



Preview – Information



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

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

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

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Google Slides Lessons Preview



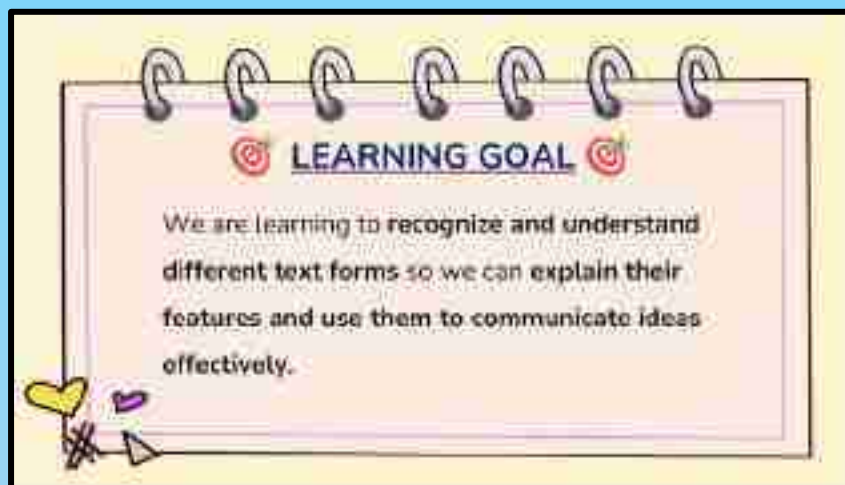


Alberta Language Curriculum Writing Unit – Grade 6

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!





	Beginning	Ending
1. The main characters are introduced.	Beginning	Ending
2. The characters begin to interact.	Beginning	Ending
3. The author 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 knows where to move the story.	Beginning	Ending
7. The biggest conflict leads 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			
Sensory		Plus	
Stone Coffer		Searching for hidden treasure	Space Station
Stone Boat		Exploring the coast	Underwater Palace
Mustard and Pars		Trying to fix a magical machine	Antichain Stone
Maple and Cliff		Finding a lost pet	Golden Knight
Feather and Eagle		Mapping a new part of the forest	Lazy Master
Princess and Prince		Looking for a mysterious secret	Fairyland City
Lost School		Looking for his friend	

[illegible]



Workbook Preview



Grade 6 – Language Writing



Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.
Guiding Question	How is precise writing influenced by ongoing craft and process development?
Learning Outcome	Students create texts that reflect personal voice and style through creative and critical thinking processes.

	Skills and Procedures	Pages
	Preview of 140 pages from this product that contains 336 pages total.	
W6.1	Express personal ideas through multiple paragraphs for the purpose of engaging an audience. Organize writing around clear ideas or positions that are supported by examples or relevant evidence. Express ideas using organizational structures that enhance writing. Relate ideas and connect paragraphs using a variety of transitions. Revise text for clarity, focus, and audience. Edit writing for spelling, punctuation, and grammar. Publish selected writing, incorporating graphics, captions, charts, or other text features to express individuality.	10 – 17, 31 – 39, 43 – 46, 48 – 49, 53 – 59, 64 – 69, 72 – 81, 93 – 97, 113 – 123, 126 – 127, 131 – 161, 171 – 196, 207 – 212, 223 – 132, 234 – 235, 239 – 242

Grade 6 – Language Writing



Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.
Guiding Question	How is precise writing influenced by ongoing craft and process development?
Learning Objectives	Students create texts that reflect personal voice and style through creative and critical thinking processes.

	Skills and Procedures	Pages
W6.2	Apply creative and critical thinking through experimenting with figurative language and selecting details to produce a desired effect. Analyze the descriptive language and voice of professional authors as models for writing. Create text that uses imagery, rhyme, and emphasis, or effect. Create narratives that develop setting, plot, and character using suspense, figurative language, and dialogue. Enhance personal style and voice through careful selection of words to create emphasis or effects. Analyze writing for development of tone and point of view through language use. Determine alternative words and meanings using a variety of digital or non-digital tools.	30, 40 – 42, 50 – 52, 60 – 82 – 112, 125, 175 – 197 – 206, 213 – 222, 233, 236 – 238

Grade 6 – Language Writing



Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.
Guiding Question	How is precise writing influenced by ongoing craft and process development?
Learning	Students create texts that reflect personal voice and style through creative and critical thinking processes.

	Skill	Pages
W6.3	Write to inform, persuade, or report for a variety of purposes and audiences. Narrow research questions to create a well-defined topic. Support the main idea or topic with relevant facts, examples, and explanations from multiple sources. Summarize and organize ideas gained from multiple sources using a variety of methods or tools. Analyze the validity and reliability of information and sources. Access and use information ethically.	128 – 130, 140 – 144, 162 – 170, 179 – 180, 183 – 188, 243 – 258
W6.4	Experiment with methods or tools to enhance communication or create effects. Select a method or tool to present written works that supports clarity or voice. Demonstrate legibility and writing fluency through the use of printing, cursive handwriting, or keyboarding.	217 – 222, 260 – 273

Understanding Text Forms

Defining Text Forms

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

Common Text Forms and Their Features

- Narratives: Stories with characters, settings, and plots.
- Book Reviews: Evaluations of a book's merits and flaws.
- Poetry: Verses used to express feelings.
- Persuasive Writing: Convincing arguments and evidence.
- Letter Writing: Personal or formal communication.
- Report: Detailed account of a topic, often with statistics.
- Biographies: Life stories focusing on key people and events.
- Comic Strips: Visual stories with humour, using dialogue boxes.
- 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 | ☐ Tales with a setting, plot, characters. |
| Diaries | ☐ Critiques of book strengths/weaknesses. |
| Persuasive Writing | ☐ Expressive verses with rhyme. |
| Lists | ☐ Writing to change someone's mind using reasons. |
| Instruction | ☐ Written communication, formal or casual. |
| Poetry | ☐ In-depth information on specific topics. |
| Book Reviews | ☐ Accounts of an individual's life journey. |
| Report | ☐ Stories told through images and captions. |
| Biographies | ☐ Day-to-day personal thoughts. |
| Letter Writing | ☐ Descriptions of related items. |
| Narratives | ☐ Steps to make things or 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?

Idea Development Strategies

Developing Great Writing Ideas

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

Three Key Strategies to Grow Ideas

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



Importance of Planning

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

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

Idea Development Strategies

Practice

Practice the different strategies below.

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



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

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

b) Who's your top character or avatar?

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

d) What lessons does the game teach?

e) How do you feel when you play it?

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

Idea Development Strategies

Practice

Practice the different strategies below.

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

1 Is the food healthy?

2

3

4

5

6

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

1

2

3

4

5

6

7

8

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 factors can shape your personal voice:

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



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 hear 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: Choose one of the writing prompts below. Then write about that prompt using at least three 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 nervous? Maybe you're feeling a mix of emotions? Jot down as many as you can!
- 4) Determine Perspective: Think about who is "speaking" in the song.
 - **First Person**: Is the song being sung from the singer's perspective? ("I feel...")
 - **Second Person**: Is the singer singing to someone directly? ("You are...")
 - **Third Person**: Is the singer talking about someone else? ("She goes...", "He said...")
- 5) Describe the Character: Imagine the song as a short story and the singer is the main character.
 - **Age**: How old do you think they might be?
 - **Interests**: What hobbies or activities might they enjoy based on the song?
 - **Beliefs & Values**: What are some things that seem important to them?
 - **Personality Traits**: Are they adventurous, shy, rebellious, or maybe romantic?
- 6) Share & Discuss: Once everyone has completed their analysis, take turns sharing your findings with the class. Discuss similarities and differences in interpretations.

Activity: Voice in Song**Instructions**

Answer the questions below.

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

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

3) Describe who you think wrote the song based on the lyrics. Write 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 thing every 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 big _____ windows and bright _____ lights. The teacher was very nice _____ and the children were good _____ at listening. They learned simple _____ things like numbers and letters. Every day, they had a good _____ time playing and learning. There were 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 School Students	Hyped	Insurance	Soccer	Weird	Trending
	Play	Meeting	Recess	Amazing	
High School Students	Hangover	Pharmacy	Mommy	Ghosted	
	Shady	Sandbox	Squad		
Parents	Groceries	Fire	Meeting		
	Frugal	Lowkey	Cringy		
Seniors	Nap	Nostalgic	Early	Crane	Crane
	Comfortable	Clout	Coffee	P	etire

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 song. There was cheer in every face and a spring in every step."

Louisa May Alcott - Little Women (1868)

"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 manner of his burial was signed by the clergyman, the clerk, the undertaker, and the parish council. 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 (and doing it pretty well, considering); so you see that it couldn't have had any of the black kitten's fur 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 house. 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 blanket, whiskers twitching slightly as it settled into a comfortable position for its evening nap.



Practice writing short and long sentences about the topics below.

Topic	My Favorite Animal
Short Sentence	
Long Sentence	

Topic	Weekend Plans
Short Sentence	
Long Sentence	

Topic	When I Grow Up
Short Sentence	
Long Sentence	

Varying Sentence Lengths

Write

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

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

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

1	2	3	4	5	6	7	8	9	10	

Fluent Writing

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

Fluent Writing:

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

Non-Fluent Writing:

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



Think: _____ example fluent or not fluent?

1) A golden sun. The bag. The dog fetched the stick.	Fluent	Not Fluent
2) Had cereal toast for breakfast. The dog barked.	Fluent	Not Fluent
3) In the ancient forest, a soft breeze rustled the leaves fully.	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 really stands on three main parts.

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

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

Why Order Matters

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

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

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

Exploring the Structure of Paragraphs

Topic Sentence

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

Topic Sentence

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

Topic Sentence

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

Topic Sentence

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

Hooks

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

Boring Version

Board games are an okay way to spend family time.

Your Version

Boring Version

Reading books makes you smarter.

Your Version

Boring Version

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

Your Version

Writing Hooks – Improving Topic Sentences

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

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

Using an Exclamation: Say something exciting to grab attention.

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

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

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

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

Example: "Did you know? 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 fly.

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

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

3) They bloom in the spring, showing off vibrant 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 hook 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 and adopt 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	

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
Finally	Along with	Nevertheless	Too	In the end

Think _____ good transition word for the supporting details.

- 1) I wanted to visit the zoo _____, my brother preferred the amusement park. We had to _____ as a family outing.
- 2) Sarah enjoys reading mystery books _____, her brother enjoys science fiction. They often exchange books _____ and each other's 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, "I really, definitely get 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 should be about the main idea of the next paragraph.	True	False
5) Sharing facts about a topic can be part of a conclusion.	True	False

Think

Which conclusion sentence you think is best.

1) Butterflies are colorful 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 garden canvas.

b) Watching goldfish can be a calming experience.

c) They pollenate our plants, helping grow many fruits and vegetables.

2) Sunflowers are interesting plants that can grow in almost any environment. They grow tall and face the sun with their big yellow heads. They are a natural source of food 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)!

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 in 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 and 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 pedals. 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 topic sentence of your paragraph. Make sure to use transition words between your supporting sentences.

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		

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; may be repetitive.	Two or three relevant details; may be repetitive.	One or two details; may be irrelevant or vague.	Missing or irrelevant supporting details.
Transition Words	Smooth transitions throughout.	Some transitions used.	Transitions are lacking or forced.	No transition words used.
Word Choice (Interesting)	Rich, vivid word choice.	Some interesting word choices.	Word choices are repetitive or 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 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 how you should write 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. It's more like how you talk. 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?
Thank you,
Olivia

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

Hi Grandma!

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

Love,
Ella

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

Subject: Soccer Practice Fun

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

Take care,
Sophia

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

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. I wish I knew anything.

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

Sam

Author's Voice

Subject: Can't Believe This Happened!

Hey Morgan,

I just found out someone took my sandwich from my desk! I freaked out! I even put my name on it. Do you know who might've done it? So, uh, help me out. 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 - 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 can talk it with the 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.) _____

Analyzing Formal Letters

Analyze

Read the letters below. Underline the greeting and closing. Circle the transition words being used. Then describe the voice used in each email. Is the person happy, sad, scared, etc.?

Happy Valley School
45 School
Toronto, ON M8B 6

Dear _____,
Congratulations on your graduation! Firstly, your hard work has paid off, and we're incredibly proud of your achievement. Furthermore, this is just the beginning of your journey. Lastly, we wait for amazing things you'll do.

Sincerely,
Happy Valley School Faculty

Author's Voice

Prairie Heights Secondary School
322 Northern Lights Drive
Saskatoon, SK S7N 4Z6

Dear Mrs. Lewis,

Firstly, I hope this letter finds you well. I wanted to talk to you about the homework we've been getting lately. It seems like a lot, and honestly, I'm finding it a bit overwhelming. I do understand the importance of homework, but I was wondering if there's a way we could find a better balance so I can manage my time. Lastly, I just wanted to say thank you for understanding and considering my concern.

Sincerely,
Sophia Ramirez

Author's Voice

Analyzing Formal Letters

Analyze

Read the letters below. Underline the greeting and closing. Circle the transition words being used. Then describe the voice used in each email. Is the person happy, sad, scared, etc.?

Lakefront Middle School
45 Maritime Way
Charlotte, NC 28204

Dear Parents,

First, I want to thank you for your continued support throughout the academic year. However, we've noticed a decline in student participation during virtual classes. We understand the challenges of remote learning, but consistent attendance is crucial. Therefore, we urge you to ensure your child remains engaged. Ultimately, we're here to support and will gladly provide any assistance you need.

Sincerely,
Ms. Rodriguez

Author's Voice

Birchwood Elementary School
128 Mountain Road
Victoria, BC V8T 5A9

Dear Students,

Firstly, I hope this email finds you well. With exams approaching, I can not help but feel anxious about the new format we have to adopt. I understand it is different, and we are all adjusting. Regardless, we are working tirelessly to make it as smooth as possible. Please, if you have questions, do not hesitate to ask. After all, we are in this together.

Best wishes,
Birchwood Elementary School Staff

Author's Voice

Formal Letter Writing

Write

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

Audience	Purpose	
Principal	To ask for better school yard equipment	
		

Success Criteria – Formal Letter

Analyze

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

123 Maple Street
Happyville, ON L2T 4M6
March 21,

Dear Mr.

I hope you are in good health and spirits. Firstly, I would like to express my gratitude for the lessons you provide in our science class. Ah, the world of atoms and molecules fascinates me!

Furthermore, I have spent a few hours at the library to delve deeper into the subject. Oh, the world of science is so vast! However, there are some concepts, especially regarding chemical reactions, that puzzle me. Hence, I am writing to kindly request some additional resources or a bit of your time after class to clarify these topics.

In conclusion, I sincerely hope you can provide my request. Your guidance will not only aid me in understanding the subject better but also ignite the budding scientist within me.

Thank you for your time and consideration. I eagerly await your response.

Yours sincerely,

Jordan McKenzie

1)

2)

3)

4)

5)

6)

Assignment – Formal Letter

Write

Plan your formal letter by brainstorming about your topic below.

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

1) Who will be the audience of your letter?

2) What will be the purpose of your letter?

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

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

5) Write the greeting you will use.

6) Write the closing you will use.

Write

Plan your letter by brainstorming about your topic below.

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

1

2

3

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

9) Write your rough draft of _____ below.

Edit

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

Criteria	☒	☒
The date		
Address of the person receiving the letter		
A greeting		
Topic sentence		
Body with main points		
Transition words		
A closing, like "Sincerely"		
Your signature (your name)		
Formal language - no contractions		

Edit

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

Criteria	
The date	
Address of the person receiving the letter	
A greeting	
Topic sentence	
Body with main points	
Transition words	
A closing, like "Sincerely"	
Your signature (your name)	
Formal language - no contractions	

Rubric – Formal Letter Writing

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

Teacher Comments

Mark

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

Figurative Language - Simile

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

Here are some examples of similes:

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



Write the similes below

1)	As sharp as _____
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 - Simile

Write

Write a short text about the topics below. Use at least two similes in each.

Topic: My Favourite Holiday**Topic: A Snowy Day****Topic: When I Grow Up****Topic: If I Had A Robot**

PREVIEW

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	Comparison	Sentence
Library	Treasure Chest	A library is a treasure chest because of all the amazing books you can find inside.
Life	Rollercoaster	
Knowledge	Power	
Laughter	Best Medicine	
World	Stage	
Silence	Golden	

Figurative Language - Analogy

An **analogy** is a way of comparing two things to show how they are similar. It helps to explain an idea by comparing it to something else that is easier to understand. Analogies are used in writing to make descriptions clearer and more interesting.

