAFTA agreement in 2020
- Includes Canada, the United States, and Mexico
- Focuses on things like automobiles, agriculture, and digital trade



Comprehension Practice – Questioning

Pre-Reading

Read the title and write what you already know about trading and other agreements like the USMCA.

During Reading As you read, stop and write down questions you have.

1)	
2)	
3)	

After Reading

Write a summary. Start with the main idea and then write supporting details.

Comprehension Practice – Predicting

The Feathers of Unity: A Tale of the Prairie-Chicken Dance

In a small Indigenous community, two friends, Takoda and Nokosi, couldn't wait for the annual Prairie-Chicken Dance ceremony. Takoda was known for being a skilled dancer, while Nokosi loved playing the drum. Both understood the ceremony was not just about dancing and music; it was a way to honour their heritage and the prairie-chicken, a bird deeply connected to their culture.

"Are you ready for this?" Takoda asked Nokosi as they prepared their traditional regalia.

"Yes, they're set!" Nokosi replied proudly showing colourful feathers collected from previous ceremonies.

When the community gathered around the ceremonial fire, the elders lit sage and sweetgrass, filling the air with something soothing. Elder Makwa, the bear-spirited leader of the community, raised his hand to signal the ceremony to begin.



As the dance started, Takoda moved gracefully, mimicking the prairie chicken's movements. His feet lightly touched the ground, and his movements seemed to capture the essence of the bird.

Nokosi's drumming was equally powerful. His hands moved in perfect harmony with the rhythm of the dancers like the heartbeat of the community.

The Prairie-Chicken Dance was not just an individual performance; it was about unity. Takoda and Nokosi danced and drummed in perfect synchronization, just as their ancestors had done for generations.

The crowd cheered and clapped; their spirits uplifted by the energy of the ceremony. As they concluded, Elder Makwa praised them, "You have danced and drummed with the spirit of our ancestors, honouring the prairie-chicken and reminding us of our connection to the land."

That night, Takoda and Nokosi felt a deep sense of pride and unity. They knew the Prairie-Chicken Dance was more than a ceremony; it was a living tradition that bound them to their heritage and each other.

Pre-Reading What is the story going to be about? What do you know about this subject?

While Reading

Make predictions as you read. For example, in paragraph 4, it says, "When the community gathered around the ceremonial fire, the elders lit sage and grass" You could stop there and predict why they do this.

1 st Prediction		Correct Prediction?
		Yes No
2 nd Prediction		Correct Prediction?
		Yes No
3 rd Prediction		Correct Prediction?
		Yes No

After Reading

An inference is a thought you reach from reading a text based on the information you find but isn't directly said. Make inferences below.

1) How did their way of celebrating honour the Prairie Chicken bird?

2) What would happen to traditions like this one if newer generations stopped doing them?

Comprehension Practice – Monitoring

Instructions

Read the text below and monitor your comprehension by stopping and putting a checkmark on the following symbols at the comprehension checkpoints.



I understand this part
of the text.



I am confused by this
part of the text.



I am surprised by this
part of the text.



I think this is an important
part of the text.



I learned something new
from this part of the text.



I really enjoyed this
part of the text.

The Mystery Of Bermuda Triangle

Introduction

Nestled in the western part of the North Atlantic Ocean, the Bermuda Triangle is a region roughly bounded by Miami, Bermuda, and Puerto Rico. It has captivated the world's imagination due to the numerous unexplained disappearances of ships and aircraft. This report delves into the intriguing myths and the rational natural explanations for these mysterious occurrences.

✓		?		!		*		+		♥	
---	--	---	--	---	--	---	--	---	--	---	--

Historical Disappearances

Over the years, the Bermuda Triangle has been the site of numerous baffling events. One of the most notable is the disappearance of Flight 19 in 1945, a group of five U.S. Navy bombers on a training flight that vanished without a trace. Similarly, the USS Cyclops, a massive Navy supply vessel, disappeared in 1918 with 309 souls aboard, leaving no wreckage or survivors. These incidents, among others, have fueled speculation and mystery surrounding the Triangle.

✓		?		!		*		+		♥	
---	--	---	--	---	--	---	--	---	--	---	--

Name: _____

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Myths and Legends

The mystery of the Bermuda Triangle has given rise to various myths and supernatural explanations. Some theories propose the involvement of paranormal forces or extraterrestrial beings, while others suggest the influence of the mythical lost city of Atlantis, whose advanced technologies are rumored to disrupt navigational instruments.



✓		?		!		*		+		♥	
---	--	---	--	---	--	---	--	---	--	---	--

Natural Explanations

Despite the existence of these myths, scientists offer natural explanations for the phenomena observed in the Bermuda Triangle:

- **Compass Malfunction:** The Bermuda Triangle is one of the two places on Earth where a magnetic compass does not point true north, which can confuse navigators.
- **Methane Hydrates:** Large fields of methane gas can erupt from the ocean floor, potentially creating a slippery surface that causes ships to sink.
- **Rough Weather:** Even small waves, which can reach up to 100 feet, are common in the Triangle and can be dangerous for ships and planes.
- **Human Error:** Navigational mistakes and poor judgment under stress can contribute to accidents in the area.

✓		?		!		*		+		♥	
---	--	---	--	---	--	---	--	---	--	---	--

Investigating the Facts

A critical examination of the Bermuda Triangle's mysteries has revealed that many of the disappearances have logical explanations. Research and technological advancements have clarified much of the previously unexplained phenomena, demonstrating that the triangle is no more mysterious than any other part of the ocean.

✓		?		!		*		+		♥	
---	--	---	--	---	--	---	--	---	--	---	--

The Role of Pop Culture

Books, movies, and media have played a significant role in showing the mystery of the Bermuda Triangle. These works often prioritize sensationalism over scientific accuracy, leading to a widespread misunderstanding of the natural occurrences in the area.

✓		?		!		*		+		♥	
---	--	---	--	---	--	---	--	---	--	---	--

Conclusion

While the Bermuda Triangle has been the subject of many thrilling stories and myths, most scientists agree that the occurrences within this area can be explained by natural phenomena. Advanced technology and improved navigational equipment have further reduced the mysteries once associated with this region.

Comprehension Practice – Refocusing / Re-engaging

Instructions

Read the text below. If you lose focus or engagement while reading the report. Turn the page and choose one strategy from the list to refocus and re-engage with the text. Reflect on your experience with using the strategies by answering the questions on the response worksheet.

Influential Inventors and Innovations

Introduction

Invention has been a cornerstone of human progress, revolutionizing the way we live, work, and explore the world around us. This report delves into the remarkable stories of pioneering inventors and their groundbreaking innovations, shedding light on how these contributions profoundly influenced modern society.

The Wheel of Progress

The invention of the wheel stands as one of humanity's most monumental achievements. Initially used for pottery, the wheel's application swiftly expanded to transportation, agriculture, and warfare. This innovation laid the foundation for subsequent technological advances, enabling the development of cars, bikes, and countless machinery that shape our world today.

The Spark of Illumination: Thomas Edison and the Light Bulb

Thomas Edison, an American inventor, significantly impacted the world by inventing the practical electric light bulb. Before this invention, people relied on candles and gas lamps, which were inefficient and hazardous. Edison's light bulb extended productive hours after sunset, enhanced safety, and spurred the growth of businesses and entertainment industries, lighting up homes and cities.



The Digital Revolution: Alan Turing and the Computer

Alan Turing, a British mathematician, is often hailed as the father of computer science and artificial intelligence. During the 1940s, Turing developed the concept of a universal machine, which could solve complex calculations and tasks. His innovative ideas laid the groundwork for the modern computer, a device that has become integral to almost every aspect of daily life, including education, healthcare, and communication.

Connectivity Across Continents: Tim Berners-Lee and the World Wide Web

In 1989, British engineer Tim Berners-Lee invented the World Wide Web, a global system of interconnected computer networks that transformed information sharing and communication. The Web has democratized access to information, fostered global connections, and revolutionized business, education, and government, making it one of the most influential inventions of the 20th century.

Connecting the World: Alexander Graham Bell and the Telephone

Alexander Graham Bell, a Scottish-born inventor, is best known for inventing the telephone in 1876. Bell's invention revolutionized communication, allowing people to talk to each other over long distances instantly. The telephone paved the way for subsequent innovations in communication technology, including mobile phones and the internet, further connecting the global community and facilitating the exchange of ideas and information.

Conclusion

The stories of these inventors and their innovations underscore the profound impact that creative and analytical thinking can have on society. From the wheel to the telephone, each invention paved the way for further advancements, shaping the fabric of modern life and inspiring generations to continue exploring, innovating, and dreaming big.

Instructions

Choose the following strategies, to re-focus and re-engage with the text. Leave space on the next page to implement your strategy if it needs you to. Put a checkmark in front of the strategy you choose.

1)	Making Notes	jot down key ideas and summaries in your own words.	
2)	Doodling / Sketching	Draw related images or diagrams to visualize concepts.	
3)	Chunking Information	Break the text into small sections and summarize each chunk.	
4)	Asking Questions	Write down any questions that arise during reading.	
5)	Summarizing Paragraphs	Write a one-sentence summary for each section.	
6)	Connecting to Prior Knowledge	Note down anything that relates to what you already know.	
7)	Predicting Outcomes	Guess what might happen next or what a section will be about before you read it.	
8)	Pausing and Reflecting	Take a moment to think about what you've read every few paragraphs.	
9)	Discussing with Peers	Share a point or fact with a classmate and discuss.	
10)	Setting Goals	Set small goals, like reading a certain number of lines before taking a brief break.	

Name: _____

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Curriculum Connection
AR.1, CR.7

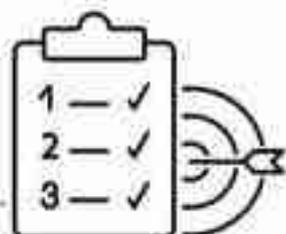
Instructions

Use this space to implement your strategy if it requires you to draw or write.

PREVIEW

Name: _____

MY GOAL PLANNER



My goal is to: _____

Ways I can work toward my goal:

- 1) _____
- 2) _____
- 3) _____



Why this goal is important: _____

New things I will try:

I am going to work _____ read;
harder at: _____

Instructions

Follow the given instructions to fill your weekly reflection table.

- 1) **Week Ending:** Write the last day of the week you're reflecting on.
- 2) **Reading Goal:** Write your specific reading goal for the week.
- 3) **Strategy Practised:** Identify the strategy you focused on this week.
- 4) **Actions Taken:** List the actions you took to practise the strategy.
- 5) **Books/Texts Read:** Note down the titles of the books or texts you read.
- 6) **Observations:** Reflect on what you noticed about your reading. Did the strategy help? Was it difficult or easy?
- 7) **Did I meet my goal?** Simply state yes or no.
- 8) **Next Steps:** Based on your observations, outline your plan for next week. Will you continue with the same strategy or will you choose a new strategy to focus on?

Week Ending			
Reading goal			
Strategy Practised			
Did I meet my goal?			
Actions Taken	Books/Texts Read	Observations	Next Steps
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name: _____

READING LOG

My goal for _____ is _____ minutes.
(month) (number)

Instructions

Write the number of minutes you read each day and then the total for each week. Fill this log each month to reach your reading goals.

SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.

Total minutes read for the month: _____

Activity: Exploring Ecosystems

Objective

What are we learning more about?

To enhance comprehension skills by engaging students in a structured activity that utilizes pre-reading, during-reading, and post-reading strategies to understand and interpret a text.



Instruction

How do we complete the activity?

1) Before Reading:

- **Ecosystem Selection:** Present a list of ecosystems to the class. Allow each student to select one ecosystem they are interested in exploring further.
- **Research and Information:** Guide students to find a suitable article or text about their chosen ecosystem using classroom resources or the internet.
- **Brainstorming:** Once an ecosystem is selected, have students brainstorm what they already know about it and what they hope to learn from the text.
- **Question Formulation:** Encourage students to write specific questions they want the text to answer about their chosen ecosystem.
- **Previewing the Text:** Encourage students to read their chosen text's title, headings, visuals, and any introductory paragraphs to make predictions about the content.
- **Setting a Purpose:** Ask students to set a clear purpose for their reading, focusing on what they aim to learn or understand about the ecosystem.

2) During Reading:

- **Making Connections:** Instruct students to relate the information in the text to their existing knowledge or personal experiences related to the ecosystem.
- **Note-Taking:** Students should take detailed notes on key points and details, using the provided worksheets.
- **Visualization:** Encourage students to visualize the ecosystem as described in the text, paying attention to the use of descriptive language.
- **Adjusting Predictions:** Prompt students to revise their predictions based on the information they gather as they read.
- **Questioning and Inferring:** Students should continuously ask questions to clarify their understanding and make inferences based on the text.

After Reading:

- **Summarization:** Have students summarize the main points of the text, emphasizing the new insights they gained about the ecosystem.
- **Evaluation and Reflection:** Facilitate a class discussion where students evaluate the text's information and reflect on how it added to their understanding of the ecosystem.
- **Review and Extend:** Encourage further research on related topics or unanswered questions that arose during the activity, utilizing classroom or online resources.

BEFORE READING**Instructions**

Choose an ecosystem from the following list. Then fill in the following details before reading the text.

Boreal Forests	Prairies	Subarctic
Rocky Mountains	Coastal Rainforests	Mixedwood Plains
Great Lakes	Wetlands	Northern Taiga
Arctic tundra	Atlantic Maritime	Okanagan Desert

1) Which ecosystem did you choose?

2) What do you already know about the ecosystem?

3) What questions do you have about the text?

4) Write any predictions you made about the text.

5) What is your main purpose of reading this text?

PREVIEW

DURING READING**Instructions**

Fill in the following details while you are reading the text.

1) Relate to the information provided in the text. Think about personal experiences or existing knowledge.

2) Jot down notes on the main ideas and supporting details of the text.

3) Visualize and draw the ecosystem as you read about it.

4) Write questions you have about the text.

PREVIEW

AFTER READING**Instructions**

Fill in the following details after you have read the text.

1) Write a summary of the main idea and supporting details of the text.

2) How has your understanding of the chosen ecosystem changed after reading the text? Describe one new piece of information that was particularly interesting to you.

3) Based on the text, what do you think are the biggest threats to your chosen ecosystem, and what are some possible solutions to these threats?

PREVIEW

**INDEPENDENT
READING
ACTIVITIES**

Independent Reading - Responses

Day 1

Fill in the organizer below before, during, and after reading

Name of Book	
Before Reading: What will this book be about?	

During Reading: What questions you have while you read.	
1)	_____
2)	_____
After Reading: Summarize the book. What was it all about?	

Day 2

Fill in the organizer below before, during, and after reading

Name of Book	
Before Reading: What genre is this - fiction, non-fiction, funny, adventure, etc. Why do you want to read it?	

During Reading: Making Connections - What does this book remind you of in your life?	

After Reading: Make an inference - Something that wasn't stated in the book.	

Independent Reading - Responses

Day 9

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Making Connections - How does the book remind you of?	
Text-to-Self	
Text-to-Text	
Text-to-World	

Day 10

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Summarize - What was the main idea of the book? What were the supporting details?	

Independent Reading BINGO

BINGO

Choose a reading response from a square in the BINGO card.

B	I	N	G	O
Summarize the book in 3 sentences	Make a prediction about what will happen next	Name the main character and describe them in one sentence	Draw a new book cover that you think fits the story	Rate the book between 1-5 and explain your rating
What's your favourite part? Describe it in 3 sentences	Write down a question you would like to ask the author	Describe the setting and explain why it is important	Compare this book to another one you've read. What's similar? What's different?	Tell a friend about the book in 4 sentences
Write down an important lesson you learned from the story	Choose a favourite character and explain why in 3 sentences	Free Space	Describe the author's style. How do you think it was written?	List 3 new facts or ideas you learned from this book
Create a new ending: Write 3 sentences on how you'd end the story differently	What made you laugh or smile in the story?	Write down 3 new vocabulary words you learned and their meanings	Write a diary entry pretending you are a character from the book	Identify the main problem in the story and how it was solved
Would you recommend this book to a friend? Why or why not?	Draw your favourite scene from the book and label it	Write about a moment in the story that surprised you and explain why	If you were in the story, what would you have done differently?	Share a favourite quote and tell why it stood out to you

Block 2: Cultural Text Forms

Focus

- Creation Stories
- Songs from different Indigenous communities
- Adjusting reading rate for comprehension
- Cultural elements – values, rituals, ceremonies, architecture, art, and dance.
- Making connections to these cultural elements
- Visualizing different cultural text forms

Creation Story – First Nation Architecture: Wigwam

In a peaceful forest clearing, young Kitchi and his sister Lelani lived with their family in a special wigwam built by their father, Nahawi. Kitchi always wondered how their home was so sturdy and yet so easy to put up or take down.

One sunny morning, Nahawi decided it was time to teach the kids the art of wigwam-making. "It's not just a house; it's a home that connects Earth and Sky," he said, touching the ground and the top of the wigwam.



