



# Preview - Information



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# Google Slides Lessons Preview





# Alberta Language Curriculum Writing Unit – Grade 6

## 3-Part Lesson Format

### Part 1 – Minds On!

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

**LEARNING GOAL**

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

#### Text Forms Word Search & Match

Find each word in the puzzle and drag its letters to the box of the word it describes.

<b>A</b>	Stories with characters, setting, and plot.
<b>B</b>	Verses that use rhythm and rhyme to show feelings.
<b>C</b>	It uses arguments and evidence to convince readers.
<b>D</b>	Personal or formal messages.
<b>E</b>	Detailed information on a topic with subheadings.
<b>F</b>	Life stories about important events.
<b>G</b>	Daily notes about feelings or events.
<b>H</b>	Organized ideas or items.
<b>I</b>	Stories with pictures and text.
<b>J</b>	Step-by-step directions.

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

Biographies	Persuasive	Diaries	Letters	Narrative
Instructions	Reports	Comics	Poetry	List

### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

#### Idea Development Strategies: Talking to Others

Pretend you are writing about how to teach a tourist how to try something new in your country (for example, how to eat a local dish, join a festival, or play a traditional game). Talk to a friend about the steps, then write them below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Alberta Language Curriculum Writing Unit – Grade 6

## Organizing a Strong Paragraph

Read each sentence carefully. Then, draw a line to match the sentence to its correct part of the paragraph.

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

## Beginning or Ending of a Story

Read each statement carefully. Decide if it describes the beginning or the ending of a story. Circle your answer.

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

## Creative Writing

Choose one suggestion from each category below and write a story including a conversation using quotations.

Characters	Plots	Tropes
Pirate Captain	Searching for buried treasure	Space Station
Brave Astronaut	Exploring the moon	Enchanted Forest
Mischievous Fairy	Trying to fix a magical mistake	Suburban Street
Inquisitive Child	Finding a lost pet	Dense Jungle
Fearless Explorer	Mapping a new part of the forest	Cozy Kitchen
Friendly Grandma	Baking cookies for a community event	Futuristic City
Lost Robot	Looking for its owner	





# Google Slides Lessons Preview





# Alberta 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.



Drag the statements that make sense as real questions into the answer box. Leave the ones that don't belong.

- Why did the new library use solar panels?
- How does the design of the library encourage learning and community?
- In what ways is this library different from the old one?
- How many people visited the library on opening day?
- What colour are the chairs in the library?
- What role does the library play in the community?
- How many books are on the shelves?
- Did the students like doing homework in the library?

#### Pick The Best Questions




### Part 2 – Action!

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

### Part 3 – Consolidation!

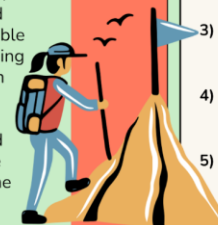
- Exit Cards
- Quizzes
- Reflection
- And More!

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 walking stick. Somewhere above, she heard a faint cry, as if someone else was on the mountain—but she couldn't see anyone.

#### Consolidation – The Mountain Climb

- 1) Making Connections** – How does this scene connect to something you know—an adventure story, a hike you've taken, or a challenge you've faced?
- 2) Questioning** – What important questions would you ask to better understand Sofia's situation?
- 3) Visualizing** – What images are most vivid in your mind—the valley, the cliffs, or the sound of the cry? Why?
- 4) Prediction** – What might happen next as Sofia continues her climb? Support your answer with text clues.
- 5) Inference** – Who or what could have made the faint cry above?



Consolidation



# Alberta Language Curriculum Reading Comprehension – Grade 6

## Exploring Cultural Elements

Put an X in the box for the correct answer.

1) What value was highlighted by the elders' stories?

Respect and honesty  
 Speed and competition  
 Wealth and power

2) What type of architecture was used for the gathering?

A castle  
 A stone tower  
 A longhouse

3) What did the dancing represent?

The movement of animals  
 The waves of the ocean  
 The growth of trees

4) Which art forms were displayed during the ceremony?

Sculpted stone and jewelry  
 Painted masks and woven blankets  
 Written poems and books

5) What ritual did the chief perform?

Blessing the harvest food  
 Sharing hunting tools  
 Painting the longhouse walls

6) What was the main purpose of the Moonlight Ceremony?

To compete for prizes  
 To invite visitors from other lands  
 To pass traditions to the next generation

...ed down, soaking everything in sight. The writer is describing  
 ... message is explicit or implicit.