Here are some examples of analogies:

- "Her smile was like sunshine on a cloudy day." - This compares a smile to sunshine, suggesting it's cheerful and bright.
- "Reading a book is like taking a journey." - This compares reading to traveling, suggesting it takes you to different places or experiences.
- "A diamond is like a four-leaf clover: hard to find and lucky to have." - This compares a diamond to a rare clover, suggesting they are special and valuable.



Write

your own analogies below to write an analogy

1. Learning is like a journey because...

2. A library is like a treasure chest because...

3. Solving a math problem is like solving a mystery because...

4. The earth is like a giant spaceship because...

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 a thunderstorm. What do you think the character sees, feels, hears, tastes, and smells?

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

See	
Feel	
Hear	
Taste	
Smell	

Narrative Writing - 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, 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 Writing - Plot

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

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

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

Practice

Read the short story below, then fill in the organizer.

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

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

Character	
Beginning	
Middle	
End	

Using Quotations in Narratives

Quotation Marks in Dialogue

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

Rules for Using Quotations in Dialogue:

- 1) Starting and Ending with Quotation Marks:** Every time someone speaks in your story, you should begin and end their speech with quotation marks.
 - Example: "I love ice cream," said Tim.
- 2) Commas and Periods:** Commas and periods go inside the quotation marks.
 - Example: "Let's go to the park," Jane suggested.
- 3) Punctuation Outside Quotation Marks:** Periods, commas, question marks, and exclamation points go outside the quotation marks, even if they are part of the quoted material.
 - Example: "Did you finish?" he yelled.
- 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. 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 wrong 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 not go first, if that's okay," he murmured shyly.
- c) "Let's see! I've got plenty to say," he exclaimed boldly.

Personality: Adventurous

- a) "No thanks, I'd stay in and stay it safe," she said cautiously.
- b) "Adventure? I think I'd pass on that taste," he noted warily.
- c) "Let's explore the forest! I bet it's 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.

Emotions in Dialogue – Speaker Tags

Think

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

Word Bank

Excitement	Sadness	Anger	Fear	Confusion
Happiness	Surprise	Disappointment	Determination	Curiosity

Emotion	Dialogue	Speaker Tag
	"We won the game! We actually did it!"	Tom exclaimed excitedly.
	"My favorite rabbit is gone."	Emily _____
	"Why did my boy ask me about asking?"	Mark _____
	"Did you hear that noise? What was that?"	Graham _____
	"I thought the test was next week, 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 _____

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.

her friend Tyler asked, referring to the most challenging course.

called with a confident grin, adjusting her goggles.

The air was crisp and the snow was a brilliant 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.



"her best friend Mia, she gave 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 bottom with 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.

" Tyler exclaimed, high-fiving her.

" 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!" _____ Mom.
7)	"What time is the game?" _____ Dad, looking confused.
8)	"I think we should study together," _____ John, making a 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.

Creative Writing – Quotations

Practice

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

Characters	Plots	Settings
Pirate Captain	Searching for buried treasure	Tropical Island
Brave Astronaut	Exploring the moon	Space Station
Mischievous Elf	Trying to fix a magical mistake	Enchanted Forest
Inquisitive Cat	Following a lost pet	Suburban Street
Fearless Explorer	Discovering a new part of the forest	Dense Jungle
Friendly Grandpa	Baking for a community event	Cozy Kitchen
Lost Robot	Searching for its owner	Futuristic City
Ambitious Inventor	Building a robot	Basement Lab
Heroic Dog	Helping find a missing child	Neighbourhood Park
Secret Agent	Catching a pie thief	Town Bakery
Timid Ghost	Trying to be brave	Haunted House
Young Artist	Painting a mural for school	Art Room

Name: _____

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Practice

Choose one suggestion from each category on the preceding page and write a story including a conversation using quotations.

PREVIEW

Success Criteria – Narrative

Analyze

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

The Lost Kitten in Maple Town

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

Amidst their game, a desperate meow interrupted them. Behind a thick, ancient oak tree, they discovered a tiny kitten with grey stripes.

Mia, concerned, whispered to Max, "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 kittens, he chuckled. "Ah, that's Miss Baker's new kitten, Whiskers! She's been searching for him here."

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

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

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



1)

2)

3)

4)

5)

6)

7)

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

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

Plan

Choose a topic and plan it out in more detail.

1) Describe the basic plot idea.

2) What characters are involved in this plot?

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

Plan

Fill in the organizer below.

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

1

2

3

4

5

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

6) What is a good title for your story?

Name: _____

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Assignment – Narrative Writing

Rough Draft

Write the rough draft of your narrative below.

PREVIEW

Edit

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

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

Edit

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

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

Activity: Story Swap Revision Party

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

- ☐ Drafts of narrative stories
- ☐ Pencils and erasers
- ☐ Highlighters (optional)
- ☐ Revision checklist (page 118) 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 encouraged.
- 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)

Assignment - Narrative Writing

Write

Write the final story after your edits.

PREVIEW

Name: _____

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PREVIEW

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 vividly described using all the senses.	The setting is described but lacks some sensory 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 missing or irrelevant.
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 or used incorrectly throughout the story.

Comments

Mark

Activity: Being Persuasive

Objective

What are we learning more about?

Students will practice persuasive speaking by debating various prompts, developing their ability to form arguments and listen to others' perspectives.

Materials

What is needed to complete the activity?

- ☐ Paper
- ☐ Timer or clock



Instructions

How will we complete this activity?

- 1) **Pair Up the Students:** Divide the students into pairs. If there's an odd number, you can have one group of three.
- 2) **Introduce the Activity:** Explain to the students that they will be debating different prompts from the list. One student will choose a side for the first prompt, and the other will choose for the next. They will alternate in this way.
- 3) **Start with the First Prompt:** Have the pairs look at the first prompt. One student will pick a side to argue for or against. The other student will argue the opposite side.
- 4) **Think Time:** Give the students 2 minutes to think about their arguments. They may jot down quick notes if they wish.
- 5) **Debate Time:** Let the students debate for 3 minutes. Encourage them to listen to each other's arguments respectfully.
- 6) **Move to Next Prompt:** After debating the first prompt, move to the next one, allowing the other student to choose a side first. Repeat the think and debate time.
- 7) **Repeat Until All Prompts are Debated:** Continue moving through the prompts, alternating sides, until all have been debated.
- 8) **Classroom Debate (Optional):** Ask for volunteers to debate in front of the class. They can choose one of the prompts they have already debated.

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?

**Feedback** Use the graphic organizer below to give feedback to your partner.

1) What did you find challenging about persuading others?

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

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

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

Persuasive Writing - Opinions

Opinion

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

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

Understanding Bias in Persuasive Writing

Analyze

Read the opinions below and answer the questions.

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

1) What is the author's opinion?

2) What reasons did they give? List 3.

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

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

1) What is the author's opinion?

2) What reasons did they give? List 3.

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

Version 2: Activity – Finding Bias in Writing

Tough Job

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

Dear Principal Harris,

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

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

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

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

Thanks for thinking about my idea. It will make gym time amazing!

Thanks,
Lily, Grade 6 Student



1) What is the author's opinion?

2) What reasons did they give? List 3:

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

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

Write your response letter back to Lily.

PREVIEW

Include:

- ☐ A greeting
- ☐ Topic sentence
- ☐ Body with main points



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

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 machine. 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
- A 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.

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.

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 details	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 could be more exciting	Has call to action but doesn't make sense or hard 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 help tell story	Missing pictures or messy design
Spelling and Grammar	All words spelled right & sentences sound good	Few small mistakes but reads nicely	Many mistakes but still understandable	Too many mistakes, hard to understand
Overall Presentation	Exciting & fun! Tells whole story of the invention	Good job but could be more exciting or clear	Some good parts but some parts confusing	Many mistakes 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 an oval or slightly curved shape to the right (or left, depending on which side of the head you are drawing) to form the rabbit's body.
- 7) **Legs:** Draw four legs for the body. The front legs will be smaller, but all legs should have a bend at the elbows.
- 8) **Tail:** Add a small fluffy circle to the rear of 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. What materials are you going to need to complete the task? Write the materials you will need. If it is a recipe, you will write the ingredient list.

5) Write your numbered steps below.

Name: _____

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6) Write any tips or notes below.

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

Title:

Introduction

Materials

Instructions

Tips/Notes/Cautions/Warnings

PREVIEW

Activity: Brainstorm Bonanza!

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

- ☐ Paper (1 student)
- ☐ Pens and pencils
- ☐ Timer or stopwatch
- ☐ A large box of random topics (e.g., "space", "under the sea", "dinosaurs", "oceans")



Instructions

How do we complete the activity?

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

Topics

Cut out the topics below.

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

Brainstorm

Write as many ideas about the topic as you can



PREVIEW



Writing a Report – Canada's Trading Partners

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

Facts

Organize the facts

Canada is a top producer of wheat, so it exports a lot of grain to other countries.

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.

Writing a Report – Canada's Trading Partners

PREVIEW

Research Process

Introduction

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

Questioning

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

Gathering

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

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

Organizing

Once you have gathered your information, organize it by putting it into logical and important details. This can involve:

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

Recording

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

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

Conclusion

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



Research Activity - Questioning

Think

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

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

	Questions	Answers
1		
2		
3		
4		
5		

Topic 2: Ancient Civilizations – Ex. Which civilization had the most pyramids?

	Questions	Answers
1		
2		
3		
4		
5		

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 best for exploring the ocean?

	Questions	Answers
1		
2		
3		

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

	Questions	Answers
1		
2		
3		

Researching Ethically

The Importance of Asking Permission in Research

When conducting research, it's crucial to respect others' privacy and rights. This means if you need information from people, like conducting interviews or surveys, you must ask for their permission first. It's about showing respect and ensuring that the people you're learning from are comfortable and willing to share information.



Citing Sources: Giving Credit Where It's Due

Citing sources is like saying "thank you" to the people whose information you use in your research. It shows you're honest about where you got your ideas. Here are some common ways to cite sources:

- **Books:** Mention the author's name, the book title, and the publication year.
- **Websites:** Include the author, title of the page, and the URL.
- **Interviews:** State the name of the person you interviewed and the date.

Fair Representation: Showing the Whole Picture

Fair representation is about being truthful and balanced in your research. Here are some tips:

- **Showing Different Sides:** Don't just pick facts that support your own idea. Include different viewpoints.
- **Avoiding Bias:** Don't let personal feelings mislead your research. Present information as it is.
- **Respecting Diversity:** Include diverse perspectives, especially when exploring topics about people or cultures.

By focusing on ethical research practices like asking for permission, citing sources, and ensuring fair representation, students learn to conduct research responsibly and respectfully. This not only helps in gathering accurate information but also builds character and integrity as young researchers.

True or False

Is the statement true or false?

1) Citing sources is not important in research.	True	False
2) When doing an interview, you don't need to ask permission.	True	False
3) Fair representation includes showing all viewpoints.	True	False
4) You should only use one type of source.	True	False
5) You can ignore some facts if they don't fit your opinion.	True	False

Question

Answer the questions below.

1) Why is citing sources important in research?

2) What does citing sources mean?

3) Explain what fair representation means in your own words.

Think

Pam researches a lot. Check out what she is doing below. Is she being ethical?

1)	Presents data from a survey without getting consent from participants.	Yes	No
2)	Copied a paragraph from a website without citing it.	Yes	No
3)	Interviews a local expert and properly cites the interview.	Yes	No
4)	Uses quotes from a book but changes some words without indicating.	Yes	No
5)	Creates a bibliography for all the sources she uses.	Yes	No
6)	Includes only facts that support her opinion, ignoring others.	Yes	No
7)	Respects copyright rules by not using copyrighted images.	Yes	No

How To Research: Online Treasure Hunt

Objective

What are we learning more about?

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

Material

What is needed to complete the activity?

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

**Instructions**

How do we complete the activity?

- 1) **Introduction:** Explain to students that they are going to participate in an online treasure hunt to find answers to exciting questions. They will need to identify 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?		

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 forks and buds!

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 more fun facts about basketball that you'll learn from this report. Read on as we bounce through its 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!

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 conclusion below and use a checkmark if it meets the criteria.

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

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

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

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

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

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

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

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

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 or topic 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 you begin.
- 2) Research Visuals: Using safe search methods and reliable sources, 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 and 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	

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 haven't even known 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 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.

Problem and Solution Report

Brainstorm

Write a list of problems related to the themes below

Theme: Life at School

Theme: Life at Home

Theme: The Environment

Theme: Electronics

PREVIEW

Assignment – Writing a Problem/Solution Report

Write

Plan your report by filling in the graphic organizer below.

1) For which problem do you want to write a solution?

2) Write two or three solutions for the problem above.

3) Write an introduction to the problem. Introduce the problem and give a broad explanation of the problem, without getting into specifics. The specifics will be explained in the problem section of the report.

4) Introduce the problem now. Explain it in detail. Why is it a problem? How does it affect you and others? Why does it need to be solved? Why would life be better if it was solved?

Write

Plan your report by filling in the graphic organizer below.

5) Explain your solutions below. Explain how the solution would solve the problem. Explain how the solution could be implemented. Don't leave any details out.

Solution Heading:

Solution Heading:

Solution Heading:

6) Conclusion: Wrap it up by stating why the problem needs to be solved again and how these solutions will help make the world a better place.

Rubric – Problem and Solution Report

Criteria	Great (4)	Good (3)	Okay (2)	Needs Work (1)
Introduction	Clear start with a reason for the report.	Tells us what the report is about.	Brief mention of the topic.	Hard to tell what the report will be about.
Problem	Explains the problem in detail and tells us why it's important.	Describes the problem with some details.	Mentions a problem but lacks details.	Not clear on what the problem is.
Solution	Strong ideas to fix the problem with reasons.	Has good ideas to help with the problem.	Gives some ways to help, but not much detail.	Ideas to fix the problem are missing or not clear.
Conclusion	Ends by talking about the main problem or solution.	Ends by talking about the main problem or solution.	Gives a short ending to the report.	Doesn't wrap up the report or misses main points.
Flow/Coherence	Everything in order and it's easy to follow from start to end.	Most things in order and easy to follow.	Some parts are hard to follow.	Jumbled or hard to understand how it's organized.
Details	Uses lots of examples and reasons to make points clear.	Gives some examples to help us understand.	Gives some details to help us understand.	Missing examples or information to understand the report.

Teacher Comments

Mark

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

What is a Haiku?

What is a Haiku?

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



Sunny Day

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

Quiet Lake

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

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

Write

Finish the Haiku poems below.

Topic: Autumn

Line 1	Leaves crunch under foot,
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	

What is a Haiku?

Write

Finish the Haiku poems below.

Topic: Beach Day

Line 1

Line 2

Waves crashing and children play,

Line 3

Footprints in the sand.

Topic: Homework

Line 1

Homework almost done,

Line 2

It's time for outdoor fun,

Line 3

Topic: School Day

Line 1

Classroom whispers

Line 2

Line 3

Giggles start to

Topic: Learning fills the day,

Line 1

Line 2

Line 3

Topic: Starry Night

Line 1

Line 2

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) **Select a Rhyme Scheme:**
 - 1) **ABB:** First line rhymes, next two lines rhyme.
 - 2) **ABA:** 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 the first line with a word that has many different rhyming options. Think of a word that rhymes with a word 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 online that find words that rhyme.
- **Revise:** It's okay if your poem doesn't sound perfect the first time. Read 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)

ABBB Poem

Ice cream is cold and good (A)

Chocolate, vanilla, or even pink (B)

I like it as a summer treat (A)

ABAB Poem

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

Ride a bike or throw a ball (B)

Children's Book**Illustrate**

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

In Moll's garden, not so wide,

Betty sits it up on the other side.

She chases the cat and the dog,

Laughing and playing, hid in the weeds.

She finds a corner, overgrown,

Where magic seeds were once sown.

From the soil, a vine did leap,

Up the garden wall it did creep.

Children's Book**Illustrate**

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

Climbing she took a chance,

And here's fairy's dance.

With tiny wings, park!

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.

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.

ella's Starry Night

ella stars at the stars up so high,
Gazing up at the night up to the sky.
She sees a new telescopic sight,
She'd look up at the night
It's a dream she's in the night!

Write

Finish the Limerick poems below.

Topic: Lunchbox Surprise

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

What is a Limerick Poem?

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

Write

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

Line 1 There once was a boy named _____,

Line 2 Who went to bake a big _____,

Line 3 That better _____,

Line 4 And he tasted _____,

Line 5 So, he fed his tuck _____!

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 school. You can rhyme the endings or use a free verse style. Use the ideas below if you need suggestions.