They started by choosing young trees for the frame. Nahawi showed them how to bend the young trees into arches, securing them with roots they had dug up. "These arches are like the arms of the Earth, holding up the sky as a brace," Nahawi explained.

For the walls, they used birch bark. Nahawi showed Kitchi and Lelani how the birch trees willingly offered their bark to keep them warm. They laid the bark over the frame, and the wigwam began to look like a home.



"Remember to leave an opening for the spirits," Nahawi said, "so our prayers and thanks can reach the sky." Kitchi and Lelani carefully made the opening, feeling grateful. Finally, they finished the door. They used more birch bark and added a small opening for their mother, Minowin, had made. "Now our home is complete," Nahawi smiled.

That evening, as they sat in their newly built wigwam, Kitchi felt grateful. His sister Lelani whispered, "It's like the wigwam is a living story, telling us about our connection to the Earth and Sky."

And so, in the whispering language of nature and architecture, their wigwam spoke to the sky and listened to the Earth, keeping Kitchi, Lelani, and their family safe and grounded in the wisdom of their ancestors.

Before Reading

Read the title. Can you think of other subject areas related to this topic?
Are there any other forms of architecture you know about?

Comprehension

Is the statement true or false?

1) Nahawi is King Fahd's	True	False
2) They used metal rods to	True	False
3) The wigwam's walls are made of	True	False
4) Nahawi said the wigwam connects the	True	False
5) There is no opening at the top of the wigwam.	True	False

Question

What materials did they use and the why?

Making Connections

What does this text remind you of in your life? Explain.

Indigenous Art – Métis Story

The Beadwork Adventure of Chiara and River

Once upon a time in a small Métis community lived two best friends, Chiara and River. They were both fascinated by their community's rich history of art, especially beadwork.

One sunny day they visited Grandma Lynne, a respected elder in their community, to learn more about Métis beadwork. "This isn't just about making beautiful stories and keeping our culture alive," Grandma Lynne said as she showed them colourful patterns of beadwork.



Chiara and River were so inspired that they decided to create their own beadwork art. They went to the local crafts store and gathered various sorts of colours and shades. Chiara chose colours that reminded her of the sunset, while River chose colours that looked like the forests and rivers around their community.

They both sat under the old oak tree that stood tall in the community square, carefully stringing beads onto thread. It was a quiet, peaceful afternoon, and they could hear the leaves rustling in the wind.

After hours of work, Chiara created a beautiful flower pattern, while River made a sash with zigzagging lines. They couldn't wait to show Grandma Lynne their creations. When she saw their work, her eyes twinkled like stars. "You've done an excellent job! This is exactly how our stories and traditions live on," she said.

And so, Chiara and River became a part of the chain of artists and storytellers in their community, learning that art isn't just about making something beautiful. It's also about keeping memories, stories, and an entire culture alive and well. And that was the most beautiful thing of all.

Pre-Reading

What do you know about indigenous artwork? List three other forms of art you know.

Draw

Draw a pattern you would like to create with Métis Beadwork.

--

PREVIEW

Comprehension Check

Is the statement true or false?

1) They went to a museum to get beads for their art.	True	False
2) Chiara chose colours that reminded her of the sky at sunset.	True	False
3) River made a sash with a circular pattern.	True	False
4) They worked on their beadwork in Chiara's backyard.	True	False
5) The story says that art is only about making something pretty.	True	False

Indigenous Dance – Inuit Story

Visualizing

Illustrate the story by drawing what you are picturing while you read.

The Dance of the Northern Lights

In a small Inuit community near the Arctic Circle, lived a young boy named Tuktu and his sister Nuka. They were very excited because the annual Snow Moon Festival was just days away. It was the time when families gathered to celebrate the bright moon and the beautiful northern lights, which they believed were the spirits of their ancestors dancing in the sky.

Their Grandma Siva taught them the traditional dance of the festival. "You see," she said, holding up her colourful parka, "the patterns on this parka were inspired by the northern lights. We dance at the festival to honour our ancestors."

For days, Tuktu and Nuka practiced their dance moves. Tuktu had a drum made of seal skin, and Nuka had ulu-shaped clappers. They used the drum to mimic the walking of a polar bear and swayed their arms like the waves of the ocean.

Finally, the night of the Snow Moon Festival arrived. The community gathered around a bonfire, the children's faces glowing from the flickering flames. Tuktu and Nuka felt a mix of excitement and nerves.

As they began to dance, the northern lights started to appear in the sky, casting green and pink glows on the snow-covered ground.

Everyone joined in, and it seemed as if the very air was dancing. Grandma Sana looked up towards the sky and smiled, "Look, the spirits are pleased; they have joined our dance!"

As Tuktu drummed and Nuka danced, they both felt a warm connection to their ancestors and their land. When the dance was finished, they looked up and felt as if the swirling colours of the northern lights were giving them a standing ovation.

With hearts full of joy and a sense of deep connection to their heritage, Tuktu and Nuka knew they would keep this tradition alive for many more Snow Moon Festivals to come.

Indigenous Rituals – Haida Story

The Gift of the Potlatch

In a coastal village, lived a young Haida girl named Kaya and her best friend, Talia. They were buzzing with excitement because Kaya's family was hosting a Potlatch, a special ceremony where people come together to share food, stories, and gifts.

Kaya's Grandfather Yalen explained the importance of the Potlatch ceremony to honour our ancestors and our traditions, he said while carving a totem pole. "Through giving, we strengthen our community."



Kaya and Talia spent weeks helping their family prepare. They folded cedar bark to make baskets, filled them with salmonberries, and they sewed blankets with intricate patterns that told stories of their community. Each blanket was a gift for the guests.

Finally, the day of the Potlatch arrived. The village was filled with the aroma of smoked salmon and the sound of drums. People from near and far entered the room wearing their finest robes, adorned with symbols of their ancestors.

Grandfather Yalen welcomed everyone and shared a story of their ancestors. Then he started distributing gifts. When it was Kaya's turn, she gave Talia a basket of salmonberries. "Thank you, Kaya," Talia whispered, her eyes shining.

As the ceremony continued, dancers took the floor, imitating the animals in their stories. Kaya and Talia felt a deep sense of pride and connection to their people.

As the sun dipped below the horizon, Kaya felt grateful. She understood that the Potlatch was not just about giving things; it was about giving love, respect, and honour to each other and their ancestors.

So, as the final drumbeats echoed and the last of the gifts were exchanged, Kaya knew that the true gift of the Potlatch was the unity and strength it brought to her community.

Before Reading

Predicting: What will this story be about?

Making Connections

Make a connection to self, text, and world.

Text-To-Self: How does the story remind you of in your life?

Text-To-World: What does the story remind you of that is happening around the world?

Text-To-Text: What does the story remind you of from another book you have read?

Comprehension Check

Circle the best answer to the questions.

1) What is Yalen carving?	A totem pole	A canoe
2) What are the cedar bark baskets filled with?	Salmonberries	Apples
3) Who is Kaya's best friend?	Yalen	Talia
4) What First Nation does Kaya belong to?	Haida	Ojibwe
5) Where does the Potlatch take place?	In a longhouse	In a school
6) What is the main food aroma at the Potlatch?	Smoked salmon	Fried chicken

Block 3: Reading Letters

Focus

- Voice in letters
- New vocabulary, grammar rules, cohesive ties, sentence structure specific to letters
- Bias in texts (as applicable in letters) – Implicit and explicit perspectives in various texts
- Making inferences after reading – local inferences and global inferences using explicit and implicit evidence – do you listen to a letter persuading you?

Email Writing – New Vocabulary

Subject: Get Ready for Our Super Space Adventure! 🚀

Hello Future Astronauts,

Buckle up because we're going on an extraordinary trip through outer space! 🌐 We're going to learn about celestial bodies, luminaries, and even black holes. Yep, our classroom is transforming into a "Space Station" for the forthcoming weeks!

First stop, we'll become "Planet Custodians." We'll collaborate and learn how to preserve our planet from space detritus by examining things like recycling in space! How fun!

But wait, there's more! A professional astronomer will visit our class to inform us about optical instruments and how to identify various phenomena in the sky. 📖

At the conclusion of our excursion, we'll host a "Space Symposium." You and your comrades will get to exhibit your findings with posters, replicas, and even some cosmic activities. 🌟

Got inquiries? Require additional specifications? Let us know.

See you all in class,
Mrs. Carter

Vocabulary

Read the email and write any words that you find interesting. Then look up their meaning.

Word	Meaning – Use Context Clues or Look Up Word Meanings

Letter Writing – Implicit and Explicit Perspectives

Bias in Letters: Imagine you love playing soccer. If you write to everyone that soccer is the best sport and all other sports are boring, that's called "bias." It means you're sharing only your opinion and not thinking about other options.

Implicit Perspective: This is a bit sneaky. The writer doesn't come right out and say what they feel, but they give hints. For example, if your friend writes, "Math tests are okay if you like impossible puzzles," they didn't say they dislike math tests, but you can kind of guess they're not thrilled about them.

Explicit Perspective: This is super easy to understand! The writer tells you exactly what's on their mind. If they write, "I think swimming is so much fun," there's no guessing game. It's clear that they really enjoy swimming.

Instructions Read each opinion. How being implicit or explicit in their perspective?

1) Ice cream is the best thing to eat.	Implicit	Explicit
2) History class is interesting. I like studying the past.	Implicit	Explicit
3) I absolutely love going to amusement parks.	Implicit	Explicit
4) Camping is the most fun way to spend a weekend.	Implicit	Explicit
5) Vegetables are the healthiest food you can eat.	Implicit	Explicit
6) Reading is all right if you have nothing else to do.	Implicit	Explicit
7) I know all the lyrics to songs from that band.	Implicit	Explicit
8) She always seems to have that author's books on her desk.	Implicit	Explicit

Explain The perspectives below are implicit. Can you figure out how they feel?

1) If you enjoy wasting water, then long showers are fantastic.

2) Eating junk food is wonderful if you don't care about your health.

3) I've visited that amusement park so many times; I can't even count them anymore.

Letter Writing – Bias in Advertising

Dear Awesome Students,

Hey there! I'm Dino Dave, the world's greatest dinosaur explorer and puzzle solver! Guess what I have for you today? It's the Dino Dave Adventure Kit, and trust me, this kit will take you on an adventure you'll never forget!

This isn't just any old kit; it's a magical kit that will turn you into a real-life explorer! Wanna dig up dino bones? This kit has all the tools! Crazy about treasure hunts? It comes with maps and more! It's 10 times more exciting than any video game you've ever played. If you don't get it, you're missing out on some serious fun.

Hurry! The Dino Dave Adventure Kit will make you the most adventurous kid in school, just like me, Dino Dave!

See you on the adventure!

Your future favourite explorer

Dino Dave 🦖



Questions

Answers to questions

1) Is Dino Dave biased in his opinion that the kit is the best? Explain.

2) Is Dino Dave giving you the full story, or just his own opinion? How do you know?

3) Why do you think Dino Dave wrote this letter?

4) Are there a lot of biased opinions in advertising? Explain and give an example.

Letter Writing – Inferences

Edmonton, Alberta
September 25, 2023

Dear Cousin Aiden,

I hope this letter finds you in good spirits in Vancouver. School started a few weeks ago, and our new teacher, Ms. Patel, is really focused on helping us understand the bigger picture of history and human experience. One of the most impactful experiences I had recently was visiting a Holocaust Memorial with my class.

The memorial served as a place of remembrance for the millions of people who lost their lives during the Holocaust, a terrible time in history. We listened to a speaker who talked about the importance of never forgetting these events. She encouraged us to think about how happy people treat others as less than human just because of their religion or ethnicity. The visit was emotionally heavy but it really got me thinking about the value of human life and the importance of standing up for what is right.

Ms. Patel had us reflect on the visit and we had a very moving classroom discussion. Many of my classmates shared their thoughts on how we can make sure that history does not repeat itself. Some talked about the importance of education and awareness, while others emphasized the need to stand up against prejudice and hatred in all its forms.

It's not easy to think about these things, but it feels necessary. Understanding the past helps us shape a better future. It's made me appreciate the freedom in our country and the need to respect and honour that.

On a lighter note, our school has started a book club, which I've joined. We're currently reading a fantasy adventure book. Since you're into fantasy novels, maybe you can read it too, and we can discuss it next time we chat?

Mom and Dad are planning a weekend trip to a pumpkin patch. I'm excited about it, especially with Halloween coming up. What are your plans for Halloween this year?

Give my regards to Aunt Lisa and Uncle Steve. I'm really hoping we can catch up in person during the winter holidays.

Wishing you all the best,
Oliver

Letter Writing – Inferences

Local Inferences

Make inferences from the sentences below.

"It's not easy to think about these things, but it feels necessary"

"We have people who talked about the importance of never forgetting these events"

"Understanding our past helps us shape our future"

PREVIEW

Global Inferences

Make four inferences from the entire text.

Block 4:

Narratives

Focus

- Indigenous storytelling – norms, sports, values, artifacts, music
- Include cultural text forms – indigenous story telling, songs
- Identify narrators' point of view
- Indigenous Storywork
 - Indigenous Storywork is built on the seven principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and synergy.
- Literary devices – Hyperbole and Idioms
- Sequencing the events of multiple plots in a story, explaining the cause and effect
- Flashbacks, antagonists, protagonists, stock characters, story within the story.

What is Indigenous Storywork?

Preface

Welcome to this report on **Indigenous Storywork**, a special way of teaching from Canada's Indigenous nations. We'll explore what it is, the Seven Principles, and why it's important.

What is Indigenous Storywork?

Indigenous storywork is more than just telling stories. In Indigenous **cultures**, stories are passed down from **elders** to younger people. These stories teach important lessons about life, not just for the individual but for the community. Imagine a grandparent telling a story that has been told for hundreds of years! Each story is like a treasure chest, full of **wisdom**.

The Seven Principles of Storywork

In Indigenous Storywork, there are seven guiding principles:

- **Respect:** Being courteous and honoring others.
- **Responsibility:** Completing your duties to your community.
- **Reciprocity:** The practice of mutual giving and receiving to the community.
- **Reverence:** Holding deep admiration and respect for something almost sacred.
- **Holism:** Recognizing the interconnectedness of everything.
- **Interrelatedness:** Learning how every part in a system is related to others.
- **Synergy:** Working together to create something that is more powerful than individual efforts put together.



Why It Matters

This type of storytelling helps us understand the world from the Indigenous perspective. It promotes respect and understanding for cultures that have been here for a long time.

Glossary

- **Indigenous:** First people to live in a place.
- **Elders:** Older people with wisdom.
- **Wisdom:** Deep knowledge.
- **Cultures:** Way of life for different communities – food, clothing, art, etc.

True or False

Is the statement true or false?

1) The Seven Principles are taught in different Indigenous stories.	True	False
2) Indigenous Storywork helps us understand the Indigenous perspective.	True	False
3) "Elders" in the glossary refers to older people with wisdom.	True	False
4) "Wisdom" in the glossary means lack of knowledge.	True	False
5) Indigenous Storywork promotes disrespect for cultures.	True	False

Questions

Answer the questions below.

1) Why is Indigenous Storywork considered significant?

2) Paraphrase the 7 principles by rewriting them in your own words in one sentence each.

Respect	
Responsibility	
Reciprocity	
Reverence	
Holism	
Interrelatedness	
Synergy	

Indigenous Storywork - Narrative

The Tale of Wise Elder Nokomis and the Three Stones

Long ago, in an Indigenous community, there lived an elder named Nokomis. She was known for her wisdom and the stories she told around the fire.

One day, a group of children gathered to listen. "Today, I will tell you about the Three Stones of Life," she began.



Stone 1: Responsibility

"First," she said, holding a smooth, blue stone, "this stone represents Responsibility. In our community, it is everyone's duty to look after the land, the water, and each other. Once, a young man named Takoda ignored this. He threw trash into the river because he was lazy and did not have a proper place for it. Soon, the fish became sick, and the whole community suffered. We learned to be responsible only after he had to help clean the river and nurse the community back to health."

Stone 2: Respect

Next, she showed them a green stone. "This is the Stone of Respect. We must honor all living things and our ancestors. A girl named Amara learned this lesson. She would pluck flowers carelessly and step on plants. But when she realized that she was hurting the spirits of the Earth, she started treating everything with respect, just as her ancestors had taught her."

Stone 3: Interrelatedness

Finally, Nokomis held up a red stone. "This is the Stone of Interrelatedness. It reminds us that we are all connected. Wabanang, a young boy, would always take all the berries and never leave some for the animals. Eventually, the animals moved away, and the berry bushes stopped growing. Wabanang understood that what he did affected everyone and everything else."

As Nokomis placed the three stones back into her pouch, she looked at the children. "Remember, each of you holds these stones within you. Be responsible, show respect, and never forget how interconnected we all are."

The children nodded, grateful for the wisdom they had gained. From then on, they remembered the lessons of the three stones and lived in a way that honored their community and the Earth.