**Characteristic**

Explicit  
 Bias  
 Implicit

**Answer**

1) My umbrella flipped inside out the moment I stepped outside.  
 2) The leaves swirled around my feet as I walked home.  
 3) The snowstorm made it impossible to see past the mailbox.  
 4) Sweat rolled down my neck before I reached the end of the driveway.  
 5) Fall weather is the best as my fall wardrobe is my favourite.  
 6) Rain poured so hard it was like standing under a waterfall.

## 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
Root : Tree	d) Sun : Light
Password : Access	e) Seed : Plant
Fire : Heat	f) Composer : Symphony



# Alberta Language Curriculum

## Reading Comprehension – Grade 6

### Cause and Effect

Read the passage carefully. Then, look at the causes and effects. Match them together by dragging the correct effect next to its cause, or the correct cause next to its effect.

Cause	Match with Effect
The sun heats up water from lakes and oceans	
Water vapour cools down high in the sky	
Clouds grow heavy with water droplets	
Rainwater seeps into the ground	

Effect	Match with Cause
Meltwater flows into rivers and streams	
Oceans and lakes are refilled with water	
More evaporation happens as water changes to vapour	
Water is released back into the air (transpiration)	

Underground aquifers are filled with fresh water
Evaporation occurs and water rises into the air
Precipitation falls as rain, snow, or hail
Condensation happens and clouds are formed
Snow and rain fall onto mountains
Plants take in water through their roots
The sun warms wet ground after rainfall
Rivers and streams carry water downhill

### Land Symbol Match-Up Chart

Read each land symbol carefully. Then, match it to what it represents.

Land Symbol	What It Means
A picture shows fish carved beside flowing water, reminding people of their responsibility to protect rivers and the life they sustain.	
A long carving across the rock tells the story of a group's migration over many seasons, showing where their ancestors once travelled.	
A spiral surrounded by many handprints represents families joined together through ceremony and shared identity.	
Two figures are connected by a line of dots, showing the passing of messages and teachings between generations.	
A circle of stars painted above a fire shows people honouring the sky world and giving thanks to the spirits of creation.	
Symbols of people sitting together around a large central shape show the importance of gathering to share food, stories, and decision-making.	

Historical
Cultural
Community
Spiritual
Natural
Communication

Read the descriptions of poems below. Complete the chart.

Question	A	B	C	Answer
1) A poem gives you a poem with 5 lines. The first line is 1 word, the second line has 2 descriptive words, and the last line is a synonym for the title. What type of poem is this?	Haiku	Acrostic	Cinquain	
2) You notice a poem where the first letters of each line spell the word "HOPE." What type of poem are you reading?	Haiku	Acrostic	Limerick	
3) A friend shares a poem that makes you laugh because of its funny story and rhyming pattern. Which poem type fits best?	Haiku	Limerick	Cinquain	
4) You are asked to write a poem that describes one quick moment in nature, like falling snow or a chirping bird. Which type should you use?	Acrostic	Haiku	Limerick	
5) This poem type is great for exploring rhythm and syllable patterns. It often uses a 5-7-5 structure. Which type is it?	Haiku	Cinquain	Acrostic	