School Words	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4
Book	Hook	Look	Brook	Rook
Class	Grass	Mass	Pass	Brass
Page	Age	Cage	Wage	Sage
Shade	Shade	Shade	Parade	Braid
Nest	Rest	Rest	Nest	Jest

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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 it? 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

Name: _____

222

Curriculum Connection
W.2.2, W.2.4

Rough Copy

Write your rough copy below

PREVIEW

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 convey?

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

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?

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)

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 did! It broke that wall!"

Character B: "No! Just jumped super high!"

Panel 3:

Character A: "What powers?"

Character B: "Let's go see what happens 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 "Poor 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 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

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 tell where you found them.

Practice

Paraphrase, summarize, and quote the passages below.

Electrical circuits are pathways 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, powering our toys and tools.

Paraphrasing

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

Summarizing

Electrical circuits let electricity travel through wires, similar to how water flows in pipes, and power our devices. It's like turning switches 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 1880s, Tesla had a big idea. He thought of a new way to move electricity called alternating current (AC). Before this, people used direct current (DC). This new way was great because it could send electricity over long distances without losing power. Another inventor named Thomas Edison liked a different way called direct current (DC). They both believed their way was best, but over time, most people chose to use Tesla's AC because it worked better for long distances.

His Later Life: Always Inventing

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

Timeline

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

Researching Activity – Note Taking

Note Taking

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

PREVIEW

Pictures

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

Researching Skills - Bibliography

Understanding the Bibliography

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



How to Make a Bibliography

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

Example Bibliography

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

Quick Bibliography Tips

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

Researching Skills - Bibliography

Practice

Organize the information below in a bibliography.

For a Book

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

For a Book

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

For a Website

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

For a Website

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

Bibliography

Cursive Writing Activities

Cursive Writing Activities

Practice

Trace the cursive letters below

PREVIEW

Cursive Writing Activities

Practice

Trace the cursive letters below

ooooooooooooooooooooo pppppppppppppppppppp

ssssssssssssssssssss ttttttttttttttttttttt

jjjjjjjjjjjjjjjjjjjj uuuuuuuuuuuuuuuuuuuu

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PREVIEW

Cursive Writing Activities

Practice

Write the letters in cursive in each of the boxes.

A								
a								
B								
b								
C								
c								
D								
d								
E								
e								

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								

Cursive Writing Activities

Practice

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

The sun sets late at night.

I love my grand ice cream.

We like to play on the beach.

The storm caused a terrible flood.

Math is easy, but language is hard.

Cursive Writing Activities

Practice

Trace the cursive stories below.

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

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

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

Cursive Writing Activities

Questions

Answer the questions below using cursive writing

What do you want to be when you grow up?

What's your favourite type of music?

Do you like to eat candy?

What's your favourite candy?

Do you like going to the zoo?

What's your favourite drink?

What's your favourite snack?

What's your favourite hobby?

PREVIEW



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.

Pick The Best Questions

Choose the statements that closely connect to real questions that the author poses. Leave the ones that don't belong.

- Why did the four library use solar panels?
- How does the design of the library encourage learning and community?
- What ways is the library different from the old one?
- How many people visited the library on opening day?
- What colour are the floors in the library?
- What role does the library play in the community?
- How many books does the library have?
- Did the students like being transported to 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.

Sofie tightened the straps of her backpack as she hiked toward the narrow path winding up the mountain. The steep trail was wet with each step, and the sharp scent of pine needles mixed with the chill of melting snow. Behind her, the valley spread wide and green, white above the rocky peak seemed impossibly far. A sudden rattle behind her made her jump. A small, round object rolled across the path, sending her skidding forward. She gasped, her backpack straps digging into her shoulders. She heard a loud cry, as if someone was stuck on the mountain – but she couldn't see anyone.

Consolidation – The Mountain Climb

- 12. Making Connections** – How does this story connect to something you know or an adventure story, a film you've seen, or a character you've read?
- 13. Questioning** – What important questions would you ask to better understand Sofie's situation?
- 14. Visualizing** – What images are most vivid in your mind – the valley, the cliffs, or the sound of the cry? Why?
- 15. Prediction** – What might happen next? Sofie continues her climb. Support your answer with text clues.
- 16. Inference** – Who or what do you think the cry was about?



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 'claves' dance?	2) Which type of architecture was used for the gathering?	3) What did the dancing represent?
☐ Respect and honesty	☐ A zeebik	☐ The movement of animals
☐ Speed and competition	☐ A stone circle	☐ The waves of the ocean
☐ Wealth and power	☐ A longhouse	☐ The growth of trees

4) Which art forms were discussed during the evening?	5) What ritual did the chief perform?	6) What was the main purpose of the Midnight Ceremony?
☐ Sculpted stone and jewelry	☐ Blessing the harvest food	☐ To complete the phase
☐ Painted masks and woven blankets	☐ Sharing hunting tools	☐ To invite visitors from other bands
☐ Written poems and books	☐ Feasting the longhouse table	☐ To pass traditions to the next generation

Characteristics of a Message

Read the message and decide if the message is explicit or implicit.

Message	Characteristic	Answer
1) The 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
Fue : Heat	f) Composer : Symphony



Workbook Preview



Grade 6 – Language

Text Forms and Structures



Organizing Idea	Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.
Guiding Question	How can text form and structure improve understanding of content?
Learning Outcome	Students analyze how text form and structure clarify information and support connecting with self, others, and the world.

	Skills and Procedures	Pages
TS6.1	Analyze the purpose of a variety of digital or non-digital texts.	12 – 13, 29 – 30, 40 – 51, 100 – 105, 135, 137, 189 – 199
	Preview of 130 pages from this product that contains 323 pages total.	
TS6.2	understandings of texts. Include a variety of text features to help organize content, identify important information, and enhance personal expression.	123 – 128, 134 – 135, 189 – 190, 192 – 193, 197 – 203, 205 – 219
TS6.3	Examine mentor texts to deepen understandings of fiction subgenres. Examine a variety of fictional text structures, including a story within a story. Examine elements within a variety of fictional texts, including conflict. Examine characters based on what they say, think, or do or what others say and think about them. Describe the protagonist and antagonist in a variety of fictional texts.	96 – 105

Grade 6 – Language

Text Forms and Structures



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Guiding Question	How can text form and structure improve understanding of content?
Learning Outcome	Students analyze how text form and structure clarify information and support connecting with self, others, and the world.

	Skills and Procedures	Pages
TS6.4	Investigate ways that non-fiction texts can be organized to enhance the presentation of factual information. Provide personal opinions regarding the structure, content, or source of information expressed in non-fiction texts. Confirm the accuracy of information presented in non-fiction texts.	123 – 128, 137 – 140, 145 – 147, 205 – 219
TS6.5	Listen to, recite, or sing poetry. Analyze figurative language that can develop empathy and inspire creativity. Investigate poetic structures that contribute to creative expression of ideas, including ballads. Experiment with creating poetry of various structures.	80 – 89, 149 – 171, 183 – 187
TS6.6	Listen to, read, or view dramatic works, including comedy and tragedy. Examine narrative structures in dramatic works.	96 – 97, 102 – 103
TS6.7	Describe how meaning is conveyed through human-made structures of land by First Nations, Métis, or Inuit and peoples from other parts of the world.	141 – 144, 159 – 160

Grade 6 – Language Comprehension



Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.
Guiding Question	How do comprehension strategies enhance interpretations of texts?
Learning Outcome	Students interpret and respond to texts through application of comprehension strategies.

	Skills and Procedures	Pages
C6.1	Incorporate a variety of strategies to comprehend, interpret, and manage information from texts. Evaluate the effectiveness of comprehension strategies used to interpret texts read independently. Apply a variety of self-monitoring skills to comprehend and interpret texts.	14 – 15, 18 – 30, 32 – 38, 40 – 51, 53 – 65, 67 – 79, 90 – 92, 107 – 121, 123 – 135, 137 – 138, 189 – 203, 205 – 219
C6.2	Respond to texts by summarizing main ideas and providing supporting evidence from the texts. Make connections between new ideas and information in texts and known ideas and information. Analyze ideas and information to support comprehension and interpretation of texts. Synthesize ideas and information in texts to confirm or expand understandings.	14 – 24, 32 – 38, 48 – 49, 129 – 135, 170 – 171, 189 – 194, 196, 202 – 203, 205 – 206
C6.3	Revise or confirm predictions based on new or additional information and sources. Infer meanings from texts based on context clues. Interpret and draw conclusions from texts using stated and implied ideas or information. Distinguish between information that is stated and inferred. Analyze ideas and information using text evidence.	14 – 15, 22 – 28, 32 – 38, 60 – 62, 90 – 92, 114 – 119, 136 – 138, 186 – 187, 211 – 212, 217 – 219

Grade 6 – Language Comprehension



Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.
Guiding Question	How do comprehension strategies enhance interpretations of texts?
Learning Outcome	Students interpret and respond to texts through application of comprehension strategies.

	Skills and Procedures	Pages
C6.4	Connect perspectives reflected in texts to personal experiences. Analyze factors that cause characters in texts to change their perspectives. Compare personal perspectives to varied perspectives found in texts. Select the information needed to support a perspective. Share how considering differences in perspectives can develop empathy. Consider whether an author or a text creator presents information with or without bias.	58 – 60, 75 – 79, 104 – 105, 109 – 113, 173 – 182
C6.5	Analyze texts to determine contextual information that supports how a text can be understood. Examine information in a text that implies or confirms that the context has changed. Examine changes in context that affect actions, behaviours, or feelings of characters in texts. Examine artifacts as texts that can provide insights into contexts of people, time, or place. Consider how information in a text may be presented to influence an audience.	104 – 105, 112 – 113

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.
- **Effective Communication:** You can discuss and share ideas more effectively.
- **School Success:** Many subjects require you to read and understand texts. Good comprehension = better marks!



Strategies for Better Comprehension

Pre-reading:

- **Preview:** Take a quick look at the title, headings, and illustrations. What do you already know about the text?
- **Purpose:** Why are you reading this? For fun, learning, or a specific task?

During Reading:

- **Predict:** Guess what will happen next or the main point the author is making.
- **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 the descriptions by writing the letter from the description beside the strategy.

Answer	Strategy	Description
	Visualizing	A) Make the text shorter, easier to read.
	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.

Making Connections

When you make connections as you read, it's like being a mini-detective, piecing together clues. This technique links the book to your own knowledge, helping you understand the material more deeply.

- Connection to Text: The Story Web

When something you read sparks a memory of another book, movie, or even a place you've watched, that's a connection to text. It's like you're weaving a web of stories, making each one easier to understand.



- Connection to World: Real-World Connections

Making a connection to the world involves linking the story to real events, famous people, or general knowledge. It can be as timely as today's headlines or as timeless as historical events. It helps you see the bigger picture of the text.

- Connection to Self: Your Personal Memory

When a story triggers thoughts about your own life, experiences, or emotions, you've made a connection to self. This is like looking into a mirror that reflects your personal world, making the book more meaningful and relatable.

Making Connections

Make connections to the short passage below.

1) "Nathan sat by the campfire, roasting marshmallows. He felt happy and relaxed, forgetting all about the math test he has next week."

Text-to-Self	
Text-to-Text	
Text-to-World	

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 with gears. "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 exclaimed. "They're little boxes of energy, right?"

"Exactly!" said Grandpa Joe. "Batteries have different types of materials inside it—let's call them the 'plus side' and the 'minus side'. When they interact, they create a flow of energy called 'electric current'."



Lucy's eyes widened. "Is that how our car runs?"

"Yes," Grandpa Joe replied. "The electric current flows from the plus side of the battery to the minus side, making the wheels turn. But when the materials inside the battery get used up, the current stops flowing out."

"So, what can we do?" Max asked.

Grandpa Joe handed them a pair of fresh batteries. "Just replace the old batteries with these new ones. But remember, used batteries shouldn't be thrown in the trash. They need to be recycled."

Lucy grinned. "Thanks, Grandpa Joe! Now we know the secret behind batteries and how to be responsible with them."

Thrilled with their newfound knowledge, Max and Lucy dashed back home. They replaced the batteries and, vroom! Their remote-controlled car was back in action, zooming faster than ever before.



Comprehension Practice – Making Connections

Pre-Reading

After reading the title and looking at the pictures, what do you think the text is about?

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 have 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 important.



The Benefits for Our Country

- **Boosting the Economy:** When countries trade, they buy and sell things like cars, fruits, and technology. This helps countries grow and people get jobs. In Canada, we sell a lot of natural resources like timber 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 and 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.

What is an Inference?

When you read a book or listen to someone talk, you're not just storing new information like putting groceries in a fridge. Your brain is actually mixing the new stuff with what you already know. Imagine it like adding ingredients to a soup you're already cooking. This makes your "knowledge soup" tastier and lets you make smart guesses called "inferences."

Example

Suppose you read that bears hibernate in the winter. You can make inferences.

- Bears live in places where it's extremely cold in winters.
- During winter, bears don't need to eat or drink much.



Infer

Read the scenarios below by answering the questions

1) As Hannah looked out the window, she noticed the trees were bare and the ground was covered in snow.

What is the weather like?

2) Maria clutched her new backpack tightly as she walked into a crowded hallway, scanning for familiar faces.

How is Maria feeling?

3) Jamal hung up 'Missing Dog' posters all around the park. He could only hope that Coco would ever come home.

What has happened to Coco?

4) Leila nervously tuned her violin backstage. She had practiced for weeks, but now the audience was just beyond the curtain.

What is Leila preparing for?

5) Derek stared at the multiple-choice questions before him. He second-guessed himself, erasing and rewriting his answers.

How much did Derek study for this test?

Comprehension Practice – Predicting

The Feathers of Unity: A Tale of the Prairie-Chicken Dance

In a small Indigenous community, two friends, Takoda and Nokosi, couldn't wait for the annual Prairie-Chicken Dance ceremony. Takoda was known for being a skilled dancer, while Nokosi loved playing the drum. Both understood the ceremony was not just about dancing and music; it was a way to honour their heritage and the prairie-chicken, a bird deeply connected to their culture.

"Are you ready?" 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 hands moved in a way that seemed to capture the essence of the bird's dance.

Nokosi's drumming was equally mesmerizing. His hands moved in perfect harmony with the rhythm of the dance, creating a sound that felt 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 – Visualizing

October 5, 1620

To: Uncle Louis

12 Willow Lane

Paris, France

Dear Uncle Louis,

I hope you and Aunty Marie are doing great! I'm in a new place we're calling the New World across the Atlantic Ocean and it's really amazing here!

Imagine the enormous forests and trees that are bigger than any you've seen. The water is so clear it's like mirrors. We've found so much stuff that can be useful—especially good food for us and a lot of fish in the rivers.

Captain Antoine led us here because he thought it would be a new way to Asia. Well, we haven't found Asia, but we have found a lot of other valuable things. Besides wood and fish, there might even be some precious metals like silver here!

We met some people who were here long before us. They've taught us which plants we can eat and how to catch fish in a really smart way. They even shared new fruits and vegetables that are healthy and good for us.

Guess what? We're trading with them! We gave them some tools and cooking pots, and they gave us animal furs. Those furs will sell for a good amount back in France.

I'm writing down everything that happens so people back home can learn from our journey. I can't wait to bring you here someday. Till then, I'm missing you lots and can't wait to share all my stories when I'm back.

Love,

Your nephew, Alexandre the Explorer

Comprehension Practice – Visualizing**Pre-Reading**

What text form is it – letter, report, story, advertisement? How do you know? List 3 reasons.

While Reading

Step 1 Draw 2 different pictures of what you are visualizing while

--	--

After Reading

An inference is a thought you reach from reading a text and the information you find but isn't directly said. Make inferences.

1) Who were the people living in the 'New World'? Why do you think they were skilled?

2) How do you think a trading relationship could be beneficial for both parties?

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 story. What was it all about?	

Day 2

Fill in the organizer below before, during, and after reading

Name of Book	
Before Reading: What genre is this – fiction, non-fiction, funny, adventure, etc. I am.	
During Reading: Making Connections – What does this book remind you of in your life?	
After Reading: Make an inference – Something that wasn't stated in the book.	

Independent Reading - Responses

Day 9

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Making Connections - How does the book remind you of?	
Text-to-Self	
Text-to-Text	
Text-to-World	

Day 10

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Summarize - What was the main idea of the book? What were the supporting details?	

Independent Reading BINGO

BINGO

Choose a reading response from a square in the BINGO card.

B	I	N	G	O
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 3 questions you would like to ask the author	Describe the setting and explain why it is important to the story	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 book's cover and explain why you like it or not	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

Indigenous Dance – Inuit Story

Visualizing

Illustrate the story by drawing what you are picturing while you read.