And so, the tale of Wise Elder Nokomis and the Three Stones became a cherished lesson for generations to come.

Questions

Answer the questions below.

1) What characters were in the story? Describe their personalities.

2) Why are stories told to the younger kids in Indigenous communities?

Storywork Traits

What Indigenous Storywork traits did you see in this story? How were these three traits demonstrated?

Responsibility	<hr/> <hr/> <hr/>
Respect	<hr/> <hr/> <hr/>
Interrelatedness	<hr/> <hr/> <hr/>

Narrator's Point of View

The narrator's point of view is about who is sharing the tale. There are three main types you'll often see:

- **First-Person:** A person in the story is the one telling it. They'll use words like "I" and "we." Example: "I discovered a hidden cave!"
- **Second-Person:** The story speaks directly to you, making you a character in the plot. It uses words like "you" and "your." Example: "You stumble upon a hidden cave!"
- **Third-Person:** A narrator who isn't part of the story shares it. This style uses words like "he," "she," and "they." Example: "Tommy discovered a hidden cave!"

Each type of point of view gives a special touch to the story, making it feel different each time you read it.

Instructions Read the story prompts and decide which point of view is being used.

1) I tripped over the hidden cave.	First	Second	Third
2) You find a mysterious key.	First	Second	Third
3) He saw a shooting star.	First	Second	Third
4) We laughed at the clown's joke.	First	Second	Third
5) You pull the secret book from the shelf.	First	Second	Third
6) She sings her heart out.	First	Second	Third
7) I solved the final riddle.	First	Second	Third
8) You leap over the puddle.	First	Second	Third
9) They danced until midnight.	First	Second	Third

Book Hunt Look in your classroom for books that are written in different points of view.

Name of Book	Point of View

The Story of Solar System – Different Points of View

First-Person:

Hi there! I'm Sunny, the Sun at the centre of the solar system. Let me tell you about my planetary friends. Closest to me is Mercury, who's super fast, going around me in just 88 Earth days! Venus is next, and she's the hottest of the bunch. Earth is special because it has life, like you! Mars is my red buddy, always curious about visitors.

After the asteroid belt, we get to the gas giants—Jupiter, Saturn, Uranus and Neptune. They're big and a little mysterious. Pluto's a dwarf planet too; he used to be a planet but got a new title.



Second-Person:

Imagine you're soaring through space. First, you zip by Mercury, feeling the intense heat from the Sun. Next, you see Venus covered in thick clouds. Now you're at Earth, waving to your friends. You take a look at Mars, noticing its red soil.

Whoosh! You fly past the asteroid belt and reach Jupiter. Saturn's rings are like nothing you've ever seen. You move on to Uranus and Neptune; they're so far out! Finally, you wave hello to Pluto, who's a dwarf planet.

Third-Person:

In the solar system, the Sun sits majestically at the centre, radiating light and warmth. Mercury speeds around it, completing a full orbit in less than 90 Earth days. Venus, covered in dense clouds, is next in line. Earth, the only planet known to have life, is third from the Sun. Mars, the red planet, appears inviting but is mostly desert.

After the asteroid belt, Jupiter, the largest planet, comes into view. Saturn's stunning rings make it unique. Uranus and Neptune, the ice giants, are next, both mysterious and distant. Pluto, once considered a planet, is now known as a dwarf planet and sits at the edge of the solar system.

Advantages/Disadvantage of Points of View

Version 1: First-Person Point of View

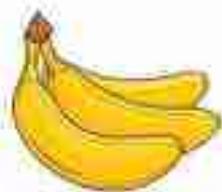
Hey there, I'm a jar of Canadian Maple Syrup, and I've got pals who are a big deal in exports and imports. Take my friend, Blueberry, for instance. She goes all the way to Japan!

Then, we've got Mr. Salmon, who swims from the Atlantic Ocean to markets in Europe. Guess what? We also welcome imports. Like, Bananas! She comes from faraway places like Ecuador to brighten up our breakfast.



Version 2: Second-Person Point of View

Imagine you're a farmer who has just harvested bushels of blueberries. You pack them up, and off they go. You feel good knowing your hard work will be enjoyed halfway across the world.



Then, picture yourself as a shopper in a Canadian supermarket. You see bananas and coffee on the shelves. You realize, "These come from different continents!" It's like the best of both worlds—just grocery shopping!

Version 3: Third-Person Point of View

In Canada, exports and imports are like a two-way street. On one side, Canada sends out its delicious maple syrup, fresh blueberries, and high-quality salmon to countries worldwide. These exports not only earn money but also share a taste of Canadian culture.

On the other side, Canada receives imports like bananas from Ecuador and coffee from Colombia. These imports add variety to Canadian lives, offering flavours and products from around the globe.

So, whether it's maple syrup flying to other countries or bananas coming into Canada, exports and imports make the world an exciting, connected place!

Advantages/Disadvantage of Points of View

Analyze

Read the versions of the short story and describe the benefits/drawbacks of each point of view

Advantages of the Point of View

First Person	Second Person	Third Person

Disadvantages of the Point of View

First Person	Second Person	Third Person

Reflect

Which story is your favourite version? Explain why.

Hyperbole & Idiom

Literary devices are nifty tools that writers use to spice up their stories and make them extra exciting to read. These tricks help us picture what's happening, tap into our feelings, and understand what the story wants to tell us.

- **Hyperbole:** This is when you exaggerate something to make a point or add emphasis. It makes things more dramatic and catches your attention. Example: "I'm so hungry, I could eat a horse!"
- **Idiom:** These are phrases that don't mean exactly what the words say. They have a different meaning that you have to figure out. Example: "It's raining cats and dogs outside." It doesn't mean pets are falling from the sky, it means it's raining really hard.



Think Read the story below and find examples of hyperboles and idioms

One sunny day, Timmy the Tortoise was so slow, he made snails look like race cars! He always felt like the world was moving at the speed of light around him. "I wish I could be as fast as lightning," he sighed.

Then, his friend Benny the Butterfly fluttered over with a long face. "Timmy?" "I'm tired of being slower than molasses," Timmy groaned.

"Don't count your chickens before they hatch," Benny teased. "You have something none of us have: patience!" Just then, a gust of wind whirled by, turning the sky so dark it looked like midnight at noon. "Oh no, I forgot my umbrella!" Benny cried. "It's raining cats and dogs!" Benny exclaimed.

"Don't worry, just stand under my shell," Timmy offered. Benny realized Timmy was right. Sometimes, slow and steady wins the race, especially when the sky is dark. Benny learned that every cloud has a silver lining, especially when you're as slow as Timmy.

Hyperbole	
Hyperbole	
Hyperbole	
Idiom	
Idiom	
Idiom	

Hyperbole - Visualizing

Visualize

Draw what you are picturing when you read the hyperboles below

Her smile was as bright as a thousand
suns.

His backpack weighed a ton.

She ran as fast as a cheetah on a sugar
rush.

The tree was tall enough to touch the sky.

PREVIEW

Idiom - Visualizing

Visualize

Draw the literal meaning of the idioms below. Then explain the figurative meaning - what the idioms really mean.

"The ball is in your court."

Meaning

"Don't cry over spilled milk."

Meaning

"It's raining cats and dogs."

Meaning

"Bite the bullet"

Meaning

PREVIEW

Simile

A **simile** is a way to describe something by comparing it to something else, using the words "like" or "as." It helps make our writing more interesting and helps people picture things better. For example:

- The moon is like a big, round ball of cheese.
- Her smile is as bright as the sun.
- The cat roared like a lion.
- The winter was as cold as ice.



This is a story. Read the story below and find examples of simile.

Once upon a time, Sally had a garden that was as colourful as a rainbow. She loved her flowers, which she tended every day. One day, a butterfly as graceful as a ballerina flew into her garden. Sally's heart was as light as a feather watching it flutter around.

Soon, clouds as fluffy as cotton balls gathered overhead. Sally knew rain was coming. "Oh no, my new seeds!" she thought. They need water, but not too much, or they would drown. Sally ran as fast as a cheetah to her garden. She opened an umbrella to cover the seeds.

Raindrops fell as softly as whispers from the sky. The plants drank up the water. A few kids in the rain. After it stopped, the sun came out as bright as a diamond. Sally's garden had made a new friend—the butterfly stayed!

The end of this tale leaves everyone as happy as a clam, especially Sally and her fluttery friend.

Simile

Scavenger Hunt

Find books that have examples of similes

Book Name	Example - Describe or quote the example.
"Where the Wild Things Are"	Max's room became a forest, as wild as his imagination.
"The Tale of Despereaux"	The mouse's tail is as long as a spaghetti noodle.

Match The Column

Match the sentence in Column A with the word from Column B that shows a simile.

Column A	Column B
As busy as	a feather
As light as	honey
As brave as	a racecar
As fast as	a bee
As sweet as	a lion

Metaphor

A **metaphor** is a way to talk about one thing by calling it something else. It helps us make a picture in our minds. For example, when we say "The world is a stage," we don't mean it's really a stage, but we understand life better by thinking of it that way.

- The moon is a glowing cookie in the sky.
- Her eyes are shining stars.
- The classroom is a zoo today.
- His pocket is a treasure chest.



Think

Read the story below and find examples of metaphors.

Once upon a time, Max lived in a house that was a castle to him. Max loved cheese, which was his golden treasure. One day, he heard that Farmer Bob's barn was a cheese paradise. Max decided to go on an adventure.

Max was a tiny race car, zooming through the field. The grass was a green ocean, and Max swam through it. Finally, he reached the barn, which stood like a giant guarding its secrets.

Inside, he saw cheese stacked like mountains. Max was a mouse, sneaking with joy. He quickly filled his tiny bag, thinking it was a magic bag that could hold anything. But then, he heard a meow. Uh-oh! The barn was also a silent ninja in the shadows.

Max ran as if his feet were rockets. He dashed back to his house, which now felt like a safe island. Max learned that adventures can be exciting but also risky. From then on, his home was his favourite paradise.

Metaphor

Scavenger Hunt

Find books that have examples of metaphors.

Book Name	Example - Describe or quote the example.
"Corduroy"	The department store is a wonderland.
"Harold and the Purple Crayon"	The crayon is Harold's magic wand.

Match The Column

Match the words in Column A with the most metaphorical descriptions in Column B to create complete sentences.

Column A	Column B
Time	a guiding light
The teacher	a white blanket
The storm	a ticking clock
The snow	a ray of sunshine
The baby's smile	a tornado

Imagery

Imagery in stories is when the writer uses words to create pictures in your mind. It's like painting with words so you can see, hear, smell, taste, or touch what's happening in the story without being there. Here are three examples:

- **See:** The big, yellow school bus rumbled down the street, looking like a cheerful banana on wheels.
- **Smell:** The air smelled like fresh cookies from the oven, sweet and warm, making my tummy rumble.
- **Hear:** The mouse's squeak was as soft as a whisper, like a secret just for me.



Think Read the passage and underline examples of imagery. Then write them below.

In the mountains of Peru, where the snow-capped peaks touch the sky, lived a girl named Marisol. The sun painted the morning sky in shades of orange and red, and the air was filled with the scent of blooming flowers. Marisol loved to wander through the bustling market, where the vibrant colors of the stalls and the sounds of vendors calling out to customers were everywhere. She loved the smell of spicy corn and sweet tamales.

In the daytime, Marisol worked with her grandmother, who made colorful textiles. She learned to weave and dye fabrics quickly to make cloth with lots of colours. The market, where she sold her goods, was full of laughter and chatter, as bright and colourful as parrots. The food stalls were full of delicious dishes.

At night, Marisol gazed up at the twinkling stars, feeling the cool breeze beneath her feet. The cool breeze carried the promise of adventure, and she knew her heart belonged to the beautiful land of Peru, wrapped in a blanket of history and dreams.



Scavenger Hunt

Find books that have examples of imagery.

Book Name	Example - Describe or quote the example.
"The Enchanted Forest" by Emma Johnson	"The trees whispered secrets to the wind, and the leaves danced like golden coins falling from the sky."

PREVIEW**Describe**

Describe the objects below as clearly as possible.

Object	Description
	
	
	

Imagery

Instructions

Imagine you were the one that took this picture. Think about where this picture was taken. Describe using your five senses.

- What do you see?
- What do you hear?
- What do you feel?
- What do you smell?
- What do you taste?











Imagery - Sensory Language

Sensory language in imagery involves using words that appeal to our five senses: sight, hearing, smell, taste, and touch, to create vivid pictures in the reader's mind. This type of language helps you experience the story as if you were there. Here are examples for each sense:

- **Sight:** sparkling, shadowy, vibrant
- **Hearing:** thundering, whispering, chirping
- **Smell:** fragrant, musty, fresh
- **Taste:** tangy, bitter
- **Touch:** fuzzy, salty

By using sensory words, writers can make their descriptions more engaging and realistic, allowing readers to fully immerse themselves in the text.

Instructions

Sort the sensory words from the word bank according to the sense that it relates to and place it in the correct section.

Muffled	Bland	Aromatic	Dim
Bitter	Rustling	Bright	Sizzling
Tart	Glistening	Whispering	Musty
Fuzzy	Salty	Glowing	Fragrant

Sensory Language – My Favourite Place

Instructions

Think of your favourite place. Come up with a picture of it in your head. In the respective boxes, list all the things that you see, smell, touch, hear, and taste at this place.

1) What is this place?

2) Where is this place?

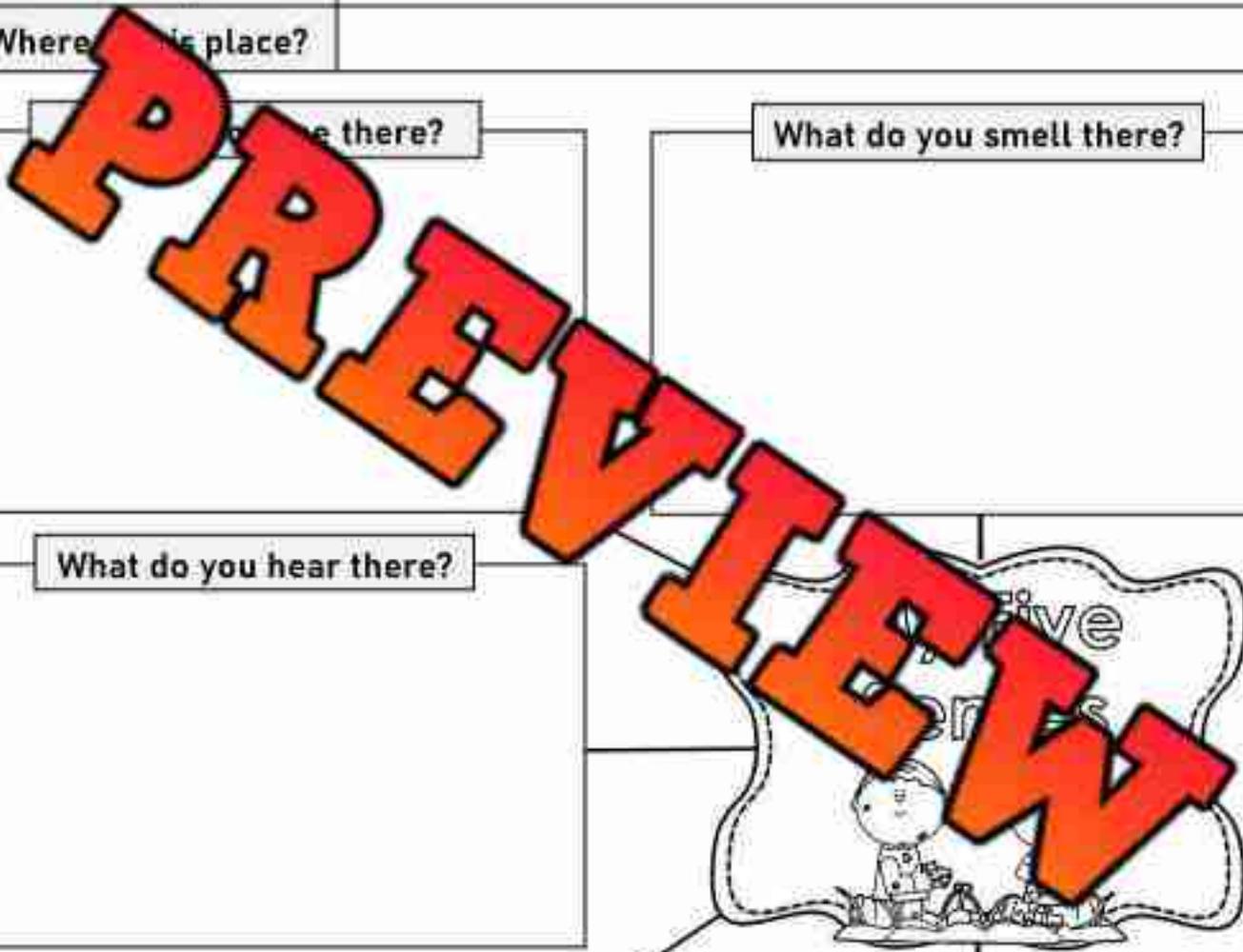
What do you see there?