# Google Slides Lessons Preview





# Alberta Language Curriculum Conventions & Vocabulary – Grade 6

## 3-Part Lesson Format

### Part 1 – Minds On!

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

### Week 1 - Vocabulary List

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

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

### Identify Sentence Fragments

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

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

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

### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

### Fluency Readings

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

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

# Alberta 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.

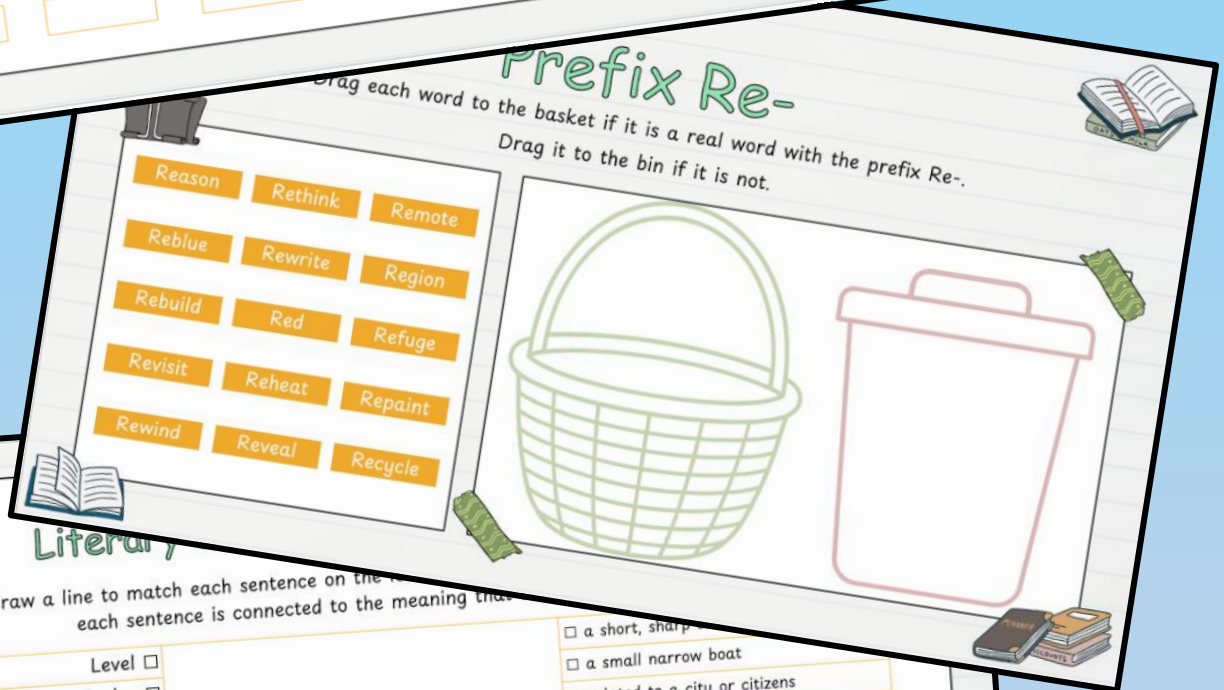


swimming	drinking
runing	singing
smiling	teaching
singing	brushing
cutting	jumping
waving	picking
drinkking	skipping
climbing	thinking
dancing	running

## 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.

Reason	Rethink	Remote
Reblue	Rewrite	Region
Rebuild	Red	Refuge
Revisit	Reheat	Repaint
Rewind	Reveal	Recycle



## Literary

Draw a line to match each sentence on the left with the meaning that it has on the right.

Level <input type="checkbox"/>	<input type="checkbox"/> a short, sharp
Radar <input type="checkbox"/>	<input type="checkbox"/> a small narrow boat
Civic <input type="checkbox"/>	<input type="checkbox"/> related to a city or citizens
refer <input type="checkbox"/>	<input type="checkbox"/> a word for mother
madam <input type="checkbox"/>	<input type="checkbox"/> a tool that finds objects
rotor <input type="checkbox"/>	<input type="checkbox"/> a polite way to address a woman
kayak <input type="checkbox"/>	<input type="checkbox"/> the same height or position
stats <input type="checkbox"/>	<input type="checkbox"/> short for statistics
wow <input type="checkbox"/>	<input type="checkbox"/> to mention or point to something
pop <input type="checkbox"/>	<input type="checkbox"/> an expression of surprise
mom <input type="checkbox"/>	<input type="checkbox"/> a spinning machine part



# Alberta Language Curriculum Conventions & Vocabulary – Grade 6

## Prefix Ex-

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

Explore	Express	Exclude
Export	Explain	Exam
Exmoon	Extend	Exact
Extra	Exclaim	Expose
Exit	Extract	Exday

## Sum

Drag the letters to fill the crossword boxes. Use the clues.

y	i	u	g	o	y	a			
r	n	s	h	i	t	w	y	i	e
a	o	y	d	u	k	e	o	r	l
c	w	s	s	p	m	d	b	a	d
d	y	m	g	l	f	o	w	r	y

**Across**

- filled with falling rain
- feeling very tired
- moving with small trembles
- dark and sad atmosphere
- covered in cold frost

**Down**

- strong blowing air
- wants more than needed
- often drops things
- slightly scary feeling
- covered in wet dirt

... and drag the correct abbreviation in each row.

Doctor		Professor	
January		Avenue	
Tuesday		Department	
November		Governor	
Boulevard		Saint	
		Senior	

Dr.	Blvd.
Dept.	Tue.
Prof.	Gov.
Jan.	Sr.
St.	Mr.
Nov.	Ave.