The Dance of the Northern Lights

In a small Inuit community near the Arctic Circle, lived a young boy named Tuktu and his sister Nuka. They were very excited because the annual Snow Moon Festival was just days away. It was the time when families gathered to celebrate the bright moon and the beautiful northern lights, which they believed were the spirits of their ancestors dancing in the sky.

Their Grandma Siva taught them the traditional dance of the festival. "You see," she said, holding up her colourful parka, "the patterns on this parka were inspired by the northern lights. We dance at the festival to honour our ancestors."

For days, Tuktu and Nuka practiced their dance moves. Tuktu had a drum made of seal skin, and Nuka had ulu-shaped clappers. They learned to mimic the walking of a polar bear and sway their arms like the waves of the ocean.

Finally, the night of the Snow Moon Festival arrived. The community gathered around a bonfire, the children's faces glowing from the flickering flames. Tuktu and Nuka felt a mix of excitement and nerves.

As they began to dance, the northern lights started to appear in the sky, casting green and pink light on the snow-covered ground.

Everyone joined in, and it seemed as if the very air was dancing. Grandma Sook said, "Look at 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. "It is a ceremony to honour our ancestors and strengthen our ties," he said while carving a totem pole. "Through giving, we build a stronger community."



Kaya and Talia spent weeks helping their family prepare. They folded cedar bark to make baskets, filled them with salmonberries, and 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 hall 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 clans.

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: What 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 story 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

Activity: Examining Indigenous Music

Objective

What are we learning more about?

To deepen students' understanding of Indigenous culture and heritage by exploring an Indigenous song. The activity aims to teach students how to analyze the lyrics of a song to discover its themes, messages, and historical context.

Instructions

How do we complete the activity?

- 1) Introduction: Discuss the importance of music and songs in Indigenous cultures.
- 2) Song Selection: Distribute a list of Indigenous songs to each student. Let each student choose one song to focus on.
- 3) Listening and Reading: Give students time to listen to their song carefully and to think about the lyrics.
- 4) Analysis:
 - Students will answer the questions on the worksheet. These questions will allow them to think deeper about the Indigenous song they chose.
- 5) Class Discussion: Encourage students to share their analysis and the meanings behind the songs. You can play each song as well, so that all students can hear all songs.

Songs

Below are some options for songs. You could also look up Canadian Indigenous artists and search for songs of interest.

Jeremy Dutcher - Ancestors Too Young	Bear Fox - Sky World Song
"Electric Pow Wow Drum" - A Tribe Called Red	Tanya Tagaq - Uja
Buffy Sainte-Marie & Tanya Tagaq "You Got To Run (Spirit Of The Wind)"	

Research

Answer the questions below.

1) Which Indigenous artist/song did you choose?

2) How does this song make you feel, and why do you think it evokes this emotion?

3) What is the main message of the song?

4) Listen closely to the lyrics or find the meaning. Write down the lyrics that you liked. Write it below.

5) Why did you choose this lyric?

Reflect: What do you think of this song? Do you like it or dislike it? Explain.

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?

Letters – Voice in Letter Writing

123 Maple Rd.
Vancouver, BC
V5Z 3T8

Dear Mrs. Williams,

I hope this letter finds you feeling well and happy. I wanted to talk about why reading books is so awesome. When we read books, we go on adventures, stretch our minds and learn new things. It's like going on a treasure hunt, but instead of finding gold, we find knowledge and imagination.

Some books are fun stories about wizards or superheroes. Other books help us learn about the world, like books on science or history. And when we read, it's good to read every word because we're learning. That's how we get the most out of books.

I can't wait to hear what you think about books!

Best wishes,
Emily Davis



789 Oak Lane
Halifax, NS
B3H 2V1

Hey Mrs. Thompson,

How's it going? I wanted to chat with you about planting trees. It's not just good for the environment, but it's also a fun way to spend time outside! You dig a hole, plant a little tree, and then watch it grow over the years. And guess what? Those trees can be your living legacy, sort of like a green footprint you leave on the Earth!

When we plant trees with friends or family, it makes the whole experience even cooler. You can take photos, make it a tradition, and maybe even carve your initials into the tree when it gets big enough.

Can't wait to hear your thoughts on this!

Cheers,
Lucy Roberts

P.S. Did you like the leaf doodle I added?



True or False

Is the statement true or false?

1) The first letter says that reading books is like going on a treasure hunt.	True	False
2) The second letter is addressed to Mrs. Thompson.	True	False
3) The second letter comes from Halifax, NS.	True	False
4) The first letter uses formal language.	True	False
5) The second letter has a postscript (P.S.) mentioning a leaf doodle.	True	False

Question

Answer the questions below.

1) Voice writing is when words sound, like talking to a friend or a teacher. Which letter type has a voice?	
2) What voice would you use to write to the people below. Different voices could be: funny, serious, fact-based, bossy, excited. Explain.	
Grandparent	
Favorite Teacher	
Local Mayor	
Best Friend	
A New Classmate	
A Pen Pal	
School Librarian	

Letter Writing – Sentence Structure

- **Greeting Line:** Begin your letter with "Hi [Friend's Name],"
- **Opening:** Let your friend know why you're writing to them.
- **Body:** Make your sentences simple and clear. Like: "I had so much fun at the water park."
- **Connective Words:** Use words such as "also," "but," "while" to tie your ideas together. Example: "I loved the slides but the lazy river was relaxing too."
- **Ask:** If you're curious about something, go ahead and ask. For example: "Do you want to go to the water park?"
- **Closing:** Express gratitude in the end. For example, "Thanks for making it a great day!"
- **Sign:** Sign off with "Best wishes," and then add your name.



Instruction: Underline the greeting and circle the signature. Then answer the questions.

Dear Mayor,

I hope this letter finds you well. My name is Aisha, and I'm a grade 6 student. The main purpose of my letter is to propose the construction of a skate park in our community.

Firstly, skate parks are a fantastic place for kids. They provide a designated area for kids like me to skate, bike, and scoot safely. Secondly, it's not just about the fun; it's also about promoting physical activity and skill-building among children. Lastly, having a local skate park could become a community hub where kids can be kids.

Could you please consider my idea for a new skate park? I believe it would bring joy and serve as a valuable asset to our community.

Thank you very much for your time and attention.

Sincerely,

Aisha

1) Is a formal or informal voice used?

2) What cohesive ties were used?

3) Did the opening state the purpose of the letter? Explain

4) How did Aisha close the email.

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 too 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 the sentences below and decide if the perspective is implicit or explicit.

1) Ice cream is the best dessert you can eat.	Implicit	Explicit
2) History class is interesting, but 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 – Inferences

Edmonton, Alberta
September 25, 2023

Dear Cousin Alden,

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. She 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 to remember those who talked about the importance of never forgetting these events"

"Understanding our past helps us shape our future"

Global Inferences

Make four inferences from the entire letter.

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, nature, and the values of 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 most sacred.
- **Holism:** Recognizing the interconnectedness of all things.
- **Interrelatedness:** Learning how every part in a system is connected 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," Nokomis held 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 return it 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 Amari 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 find in this story? How were these three traits shown?

Responsibility

Respect

Interrelatedness

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 point of view gives a special touch to the story, making it feel different each time you read one!

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 quick pit stop on Mars, noticing its red soil.

Whoosh! You fly past the asteroid belt and reach the gas giants. Jupiter's gravity pull is strong. 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.

Questions

Answer the questions below.

1) Which part of the story did you enjoy the most: first-person, second-person, or third-person? Explain your choice.

2) Summarize the sequence of planets described in the story.

Visualize

Draw the Solar System with the Sun and planets as you visualized them while reading.

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 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 shopping in a Canadian supermarket. You see bananas and coffee on the shelves. You realize, "These come from different continents!" It's like traveling without leaving home. 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 meaning that you have to figure out. Example: "It's raining cats and dogs" doesn't mean pets are falling from the sky, it means it's raining really hard.



Think Read Below and find examples of hyperboles and idioms

One sunny day, Timmy the Tortoise was slow, he made snails look like race cars! He always felt like the world was moving at the speed of light around him. "I wish I could be as fast as lightning," he sighed.

Then, his friend Benny the Butterfly fluttered over with a long face, Timmy?" "I'm tired of being slower than molasses," Timmy groaned.

"Don't count your chickens before they hatch," Benny teased. "You have something none of us have: patience!" Just then, a gust of wind whirled by, turning the sky so dark it looked like midnight at noon. "Oh no, I forgot my umbrella!" Benny cried. "It's raining cats and dogs!" Benny exclaimed.

"Don't worry, just stand under my shell," Timmy offered. Benny realized Timmy was right. Sometimes, slow and steady wins the race, especially when it's sunny. Benny learned that every cloud has a silver lining, especially when you're like Timmy.

Hyperbole	
Hyperbole	
Hyperbole	
Idiom	
Idiom	
Idiom	

Scavenger Hunt: Hyperbole & Idiom

Scavenger Hunt

Find books that have examples of hyperbole and idiom.

Book Name	Example – Describe or quote the example.
"Harry Potter and the Sorcerer's Stone" by J.K. Rowling	- Hyperbole: "He was the oldest person they'd ever seen." - Idiom: "To catch someone red-handed"
"Anne of Green Gables" by L.M. Montgomery	- Hyperbole: "My life is a perfect graveyard of buried hopes." - Idiom: "Burning the candle at both ends"

PREVIEW

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 so tall it touched 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

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 _____ read the story below and find examples of simile.

Once upon a time, Sally had a garden that was as colourful as a rainbow. She loved her flowers, which she tended every day. One day, a butterfly as graceful as a ballerina flew into her garden. Sally's heart was as light as a feather watching it flutter around.

Soon, clouds as fluffy as cotton balls covered the sky. Sally knew rain was coming. "Oh no, my new seeds!" she thought. They need water, but not too much, or they would drown. Sally ran as fast as a cheetah to her garden. She held an umbrella to cover the seeds.

Raindrops fell as softly as whispers from the sky. The garden was as quiet as a library. Sally and her new friends were as happy as clams. After it stopped, the sun came out as bright as a diamond. Sally 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 Mouse and the Cheese"	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 dog is a man's treasure.



Think

Read the story below and find examples of metaphors.

Once upon a time, there was a boy named Max who lived in a house that was a castle to him. Max loved cheese, which was like a golden treasure. One day, he heard that Farmer Bob's barn was a cheese paradise, so 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 felt like a king, eating with joy. He quickly filled his tiny bag, thinking it was a magic bag that could hold anything. But then, he heard a meow. Uh-oh! The barn was also home to a silent ninja in the shadows.

Max ran as if his feet were rockets. He dashed back to his house, which now felt like a safe island. Max learned that adventures can be exciting but also risky. From then on, his home was his favourite paradise.

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 the Purple"	The crayon is Harold's magic wand.

Match The Column

Match the words in Column A with the correct metaphorical descriptions in Column B to create compound 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

Analogy

An **analogy** is a way of explaining something by comparing it to something else that is quite different but has a similar feature or idea. It's like drawing a connection between two things to help understand a concept better. Analogies are often used to make complex ideas easier to grasp.

For example, imagine a light bulb is like an idea popping up in your mind. They are different – one is an object, and the other is a thought – but they share the idea of something 'turning on' or starting suddenly.



Think: Read the story below and find examples of analogy.

In a small, quiet town, there lived a cat as mysterious as a shadow in the moonlight. She roamed the streets in silence, her sleek black fur blending into the night. Her eyes shone like twin stars, and she explored every nook and cranny of her world.

Each day, she watched the townsfolk, her eyes observing them as an eagle's. To her, the people were like colourful leaves in the wind, each of them moving to their own rhythm. She particularly loved watching the children, their laughter ringing like melodious bells in the quiet streets.

One rainy afternoon, as soft as a feather's touch, she discovered a long-lost puppy. He was as small and timid as a mouse in a field of giants. His eyes, big and dark, looked up at her, stirring a warmth in her heart like a cozy fire on a cold night.

From that day, the cat and the puppy became inseparable. Their friendship was like a bridge over a river, connecting two unlikely worlds. Together, they explored the town, their adventures as endless as the stars in the night sky, proving that even the most different can find friendship in the most unexpected places.

Analogy**Scavenger Hunt**

Find books that have examples of analogies.

Book Name	Example – Describe or quote the example.
"The Lion, the Witch and the Wardrobe"	"Edmund's journey to the Witch's house was like going down a deep, dark tunnel."
	"Books transported her like a journey into new worlds and introduced her to amazing people who lived exciting lives."

Match The Column

Match the words in Column A with the correct word in Column B.

Column A	Column B
Fish	A universe of knowledge
Book	A forest of learning
Trees	Guardians of the night sky
Star	Swimmers of the aquatic world
School	Towers of the forest

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, a fantastic observation!" said Mr. Johnson, his science teacher and advisor of the school's astronomy club. "Don't forget to jot down your findings." Tommy nodded and started writing notes in his special stargazing journal.

D) Armed with his telescope, binoculars, and that trusty journal, Tommy was part of the after-school astronomy club. They were having their first stargazing event in the school's soccer field.

E) Finally, with Orion perfectly lined up in the eyepiece, 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 a little nervous and excited. 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 talked as 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.



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>practiced 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 died.	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 <u>forgot to set her alarm</u> , causing her to be late for work.	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.

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 with the final touches. "This kite's going to soar high, Sarah," 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 others. Derek smirked, confident with his latest creation. "Good luck, you'll need it," he taunted.

As the contest began, a gust of wind sent Sarah's kite 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 control the wind, but it 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 soared free again.

In the end, Sarah's kite reached the highest, and was declared the winner. Derek, impressed by her skill, approached her. "I guess fancy gadgets aren't everything. Well done, Sarah," he admitted graciously.

Sarah smiled, proud not just of winning, but of overcoming the challenge with patience and wisdom. Lily hugged her, saying, "You showed everyone what true skill looks like!"

As they walked home, the sun setting over the prairie, Sarah felt grateful for the experience. It wasn't just about winning; it was about facing challenges with courage and grace.



A **protagonist** is the main character at the center of a story who makes decisions, deals with consequences, and faces obstacles. An **antagonist** is an opponent of, or force acting against the protagonist and often gets in the protagonist's way or creates challenges. A **stock character** is a stereotypical figure recognized from familiar literature and traditions.

Character Analysis

Answer the following questions.

1) Describe Sarah's personality and characteristics. What makes her the protagonist of the story?

2) In what ways does the antagonist create challenges for Sarah? Describe his role as an antagonist.

Evaluation/Reflection

Answer the questions.

1) What do you think is the main message or theme of the story? What evidence do you have 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?

Story – The Arctic Adventure

The Arctic Adventure

In the frozen expanses of the Canadian Arctic, young Jasper, a brave and curious 12-year-old from Alberta, embarked on an extraordinary journey. Unlike his peers, Jasper's summer wasn't spent playing sports or video games. Instead, he joined his aunt, an Arctic researcher, on a thrilling expedition.

Jasper was eager to explore the icy wilderness, but he faced a stern warning from Roderick, the expedition leader. Roderick, a gruff and unyielding man, tried to undermine Jasper's enthusiasm with his grumbles and cold demeanor.



Amidst the snow-covered tundra, Jasper met Atka, a wise Inuit elder. Atka, with his deep knowledge of Arctic lore and traditional ways, represented the wisdom and harmony of the region. He often shared stories and advice with Jasper, teaching him valuable lessons about the Arctic and its inhabitants.

The conflict arose when Jasper, eager to prove himself, ignored Roderick's warnings and ventured alone to observe a group of polar bears. Ignoring Roderick's stern advice and Atka's wise counsel, Jasper found himself lost in a blinding snowstorm. Frightened and alone, Jasper regretted not heeding the advice of his elders.

Roderick, despite his stern exterior, led a rescue team to find Jasper. After hours of searching, they found him cold and scared but safe. This ordeal brought Jasper and Roderick closer, as Jasper learned the importance of experience and guidance, while Roderick saw the passion and determination in Jasper.

Back at the base, Jasper shared his experience with Atka, who smiled knowingly. Jasper realized that true adventure lies not only in exploring new places but also in understanding and respecting them.

In the end, Jasper's Arctic adventure taught him valuable lessons about listening to wisdom, respecting nature, and the importance of guidance in the face of the unknown.

Character Analysis

Answer the following questions:

1) Describe Jasper's personality. What makes him a compelling protagonist?

2) Roderick initially appears as an antagonist. How does your perception of him change by the end of the story?

3) Atka, the wild man, plays a special role in the story. What do you think he represents, and why is he an important stock character?

Reflection

Reflect on the conflict in the story and the resolution. In what way that you expected? Explain.

Visualize

Draw what you were visualizing while reading the story.