What do you smell there?

What do you hear there?

What do you touch there?

What do you taste there?



Sequencing the Plot of a Story

A) Tommy couldn't believe his eyes. There, shining in the night sky, was Orion, a constellation he'd just read about! His heart raced with excitement as he took out his telescope to get a closer look.

B) Tommy was a space enthusiast. He loved reading about galaxies, stars, and constellations. His room was like a mini planetarium, filled with glow-in-the-dark stars and space posters.

C) "Tommy, what a fantastic observation!" said Mr. Johnson, his science teacher and advisor of the school's astronomy club. "Don't forget to jot down your findings." Tommy nodded and started writing notes in his special stargazing journal.

D) Armed with binoculars, a telescope, and that trusty journal, Tommy was part of the after-school astronomy club. They were having their first stargazing event in the school's soccer field.

E) Finally, with Orion perfectly lined up in the telescope, Tommy sketched the constellation into his journal. He couldn't wait to share his findings in class.

F) The next day, Tommy and Mr. Johnson looked over his work. "This is amazing; you've even captured Orion's belt accurately," Mr. Johnson said, smiling. "You're becoming quite the young astronomer!"

G) Earlier, when Tommy got off the school bus, he was full of nervous excitement. But the second he saw Orion shining brightly in the sky, he felt all his nerves melt away.

H) A week later, Tommy presented his findings to the astronomy club. He listened closely as he described Orion's main stars. He felt super proud; he had not only contributed to the club but also moved one step closer to his dream of becoming an astronomer.



PREVIEW

Sequence

Write the order of the story using the letters for each paragraph. Then draw what you visualized when you read the story.

Plot Sequence	

Narrative Writing - Cause and Effect

In stories, "cause and effect" tells us that something happens because of something else. Think of it like a chain where one action leads to another.

- Cause: It rains. Effect: People use umbrellas.
- Cause: You study hard. Effect: You get good grades.
- Cause: A dog barks. Effect: People turn to look.



Instruction: Is the underlined part of the sentence the cause or effect?

1) She <u>practices piano every day</u> , and now she can play complex songs.	Cause	Effect
2) The car ran out of gas, <u>causing it to stall on the highway</u> .	Cause	Effect
3) The team worked together <u>to win the championship</u> .	Cause	Effect
4) He <u>didn't water the plants</u> , so they wilted.	Cause	Effect
5) She <u>turned on the heater</u> , making the room cozy.	Cause	Effect
6) He left food out overnight, <u>so ants invaded the kitchen</u> .	Cause	Effect
7) She forgot to set her alarm, <u>causing her to be late for work</u> .	Cause	Effect
8) The <u>movie was interesting</u> , so everyone paid attention.	Cause	Effect
9) The cat knocked over the vase, <u>leading to a mess on the floor</u> .	Cause	Effect

Think: Think of either the cause or effect that matches below.

Cause	Effect
She ate too much candy,	
	helped him get a new job.
She forgot her umbrella,	
	so nobody ate it.

Biodiversity Story – Cause and Effect

A Transformation in Maple Creek: Unity for a Healthier Planet

Once upon a time in the scenic Canadian town of Maple Creek, Fiona the fox, Oliver the owl, and Stanley the salamander were the best of friends. They thrived in their forest, filled with towering trees, pure rivers, and wide-open skies. But things started taking a turn for the worse, and they couldn't just stand by.

Fiona, who used to find abundant berry patches, now struggled to find even a few. This was because humans were cutting down the trees that she relied on for shade and nutrients.



Oliver had another problem. He usually had an array of insects to feast on, but now they were becoming scarce and hard to find. The reason was clear: the garbage dumped in the river by humans polluted the water, affecting not just the fish but also the insects that lived near the water's edge.

Stanley's wetland, once a lush habitat, started to dry up. He found out that farming machines were draining the swamps to turn them into agricultural land, taking away the water he needs to survive.

Just when things seemed dire, they met Raj, an energetic young boy who was passionate about nature and wildlife. He was happy to help and agreed to help them get their message across to the townspeople.

At the next community meeting, Raj spoke fervently. "Our actions have serious consequences," he said. "By cutting down trees, we're not just building homes for ourselves but taking them away from animals like Fiona and Oliver. Our trash in the river doesn't just disappear, it affects the ecosystem and harms creatures like Stanley."

Stirred by Raj's compelling speech and the animals' sad stories, the people of Maple Creek sprung into action. They established a conservation area, ensuring that Fiona, Oliver, and Stanley had a secure and healthy environment. They initiated a town-wide recycling program to cut down on pollution, which led to cleaner rivers and a return of insects for Oliver to eat. Lastly, they put a stop to draining the wetlands, allowing Stanley's habitat to recover and flourish.

In time, Fiona rejoiced as berry patches sprung up once more, Oliver was thrilled to see insects buzzing around, and Stanley felt at home again as his wetland was restored to its natural state. They had all learned an important lesson: impactful change is possible when a community unites to take good care of the Earth.

Cause/Effect

Fill in the table below, explaining the cause or the effects.

1) Think of the effects that go with the causes below.

Trees cut down

River polluted with garbage

Wetlands drained for farming

2) Think of the causes that go with the effects below.

community motivated to change.

animals regain secure habitat,

cleaner rivers benefit ecosystem.

Think

Write any causes you can think of from the book.

Plots

Plots are events/problems that happen. Write the 3 plots from the story.

PREVIEW

Story – The Great Prairie Race

The Great Prairie Race

In the vast, open prairies of Alberta, young Sarah prepared for the annual Prairie Kite Contest. Sarah, a creative and determined girl, had spent weeks crafting her kite. Her dream was to win against the reigning champion, Derek, known for his flashy, high-tech kites.

Sarah's best friend, Lily, always cheerful and supportive, helped her add special touches. "This kite's going to soar high into the sky of glory!" Lily exclaimed.

On the day of the contest, the prairie was bustling with excitement. Sarah's kite, painted in vibrant colors and patterns, stood out among the crowd. Derek smirked, confident with his latest invention. "Good luck, you'll need it," he taunted.

As the contest began, a gust of wind sent Sarah's kite dancing gracefully into the azure sky. Sarah's kite danced gracefully, catching everyone's eye. Derek, determined to be outdone, used a remote control to perform elaborate tricks. The crowd roared and cheered.

Suddenly, a strong wind swept through, tangling Sarah's kite strings. Sarah's heart sank. Derek, frustrated, tried to catch up, but the wind only worsened the tangle.

Remembering an old tale from her grandpa about prairie winds, Sarah patiently navigated her kite, untangling the strings. The crowd cheered as she regained free again.

In the end, Sarah's kite reached the highest, and was declared the winner. Derek, impressed by her skill, approached her. "I guess fancy gadgets aren't everything. Well done, Sarah," he admitted graciously.

Sarah smiled, proud not just of winning, but of overcoming the challenge with patience and wisdom. Lily hugged her, saying, "You showed everyone what true skill looks like!"

As they walked home, the sun setting over the prairie, Sarah felt grateful for the experience. It wasn't just about winning; it was about facing challenges with courage and grace.



A **protagonist** is the main character at the center of a story who makes decisions, deals with consequences, and faces obstacles. An **antagonist** is an opponent of, or force acting against the protagonist and often gets in the protagonist's way or creates challenges. A **stock character** is a stereotypical figure recognized from familiar literature and traditions.

Character Analysis

Answer the following questions.

1) Describe Sarah's personality and characteristics. What makes her the protagonist of the story?

2) In what ways does _____ create challenges for Sarah? Describe his role as an antagonist.

Evaluation/Reflection

Answer the questions.

1) What do you think is the main message or theme of the story? What is the author's purpose in conveying this message through its characters and events?

2) If you were to add another character to the story, who would it be and what role would they play?

Tragedy Story

Whiskers In The Wind

In the heart of a bustling city, there was an old, cozy apartment where Maya lived with her beloved cat, Whiskers. Maya, a kind-hearted and imaginative girl, shared a special bond with Whiskers, who had been her companion since she was very young. Whiskers, with his sleek black fur and bright green eyes, wasn't just a pet; he was Maya's constant and friend.

Their lives took an unexpected turn one stormy evening. The wind howled outside, rattling the windows, and Whiskers disappeared under his bed. In the chaos of the storm, Maya noticed a window had blown open. The next morning, Whiskers was nowhere to be found.

Maya searched everywhere, calling his name through the rain-soaked streets, but Whiskers vanished like a shadow in the night. Her parents helped by putting up posters and asking neighbours, but weeks went by with no sign of him.

As time passed, Maya's hope began to fade. She missed Whiskers and the comfort of his presence. Her once vibrant art, filled with life, now reflected her deep sense of loss. Her parents watched helplessly as the light in Maya's eyes dimmed.

One day, while walking home, Maya thought she saw Whiskers in the distance. Her heart leaped, but as she drew closer, she realized it was just another black cat, not her Whiskers. The realization hit her hard. Whiskers was more than just a cat; he was a part of her, a part that she might never get back.

Maya never stopped missing Whiskers. She learned to live with the emptiness, but the special place in her heart that belonged to Whiskers remained untouched. It was a constant reminder of her first experience with loss, a tender scar that would stay with her forever.



Character Analysis

Answer the following questions.

1) Describe Maya's relationship with Whiskers. How does this relationship impact the story?

2) Analyze how Maya's character changes from the beginning of the story to the end. What causes these changes?

Evaluation/Reflection

Answer the questions below.

1) What emotions did the story evoke in you? Explain.

2) Do you think the ending of the story was effective? Why or why not? Explain.

Imagine

Imagine you are Maya writing a letter to Whiskers after he went missing. What would you express in the letter?

Narrative Structure

Understanding Narrative Structure

Narrative structure is like a blueprint for a story. It helps to organize the events in a way that makes the story interesting and easy to follow. Identifying the key elements of a story is called **Story Mapping**. Let's break down what narrative structure involves.

Beginning Journey: Introduction

Every story begins with an introduction. Here, we meet the main characters and learn about the setting, which is where and when the story takes place. The introduction also gives us a hint about the story's main problem or what the adventure might be.

Building the Excitement: Rising Action

As we move on, we reach the rising action. This part is all about building tension by adding challenges. The characters face problems that make us wonder, "What's going to happen next?" This keeps us engaged and wanting to find out more.

The Story's Peak: Climax

The climax is the most thrilling part of the story. It's the point where all we've been waiting for, where the main problem or conflict reaches its peak. The characters must face their biggest challenge, and everything feels intense and exciting.

The Adventure Winds Down: Falling Action

After the climax, we enter the falling action. Things start to calm down as the characters deal with the aftermath of the climax. They work through the remaining challenges and start to find solutions.

Wrapping Up: Resolution

Finally, every story needs a resolution, where all the loose ends are tied up. The characters have learned important lessons, and the main problem is solved, one way or another. This part leaves us feeling satisfied, knowing how everything turned out for the characters we've been rooting for.

By following this structure, stories can take us on incredible journeys, filled with ups and downs, and leave us feeling like we've been part of something special.



PREVIEW

Answer

Which part of the narrative structure is described?

1) The part where everything reaches a thrilling peak where outcomes hang in the balance.	
2) The part where all the story's threads come together, leaving us with a clear ending.	
3) The part where we get to know who's in the story and where it's happening.	
4) The part where tensions rise as challenges appear, making us wonder what will happen next.	
5) The part where tensions start to calm down, and solutions to problems are found.	

Identify

Which part of the narrative structure is the story you think this sentence is from.

1) As the storm grew stronger, the team worked together to decipher the book's secrets before the rain could wash them away.	Falling Action	Rising Action
2) Marcus gazed at the mysterious, ancient map hidden in the attic of his new house.	Introduction	Climax
3) Leo, now back from his unexpected journey, shared tales of the past that no one else could tell.	Falling Action	Rising Action
4) The kitten's owner was finally found, but they were so moved by Ava's care that they let her keep Sapphire.	Resolution	Climax
5) After the light faded, Ali found himself surrounded by whispered voices of the past, revealing lost family secrets.	Falling Action	Rising Action
6) At the school talent show, Bella leapt out of Emily's backpack, revealing her unique ability to sing.	Climax	Resolution
7) Inside the house, Samantha stumbled upon a hidden room filled with strange gadgets and old photographs.	Falling Action	Rising Action
8) In a bustling city park, Tina discovered a lost puppy with bright blue eyes under a bench.	Introduction	Climax
9) Bill and Jill became the talk of the town, their unexpected performance turning into a heartwarming story of friendship.	Falling Action	Rising Action
10) The moment Courtney read the last word of the spell, a blinding light filled the room, shaking the very ground.	Resolution	Climax

Story Mapping - Desert of Stars

In the heart of a sprawling desert, where the sun turned sands golden, lived a curious girl named Sarah and her clever friend, Harry. Their home was a cozy glass dome, a haven in the harsh desert. One morning, they discovered a strange, metallic object buried in the sand, glowing with soft symbols. Their curiosity sparked, they unearthed it, revealing a hidden tunnel beneath.

Venturing down the tunnel led them to an underground chamber where they met aliens with shimmering blue skin. The aliens explained that the artifact was a beacon for a spaceship, needing a special crystal to power it, hidden deep in the desert.

Despite their fears, Sarah and Harry felt a surge of bravery. They braved the scorching heat and treacherous dunes. Finally, after what felt like an eternity, they located the crystal, glowing brilliantly at the end of a long tunnel. As they reached for it, a giant desert creature with glowing eyes fixed on the precious stone.



Sarah and Harry knew they had to act fast. Working together, they devised a plan to distract the creature using their quick thinking and the alien's advanced technology. Their plan worked, and they secured the crystal, narrowly escaping the creature's grasp.

With the crystal in hand, they returned to the aliens, who were immediately set to work repairing their spaceship. As the ship hummed to life, preparing to return to the stars, the aliens thanked Sarah and Harry for their courage and kindness.

As the spaceship soared into the sky, Sarah and Harry watched in awe, knowing they had just experienced the adventure of a lifetime. They returned to their dome, their bond stronger than ever, their hearts filled with memories of the incredible journey they had shared.

And so, in the heart of the desert, under the vast, starry sky, Sarah and Harry learned that with bravery, friendship, and a touch of curiosity, even the most ordinary days could turn into extraordinary adventures.

Instructions

Identify the key elements of the story and fill the story map below.

Introduction

Rising Action

Falling Action

Climax

Resolution

PREVIEW

Characterization

Understanding Characters in Stories

When you read a story, meeting different characters is like meeting new friends or sometimes foes. But how do we get to know them? Let's dive into the world of characters in stories!



What is Characterization?

Characterization is the way writers share what characters are like. Think of it as a recipe that helps us understand who these characters are, from their personality to their actions.

Types of Characterization

- 1) **Direct Characterization:** This is when the author tells us directly what a character is like. For example, "He is brave." It's straightforward, like a friend telling you about someone you know.
- 2) **Indirect Characterization:** This is when the author shows us things about the character through their actions, what they say, how they interact with others, and what others say about them. For instance, if Alex jumps into a river to save a puppy, we figure out he is brave without being told directly.

How to Analyze Characters

To understand characters better, think about these points:

- **Looks:** What does the character look like? This can tell us a lot about them.
- **Actions:** What does the character do? Their actions can show us their true nature.
- **Words:** What does the character say, and how do they say it? This can reveal their thoughts and feelings.
- **Thoughts:** What is going on in the character's mind? Sometimes, we get a peek into their thoughts.
- **Reactions:** How do others react to the character? This can show us how the character fits into their world.

By looking at these aspects, you can become a character detective, uncovering the hidden depths of characters in any story you read!

Instructions Read the sentences below and circle what characterization type is used.

1) Marcus is always punctual, arriving at school before the first bell every morning.	Direct	Indirect
2) Dr. Avery is a kind-hearted veterinarian who loves animals more than anything.	Direct	Indirect
3) Every weekend, Eliza volunteered at the animal shelter, cuddling the rescued kittens.	Direct	Indirect
4) When other students looked confused, Harriet took the time to re-explain the instructions again.	Direct	Indirect
5) The librarian, Mr. Stone, is very knowledgeable about science fiction books.	Direct	Indirect
6) During group projects, Finn always took the lead, organizing tasks and motivating his teammates.	Direct	Indirect
7) Nora stayed behind to help clean up the classroom, arranging the chairs neatly.	Direct	Indirect
8) After the race, Seth shook hands with his competitors, smiling and congratulating them.	Direct	Indirect
9) Charlotte is a talented painter, capturing landscapes with amazing detail.	Direct	Indirect
10) Julian is an adventurous boy, always looking for new mountains to climb.	Direct	Indirect
11) At the sight of litter in the park, Mia stopped to pick it up and dispose of it properly.	Direct	Indirect
12) Kyle found a wallet on the ground and immediately turned it in to the lost and found.	Direct	Indirect
13) Mr. Benson is a strict teacher, known for his no-nonsense attitude.	Direct	Indirect
14) Without a word, Ivan held the door open for everyone after soccer practice.	Direct	Indirect
15) Theo is a curious student, always asking questions in science class.	Direct	Indirect

Characterization – Adrian's Sky-High Garden

In the heart of a bustling city, atop a gleaming skyscraper, lived Adrian, a young rooftop gardener with a green thumb like no other. Adrian's garden was a wonder, filled with vibrant flowers, lush vegetables, and even a small apple tree that defied the urban surroundings. This garden was not only Adrian's passion but also his secret; few knew of this green oasis high above the sky.