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 rain howled outside, rattling the windows, and Maya was in bed. In the chaos of the storm, she 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 had vanished like a shadow in the night. Her parents helped, putting up posters and asking neighbours, but weeks turned into months 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?

2) Do you think the ending of the story was effective in conveying the theme of loss? Explain.

Imagine

Imagine you are Maya writing a letter to Whiskers after he went missing. What would you express in the letter?

Historical Fiction Story

Changing Beliefs With Time

In the quiet town of Maple Grove, there lived a thoughtful boy named Elijah. Elijah had a curious mind and a kind heart. He often spent his afternoons in the town library, nestled in a corner with a mountain of books.

One sunny afternoon, Elijah found an old journal in the library. It belonged to his great-great-grandfather, James. James lived in a time when slavery was common. James was a man with a firm belief in the norms of his time. He wrote about his daily life, which included the care of the many enslaved people.



As Elijah flipped through the pages, a wave of sadness washed over him. He couldn't believe his ancestors had been part of such unfair practices. Elijah's family had always been known for treating everyone with respect and equality, no matter their background.

Curled up in his reading nook, Elijah began to imagine a different story. In his mind, he saw a young girl named Amelia, living in the same time as his great-great-grandfather James. Amelia had long, wavy hair and a spirit that refused to be broken. Despite the risks, she secretly taught herself and other enslaved children to read, using hidden notes and whispers in the night.

Elijah was moved by Amelia's bravery in his imagined story. She showed him the power of hope and change, even in the darkest times. He thought about how, over generations, his family's beliefs had transformed. They had learned from the past and chosen a path of kindness and equality.

Closing the journal, Elijah made a decision. He would write his own story in the empty pages at the back of the journal. He wrote about Amelia, weaving her courage into his family's history. He wanted to show that even if the past was unchangeable, the future was theirs to write.

Elijah's story ended with a note of hope: "We may not choose our history, but we can choose our path forward. Let's fill it with kindness, understanding, and love for all." That evening, as Elijah shared his story with his family, he felt proud. He had added a new chapter to his family's legacy, one of learning, growth, and empathy.

Character Analysis

Answer the following questions.

1) Compare and contrast the characters of Elijah and his great-great-grandfather James. How are their beliefs and actions different?

2) What story does Elijah imagine? Describe the character of Amelia and her a

Evaluation/Reflection

Answer the questions below.

1) How does the story show that perceptions and feelings can change over time?

2) Why is it important to learn from the past, according to the story?

3) Have you ever learned something about your family's past that surprised you? How did it make you feel? Explain.

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

Persuasive Writing Advertisement

🌟 Unveiling: The Grade 6 Persuasive Writing Club! 🌟

Hey Grade 6 students! Are you passionate about sharing your ideas and convincing others? Do you love to write but want to make your words even more powerful? Then you've stumbled upon the right opportunity!

👉 Join the Grade 6 Persuasive Writing Club Today! 🍌

🔥 Why This is a Must-Join: 🔥

- 1 **Boost Your Skills:** Learn how to write persuasively and make a real impact in your community.
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👉 Early Bird Special! 🍌

Sign up within the next week and receive a FREE Persuasive Writing Toolkit! This kit includes a stylish notepad, quality pens, and a guide on mastering the art of persuasive writing!

📁 Joining is a Breeze! 📁

Simply fill out the sign-up form in your classroom, or register on our club's website. Get ready to enhance your writing skills and become a persuasive powerhouse!

Don't let this chance pass you by! Step up your writing game and become a persuasive pro. Your future self will definitely thank you!

🌟 Why wait? The Grade 6 Persuasive Writing Club is ready to welcome you! 🌟

True or False

Is the statement true or false?

1) Persuasive writing means you can convince others.	True	False
2) If you can persuasively write, you can cause change.	True	False
3) Teachers don't want their students to be too persuasive.	True	False
4) This club offers prizes for every essay written.	True	False
5) If you sign up within the next week, you get a free computer.	True	False

Questions

Answer the questions below.

1) What is persuasive writing?

2) Write more engaging and persuasive synonyms for the words below.

Original Word	Option 1	Option 2	Option 3	Option 4
Happy				
Good				
Bad				
Cool				
Wrong				

3) Why would the jobs below need good persuasive skills?

Real Estate Agent	
Advertiser	
Fundraiser	
Lawyer	

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 problems than students who solve them manually. Another survey found that 70% of teachers worry that calculators prevent kids from mastering the basics of arithmetic. These statistics show that calculators might make it easy to skip important math steps. My conclusion is that 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?

Evolution of Perspectives

Why Perspectives Change

Perspectives, or the way we see and understand things, can change for many reasons. Imagine how you thought about things when you were younger and how you think about them now. This change happens due to several factors:



- **Time:** As time goes by, we grow older and learn more. Our thoughts and opinions change as we experience different things in life.
- **Experiences:** Every experience we have, whether it's a new activity, meeting someone new, or visiting a new place, can change how we think.
- **Context:** The situation or environment we are in can influence our perspective. For instance, understanding a problem can change based on where and when it's set.
- **New Information:** Learning new facts or concepts can change how we see things. For example, learning about different cultures can change how we view the world.

Benefits of Understanding Different Perspectives

Considering other people's perspectives is not just about seeing things their way, but it's also about understanding and empathy. Here are some benefits:

- **Gaining Knowledge:** By looking at different perspectives, we learn new things, places, and ideas.
- **Developing Empathy:** Understanding others' views helps us feel what they feel and understand their experiences better.
- **Better Problem Solving:** When we consider various perspectives, we can find better solutions to problems.
- **Improved Relationships:** Understanding different perspectives can help us get along better with others.

Remember, everyone sees the world a little differently, and that's okay. By recognizing and respecting these differences, we can learn, grow, and connect with others in meaningful ways.

Questions

Answer the following questions to assess the change in your perspective about healthy eating with time.

1) What was your perspective about healthy eating when you were five years old?

2) What is your perspective about healthy eating now?

3) What do you think your perspective about healthy eating will be at the age of 30?

4) Compare all three of your perspectives. Is there any change? What do you think are the factors which might have influenced this change of perspectives?

Inferences – Implicit or Explicit Evidence

Explicit Evidence: This is when someone tells you something directly, so you know exactly what they mean.

- Example: Your teacher says, "Homework is due on Friday," so you know you have until then to turn it in.

Implicit Evidence: This is when no one tells you something straight up, but you can still figure it out by paying attention.

- Example: Your friend keeps looking at the clock during your hangout, so you guess they might be leaving soon.

Instructions: The evidence provided is explicit, meaning it's directly stated. Form an inference (a logical assumption or conclusion) you can draw based on this clear evidence.

Example - Evidence: The sign says, "No Parking."

Inference: _____

1) Explicit Evidence: The weather report says it will rain tomorrow.

Inference: _____

2) Explicit Evidence: The movie ticket confirms the show starts at 7 PM.

Inference: _____

3) Explicit Evidence: The coach blew his whistle and yelled, "Time out!"

Inference: _____

4) Explicit Evidence: The alarm clock is set for 5 AM and his fishing rod is at the door.

Inference: _____

5) Explicit Evidence: The GPS says, "Use the off ramp to exit in Kingston in 200 metres."

Inference: _____

6) Explicit Evidence: The school bell rang at the end of school.

Inference: _____

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 an inclusive environment. Here are some ways you can contribute:

How can you help?

- ✓ If you see someone sitting alone at lunch, invite them to join your table. This is a direct way for everyone to 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 by prizes. The focus is on participation and celebrating everyone's success. When you cheer 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	School talent 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.

Block 6: Informational Reports

Focus

- ✓ 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

Reports – Text Features

What is a Report?

A report is a detailed description or account of a specific topic. Think of it like a story that provides facts and information. For example, a report might be about the life of polar bears or how volcanoes erupt. Reports often use headings, charts, and pictures to make information clear and easy to understand.



The Hierarchy of Text Features

Text features are helpful in understanding a report. Check out some common text features below:

- **Headings:** Big titles that tell you what you're going to learn about in that section.
- **Subheadings:** These are smaller titles that tell you about smaller topics that fit into the big idea.
- **Bold Words:** These words are darker and thicker, so you can spot important words or ideas easily. These words can sometimes be at the beginning or the end of a sentence.
- **Bullet Points or Numbers:** These help list facts in a clear order that's easy to follow.
- **Hyperlinks:** Clickable words that take you to another page or website for more information.
- **Pictures and Diagrams:** These aren't just to look nice; they help you understand the text better.
- **Captions:** Little sentences under pictures that tell you what you're looking at.
- **Tables and Graphs:** These help show a bunch of facts in an easy-to-look-at way.

Cool Digital Extras

Digital reports have more cool features. Besides hyperlinks, you might see:

- **Pull-down menus:** These let you choose from different options, like chapters or topics.
- **Videos:** Sometimes a short video can be part of the report to show you something super interesting.
- **Buttons:** These can lead you to fun quizzes or more things to read, making learning even more fun!

True or False

Is the statement true or false?

1) Text features in a report are not very important.	True	False
2) Headings tell you what you're going to learn about in each section.	True	False
3) Subheadings are usually bigger than headings.	True	False
4) Bold words are meant to highlight less important points.	True	False
5) Pull-down menus let you choose from different options	True	False

Scaven Hunt. Find a fiction book and look for examples of the text features from the list below. Write down the name of the book and the page number on which you found them.

Text Form	Name	Page Number
Heading		
Subheading		
Bold Words		
Bulleted List		
Numbered List		
Diagram		
Caption		

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 Soviet Union's massive Irrigation system, designed 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 threatening 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 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?

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 by 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, **more markets** for us. We can also get really good at making certain things, **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, **tech**
- ☒ **Bad:** Higher competition, some jobs moving away, risks with **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 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.

Inferencing Practice

Inference

Read the short reports written by Indigenous people in Canada. Then make an inference based on what you read.

Potlatch: A Celebration of Sharing

Hey, I'm Talal! In our coastal communities, Potlatch isn't just a party; it's a social ceremony. We gather to give gifts and raise our community spirits. It's an essential part of our social fabric, and we even share extra with our neighbours!

Unity in Giving: The Essence of Potlatch

We never Potlatch alone; it's a community affair. This is not just for sharing goods, but it's about being a community. Working together in a Potlatch ceremony enriches our culture.

The Sacred Sundance: Its Deep Meaning

Hi, I'm Nara! Sundance ceremonies are more than dances; they're spiritual journeys. Each movement and each song deeply roots us in our belief systems. Every dance step is like a prayer, connecting us to the spirit world.

Drumming That Unites Us

In our Cree community, drumming is more than just making sound; it's a form of communication and a bridge to our past. From a young age, we learn to play drums and songs that connect us to our ancestors and our land.

**The Intricate Art of Quillwork**

Hey there, I'm Onawa! For us, quillwork isn't just craftwork; it's a form of storytelling. We use porcupine quills to make intricate patterns on garments and other items, sharing our heritage.

Wisdom in Every Stitch: Mastering Quillwork

Quillwork is deeply intertwined with our traditions. Our elders guide us in crafting these beautiful designs and share stories that have been passed down through generations, enriching our understanding of who we are."



Historical Development of Canadian Communities

Menu - Click To Learn More

News	Stories	History	About
Latest Articles	Creation Stories	Anishinaabe	Who We Are
Canadian Articles	Storywork Stories	The Iron Road	Mission Statement
Articles Around the World	Poetry	Arrival of Europeans	FAQ

The Tale of Canadian Communities Through the Eyes of Little Fox

Introduction
Hello everyone! My name is Little Fox, and I belong to the Anishinaabe nation. This report is going to be a journey through time. We'll explore how the communities in Canada have transformed over the years.

The Original Communities and Early Arrivals

Once upon a time, my ancestors, the Anishinaabe, lived in harmony with the natural world around them. We used our knowledge, hunted in the lush forests, and shared stories with the wisdom of our elders around crackling campfires.

The Arrival of European Explorers

Things began to change when large ships arrived from far-off lands. Initially, it looked promising as we started trading essential goods for tools and other useful items. However, it didn't take long for more settlers to arrive, and they began to establish their own communities, sometimes on our ancestral lands.

The Changing Landscape and New Challenges

As the years went by, significant changes started happening in our communities. People started talking about a "Confederation," a big union of provinces that led to the formation of a brand new country known as Canada.

The Iron Road and the Test of Time

Among the many transformations was the construction of the Canadian Pacific Railway, often called the "Iron Road." It stretched from the Atlantic to the Pacific, connecting communities that were once isolated. As time moved on, our nation faced incredible challenges, such as the two World Wars. However, we stood together, Indigenous communities and settlers alike, to protect the place we all call home.



Canadian Pacific Railway

About the Text

Answer the questions below.

1) Who wrote the report? Whose perspective is being explained?

2) What text features are used in the report?

3) If you came to the report, which dropdown menu link would you click first? Explain.

Inferencing

Make inferences about the text below.

1) "Once upon a time, my ancestors, who were First Nations, lived in harmony with the natural world around them"

2) "Things began to change when large ships arrived from far-off European countries"

3) "However, we stood together, Indigenous communities and settlers alike, to protect the place we all call home."

Report – Our Solar System

Our Cosmic Neighbourhood

The Solar System is an immense and fascinating place. It's located in the Milky Way galaxy and includes the Sun and all the objects that orbit around it. This includes eight planets, their moons, and numerous smaller objects like asteroids and comets.



The Mighty Sun

At the centre of our Solar System is the Sun, a massive star that provides light and heat to all the planets. The Sun is about 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 about 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 and liquid oceans.

Amazing Dwarf Planets

Beyond Neptune, there are five recognized dwarf planets, including Pluto, Eris, Haumea, Makemake, and Ceres. These are smaller than the main planets and have unique orbits.

Comets: Cosmic Snowballs

Comets are made of ice, dust, and small rocky particles. They usually have long, glowing tails that can be seen when they come close to the Sun.

A Journey to Remember

Spaceships have visited every planet in our Solar System. The journey to Mars takes about eleven months, while reaching Pluto can take up to nine years.

The Fascinating Kuiper Belt

Beyond Neptune is the Kuiper Belt, a region filled with icy objects. It's believed that every comet ever has originated from this area.

Research

Research all the information written in the report and identify 8 incorrect statements. Write the correct fact after researching.

Incorrect Statement		Correct Fact
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		

PREVIEW

Land Literacy – First Nations Perspective

Understanding Land Literacy

Land literacy is about understanding how people have used and interpreted the land throughout history. This includes looking at structures, symbols, and signs that people have created in the natural world. It helps us learn about different cultures and their relationship with the environment.

First Nations Pictographs and Petroglyphs

First Nations peoples in Canada have a rich history of expressing their stories and beliefs. Two important forms of this art are pictographs and petroglyphs.

- **Pictographs:** These are paintings or drawings that were made on the surfaces of rocks using natural pigments from the earth to create these artworks. Pictographs tell stories, depict events, and convey spiritual beliefs. They are like a visual language for storytelling.
- **Petroglyphs:** Unlike pictographs, petroglyphs are carved or pecked directly into the rock surface. These carvings can be found on boulders and cliff faces. They often represent important symbols or figures in First Nations cultures.



How Meaning is Conveyed

Human-made structures on land, like pictographs and petroglyphs, convey meaning in several ways:

- **Cultural Expression:** They express the beliefs, values, and traditions of a culture.
- **Historical Record:** They provide a record of past events, lifestyle, and knowledge.
- **Connection with Nature:** They show the deep connection between people and their natural environment.
- **Communication:** They were used to communicate messages and stories to others.

Why It Matters

Understanding these expressions helps us appreciate the depth and richness of First Nations cultures. It also teaches us about the diverse ways humans have interacted with and understood their environment throughout history. By learning land literacy, we gain insight into how our ancestors used the land to express themselves and communicate their wisdom.

True or False

Is the statement true or false?

1) Pictographs are rock and cliff drawings made with natural pigments.	True	False
2) Petroglyphs are painted, not carved, on rock surfaces.	True	False
3) Petroglyphs often symbolize important First Nations figures.	True	False
4) Pictographs and petroglyphs were only for decoration.	True	False
5) Pictographs show the connection with urban environments.	True	False

Question: Answer the following questions.

1) What is the main difference between pictographs and petroglyphs?

2) How do pictographs and petroglyphs illustrate the connection between First Nations peoples and nature?

3) What other forms of ancient communication can you think of, and how are they similar or different from pictographs and petroglyphs?

4) Imagine you discovered a new petroglyph; what do you think it might tell you about the people who made it?

Land Literacy – Inuit and Métis Perspective

Inuit Inuksuit: Stone Landmarks

Inuksuit (singular: inuksuk) are stone structures built by the Inuit people. They are found in the Arctic regions of Canada. These structures are made by stacking stones in different formations.

Purpose: Inuksuit serve various purposes, such as navigation aids, hunting grounds markers, or messages to other people.

Design: Each design has a specific meaning, like marking a sacred place.



Métis Lobstick

The Métis people often built Lobsticks for the First Nations and European and American traders. These are tall, straight trees with most of the branches removed, leaving only a few at the top.

Uses: Lobsticks were used as landmarks to show important places like river crossings, campsites, or burial grounds.

Significance: They also held cultural importance, sometimes marking the achievements of individuals.

Coastal First Nations Totem Poles

Totem poles are magnificent carved posts, most commonly found among Indigenous groups along the Pacific Northwest Coast.

Craftsmanship: These poles are made from large trees, skillfully carved and painted with figures or symbols.

Stories and Values: Each totem pole tells a story, represents a family lineage, or conveys moral lessons and historical events.

Community Involvement: Raising a totem pole is a significant event involving the whole community.

Understanding Land Literacy Through These Structures

Each of these structures is a vital part of land literacy. They help us understand how Indigenous peoples interact with their environment and express their culture, history, and values.

Questions

Answer the following questions.

1) Describe the main purpose of an inuksuk.

2) What is the cultural significance of a lobster in Métis communities?

3) Imagine you create your own inuksuk. What purpose would it serve, and why?

4) If you were to mark an important place in your community with a lobster, where would it be and why?

Draw

Using what you've learned, draw a totem pole that includes figures that are meaningful to you. Explain the meaning of your totem pole in a few sentences.

Activity – Research

Objective

What are we learning more about?

To develop research skills by exploring various websites, evaluating the quality of information, and gathering knowledge on a selected topic.

**Topics**

Pick one of the following topics to research

- | | |
|---------------------------------------|---|
| 1) The History of Canada | 8) Human Impact on Animal Habitats |
| 2) Information Systems | 9) History of Immigration in Canada |
| 3) Ecosystems and Biodiversity | 10) The Structure of Earth |
| 4) Indigenous Peoples of Canada | 11) Properties and States of Matter |
| 5) Renewable and Non-Renewable Energy | 12) Contributions of Canadian Inventors |
| 6) Climate Change and Its Impacts | 13) Levels of Canadian Government |
| 7) The Underground Economy | 14) Traditional Indigenous Medicine |

Instructions

How do we conduct research?

- 1) **Select a Topic:** Each student picks one of the topics listed above that they find interesting.
- 2) **List Keywords:** Before searching, students should write down some keywords related to their topic. For example, if the topic is "The Solar System," keywords might include "planets," "sun," "orbit," etc.
- 3) **Search for Information:** Use a search engine to find websites that contain information about the chosen topic. Use the keywords you've listed to help guide your search.
- 4) **Choose Three Websites:** Select three different websites that appear to have reliable and relevant information about your topic. They should be from different sources (e.g., an educational website, a government website, and a well-known news outlet).
- 5) **Read and Take Notes:** Go through each website, reading the content carefully. Take notes on what you find to be the most important or interesting information.
- 6) **Compile Findings:** Gather your notes and evaluations to compile what you've learned about the topic from these three websites.
- 7) **Discuss:** Share your findings with the class, discussing what you've learned and which websites you found to be the most reliable and useful.

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Note Taking

Write the name of the website and some notes about the topic

Topic

Keywords

Website 1:

Website 2:

Website 3:

PREVIEW

Evaluation

Evaluate the three websites based on the following criteria.

Criteria	Website 1	Website 2	Website 3
Is it related to your topic?	Yes / No	Yes / No	Yes / No
Does the information seem accurate?	Yes / No	Yes / No	Yes / No
Does it appear to be biased?	Yes / No	Yes / No	Yes / No

Reflection

Answer the following questions.

1) Which website do you think provided the most accurate and reliable information? Why?

2) Which website was the least useful? Why was it not as good as the other websites?

3) Were any of the websites noticeably biased? If so, how?

4) What were some common keywords that helped you in your research?

5) What did you learn about researching by doing this activity?

Block 7: Poetry

Focus

- ✓ Literary devices in poetry: idioms and hyperbole
- ✓ Reading Comprehension Strategy: Visualizing
- ✓ Making inferences based on implicit evidence in a variety of poems.
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups

Types of Poems

Poetry is a fun way to write that helps you share feelings, ideas, or even tell stories. There are many kinds of poems, and each type has its own rules that make it unique. Here are some cool ones to learn about:

Haiku: Nature's Short Story

Haikus come from Japan and are usually about nature. They are short but can say a lot. Each Haiku has three lines. The first line has 5 syllables, the second has 7, and the third has 5 again.



Snowflakes gently fall
Blanketing the earth in white
Winter's quiet hug

Acrostic: The Puzzle Poem

Acrostic poems are cool because they have a secret message. The first letter of each line spells out a word or a sentence when you read it from top to bottom. Here's an example:

Sunny skies are warm
In the middle of the day
Nature's beauty is a gift

If you read the first letters of each line, they spell "Sun".

Limerick: The Funny Poem

Limericks are meant to make you laugh! They have five lines and a rhyme pattern is AABBA, which means the first, second, and fifth lines of each poem rhyme, and the third and fourth lines rhyme with each other. They also have a funny twist.



There once was a dog from Peru
Who dreamt he was eating a shoe
He awoke with a fright
In the middle of the night
To find that his dream had come true

Cinquain: The Five-Line Poem

Cinquains are poems with just five lines. Each line has a job to do. The first line is the title, the second has two descriptive words, the third has three action words, and the fourth has four words that show a feeling. The last line gives another word that means the same as the title.

Ocean
Blue, vast
Rippling, flowing, deepening
Home to many lives
Sea



Name: _____

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TSS.5**Paraphrase**

Rewrite the rules for each poem in your own words.

Acrostic

Haiku

Limerick

Cinquain

Visualizing

Read each poem from the book, and draw what you're picturing.

Haiku

Cinquain

Acrostic

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—
Controlled by steamboats—
We had met in new ways.

Buffalo in two
Rifles echo, birds grow silent—
Hunters change their aim.

Sky's endless canvas,
Railroads slice the quiet land—
Stars dim, still we rise.

Beads and woven sash,
Traded for coins and paper—
What's the worth of roots?



These haikus give us little glimpses into the Métis experience. Each tiny poem shows the complex feelings and situations that happened when two different worlds met. The Métis, strong and adaptable, keep changing while also keeping their traditions alive. These poems help us think about their strength and the big changes they went through.

Inferences

When reading poetry, you often need to make inferences as a lot of the evidence is implicit. Read the parts of the poems and explain what you think the author means.

1) "Old meets the new ways"

2) "Rifles and birds grow small"

3) "Stars dim, still"

4) "Hunters change their aim."

Visualizing

Read each of the poems from the reading and draw a picture during.

Haiku 1	Haiku 2	Haiku 3	Haiku 4

Acrostic Poems – Canada's Communities

Acrostic Poems – Comparing Urban and Rural Communities in Canada

Canada is a big country with many different places to live. Some people live in busy cities, while others live in quiet countryside areas. Let's explore these two kinds of communities: "Urban" and "Rural," through acrostic poems.

In these poems, each letter in the word starts a new line! The author even used rhymes as a literary device to improve the poems.

Acrostic Poems



Urban

U - Unending lights that shine all night
R - Roads filled with cars, a constant sight
B - Buildings tall, reaching a great height
A - A lot of people, bustling left and right
N - Noisy streets but lots to do tonight

Rural

R - Rolling hills, far and wide
U - Under a starry night sky, nature's guide
R - Rivers gently, a peaceful ride
A - Animals that grow, in the fields and woods
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.

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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

Ballad Poem – Ancient Structures

Ballad Poem

A **ballad** is a type of poem that tells a story, often about love or adventure. It's like a short story in the form of a poem. Ballads are usually written in four-line stanzas and have a simple rhythm, making them easy and fun to read. In a poem, a **stanza** is like a paragraph in a story. It's a group of lines that are set apart from other groups in the poem.



In the land of yore, on a quest,
Across the world, it was a test.
Four landmarks, each with its own myst,
Each with its own history and its own trust.

Stanza 1: Pyramids of Egypt

In Egypt's vast, sun-kissed land,
Morgan saw pyramids, tall and grand.
Pharaohs' tombs reaching for the blue,
Amidst tales old, and legends true.



Chorus:

"From the sands to the starry night,
I wander in history's mighty light,
Seeking stories, old and new,
In lands where wonders grew."

Stanza 2: Mesoamerican Pyramids

Then to Mesoamerica, far and wide,
Where stepped pyramids touch the sky.
In temples old, where priests once
prayed,
Morgan walked, in awe and swayed.

Stanza 3: Stonehenge's Mystery

In England's green, 'neath cloudy skies,
Stonehenge's circle did arise.
Stones aligned with the solstice sun,
Where ancient druids had once run.



Stanza 4: Neolithic Mounds

By the water, where the wind blows free,
Neolithic mounds, as they once were,
In earth's embrace, they stood so true,
Markers of time, in a land so new.

Chorus:

"From the sands to the starry night,
I wander in history's mighty light,
Seeking stories, old and new,
In lands where wonders grew."

In lands of sun, and sky, and stone,
Morgan found stories, old and lone.
Their quest through time, a journey bold,
In the ballad of mysteries untold.

Questions

Answer the questions below.

1) What is a ballad?

2) What is a stanza?

3) Which is your favourite? Explain why.

Visualizing

Re-read the stanza and draw what you are picturing.

Mesoamerican Pyramids

Stonehenge's Mystery

Reflection

Did you already know about any of these ancient structures? If yes, which one? Where did you learn about it?

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, lighting

Like diamonds in the sky

Sparkle

Black Hole

Hole

Dark, mysterious

Gravitating, pulling, absorbing

Like a horse's vacuum cleaner

Vortex



Galaxy

Galaxy

Spiraled, vast

Rotating, colliding, expanding

A cosmic dance floor

Universe



Way

Creamy, streaked

Stretching, arching, swirling

The galaxy's shining river

Skyline



Orion

Orion

Hunter, bold

Guarding, aiming, standing

The sky's mighty warrior

Constellation



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, which run out. Solar energy, wind energy, and hydroelectric energy are renewable. 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,
Turns into electricity, but there's a woe.
It pollutes the air, and can't renew,
A dirty energy source that we may rue.

Wind Energy

Wind turbines spinning in the air,
Capture the breeze, it's only fair.
Renewable and clean, a choice so fine,
Turning gusts into energy, all the time.

Natural Gas

Gas from the ground, 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?

ABAB

3) Which poem does the

4) What was your favourite part of the poem and explain why it was your favourite.

Quote

Explain

Visualizing

Re-read the poems below and draw what you are picturing.

Coal Energy

Wind Energy

Identifying Poems and Literary Devices

Instructions

Name the type of poem and then the circle the literary devices used

Sun blazing so high
Could fry an egg on the street
Summer's fierce furnace

Poem Type	
Literary Devices Used	
Idiom	Hyperbole
Metaphor	Simile

An astronaut named Mae
Wanted to visit the Milky Way.
She flew past Mars,
Even touched the stars.
And was back on Earth the same day!

Poem Type	
Literary Devices Used	
Idiom	Hyperbole
Metaphor	Simile

Life is like a box of crayons
Vast, Wild
Crawling, Flying, Swimming
More species than stars in the sky
Diversity

Poem Type	
Literary Devices Used	
Idiom	Hyperbole
Metaphor	Simile

Birds of a feather,
Fly together,
Soar high in the sky,
Soaring high

Poem Type	
Literary Devices Used	
Rhyming	Hyperbole
Metaphor	Idiom

Out of this world, they say,
A universe far, far away.
Not written in stone,
Our place in the unknown.

Poem Type	
Literary Devices Used	
Idiom	Hyperbole
Metaphor	Simile

Soaring high, pie in the sky
Kites dance, bidding clouds goodbye
You and me, never tell a lie.

Poem Type	
Literary Devices Used	
Idiom	Hyperbole
Metaphor	Simile

Activity: Delving into "My First Day" by Rosanna Deerchild with Golden Lines

Objective

What are we learning more about?

To enhance students' understanding and appreciation of the poem "My First Day" by Rosanna Deerchild, through a collaborative exercise that focuses on selecting and discussing impactful lines ("Golden Lines"). This activity aims to promote critical thinking, interpretation, and effective group communication.



Instructions

How do we complete the activity?

- 1) Preparation: Provide copies of the poem – "My First Day" by Rosanna Deerchild. At the time of writing, the poem was found in the package named: "A Shared History - RRDSB Poetry and Prose" or you can find it by doing a simple search online.
- 2) Independent Reading: Encourage students to read the poem individually at least twice, identifying lines that resonate with them or have a strong impact on them. They should select their top three "Golden Lines" from the poem.
- 3) Golden Lines: Students will write their chosen "Golden Lines" on the back of the page containing the poem.
- 4) Form Groups: Instruct students to form groups of 4 and discuss their "Golden Lines" within their group. It's okay for a group to use more than one of their "Golden Lines" in their summary.
- 5) Creating a Poetic Summary: Within each group, students will organize their chosen "Golden Lines" to create a summarized version of the poem. They can practice reading these lines in a meaningful order that encapsulates the essence of the original poem.
- 6) Class Presentation: Have each group stand and present their "poetic summary" to the class. Students take turns reciting their chosen lines.
- 7) Conducting the Lines: You or a chosen student will act as a conductor. Signal to individual students to recite their lines again, allowing for repetition to emphasize key points. Ensure that each student has an opportunity to present his or her line at least once.

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Instructions

Write your Golden Lines below

Golden Lines

1)

2)

3)

Summary

Write the summary below. Includes your group's Golden Lines

Question

How did this poem make you feel?

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

When you read a book review, you might notice two types of opinions. One is "explicit perspective," where the reviewer tells you directly how they feel about the book. The other is "implicit perspective," where you have to do a little detective work to figure out what the reviewer really thinks.

Explicit Perspective Examples:

"This book was fantastic! I couldn't put it down."

"I wasn't a fan of the characters."



Implicit Perspective Examples:

"The story had many twists and turns." (This likely means the book is full of surprises)

"The author spent a lot of time to describe the setting." (Could mean the book is detailed, maybe even over-detailed)

Perspectives _____ the perspective implicit or explicit in the sentences below?

1) Chapters seemed to fly by.	Implicit	Explicit
2) I absolutely adored the main character.	Implicit	Explicit
3) The dialogue felt so real and natural.	Implicit	Explicit
4) This book was definitely not to my liking.	Implicit	Explicit
5) The story had many unexpected moments.	Implicit	Explicit
6) The artwork in this book was a visual treat.	Implicit	Explicit
7) Each character had a unique voice.	Implicit	Explicit
8) This was my favourite book this year!	Implicit	Explicit

Perspectives _____ The author implicitly described their perspective. What do you think it is?

1) Many twists and turns.

2) An emotional rollercoaster

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.



Instructions

How do we complete the activity?

- 1) **Choose a Product or Place:**
Pick 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., "I was late within a day. All products from this brand are terrible!")
 3. Clear personal preferences influencing the review (e.g., "I don't like books, so 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.

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

Our Voice in Review Writing

What is Voice in Writing?

In writing, "voice" is like the special style that shows who wrote something. Just like each of us has a unique way of talking, each writer has a unique way of writing. They choose certain **words**, make **sentences** of different lengths, and even use special **punctuation** marks. All these things together make up their writing **voice**. So, if you read something, you might be able to guess who wrote it by noticing these clues.

Voice A family of 4 watched a movie and each wrote a review. Read them below.

- A) I thought the movie was pretty good. It could read minds! It was hilarious when it told people's secrets. But then it got too much talking about science and that got boring. More mind-reading would be nice, please.
- B) I was moved by how the family learned to be honest because of the mind-reading dog. Those parts made me feel warm. I liked the parts where they did experiments on the dog. That was too interesting for me.
- C) So this movie had its ups and downs, ya know. The acting was pretty good. It's lit! But why add in all this science talk and family lessons? If you're a kid, you'll like some parts of it.
- D) The way they filmed this movie was top-notch. I especially liked the mind-reading look real. The storyline was kind of simple, though. I like movies with deep stories, so that was unfortunate for me. But if you like action and comedy, you'll still have fun. It's worth a watch with the kids as you can zone out and relax.

1) Which family member wrote which review?

Dad		Mom		Teenager		Youngest	
-----	--	-----	--	----------	--	----------	--

2) Are you 100% positive about the guesses above? Why or why not?

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 was so loud it 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 friend discover a magical backpack in their attic. When they open it, they are transported to a world full of talking animals and enchanted forests.