Adrian had a special bond with plants. He could almost hear them whispering secrets, making his garden thrive where others could not. His friends, Maya and Luca, were the only ones privy to his magic. They would often visit, helping Adrian and sharing his garden secrets, amazed at how he could grow such beauty on concrete and steel.



One day, a problem arose. The building's owner planned to renovate the rooftop, putting Adrian's garden at risk. Adrian was distressed, not just for the loss of his beloved garden but for the birds and insects that had found refuge there.

With determination, Adrian and his friends devised a plan. They organized a small exhibition on the rooftop, inviting residents to see the garden. Adrian shared his knowledge of plants, explaining how each one contributed to a healthier environment, even in the city. He spoke with such passion that the residents were captivated.

Moved by Adrian's dedication and the garden's beauty, the community petitioned the building owner to preserve the garden. Touched by the collective support, the owner agreed, allowing the garden to remain as a shared space for all to enjoy.

Adrian's garden became more than just a hobby; it was a lesson in perseverance, community, and the importance of green spaces in urban areas. Through his unique gift and the help of his friends, Adrian made a lasting impact, reminding everyone of the beauty and resilience of nature in the unlikelyst places.

Instructions

Characterize Adrian. In the center draw what you think he looks like and answer the following questions related to his personality.

What does your character do?

What do you think is going on in your character's mind?

What traits do you think your character has?

What do other characters in the story think of your character?

PREVIEW

Block 5: Persuasive Texts

Focus

- ✓ Vocabulary, grammar, cohesive ties, sentence structure in persuasive texts
- ✓ Critical thinking skills for understanding persuasive texts
- ✓ Diversity, inclusion, and accessibility themes in persuasive writing
- ✓ Making inferences after reading – local inferences and global inferences using explicit and implicit evidence – do you believe the text? Has it changed your opinion?
- ✓ Reading Comprehension Strategy: Inferencing

Activity: Persuasive Speech Challenge

Objective

What are we learning more about?

To enhance students' public speaking, persuasion, and critical thinking skills by writing and presenting a short speech on a chosen topic. Students will learn to effectively use emotional appeals, logical reasoning, and establish their credibility to persuade an audience.



Instructions

How do we complete the activity?

- **Step 1: Understanding Persuasion**
Discuss the importance of persuasion, focusing on emotional appeal (pathos), logical appeal (logos), and speaker credibility (ethos).
- **Step 2: Choosing a Topic**
Provide a list of suitable topics and encourage students to choose one that interests them.
- **Step 3: Crafting the Speech**
Students will research their chosen topic, gathering facts, statistics, and examples to support their argument. Encourage them to think of personal experiences or anecdotes that could help make an emotional connection with their audience. Guide students to write their speeches, ensuring they incorporate elements of pathos, logos, and ethos. The speech should have a clear introduction, body, and conclusion.
- **Step 4: Practise**
Give students time to practise their speeches in class. They can practise in front of peers or in small groups, providing each other with constructive feedback. Emphasize the importance of body language, eye contact, and voice modulation in enhancing their message.
- **Step 5: Presentation**
Organize a class event where each student presents their speech. Use a timer to ensure speeches are kept to a predetermined length (e.g., 3-5 minutes). Encourage the audience (the rest of the class) to listen actively and respectfully.
- **Step 6: Reflect**
Conclude the activity with a reflection session. Allow students to fill a worksheet to share their experiences, what they learned about persuasion, and how they felt while giving their speeches. Discuss how these skills can be applied in other areas of their lives.

Reflection

Answer the following questions.

1) Why did you choose this particular topic for your persuasive speech?

2) Reflect on your experience of delivering the speech. How did you feel before, during, and after the presentation?

3) Ask your peers and classmates to rate the persuasiveness of your speech on a scale from 1 to 10. Record the ratings and calculate the average.

Ratings**Average Rating****Self - Evaluation**

Answer the following questions.

1) Based on the peer ratings and your own reflection, how persuasive do you think your speech was?

2) How can the skills you practised and developed through this activity be applied in other areas of your life or in future projects?

Persuasive Writing – Multiple Perspectives

Calculators Are Helpful in Math Class

I think calculators should definitely be allowed in math class, and here's why. Imagine you're trying to solve a super hard multiplication problem. You feel stuck and frustrated, right? Well, with a calculator, you can quickly get the answer and move on to learning more complex skills. It's like having a math superhero right in your pocket! When you use a calculator, you feel more confident and less stressed. Math class should be about learning and having fun, not struggling with basic calculations. Why make it harder than it has to be?

Calculators Hinder Basic Math Skills!

According to a study, students who often use calculators in class struggle 20% more with basic math than students who solve them manually. Another survey found that 70% of parents worry that calculators prevent kids from mastering the basics of arithmetic. These statistics show that calculators might make it easy to skip important math steps. Therefore, students should not be using calculators to complete their math work.



Think Critically

Answer the questions below.

1) Which text is more persuasive? Explain your answer.

2) Which text uses facts? Do facts help the author be more persuasive?

3) Which text uses opinions and emotions? Do you think being emotional is persuasive?

Persuasive Writing – Thinking Critically

Hey, class! It's Kelly, and I've got an idea to share: we should totally have a say in what sports or games we play during gym class! Seriously, why do grown-ups get to make all the decisions? It's like they forget we're the ones actually running around!

First of all, gym class would be so much more fun if we got to pick the games. Our teachers usually worry about "exercise" and "safety," but we can choose games that are both safe and give us a good workout!

Here's another awesome point: if we're picking the games, we'd be way more into gym class. We could try out new sports we've never heard of, or stick to classics that everyone loves. This also helps us learn teamwork and how to play fair.

So let's make sure we tell all our teachers that we want a say in gym class activities. Trust me, gym time will be a lot more exciting!



Think Critically

Answer the questions below.

1) We should ask questions when we read or hear an argument. Answer the questions below.

a) Who is the source of the writing? Are they biased?

b) Is this person a trustworthy source of information? Explain.

c) What perspective is Kelly missing? What might teachers be thinking?

2) Kelly didn't use any statistics/facts. What facts/stats would have helped their argument?

Inferences - Persuasive Letter Writing

Dear Students,

I hope everyone is doing wonderfully and soaking up all the fantastic lessons in your classes. Today, I'd like to focus on an essential subject: Being Inclusive!

Our school is a place where everyone should feel welcomed and appreciated. Just like every subject in your curriculum helps you grow, each one of you can help make our school a more inclusive environment. Here are some ways you can contribute:

- ✓ How do you see someone sitting alone at lunch, invite them to join your table. This is a direct way to help someone feel welcomed.
- ✓ Use kind and positive language. Avoid using phrases or words that might make others feel left out or excluded.
- ✓ Participate in our "Mix It Up" days. You are encouraged to sit with new classmates in the cafeteria. This helps everyone get to know each other better.
- ✓ You may have noticed we choose books and stories that feature diverse perspectives in our reading lists. Take the time to discuss these stories with your classmates, even if your teacher doesn't require it.
- ✓ Our school events like talent shows and art fairs are judged and prizes. The focus is on participation and celebrating everyone's success. When you participate for everyone, you're subtly showing your support for an inclusive school.
- ✓ Sometimes our teachers assign group projects randomly instead of letting you pick your groups. While this might seem like a small detail, it's actually a way for you to collaborate with classmates you might not usually interact with.

Inclusion is something that we can all work on every day. By being conscious of how we treat each other and making small changes in our actions, we can make a big difference in creating a welcoming school community.

Thanks for taking the time to read this letter. Let's all work together to make our school the best and most inclusive place it can be.

Best wishes,
Principal Thompson

Local Inferences

Write an inference from the evidence below. How do the pieces of evidence lead to inclusion?

Explicit Evidence	"If you see someone sitting alone at lunch, invite them to join your table."
Inference	

Explicit Evidence	"Participate in our "Mix-It-Up" days, where you're encouraged to sit with new classmates in the cafeteria."
Inference	

Implicit Evidence	Each student shows and art fairs don't have judges or prizes.
Inference	

Implicit Evidence	"Sometimes our teachers assign groups randomly instead of letting you pick your groups."
Inference	

Global Inferences

Make 3 inferences based on the entire letter.

Propaganda – Critical Analysis

Propaganda is a way of sharing ideas or information with the purpose of influencing people's opinions or behaviors. It is often used by governments, organizations, or individuals to persuade large groups of people to think or act in a certain way.

Propaganda can be found in various forms, such as posters, advertisements, social media posts, or news articles. It's important to critically evaluate the information we receive to understand if it's propaganda and what it's trying to achieve.

Instructions: Read the text below and then critically analyze it by answering the questions on the next page.

Fast Food: A Matter of Convenience or a Mouthful of Controversy?

Imagine a world where everyone has a very quick and easy fast food meal. Sounds fun, right? Picture this: burgers, fries, and a drink, all ready to go. You can get it for lunch, and dinner. Now, some people might tell you that fast food is bad for you. They might even say it leads to all sorts of health issues. But let's take a moment to think about it.

Fast food is all about convenience and time. For busy lives, who has the time to cook every day? Fast food saves time. It allows you to enjoy more of your day. And the variety is great. There's something for everyone, from crispy chicken to cheesy pizzas. It's a fun way to socialize. Birthday parties or celebrations at fast food restaurants are the go-to spots for fun times with friends.

On the flip side, critics argue that fast food contributes to environmental issues. They point out the excessive packaging, the carbon footprint of fast food, and the impact on animal welfare. It's essential to consider these factors, as they affect our planet and future.

However, it's also important to recognize the efforts some fast food chains are making towards sustainability, like using recyclable materials and sourcing ingredients responsibly. The debate around fast food isn't just about personal health; it's about our collective responsibility towards the Earth. As informed citizens, it's up to us to dig deeper and understand the full scope of our choices, not just for our well-being but for the planet's health too.

So, before you decide based on what others say, think about the perks of fast food. It's not just about the food; it's about the joy and convenience it brings into our lives. Remember, every story has two sides. It's crucial to weigh both before making a judgment. What's your take on this? Is fast food truly the villain it's made out to be, or is there more to the story?



Critical Analysis

Answer the questions below.

1) What evidence does the author use to support their claims about the benefits of fast food? Is this evidence strong or weak? Explain.

2) Is there any place where the author uses exaggeration to make a point? Describe it.

3) Consider the downsides of fast food mentioned. Do you think the author downplays these issues? Why or why not?

Creative Reflection

Imagine you are debating this topic. Draft three questions to ask someone who strongly agrees with the author to challenge their viewpoint.

1)	
2)	
3)	

Block 6: Expository Writing

Focus

Reports

- ✓ Text features like bold text, hyperlinks, subheadings, and pull-down menus in digital reports.
- ✓ Diversity, inclusion, and accessibility themes - facts
- ✓ Making inferences after reading
- ✓ Comparing reports with different text patterns and text features
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Summarizing

Procedural Writing

- ✓ Reading how-to-guides
- ✓ Comparing procedural writing

Problem and Solution Report

Preface

This report aims to provide students with an understanding of the critical issue surrounding the Aral Sea, specifically focusing on the overuse of water resources. We will explore the problem and consider two potential solutions to mitigate its impact.

The Vanishing Act: Understanding the Aral Sea Crisis

Once one of the world's largest lakes, the Aral Sea has experienced drastic reductions in both size and volume over the past few decades. This environmental catastrophe is mainly due to the excessive use of the lake's water resources for agricultural practices.

The Caspian Sea Irrigation system, used for large-scale agriculture, have drained significant amounts of water from the Aral Sea. As a result, the sea's water level has dropped, leading to ecological disasters and affecting local communities who rely on the sea for livelihood.

Solutions: Pathways to Restoration

Solution 1: Water Conservation in Agriculture
One approach to solving this issue is by implementing more efficient agricultural practices. Using drip irrigation systems instead of traditional methods can significantly reduce water consumption. This switch would allow for more water to naturally flow back into the Aral Sea.



Solution 2: Legal Measures and Policy Changes

Another solution involves establishing strict regulations on water usage. Governments can set limits on the amount of water extracted for agricultural and industrial use. Effective enforcement of these laws would help restore the Aral Sea over time.

Glossary

- **Aral Sea:** A lake located in Central Asia that has dramatically reduced in size due to overuse of its water resources.
- **Irrigation:** The artificial application of water to land for agricultural purposes.
- **Ecological Disaster:** Severe damage to the environment, often caused by human activities.
- **Drip Irrigation:** A water-efficient method of irrigation that delivers water directly to the roots of plants.

By understanding the Aral Sea crisis and its potential solutions, we can work together to restore this vital natural resource for future generations.

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) Were the problem and solutions clearly written in the report? Explain.

3) Which solution do you think is the best? Explain why.

Evaluate

Evaluate the report based on the features used.

1) Was this report easy to understand?

 Very Easy Easy Neutral Somewhat difficult Very difficult

2) How did the text features help you understand the report?

Activity – Summarizing Reports

Objective

What are we learning more about?

To summarize a four-part report, comprehend the major points, and collaborate as a team.



Instruction

How do we complete the activity?

- 1) Form Groups: Divide students into groups of 4. Each group receives a 4-part report.
- 2) Assign Parts: Each student in the group picks one part from the report to read and summarize.
- 3) Read and Summarize: Each student reads their part carefully and writes a short summary on a piece of paper. The summary should be in their own words and capture the main idea of their section.
- 4) Share Summaries: Once everyone has finished writing, each student shares their summary with the rest of the group.
- 5) Create the Big Summary: After hearing all the summaries, work together to combine them into one big summary that captures the main points of the entire report. You can write this on a separate piece of paper.
- 6) Discuss: Talk about how each student's summary contributed to the overall understanding of the report. Were there any surprises? Did summarizing help you understand the report better?

Instructions

Cut out the sections of the report below

1)

Space Exploration and Notable Space Missions**The Beginnings of Space Travel**

Space exploration started a new chapter in human history with the launch of Sputnik 1 by the Soviet Union in 1957. This event marked the first time a man-made object successfully orbited Earth, paving the way for future space missions. Four years later, in 1961, astronaut Yuri Gagarin took another giant leap for mankind, becoming the first person to travel into space and complete an orbit around Earth. These early ventures sparked global interest and set the stage for the more sophisticated missions that would follow.

2)

Americans took the lead in the space race, pouring billions of dollars into the program. Not to be outdone, the Soviet Union also made significant contributions, most notably the Apollo program. In a historic moment that captivated the world, astronauts Neil Armstrong and Aldrin became the first humans to set foot on the Moon in 1969, taking "one small step for man, one giant leap for mankind." Following decades, America introduced the innovative Space Shuttle program, which began in the 1980s. This program revolutionized space travel by introducing reusable spacecraft that drastically reduced the cost of sending humans and cargo into space.

3)

International Efforts

Cooperation among nations led to the creation of the International Space Station (ISS), a marvel of modern engineering that orbits Earth and serves as a multi-national research facility. The ISS is a joint project involving multiple countries, including the United States, Russia, Japan, Canada, and several European nations. In addition to manned missions, unmanned Mars Rovers like Spirit, Opportunity, and Curiosity have been exploring the Martian landscape, conducting experiments and sending invaluable data back to Earth to expand our understanding of the Red Planet.

4)

New Frontiers

The landscape of space exploration is continually evolving, now featuring private sector involvement. Companies like SpaceX have been making headlines by launching rockets and even sending astronauts to the ISS. They're also planning ambitious future missions, including potential colonization of Mars. Meanwhile, NASA hasn't slowed down; its Artemis program aims to bring humans back to the Moon by the mid-2020s. This time, the program has set its sights on more diverse representation, planning to include the first woman and the next man on the lunar surface. These developments are not only milestones in themselves but also crucial steps toward deeper exploration of our solar system and potentially beyond.

Summarizing Practice

A **summary** is a short copy of a longer story or article. It shows you the main idea and other key facts. When you make a summary, you pick the most important parts and write them in your own words. Writing a good summary means you have a good understanding of the text.



Summarize

Summarize the passage by writing the main idea and 2 supporting details.

1) Inclusion is a principle in many educational environments. Schools that focus on inclusion implement specific policies and practices. These might include different teaching methods tailored to various learning styles. The aim is to provide an equitable education for every student, regardless of their personal circumstances or cultural background. In these schools, every student has an equal chance to succeed.