This book is the bee's knees in the world of kids' literature. The plot is fun, and fabulously put together! The suspense had me hooked the whole time, like riding the tallest roller coaster over and over. To sum it up, this book is a home run!

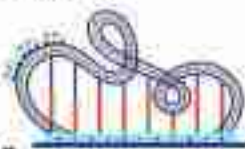
I give this book 5/5 stars. It was so good, I felt like time stood still. A must-read for every young adventurer out there!

Idiom	
Metaphor	
Alliteration	
Hyperbole	

Jumping into "Mystery at Midnight Mansion" is like unwrapping the best surprise gift ever!

In this thrilling tale, siblings Mia and Leo discover a secret passage in their new house. This leads them into a world of hidden treasures and eerie mysteries at midnight!

Reading this book is like taking a rollercoaster ride through a world of excitement and suspense. The story zips and zags with twists and turns, keeping you on the edge of your seat! Each chapter unfolds like a magician revealing a new trick - full of surprises and wonder.



The characters are as vivid as a rainbow after a storm, making you feel like you're part of their secret adventure. It's as if the author has a magic wand, transforming words into a vivid, living world.

I give this book a whopping 5/5 stars. It's like a key to a treasure chest of adventure and mystery, perfect for young explorers and detectives in the making.

Simile

Metaphor

Analogy

Title: "Mundane Magic" in "The Wizard's Wand"

Brace yourself for a long and tedious trek! Reading the "Wizard's Wand" series feels like watching paint dry in a realm of lackluster tales. The book's droning sections, in this book, Mattie and Jackson find what they thought was a magical wand in a dusty attic. But when they wave it, they might as well be waving a stick. The story is as dull as the four bland walls for all the excitement it brings.

This book is a black sheep in the world of kids' fantasy. It's slow, it's boring, and it's completely lacking spark. The "adventure" was such a yawnfest, it felt like I was wading through a desert of dullness. Seriously, this book is as exciting as watching grass grow.

I begrudgingly give this book a measly 1/5 stars. It was so monotonous, my eyes glazed over more than once. This is a book you'd only read if you had absolutely nothing else to do.

Idiom

Metaphor

Alliteration

Hyperbole



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

Types of Graphic Texts

Understanding Graphic Texts

Graphic texts are a cool way to tell a story or give information using both pictures and words. They're not just in comic books! You can also find them in how-to guides, picture charts, and timelines. They're really good for making hard topics easier to understand.



Different kinds of graphic texts

There are many different types of graphic texts you can check out:

- **Comic Books:** These use pictures and word bubbles to tell a whole story.
- **Infographics:** With short text and big pictures, these make tough subjects like nuclear fission easier to understand.
- **Maps:** These show places and how they're connected, with important spots to know.
- **Timelines:** These are super for understanding the order of events in history or science, in a simple way.

Key Features in Graphic Texts

Graphic texts have special parts, or 'features,' that make them different from regular books or articles.

- **Headings:** These are at the top and tell you what the section is about.
- **Visual Aids:** These are pictures, graphs, or charts that go with the words to help explain things.
- **Captions:** These are short lines under pictures to give you more information.
- **Speech Bubbles:** You see these a lot in comics, they show what characters are saying to each other. Thought bubbles show what a character is thinking.
- **Annotations:** These are tiny notes or labels near a picture or chart to tell you what its parts are or what they do.

Prereading

Before reading, answer the questions below.

Read the title and headings and write what you already know about this subject.

Making Connections

After reading, make the connections below.

Text-to-Self

Text-to-Text

Text-to-World

1) When do you or your family use maps in your life?

2) Where do you see posters/infographics? What are they used for?

3) What comics have you seen before? List them below.

Understanding Comics

Analyze

Read the comic and answer the questions.



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?

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 smallest red dot is for a city, and a bigger red dot is for the capital of Canada.



Reading Maps – Text Features

Questions

Answer the questions below.

1) What do the big, capitalized words on a map usually represent?

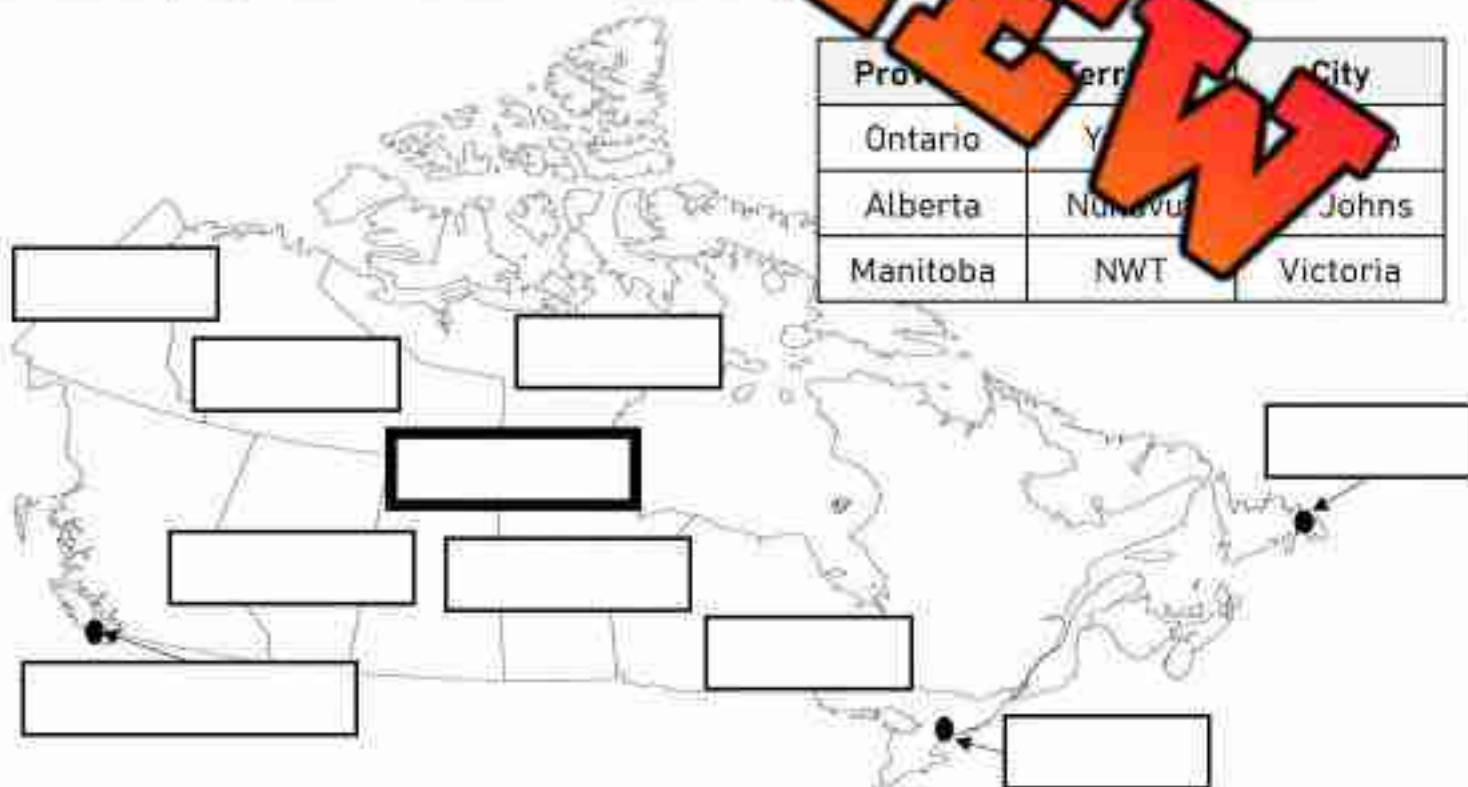
2) How can you identify provinces or territories on a map?

3) How do you identify cities on a map?

4) What do black dots on a map usually represent?

Think

Label the provinces/territories/cities on the map using the word bank. Use the correct capitalization. Label Canada in the blank box on the black border.



Graphic Text - What's a Timeline?

What's a Timeline?

A **timeline** is like a special ruler that shows when things happened. It helps us understand the order of events, like what came first, second, and so on. Timelines can show us history, like when dinosaurs lived, or even your own life, like when you lost your first tooth!

Features - What's on a Timeline?

- **Dates:** These tell us when something happened. It could be a year, a month, or day.
- **Event labels:** These are the important things that happened, like "Moon Landing."
- **Lines:** A line connects all the events, showing time passing from left to right.
- **Arrows:** Sometimes a timeline has arrows pointing in the direction time is moving.
- **Pictures:** Sometimes a timeline has pictures to help us understand the events better.



Analyze

Look closely at the timeline and answer the questions.

1) What features are part of this timeline?

2) How has life changed for people? Explain what you've learned from the timeline.

3) Did the timeline help you learn about how our jobs have changed over time? Or would a paragraph have been a better choice? Explain.

Block 10: Biographies

Focus

- ✓ Biographies about important Indigenous people
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategies: Summarizing, visualizing, and making connections
- ✓ Text features – glossary, preface, and timelines

Biography – Chris Hadfield

Chris Hadfield: A Canadian Astronaut Above and Beyond

Preface

This biography will explore the life of an extraordinary Canadian—Chris Hadfield. Chris has done more than just travel to space; he has inspired countless people, especially young students like yourselves, to reach for the stars. As you read through this biography, you'll get to learn about his early life, space adventures, and how he's making an impact here on Earth.

Early Life and Inspiration for Space

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 made a real 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.



Chris Hadfield

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.

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 or book?

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 was 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 used an eagle feather to say "No."	True	False
8) He served in the House of Commons.	True	False
9) Harper left politics in 1998.	True	False
10) He received the Order of Ontario.	True	False

Critical Thinking

Answer the questions below.

1) **Inference:** How is Elijah Harper's legacy viewed today, especially in Manitoba?

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 Orville Wright, 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, had the same dream. 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)

--

Critical Thinking

Answer the questions below.

1) Did the _____ do its job in explaining what the biography will be about?

2) Did the preface _____ you into _____ reading 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 what they mean. Then use them in a sentence.

Word	Definition – What does it mean?

Word	Use It In A Sentence



Google Slides Lessons Preview



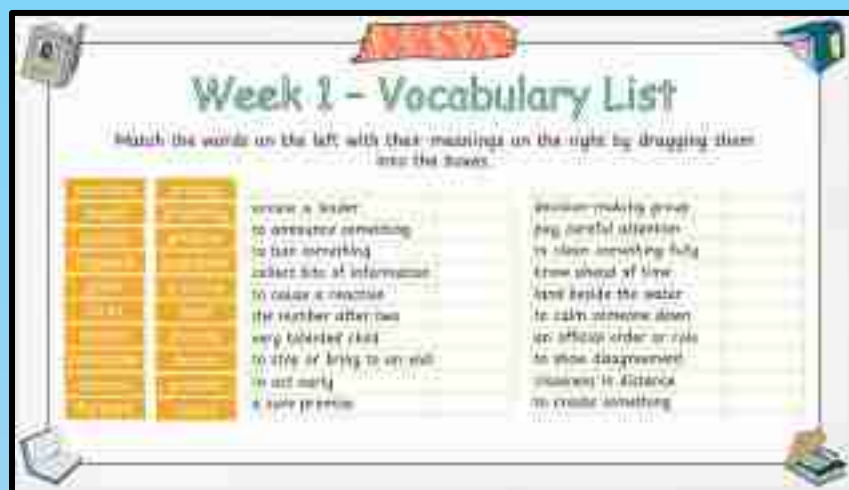


Alberta Language Curriculum Conventions & Vocabulary – Grade 6

3-Part Lesson Format

Part 1 – Minds On!

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

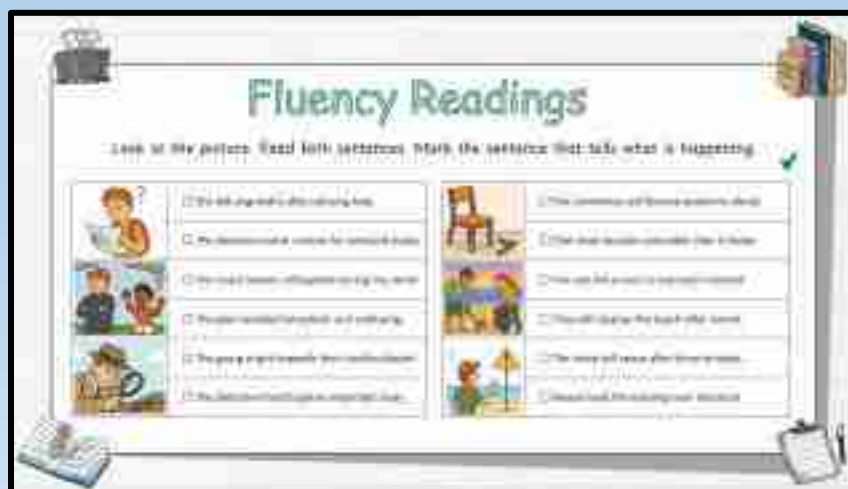


Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



[illegible]

Literary

Draw a line to match each sentence on the left to the meaning on the right.

Level ☐	☐ a short story
Freckle ☐	☐ a small narrow band
Cliché ☐	☐ related to a city or culture
refer ☐	☐ a word for mother
madam ☐	☐ a tool that finds objects
tutor ☐	☐ a gentle way to express a comment
knock ☐	☐ the same height or position
strut ☐	☐ short for statistics
sew ☐	☐ to mention or point to something
pop ☐	☐ an expression of surprise
mom ☐	☐ 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.

Excess	Exhaust	Exhibit
Exceed	Examine	Explain
Excess	Exceed	Explain
Excess	Exhaust	Explain
Excess	Exhaust	Explain
Excess	Exhaust	Explain

347

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

Across

- 4) Hall with sitting room
- 6) Building with clock
- 7) moving with small movement
- 8) street light and advertisement
- 9) directed to look forward

Down

- 2) Acting blowing up
- 3) words more than needed
- 5) when things change
- 6) slightly noisy/hacking
- 9) directed to look back

Abbreviations

Drag the correct abbreviation in each row.

Doctor	Professor	Dr.	Bldg.
January	Avenue	Dept.	Tue.
Tuesday	Department	Prof.	Guy.
November	Governor	Jan.	Sr.
Boulevard	Saint	St.	Mr.
	Senior	Nov.	Ave.



Workbook Preview



Grade 6 – Language Vocabulary



Organizing Idea	<u>Vocabulary</u> : Communication and comprehension are improved by understanding word meaning and structures.
Guiding Question	How does vocabulary support communication?
Learning Outcome	Students analyze how knowledge of vocabulary supports meaning and use of language.

Preview of 87 pages from this product that contains 403 pages total.

Included are weeks 1 – 8, and 28 – 30.

There are 30 weeks total.

	Determine the meaning of an unknown word. Read for enjoyment to enhance vocabulary.	194, 201, 208, 215, 222, 229
V6.3	Use similes, metaphors, and analogies to compare words or clarify word meanings. Analyze the meanings of words or phrases expressed figuratively. Apply tier 2 words across subjects to enhance precise communication. Apply tier 3 words in subject-specific contexts.	67, 74, 81, 88, 95, 102, 104, 164

Grade 6 – Language Conventions



Organizing Idea	Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.
Guiding Question	How does the understanding and application of conventions enhance proficient communication?
Learning Outcome	Students apply and analyze conventions that support accuracy or enhance creative expression.

	Skills and Procedures	Pages
C6.1	Apply capitalization appropriately in written communication. Apply punctuation appropriately in written communication. Experiment with capitalization and punctuation to create a variety of effects.	22, 110, 117, 124-125, 132-133, 139-140, 147-148, 154-155, 161-162, 168, 205, 212, 220, 226-227
C6.2	Maintain consistent use of tense throughout communications. Use subject-verb agreement in communications. Use independent and dependent clauses in sentences. Differentiate between simple and compound sentences.	15-16, 22-23, 29-30, 36-37, 43-45, 51-52, 59-60, 66, 73, 80, 87, 94, 103, 110-111, 117-118, 124, 126
C6.3	Apply spelling patterns within and across known and unfamiliar words. Apply knowledge of bases and affixes to spell words	14, 21, 28, 35, 42, 50, 58, 65, 72, 79, 86, 93, 101, 109, 116, 123, 131, 138, 146, 153, 160, 167, 174, 176, 181, 190-191, 197, 204, 211, 218-219, 225

SCIENCE OF READING - OVERVIEW

The **Science of Reading** Program requires explicit instruction of phonological, orthographic, and morphological knowledge so students can decode and encode regular words and irregular words.

In grade 6, the focus in the curriculum is on decoding and understanding affixes (prefixes and suffixes). Teachers are also required to use derivational families to support spelling words with different letter blends.