Main Idea

Supporting
Detail

Supporting
Detail

2) Sometimes, kids might feel anxious about fitting in, especially if they are different. However, in schools that prioritize diversity, these differences are celebrated. A student could be a bilingual speaker, talking in another language with your family at home. They may have a family structure that's different, like having two moms or two dads. In such diverse environments, everyone is not just tolerated but genuinely appreciated for their unique qualities.

Main Idea

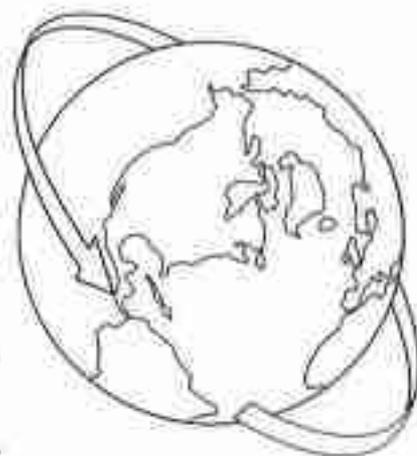
Supporting
Detail

Supporting
Detail

Comprehension – Text Features in Reports

Preface

This report will help you understand how the world being connected changes the way Canada buys and sells things with other countries. This is important because it affects what we can buy and what kind of foods we can eat.



What is Globalization?

Globalization means that countries all over the world are connected. It's about tech, and ways of life. Canada is a country that trades. We send out things like wood and technology, and buy things like video games and clothes.

Pros and Cons of Globalization

There are good and bad things about being connected. On the good side, Canada can sell to more places, and we can buy things from other countries. We can also get really good at making certain things, like tech.

But there are cons too, like **higher competition** from other countries. Some jobs even move to places where it's less expensive to do them. This happens when Canadian companies **outsource** their work to other countries where they can pay their employees less money.

List of Good and Bad Things

- Good:** More markets, getting good at certain things, more choices
- Bad:** Higher competition, some jobs moving away, risks with new tech

How Globalization Affects Us

Being connected to the world changes our daily life. For example, the **goods** like phones and clothes that you see in stores often come from different countries. Also, you might eat fruits that come from countries with warmer climates.

Glossary

- **Globalization:** The big change that makes countries more connected.
- **More Markets:** Other countries you can sell to or buy from.
- **Higher Competition:** More places making the same things, so it's tougher to sell your stuff.
- **Goods:** Things that people buy and use.
- **Outsource:** When jobs go to other countries because it's cheaper to pay their wages.

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) Did the list help you understand the information? Explain.

3) Use words from the list necessary in a sentence.

Globalization

Outsource

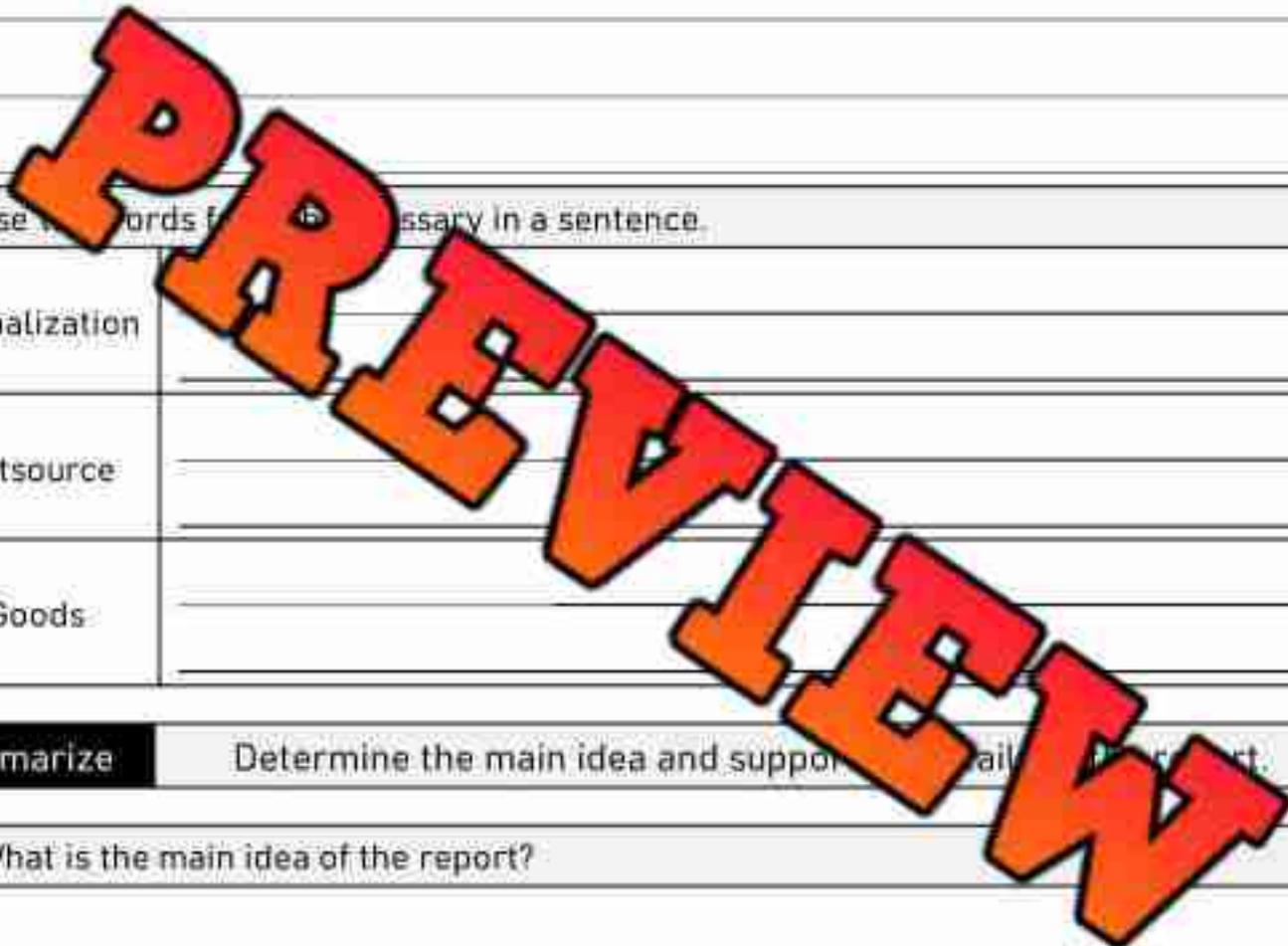
Goods

Summarize

Determine the main idea and supporting details of the report.

1) What is the main idea of the report?

2) Write 4 supporting details about the main idea.



Report – Our Solar System

Our Cosmic Neighbourhood

The Solar System is an immense and fascinating place. It's located in the Milky Way galaxy and includes the Sun and all the objects that orbit around it. This includes eight planets, their moons, and numerous smaller objects like asteroids and comets.



The Mighty Sun

At the centre of our Solar System is the Sun, a massive star that provides light and heat to all the planets. The Sun is 109 times the diameter of Earth and is made up of hydrogen and helium. The distance from the Sun to Neptune is about 2.2 billion kilometers. Light from the Sun takes 8 minutes to reach Earth and 4 hours to reach Neptune.

Planets Galore

There are eight planets in the Solar System. In order from closest to the Sun, they are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. Each planet has its unique characteristics. For example, Venus is the hottest planet and Jupiter is the largest. Most planets have moons orbiting them. Earth has one moon, while Jupiter has 79! Some moons, like Saturn's Titan, even have atmospheres.

Amazing Dwarf Planets

Beyond Neptune, there are five recognized dwarf planets, including Pluto and Eris. These are smaller than the main planets and have unique orbits.

Comets: Cosmic Snowballs

Comets are made of ice, dust, and small rocky particles. They usually have long, glowing tails that can be seen when they come close to the Sun.

A Journey to Remember

Spaceships have visited every planet in our Solar System. The journey to Mars takes about eleven months, while reaching Pluto can take up to nine years.

The Fascinating Kuiper Belt

Beyond Neptune is the Kuiper Belt, a region filled with icy objects. It's believed that every comet ever has originated from this area.

Research

Research all the information written in the report and identify 8 incorrect statements. Write the correct fact after researching.

	Incorrect Statement	Correct Fact
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		

PREVIEW

Report – Justice, Equity And Fairness

Introduction

In our world, it's important that everyone is treated fairly and has the same chances to succeed. This report will look at justice, equity, and fairness around the globe, using simple numbers and facts to understand how different places are doing.



What Do These Words Mean?

- **Justice:** Making sure rules are followed and everyone gets what they deserve.
- **Equity:** Giving everyone what they need to be successful, even if it's not the same for everyone.
- **Fairness:** Treating people in a way that does not favor some over others.

Global Statistics

- **School Access:** Not all children worldwide start primary school. This is good news, but it means 9 out of 10 children don't have this chance.
- **Girls vs Boys:** In some countries, 85 girls go to school for every 100 boys. This shows us that not everyone gets the same chance.
- **Clean Water:** 2.2 billion people, which is about 1 out of 3 people on Earth, don't have safe drinking water. This is a big issue because clean water is a basic need.
- **Rich and Poor:** The richest 10% of the global population only take home 52% of the income. This big gap shows a lack of equity in income.

Why Does This Matter?

When people aren't treated fairly, or don't have the same chances, it can lead to bigger problems like poverty, lack of education, and health issues. By looking at these statistics, we can start to make changes for a better world.

Ways to Improve

Here are some steps we can take to make things more fair for everyone.

- Support education for all, especially in places where certain groups are left out.
- Help provide clean water and health services to those who need them.
- Work on reducing the income gap so that the difference between the richest and the poorest is not so big.

Conclusion

Justice, equity, and fairness are important for making sure everyone has a fair chance at a good life. By looking at the facts, we can see there's a lot of work to do, but together, we can make a difference.

Remember, every small step towards fairness can lead to big changes in the world.

Note-taking means writing down important information to help you remember it later. You listen or read carefully and write down the main points or ideas. Then you can look at your notes later to help you understand or remember what you read.

Note-Taking

Read the justice report and take notes in the graphic organizer below.

List Key Terms

Questions I Have About The Report

Words I Need To Define

Summary of Main Points

PREVIEW

Report – Waterfalls

What Are Waterfalls?

A waterfall is an area where water flows over a steep drop in a river or stream, creating a stunning visual effect. They can vary greatly in size, from small cascades to gigantic drops.



Notable Waterfalls Around the World

- **Niagara Falls**
Located on the border of Canada and the United States, Niagara Falls is one of the most well-known waterfalls. It is made up of three different falls: Horseshoe Falls, American Falls, and Victoria Falls. Together, they have the highest flow rate of any waterfall in North America.
- **Victoria Falls**
Victoria Falls, on the border of Zambia and Zimbabwe, is one of the largest and most famous waterfalls in the world. It is 1,708 meters wide and 108 meters high. The local people call it Mosi-oa-Tunya, which means "The Smoke That Thunders."
- **Angel Falls**
Angel Falls in Venezuela is the world's highest uninterrupted waterfall. It has a height of 979 meters and a plunge of 807 meters. The falls were named after Jimmy Angel, a pilot from the United States who flew over them in 1933.
- **Iguazu Falls**
Iguazu Falls, located on the border of Argentina and Brazil, is one of the most spectacular waterfall systems. It consists of many individual drops. The largest of these is the Devil's Throat, which is 70 meters high. The falls stretch over 2,700 meters, making it one of the most expansive waterfall systems.

Fascinating Facts

- Waterfalls can be temporary or permanent, depending on the water source and the season.
- The sound of water crashing down a waterfall can be heard from miles away.
- Some waterfalls freeze in the winter, creating stunning ice formations.

In conclusion, waterfalls are a mesmerizing natural feature found across the globe. They vary in size, shape, and location, but all offer a unique and awe-inspiring experience.

Scanning or **skimming** a text means quickly looking through a written document to find specific information or keywords without reading everything in detail. It's like searching for clues without reading every single word. You glance at the titles, pictures, and some sentences to understand what the text is mostly about.

Skim And Scan

Skim and scan the text of the report by quickly looking through it and then answer the following questions.

Questions	Answers
1) Where are Niagara Falls located?	
2) How many drops are there in Niagara Falls?	
3) What country is Angel Falls in?	
4) What is the local name for the Devil's Throat?	
5) Who was Angel Falls named after?	
6) Which falls are on the Argentina-Brazil border?	
7) Can waterfalls freeze?	
8) Are all waterfalls permanent?	
9) How high is Angel Falls?	
10) How many individual drops does Iguazu Falls have?	
11) What is the height of the Devil's Throat?	
12) Which waterfall has the highest flow rate in North America?	

Linear Text - Recipes – Ordering Steps

Examine

The information in the procedural writing is in the wrong order. Number what should come first, second, third, and so on.



Order	Information
	Peel the apples, remove the cores, and slice them thinly.
	Apple Pie Recipe
	Spoon 1/2 of the apple mixture with small pieces of butter, into the pie crust at the bottom of your pie dish. Gently press it into the bottom and trim the excess crust hanging over the edges.
	Materials
	<ul style="list-style-type: none"> ➤ 4 large apples ➤ 1 cup of sugar ➤ 2 teaspoons of cinnamon ➤ 1 tablespoon of flour ➤ 2 pie crusts (one for the bottom and one for the top) ➤ 2 tablespoons of butter ➤ A pinch of salt
	Make a few small slits in the top crust to let steam escape during baking.
	Start by heating your oven to 375°F (190°C).
	Bake for about 45-50 minutes, or until the crust is golden brown and the filling is bubbly.
	In a large bowl, mix the sliced apples with sugar, cinnamon, flour, and a pinch of salt.
	Cover the pie with the second crust. Seal the edges by pinching them together with your fingers or a fork.
	Spoon the apple mixture into the pie crust. Spread it out evenly.

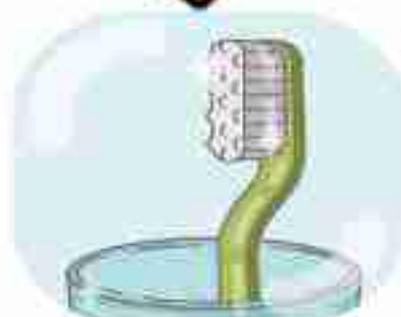
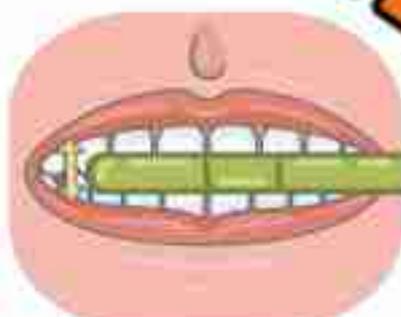
Graphics in Procedural Writing

Label

Pictures in procedural texts are important because they help us understand what to do. Write instructions below each picture.



Brush lower teeth



Rinse your toothbrush

PREVIEW

Graphics in Procedural Writing – Drawing

Label

The pictures below are numbered, showing the steps to draw a rose. On the back of this page, explain each step.

①



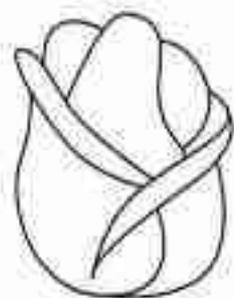
②



③



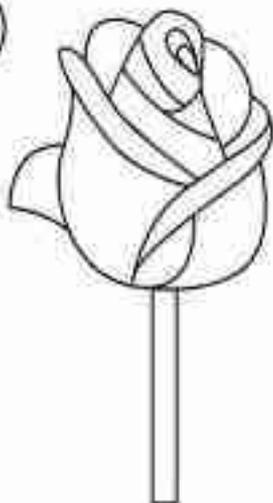
④



⑥



⑦



⑧



⑨



Label

Describe what to do at each step.

Step	Instruction
1	Draw a small oval. Draw a small rounded shape on top of it to form a bud.
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

PREVIEW

Comparing Instructions – Making Hot Chocolate

Compare

Read both instructions. Which is easier to understand?

Step 1	Gather your materials: Sugar, cocoa, milk, marshmallows, mug, spoon.
Step 2	Add sugar to a mug.
Step 3	Add cocoa.
Step 4	Add a little splash of milk.
Step 5	Stir with spoon.
Step 6	Stir with remaining milk.
Step 7	Pop in microwave.
Step 8	Add marshmallows.
Step 9	Enjoy!

HOW TO MAKE HOT CHOCOLATE



ADD SUGAR



ADD COCOA

ADD A LITTLE
SPLASH OF MILK

STIR TOGETHER

STIR WITH
REMAINING MILKPOP IN
MICROWAVEADD
MARSHMALLOWS

ENJOY!

Before Reading

Prediction

Background knowledge – Read the title and look at the pictures. Predict what the content will be.

During Read Write 2 questions that come to mind while you read.

After Reading

Answer the question

1) Which set of instructions were easier to understand? Explain.

2) Make a connection: Have you ever made hot chocolate? Or do you know someone who knows how to make hot chocolate? Explain.

Comparing Instructions – Playing Hopscotch

Compare

Read both instructions. Which is easier to understand?

Option 1:

How To Play Hopscotch

Draw a hopscotch grid with chalk, then toss a stone onto square 1 and hop over square 1 to square 2 and onward to the square with the stone. Turn around and hop back to the stone while balancing on one foot, and start. Next round, aim for square 2. If you miss, you must wait for your next turn. Reach the end of the grid to win.



Step

Instructions

Step 1

With a piece of chalk, draw a hopscotch pattern on the pavement. It should have single and double squares numbered 1 to 10.

Step 2

Grab a small stone or beanbag to use as a marker. It will be thrown onto the squares during the game.

Step 3

Stand behind the starting line and toss your marker onto square 1.

Step 4

Skip over square 1 and hop on one foot onto square 2 and continue hopping to the end of the grid. If you reach a double square, hop with both feet.

Step 5

At the end of the grid, turn around and hop back towards the start. Remember to skip the square with your marker.

Step 6

When you reach the square just before your marker, bend down to pick it up while still standing on one foot.

Step 7

After picking up the marker, hop over square 1 and out of the grid.

Step 8

On your next turn, throw the marker to square 2 and repeat the steps. If you throw the marker on the wrong square or step on a line, you lose your turn. The goal is to complete the pattern for every number up to 10.

Before Reading

Make a Connection

Background knowledge - Read the title and look at the pictures. What do you know about this already?

Sum _____ could you explain how to play to someone? Write 6 steps.

After Reading

Answer the question below

Which set of instructions were easier to understand? Explain what made it easier to understand.

Block 7: Poetry

Focus

- ✓ Literary devices in poetry: idioms and hyperbole
- ✓ Reading Comprehension Strategy: Visualizing
- ✓ Making inferences based on implicit evidence in a variety of poems.
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups

Literary Devices Used in Poetry

What Is Poetry?

Poetry is a special way to write that uses words to show feelings, tell stories, or make you think deeply. It's different from regular writing because it can have a beat, like music, and might even rhyme.

Literary Devices in Poetry

In poetry, writers use tools called "literary devices" that make poems more interesting and powerful. These tools can make a poem sound great and help you understand it better. Here are some important ones you'll find in many poems:

- **Rhyme:** Words that end with the same sound, like "cat" and "hat."
- **Alliteration:** Words that start with the same sound, such as "Peter Piper picked."
- **Metaphor:** Saying one thing is another to make a point, like "I am a beast!"
- **Simile:** Comparing two things using "like" or "as," for example, "busy as a bee."
- **Rhythm:** The pattern of beats in a poem, making it flow when you read aloud.
- **Hyperbole:** Exaggerating to make a point, like "I'm so tired I could sleep a horse."
- **Onomatopoeia:** Words that sound like what they mean, such as "boom" or "tick-tock."
- **Idiom:** A phrase that has a meaning different from the actual words, like "knock on wood" means "good luck."



Shakespeare

How Poetry Uses These Cool Tools

When you read a poem, you'll notice these literary devices at work. They make the poem more enjoyable and help you understand its message better. For example, rhyme makes the poem sound sweet, and alliteration helps highlight certain words. Metaphors and similes create pictures in your mind, while onomatopoeia makes the poem more lively. By using these tools, poetry can capture your attention and make you see the world in a new way.

Inferences

Answer the questions by making inferences.

1) What do you think is meant by the hyperbole, "He ran faster than the speed of light."?

2) What do you think is meant by the idioms below.

"Don't cry over spilled milk"

"Break a leg"

"The ball is in your court"

Reflect

Answer the questions below.

1) Why do poets sometimes use similes in their poems?

2) Which literary device(s) is used in the lines from the poem below?

1) The cat sat on a mat, feeling so flat.

2) Sally sells seashells by the seashore.

3) The world is a stage, and we are merely players.

4) Her smile was as bright as the sun.

5) When he figured out the puzzle, he thought he had hit the jackpot.

6) The horse's hooves clattered in a quick, steady beat.

7) He's so lazy, he won't even lift a finger.

8) The bees buzzed, and the creek crept along.

9) The cat sat on a mat, feeling so flat.

10) I was so embarrassed, I wished the ground would swallow me up.

Haiku Poetry – Métis Observations

Haiku Poetry – Métis Observations

The Métis people live in what's now known as Canada. Before Canada became a country, they lived off the land as skilled hunters, fishermen, and traders. They are known for their mix of Indigenous and European cultures. When more Europeans came, the Métis had to deal with many changes, some of which led to conflicts.

Here are some haikus that help us think about how life changed for the Métis people when things began to change:



River flowing free—
 Changed by steamboats—
 And meeting new ways.

Buffalo wide
 Rifles echo birds grow tall—
 Hunters change aim.

Sky's endless canvas,
 Railroads slice the quiet land—
 Stars dim, still we rise.

Beads and woven sash,
 Traded for coins and paper—
 What's the worth of roots?



These haikus give us little glimpses into the Métis experience. Each tiny poem shows the complex feelings and situations that happened when two different worlds met. The Métis, strong and adaptable, keep changing while also keeping their traditions alive. These poems help us think about their strength and the big changes they went through.

Inferences

When reading poetry, you often need to make inferences as a lot of the evidence is implicit. Read the parts of the poems and explain what you think the author means.

1) "Old meets the new ways"

2) "Rifles and birds grow small"

3) "Stars dim, still"

4) "Hunters change their aim."

Visualizing

Read each of the poems from the reading and draw a picture during.

Haiku 1	Haiku 2	Haiku 3	Haiku 4

Acrostic Poems – Canada's Communities

Acrostic Poems – Comparing Urban and Rural Communities in Canada

Canada is a big country with many different places to live. Some people live in busy cities, while others live in quiet countryside areas. Let's explore these two kinds of communities:

"Urban" and "Rural," through acrostic poems.

In these poems, each letter in the word starts a new line! The author even used rhymes as a literary device to improve the poems.

Acrostic Poems



Urban

U - Unending lights that shine all night
R - Roads filled with cars, a constant sight
B - Buildings tall, reaching a great height
A - A lot of people, bustling left and right
N - Noisy streets but lots to do tonight

Rural

R - Rolling hills, far and wide
U - Under a blue sky, nature's guide
R - Rivers gently, peaceful ride
A - Animals that grow, in the fields
L - Less noise, a place where you can hide

In urban areas, you'll find lots of shops, schools, and places to play. People in cities often use public transport like buses or subways. There's always something going on, from concerts to sports games.

In rural areas, life is quieter and closer to nature. People might have to travel longer to get to shops or schools. You'll often see farms, and sometimes people have to look after their own animals. The great outdoors is right at your doorstep, ready for adventure.

Both kinds of communities have their own special things. In cities, you might enjoy museums or big parks. In the countryside, you might go fishing or hiking. Where would you like to live? Each place offers its own kind of fun and challenges.

Visualizing

Poetry is written to paint a picture in our minds. Draw what you are picturing while you read each poem.

PREVIEW

Life

Urban Life

Limerick Poem – Alliteration

Limerick Poetry – Honouring Indigenous Art Forms

Today we're going to dive into limericks that focus on Indigenous communities in Canada: the Inuit, First Nation, and Métis peoples. Each of these limericks features a literary technique called alliteration, making the poem more enjoyable and rhythmic. In alliteration, words near each other in the sentence start with the same initial sound, making the poem more engaging and rhythmic.



Inuit Art

Inuit Art:

In an icy Inuit isle,
An art with intricate style,
A bear sculpture so keen,
A masterpiece of art and scene,
Inuit art is everyone's pride.

First Nation

In a First Nation village with pride,
Takoda toiled on totems wide-eyed,
With timber and tool,
His talent a jewel,
Takoda's totemic tribute took the tide.



Métis Art:

Morgan, a Métis with might,
Made sashes that were such a sight,
With beads so bold,
And stories untold,
Métis traditions took flight.



Questions

Answer the questions below

1) What is an alliteration?

2) List the examples of alliteration you can find.

3) What was your favourite part of the poem? Quote the line and explain why it is your favourite.

Quote

Explain

Questioning

Write 2 questions you had about the poems

1)

2)

PREVIEW

Cinquain Poems – Critical Thinking

Cinquain Poetry – Wonders of the Cosmos

Cinquains are neat, five-line poems where each line has a specific job, like describing or showing action. You can make your cinquains even cooler by adding similes and metaphors. Similes compare two things using the words "like" or "as." Metaphors say something is something else. For example, you can say a galaxy is "a swirl of stardust" or call a constellation "the skies connect-the-dots." Let's look at cinquains that tell us about stars, galaxies, and constellations.

Stars

Bright, twinkling

Glowing, shimmering, light

Like diamonds in the sky

Sparkle

Black Hole

Hole

Dark, mysterious

Allowing, pulling, absorbing

Like a horse's vacuum cleaner

Vortex



Galaxy

Spiraled, vast

Rotating, colliding, expanding

A cosmic dance floor

Universe

Galaxy



Way

Creamy, streaked

Stretching, arching

The galaxy's shining river

Skyline

Orion

Hunter, bold

Guarding, aiming, standing

The sky's mighty warrior

Constellation

Orion



Big Dipper

Dipper

Curved, helpful

Guiding, pouring, pointing

The North Star's trusty sidekick

Ursa



Critical Thinking

Answer the questions below.

1) In "Stars" why do you think the stars are described as the "diamonds in the sky"? What does that metaphor tell you about their importance?

2) What emotion does the "Black hole" poem make you feel? Happy, sad, excited, calm, scared, surprised, nervous, creative, etc. Explain.

3) Which poem did you like best?

4) What was your favourite part of the poems? Quote it and explain why it was your favourite.

Quote

Explain

Visualizing

Re-read the poems below and draw what you are picturing.

Galaxy

Milky Way

Rhyming Poems – Critical Thinking

Rhyming Poetry – Renewable vs. Non-renewable Electricity

Rhyming poems are fun to read because they have words that sound the same at the end of lines. You can use different patterns like ABAB or AABB to make your poem unique. Today, let's learn about different types of electricity through rhyming poems! There are renewable sources, which can be replaced naturally, and non-renewable sources that can run out. Solar energy, wind energy, and hydroelectric energy are renewable. Coal, natural gas, and nuclear energy are non-renewable.

Solar Energy

Sunlight shining, nice and bright,
Turns into power, oh so light.
Solar panels catch the rays,
Renewable energy, worthy of praise.

Coal Energy

Coal is dug from deep down low,
It turns to electricity, but there's a woe.
It pollutes the air, and can't renew,
A scary energy source that we may rue.

Wind Energy

Wind turbines spinning in the air,
Capture the breeze, it's only fair.
Renewable and clean, a choice so fine,
Turning gusts into energy, all the time.

Natural Gas

Gas from the ground, it's a clue,
Burns to make power, but it's not new.
It can run out, not renewable too,
We must think, is it the best we can do?

Hydroelectric Energy

Water flowing, strong and fast,
Renewable it is, from river's dance.
In dams, it's stored to make power last.
Electricity made, given a chance.

Nuclear Energy

Atoms split, energy freed,
It's not renewable, waste lingers on,
Powerful source, but with a heed.
Careful thinking before it's gone.

Critical Thinking

Answer the questions below.

1) In "Solar Energy," the phrase "Solar panels catch the rays" is used. What does this tell you about the production of solar energy?

2) Which poem uses AABB and which use ABAB rhyming patterns?

AABB	ABAB

3) Which poem does the best job of describing the process?

4) What was your favourite part of the poem and explain why it was your favourite.

Quote:	<hr/> <hr/>
Explain:	<hr/> <hr/>

Visualizing

Re-read the poems below and draw what you are picturing.

Coal Energy	Wind Energy
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Block 8: Book Reviews

Focus

- ✓ Bias in book reviews – identify explicit and implicit perspectives
- ✓ Reading comprehension strategy: inferencing
- ✓ Voice: word choice, word patterns, and sentence structure
- ✓ Literary devices in reviews – hyperbole, idiom, alliteration, and metaphor

Implicit and Explicit Perspectives – Book Reviews

Book Review: "Dinosaur Island: The Time-Travel Adventure"

"Dinosaur Island: The Time-Travel Adventure" is a book you won't be able to put down! Imagine stepping into a time machine with Sarah and Jack, two brave kids who lead this adventure. You'll travel back to the age of dinosaurs, where danger lurks around every corner. If you like time-twisting tales, then this book is perfect for you.

The story keeps you on the edge of your seat with its thrilling challenges. Sarah and Jack have to solve puzzles to find a special gemstone that can take them back to their own time. But there are moments when they have to dodge T-Rexes and other dinosaurs. There are also funny moments where their pet dog, Spot, does something silly, adding a touch of humor to the exciting adventure.

The ending has a twist you won't expect. I don't want to spoil it, but let's just say it makes the whole adventure worth it. This book was really exciting and I think students will love it too!

Rating: ★★★★★



Perspectives

Answer the questions below.

1) Write 3 explicit perspectives from the book review. These are perspectives that are stated.

2) Write 3 implicit perspectives that don't say exactly how they feel about the book, but they give hints.

Finding Bias in Reviews

What is Bias in Reviews?

Bias is when a reviewer lets their personal likes or dislikes affect how they review a book. For example, if someone really enjoys superhero stories, they might say all superhero books are great, even if some aren't that good. On the flip side, if a person doesn't like historical fiction, they might not give a good review to an excellent historical novel. Sometimes, bias can happen with certain themes, too. Let's say a reviewer doesn't like books with magic; they might rate those books lower, even if lots of kids love them. That's why it's a good idea to read different reviews to get a more complete picture of a book.

Read the reviews and answer the questions.

Review: "Skyward Journey" - 1/10

I suppose "Skyward Journey" is a good film, but let's be real, there's no water involved, so how good could it be? The movie is about a bunch of people flying in hot air balloons, trying to fly above the clouds. That's right, above the clouds! Can you even imagine how dry and boring that is?

The main characters are all aviators or pilots. Honestly, it's hard to care about their motivations when there's not a single underwater scene. The villain is a rival explorer named Sky King, who wants to claim the new lands. Honestly, who cares? If it's not happening underwater, it's not that interesting.

It's a real miss for anyone who appreciates the beauty of the underwater world. I can't recommend "Skyward Journey" if you're into underwater movies, steer clear of it and go for "Underwater Adventure: The Lost Treasure" instead. Now that's a real



1) Why is this review a biased review? What is the author's bias?

2) Should you believe everything the author writes about the movie? Why or why not?

Activity: Detecting Bias in Online Reviews

Objective

What are we learning more about?

To help students recognize and understand bias in online reviews by analyzing real-world examples.



4/5

Instructions

How do we complete the activity?

- 1) Choose a Product or Place:**
Select a product on Amazon or a location on TripAdvisor that you're interested in, such as a toy, book, gadget, hotel, or a tourist spot.
- 2) Reading Reviews:**
Spend some time reading reviews for your chosen product or location. Aim to read a mix of positive and negative reviews. As you read, think about the reviewer's perspective.
- 3) Detecting Bias:**
While reading, look for any signs of bias in the reviews. Bias might be shown in many ways:
 1. Personal experience affecting the whole review (e.g., "I lost my luggage, so the entire vacation was horrible.")
 2. Over-generalization based on one instance (e.g., "My bag broke within a day. All products from this brand are terrible!")
 3. Clear personal preferences influencing the review (e.g., "I hate sci-fi books. I hated this book.")
 4. External factors affecting the review (e.g., "It rained during our trip, so this amusement park is the worst.")
- 4) Quoting & Analyzing:**
On your paper, quote snippets from reviews that you believe show bias.
 1. Write the quote on the backside of this paper.
 2. Then explain the bias.
- 5) Class Discussion:**
Once everyone has had a chance to analyze several reviews, come together as a class. Each student can share a biased review snippet they found and discuss why they believe it's biased. This will help reinforce the understanding of bias and allow for collaborative learning.

Name: _____

246

Research

Fill in the table below

Quote From Review

Describe The Bias

Quote From Review

Describe The Bias

Quote From Review

Describe The Bias

PREVIEW

Understanding Hyperbole in Review Writing

Hyperbole is when people exaggerate in reviews to make something sound really amazing or really bad. It's like stretching the truth to get a strong reaction. For example, if someone says a book is "the best thing since sliced bread," they're using hyperbole to tell you it's great.



Review

Read the hyperbole below and answer the questions.

1) The graphics in this video game are light years ahead of anything else on the market.

What It Means

Why Is It A Hyperbole

How Does It Improve Writing?

2) This restaurant serves the most mouth-watering and life-changing burgers ever.

What It Means

Why Is It A Hyperbole

3) The lead actor's performance was so dreadful it could bore a zombie to death.

What It Means

Why Is It A Hyperbole

Do you like this hyperbole? Explain.

Literary Devices in Reviews

Literary devices are techniques that help make the review more persuasive and engaging.

- **Idioms:** These are sayings that don't mean exactly what they say, like 'break a leg' when you want someone to do well.
- **Metaphors:** These say you're comparing things but don't use 'like' or 'as.' For example, 'She's a ray of sunshine.'
- **Alliteration:** This is when words close to each other start with the same sound, like 'happy hopping bunnies.'
- **Hyperbole:** This means saying something way bigger than it really is, like 'Her singing voice could bring a statue to tears.'

Examine Read the review below and find examples of the literary devices used.

Title: My Review of "The Enchanted Backpack"

Wow, reading "The Enchanted Backpack" was like finding a pot of gold at the end of a rainbow! In this story, a boy and his sister discovered a magical backpack in their attic. When they opened it, they were transported to a world full of talking animals and enchanted forests.



This book is the bee's knees in the world of kids' adventures. It's fun, exciting, and fabulously put together! The suspense had me hooked from the beginning, like riding the tallest roller coaster over and over. To sum it up, this book is a home run!

I give this book 5/5 stars. It was so good, I felt like time stood still. A must-read for every young adventurer out there!

Idiom	
Metaphor	
Alliteration	
Hyperbole	

Review Writing - Inferences

Title: "Spine-Chilling Secrets in 'The Haunted Schoolhouse'"

Introduction

Hey, young readers! Do you like stories that make your spine tingle? If so, "The Haunted Schoolhouse" is the book for you. It's so spooky, it feels like walking through a haunted maze on Halloween. If you're a fan of eerie mysteries and ghostly figures, this one's a can't-miss!

Summary

In this creepy tale, kids named Peter and Jonathan discover an old, haunted schoolhouse in their neighbourhood. Once they step inside, they are plunged into a world of ghosts and ghouls! To escape and get back to their friends, they have to solve puzzles and dodge ghostly tricks.



Thoughts

Opening this book is like opening a creaky door to a room of mystery and surprises! The characters are so lifelike, you'll think they're lurking right behind you. The story is faster than a bat out of a cave, keeping you hooked from beginning to end. The author uses cool writing tricks like spine-chilling metaphors and eerie allusions to make the story even better. Seriously, this book is as rare as a blue moon on a foggy night!

Rating

I give this book a full 5/5 stars, no doubt about it! It was so thrilling, I forgot all about my homework. If you're into tales that make your heart race, you have to read this one.



Examine

Read the review on the previous page and find examples of the literary devices used.

Write 1 example of each of the following literary devices used in the review.

Idiom

Metaphor

Alliteration

Hyperbole

Inferencing

Answer the questions below to show your understanding.

1) Global Inference: Describe who you think wrote the review based on the word choice, sentence structure, and punctuation used (voice). What can you infer about them?

2) Global Inference: Do you think you would like this book? Explain everything you read in the text.

3) Local Inference: What did the author mean when they wrote, "Seriously, this book is as rare as a blue moon on a foggy night!"

Block 9: Graphic Texts

Focus

- ✓ Spatial order, images, graphics, visuals
- ✓ Graphic texts - timelines, comics, memes, maps, infographics
- ✓ Text patterns in graphic text
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategy: Making Connections

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

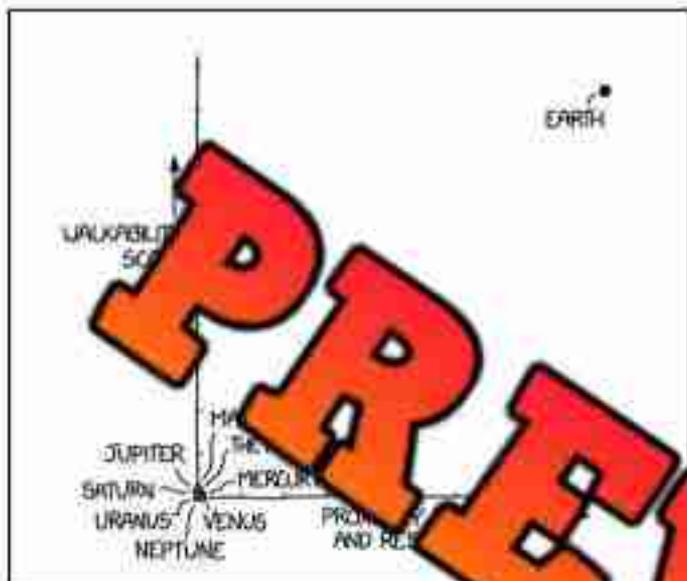
2) Is the joke explained explicitly, or is it implicit? Explain the joke.

3) Global Inference: Is Mr. Duck a brave duck that shows no fear?

Understanding Graphic Texts

Analyze

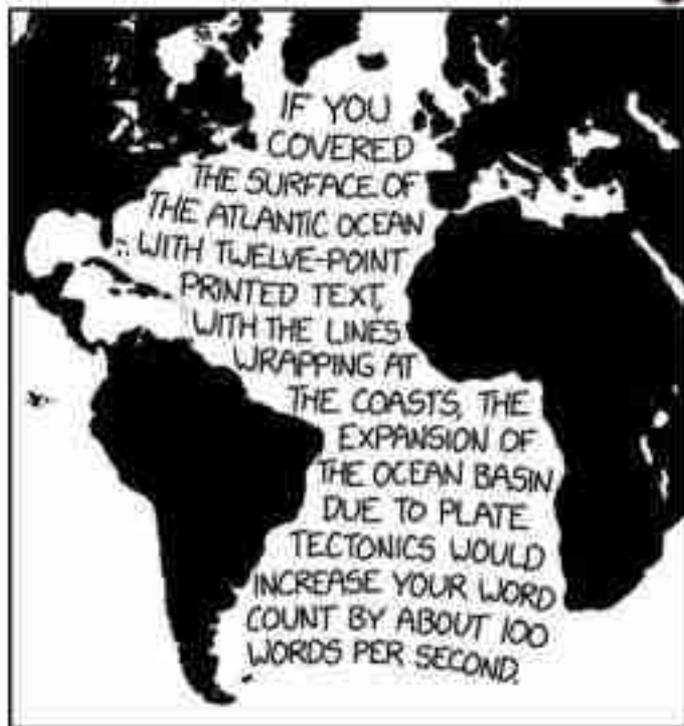
Read the comic and answer the questions.



Caption: After doing a real-estate analysis, I get why this place is so popular.

1) What is the comic about?

2) Where did you start to read? Why did you choose there? Did you re-read anything?



Caption: The Atlantic Ocean is expanding about 4 cm each year.

is the ... ut?

2) What do you think of this comic? Explain.

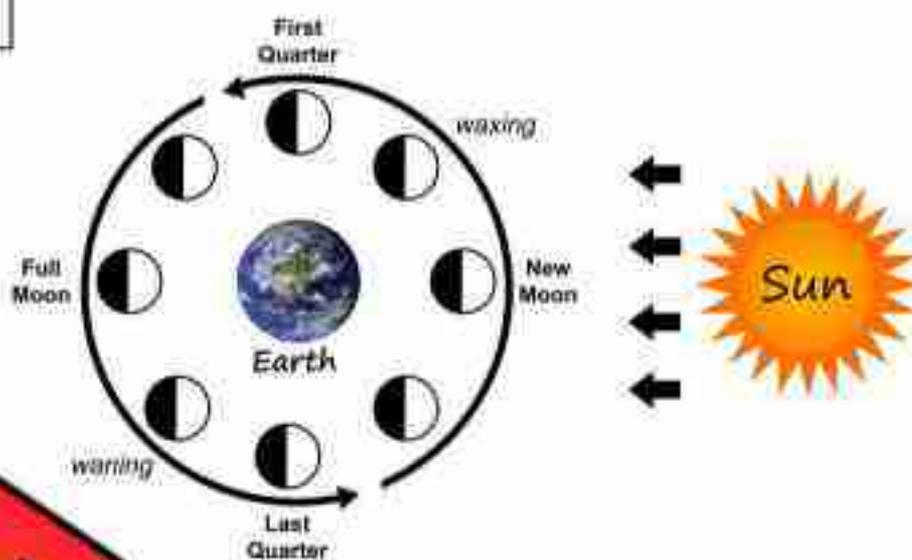
Text Features in Infographics

Examine

Answer the questions

1) Write a title for this infographic.

2) Does the infographic have more text or pictures?



3) What did you learn from this infographic?

4) Do the text and pictures help you understand the infographic? Explain.

5) List 4 things you can infer from reading this infographic. Remember, an inference isn't directly stated, so draw conclusions from the information and images provided.

PREVIEW

Reading Maps – Text Features

Reading a Map Made Easy

Maps help us know where things are. They have special clues:

- **Country Names:** Look for big, capitalized words like CANADA.
- **Provinces and Territories:** Smaller, but still capitalized words are provinces, like ONTARIO.
- **Cities and Towns:** Names with only the first letter capitalized are cities or towns, like Ottawa.
- **Red Dots:** The smaller red dots are for cities, and a bigger red dot is for the capital of Canada.



Reading Maps – Text Features

Questions

Answer the questions below.

1) What do the big, capitalized words on a map usually represent?

2) How can you identify provinces or territories on a map?

3) How do you identify cities on a map?

4) What do black dots on a map usually represent?

Think

Label the provinces/territories/cities on the map with the words in the word bank. Use the correct capitalization. Label Canada in the blank box in the single yellow box on the black border.

Province/Territory	City
Ontario	Y
Alberta	Nunavut
Manitoba	NWT
	Victoria

Graphic Text - What's a Timeline?

Analyze

Look closely at the timeline and answer the questions

EVOLUTION CARS



1800



1900



1920



1940



1960



1970



1980



1990



2000



2010



2010



2020

1) What is the title of the timeline?

2) What features are shown on this timeline?

3) How have cars changed over the years? Be sure to base your answer on what you see on the timeline.

4) Make a connection to the timeline. What does this remind you of in your life?

PREVIEW

Block 10: Biographies

Focus

- ✓ Biographies about important Indigenous people
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategies: Summarizing, visualizing, and making connections
- ✓ Text features – glossary, preface, and timelines

Biography – Chris Hadfield

Chris Hadfield: A Canadian Astronaut Above and Beyond

Preface

This biography will explore the life of an extraordinary Canadian—Chris Hadfield. Chris has done more than just travel to space; he has inspired countless people, especially young students like yourselves, to reach for the stars. As you read through this biography, you'll get to learn about his early life, space adventures, and how he's making an impact here on Earth.

Early Life and Inspiration

Chris Hadfield was born on August 29, 1959, in Sarnia, Ontario, Canada. As a young boy, he was amazed by the moon landing in 1969 and dreamed of becoming an astronaut.

Journey to the ISS

Chris Hadfield became a real astronaut when he went to space for the first time in 1995. He was the only Canadian on the mission and helped build parts of the **International Space Station (ISS)**. In 2012, he became the first Canadian **Commander of the ISS**.

Impact and Education

Chris Hadfield has not just floated in space; he has also made a big impact on Earth, especially kids, about science and space. He has written educational books and even made videos from space to show how common things like eating and sleeping are done in space. His **impact** has made many young Canadians interested in science and space exploration.

Timeline

- **1959**: Born in Sarnia, Ontario
- **1969**: Inspired by the moon landing
- **1995**: First space flight
- **2012**: Became Commander of the ISS
- **2013**: Returned to Earth and continued educational efforts

Glossary

- **Commander**: The leader of a space mission.
- **Impact**: The change someone makes that affects others.
- **International Space Station (ISS)**: A large spacecraft where astronauts from around the world live and work.
- **Mission**: Having an objective to complete a job in space.
- **Zero Gravity**: The condition where there is no pull from gravity, like in space.



Chris Hadfield

Prereading

Before reading, answer the questions below.

Prediction: After reading the title and headings, make 2 predictions about Chris Hadfield.

During Reading

Stop and write questions about what you are reading.

1	
2	
3	

Questions

Answer the questions below.

1) What is a glossary? Why are they helpful when reading a report on

2) How does the picture of Chris Hadfield help you understand him better?

3) What do you think Hadfield's biggest accomplishment was?

Biography – Elijah Harper

Elijah Harper: The Advocate for Indigenous Rights

Elijah Harper's Early Life

Elijah Harper was born on March 3, 1949, in Red Sucker Lake, Manitoba, Canada. He was a member of the **Oji-Cree First Nation**. Raised in a small community, Harper learned about the importance of his cultural heritage and began to dream of making a difference for Indigenous people in Canada.

Major Achievement

Elijah Harper made history in 1990 when he used a single **eagle feather** to say "No" in the Manitoba legislature, effectively blocking the **Meech Lake Accord**. This accord did not recognize the rights and status of Indigenous peoples, and Harper's actions drew national attention to the issue. He later served in the Canadian House of Commons, continuing to advocate for Indigenous rights.

Life After Politics and Legacy

Although Harper left politics in 1999, his impact remains lasting. He became a symbol for Indigenous resistance against unfair laws and policies. He received several awards for his contributions to Canadian society, including the Order of Manitoba and the Stanley Knowles Humanitarian Award. Harper passed away in 2013, but his **legacy** of fighting for Indigenous rights remains strong.



Timeline

- **1949**: Born in Red Sucker Lake, Manitoba
- **1990**: Blocked the Meech Lake Accord with an eagle feather
- **1993-1997**: Served in the Canadian House of Commons
- **2013**: Passed away, leaving a lasting legacy

Glossary

- **Oji-Cree First Nation**: An Indigenous community in Canada.
- **Meech Lake Accord**: A proposed amendment to Canada's constitution that failed to recognize Indigenous rights.
- **Eagle Feather**: A symbol of spirituality and respect in many Indigenous cultures.
- **Advocate**: Someone who publicly supports a particular cause or policy.
- **Legacy**: The long-lasting impact a person leaves behind.

Understanding

Is the statement true or false?

1) Elijah Harper was born in 1949.	True	False
2) He was a member of the Cree First Nation.	True	False
3) Elijah Harper was born in Vancouver, British Columbia.	True	False
4) He blocked the Meech Lake Accord in 1990.	True	False
5) Harper served in the Manitoba legislature.	True	False
6) The Meech Lake Accord recognized Indigenous rights.	True	False
7) Harper wore an eagle feather to say "No."	True	False
8) He served in the House of Commons.	True	False
9) Harper left politics in 1995.	True	False
10) He received the Order of Ontario.	True	False

Critical Thinking

Answer the questions below.

1) **Inference:** How is Elijah Harper's legacy viewed today, especially in Manitoba?

2) **Inference:** How do you think Harper's eagle feather helped gain Indigenous rights?

3) **Personality trait:** Use one word to describe Elijah Harper. Then explain why you chose that word. Examples – brave, creative, loyal, curious, confident, ambitious, calm, etc.

Organizing a Biography

Read

The report below has been organized incorrectly. Reorder the headings, sub-headings, preface, and index by writing the letters in the correct order.

Biography of Orville Wright: The First to Fly

A) The Echoes of Their Dreams

The determination and ingenuity of the Wright brothers paved the way for the world of aviation. Orville's legacy, shared with his brother, is a reminder that dreams, paired with hard work, can change the world. Every plane in the sky is a testament to their vision and perseverance.



B) Early Years and Childhood

Dive into the world of young Orville, where a childhood filled with wonder laid the foundation for his monumental achievement.

C) Preface

Have you ever looked up at the sky and wondered if you could fly like a bird? Many years ago, Orville Wright and his brother, Wilbur, took the same question to heart. This biography tells the tale of Orville, the younger brother, who made history by becoming one of the first people to fly an airplane. Join us on this exciting journey of curiosity and perseverance!

D) Childhood Adventures

Born on August 19, 1871, in Dayton, Ohio, Orville and his brother Wilbur were inseparable. They shared a passion for discovery, fueled early on by a toy airplane their father gifted them. This toy set them on a path of wonder about how to fly.

E) Achieving Flight and Leaving a Legacy

Experience the pivotal moments when Orville took to the skies and discover how his contributions continue to influence the world of aviation.

F) The Momentous Flight

On December 17, 1903, in Kitty Hawk, North Carolina, Orville Wright made history. Climbing onto their invention named the Flyer, he flew for a brief 12 seconds. It was a short flight, but it marked the birth of aviation as we know it.

G) The Bicycle Shop Innovators

Before they took to the skies, the Wright brothers mastered the ground with their bicycle shop. It was more than just a place for bikes. Here, they explored principles of motion and balance, essential knowledge that would later aid their aviation experiments.

Order

List the letters in order from which paragraph/part should go first, to which should go last. (A to G)

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Critical Thinking

Answer the questions below.

1) Did the _____ do its job in explaining what the biography will be about?

2) Did the preface _____ into _____ the rest of the biography? Explain.

3) **Vocabulary:** Choose 3 words from the biography that isn't _____ your everyday vocabulary. Look up the words or ask a friend/teacher _____ why _____ mean. Then use them in a sentence.

Word	Definition - What does it mean?

Word	Use It In A Sentence