Therefore, our reading program will be broken down into 30 weekly word lists that align with the skills and procedures in the grade 6 conventions and vocabulary curriculums. Each week, teachers will focus on one affix and two graphemes.

The remaining words in the word lists consist of challenging vocabulary that students in grade 6 can become familiar with. They will work with these words to build automaticity when decoding and to add these words to their everyday vocabulary.

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

READING PROGRAM - OVERVIEW

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

READING PROGRAM - OVERVIEW

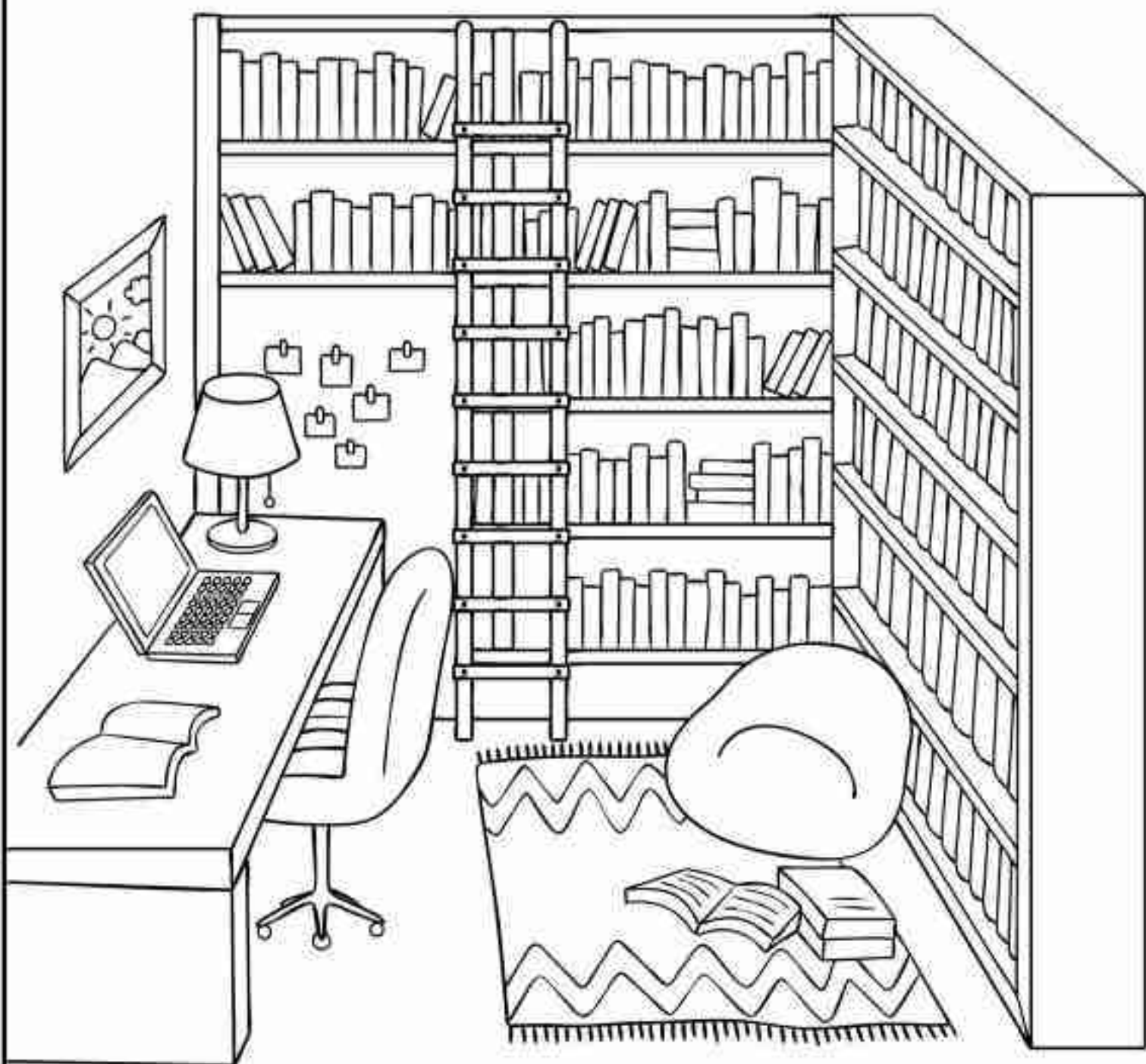
Week	Lesson 1	Lesson 2
1	Identify Sentence Fragments	Correct Sentence Fragments
2	Sentence Form: Simple Sentences	Parts Of Speech: Nouns, Verbs, Adjectives, And Adverbs
3	Identify Run-on Sentence	Pronouns - Intensive And Reflexive Pronouns
4	Correct Run-on Sentence	Parts Of Speech – Interjection, Conjunction,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

READING PROGRAM - OVERVIEW

Weeks	Lessons	
16	Using Commas With Clauses And Commas In A List	Subject-verb Agreement
17	Colons For Introducing A List	Colons To Give An Explanation And Colons To Give An Example
18	Colons In Memo Salutations	Colons To Indicate A New Speaker In Script Dialogue
19	Introduction To Semicolons	Semicolons Versus Commas
20	Commas With Direct Address	Commas With Appositives
21	Commas After Transitional Words	Commas For Introductory Phrases
22	Commas Used In Parenthetical Expressions – Used To Separate Expressions	Vocabulary: Context Clues: What Do You Think The Underlined (Challenging Word) Means?
23	Vocabulary: Context Clues: What Do You Think The Underlined (Challenging Word) Means?	Decoding: Chunking – Breaking Down Bigger Words
24	Identifying Synonyms And Creating Synonyms	Words That Have Been Influenced By People, Places, And Events In History
25	Abbreviations	Words That Have Changed Over Time
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
28	Capitals For Historical Periods Or Events	New Words Based On Inventions Or Innovations
29	Frequently Misspelled Words	Use Quotation Marks
30	Speaker Tags And Punctuation	Writing Dialogue

NAME: _____

LANGUAGE



Week 1 - Vocabulary List

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

Cursive

Write the word using cursive writing.

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

Week 1 - Vocabulary List**Cursive**

Write the word using cursive writing.

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

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

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

Write

Use the words below to write meaningful sentences.

Protest	
Prodigy	
Prohibit	

IDENTIFY SENTENCE FRAGMENTS

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

Examples:

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



Complete or Fragment?

Is the sentence complete or is it a fragment?

1) Running through the woods.	Complete	Fragment
2) The dog barked loudly.	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) Had to be true.	

Mix and Match

Match the fragments with suitable endings.

ANSWER	FRAGMENTS	Possible Endings
	While playing in the yard,	A) he came to a stop.
	Before eating breakfast,	B) they planned a 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.

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

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

Word Search

Make your own word search using 8 of the words.

Word Bank

Week 1 – Fluency Readings

Read

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

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	I went to the beach.				
2)	The community will go to 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.				

Week 1 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below:

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

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

Complete or Fragment?

Is the sentence complete or a fragment?

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

Identify

Is the sentence fragment correct or not?

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

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

Week 2 - Vocabulary List

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

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

Answer	Description
Watching	A) Disrespect to something sacred.
Listening	B) Mistake.
Cheering	C) Paying attention.
Whispering	D) Loud and noisy.
Calculating	E) Looking up and down.
Implementing	F) Speaking very softly.
Fluctuating	G) Very obvious, not hidden.
Exploring	H) Looking at something closely.
Blanket	I) Being short and brief.
Blare	J) Warm cover for sleeping.
Blemish	K) Putting a plan into action.
Blasphemy	L) Reading system for the blind.
Blatant	M) Gentle, light wind.
Blunder	N) Shouting support or joy.
Breeze	O) Mix of fresh and salt water.
Brevity	P) Discovering or looking around.
Bribe	Q) Small mark or flaw.
Brackish	R) Doing math or figuring out.
Braille	S) Easily broken.
Brittle	T) Money given to influence someone.

SUFFIX -ING

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

Examples:

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



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

1	I am _____ 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 jar.
9	She's _____ a chocolate cake for _____.
10	While _____ to school, I always pass by _____.

Write

Use the words below to create a meaningful sentence.

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

SENTENCE FORM: SIMPLE SENTENCES

A **clause** is a group of words that gives information and has a subject and a verb.

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

Examples:

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



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

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

Write _____

Complete the following _____ a simple sentence.

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

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 slowly across the path.

2) I have a great collection of comic books.

3) She eats breakfast every morning for breakfast.

4) He looked at the passing car.

5) Taylor listened to every word.

6) The old house at the end of the street looks haunted.

7) I placed my book on the shelf next to the lamp.

8) He walked alone on the dark night.

9) Sarah wants a bicycle for her birthday.

10) They play 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.

Week 2 – Fluency Readings

Read

Today, we will calculate how quickly you read. You will do this by calculating how many words you read per minute.

Passage – Word Count = 118 Words

At the science fair, everyone was watching the brittle branches in my experiment. While in the glare of the crowd, I was calculating how long before my project would fail. Some kids were cheering for me, but others were whispering, thinking I was going to make branches the star. I kept exploring ways to implement my project without breaking. My heart was fluctuating between hope and worry like a brittle branch in a breeze. One friend joked that dropping my project was a blatant act of blasphemy against science, while another, trying to be funny, offered a bribe of a candy bar. Due to the brevity of the moment, I just smiled and carried on.

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count – at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

Calculation: $(1,140 \text{ words} \div 330 \text{ seconds}) \times 60 = 207.2 \text{ WPM}$.

Time Taken To Read**Divide 118/seconds****WPM**

Week 2 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Identify

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

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

	4) My dog has a big bone.
	5) The plane <u>yanked</u> took off.
	6) The baby looked peaceful.

Identify

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

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

Week 3 - Vocabulary List

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

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

Instr Fill in the blanks using the vocabulary list above.

1	The clock _____ at noon.
2	Beware of the _____ selling fake medicines.
3	He took a big _____ of the apple.
4	We'll have to _____ to find the lost toy.
5	The queen waited in her private _____.
6	The vacation helped _____ her tired spirit.
7	Please _____ the cards before dealing.
8	The knight showed _____ by helping the old 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 every summer.	
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 but it climbed a tree.	
3	My favourite subject is science.	
4	The sun sets beautifully over the ocean.	
5	I wanted to go to the park it was raining outside.	
6	She reads a book every night before bed.	

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

On a bright summer day, Tim wanted to fly his kite. He ran to the park. 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.

Think: When the bold pronoun is Reflexive or Intensive.



1	I myself baked the cake.	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.	

WORD SEARCH**Word Search**

Find the word bank words in the puzzle.

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

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

Word Scramble

Unscramble the word.

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

Week 3 – Fluency Readings

Read

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

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

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?

☐ Companions	☐ Comet	☐ Compliment
☐ Comma	☐ Comfy	☐ Comply
☐ Comprehend	☐ Complement	☐ Command
☐ Commodore	☐ Compress	☐ Compile
☐ Commute	☐ Comical	☐ Comet

Matching Match the words to its definition.

Answer	Sentence	Definition
	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 **Revised** 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 long.

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

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

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

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

Search

Underline the prepositions used in the story below.

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

CRACK THE CODE

Directions:

Use the code below to reveal each spelling word.

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

												
N	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 community kitchen. It was a complex recipe, but the result was a masterpiece!	Angry	Happy
2)	In community school we learn about trading. My comrade explained it as a barter system with every component described.	Frustrated	Joyful
3)	We made a compound in science class. It was a compromise between two different elements, and we displayed it in the lab.	Curious	Serious
4)	I love to paint, but my brother has disdain for it. We started a campaign to redecorate our room, and now it's full of colour!	Scared	Calm
5)	Yesterday, I visited the aquarium; the fish were amazing! Everything pertains to ocean life, and the sharks were my favourite.	Worried	Determined
6)	I felt betrayed when my friend didn't wait for me. We walked down the driveway in disarray, not talking to each other.	Suspicious	Relieved
7)	At the dance, I decided to sashay across the floor. Underlay music was playing, setting a fun mood for everyone.	Cheerful	Annoyed

Week 4 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Write

Revise the following run-on sentences by adding a conjunction 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

		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	

PREFIX DIS-

The prefix **"dis-"** often means "not" or "opposite of." It transforms a word to convey a negative or reversing force.

Examples:

- **Agree - Disagree:** "Agree" means to have the same opinion; "disagree" means to not have the same opinion.
- **Obey - Disobey:** "Obey" means to follow a rule; "disobey" means to not follow it.



Complete Complete the sentences with the appropriate "dis" word.

Discontinue	Discontinue	Disinherited	Dishearten
Disrupt	Disrupt	Disrupt	Disruptive

- 1) _____ in class were _____.
- 2) _____ they had to _____ him.
- 3) _____ never _____ others.
- 4) Maria decided to _____ photography.
- 5) Thunder would _____.
- 6) Missing our beach trip _____.
- 7) The explorers hoped to _____.
- 8) After the disagreement, the son _____.

Analyze

Circle all the words with dis- as a prefix.

In Disville, the annual talent show was everyone's favourite event. This year, Mia and her cat Whiskers prepared a special act. Wanting to disguise their true intentions, they practiced in secret.

When her turn came, Mia felt disheartened seeing the stellar acts before hers. She began by showing a mirror that seemed to distort Whiskers' reflection, making him appear twice his size. Then, she held a sign reading, "Dis or Dat." Swiftly, she covered Whiskers, and he disappeared!

The audience, in the distance, gasped. Moments later, a jingle echoed from the back. Whiskers, bells ringing, emerged, revealing the disguise of his disappearance. Mia beamed, understanding she should never discount her unique skills.

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 and underline the independent clause in each sentence.

- 1) We decided to go to the beach because the sun was shining.
- 2) I remember my childhood when I first heard that song.
- 3) Before she went to the store, she finished her homework.
- 4) The mice played in the kitchen while the family was sleeping.
- 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 complete independent clause that will complete the compound sentences.

1) I like to eat chocolate _____ies,

2) The sun was setting _____

3) She practiced every day, _____

4) We wanted to see the movie, _____

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

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		

INTRO TO CONJUNCTIONS – FANBOYS: USING COMMAS

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

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

"FANBOYS" is an acronym for seven common conjunctions: **For, And, Nor, But, Or, Yet, So.**

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

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

Completion

Complete the sentences using "FANBOYS".

1. _____ enjoys playing sports, _____ she takes classes on weekends.
2. I want to go to the pool, _____ 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 said it would rain.
8. The museum was interesting, _____ the tour guide was even 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.

☐ Disrupt	☐ Discover	☐ Discontinue	☐ Disinherit	☐ Dishearten
☐ Disqualify	☐ Disrespect	☐ Disruptive	☐ Stymie	☐ Stagnate
☐ Stylish	☐ Start	☐ Stereotype	☐ Stipulate	☐ Spend
☐ Sport	☐ Speculate	☐ Spectacle	☐ Splendid	☐ 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 D 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 I V R Q W Y C
 R Y D I S H E A R T E N S U L A T E
 Z T L F I S T E R E O T F A E K P
 S S I Y D S P L E N D I D I P E V E S

Word Search

Make your own word search using 8 of the words.

Word Bank

Week 5 – Fluency Readings

Read

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

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	Don't talk back in the class; it's disrespectful to your learning.				
2)	If we speak without thinking, 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 follows from the dependent clauses.

1) It started to rain,

2) I tried the puzzle,

Completion

Complete the sentences using "FANBOYS".

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

Week 6 - Vocabulary List

Think

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

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

Complete

Write the words by adding tr- or dr-.

1) _____	6) _____ibble	11) _____awl
2) _____ajectory	7) _____aspose	12) _____one
3) _____ivial	8) _____ript	13) _____iathlon
4) _____eary	9) _____ript	14) _____ifter
5) _____iage	10) _____izzle	_____anquility

Analyze

Underline the words with the letter blend tr, dr.

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

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



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

SUFFIX ABLE-

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

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



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

Word	love	lovable
Sentence	Her kind words made her incredibly lovable to all who met her.	

Word	maintain
Sentence	

Word	sustain
Sentence	

Write

Use the given words in meaningful sentences.

1) Negotiable: _____

2) Stable: _____

3) Viable: _____

4) Liable: _____

SENTENCE FORM: COMPLEX SENTENCES

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

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

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

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

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

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

Write Give 4 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) _____ loomed in the garden.

4) _____ you _____ the park.

5) _____ ally _____ the mall.

Write Complete with appropriate clauses to create complex sentences.

1) If _____

2) Even though _____

3) While _____

4) Once _____

SUBORDINATING CONJUNCTIONS

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

Examples:

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



Completion Write the appropriate subordinating conjunction.

because	as	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 climbed up mountains.
8) They will keep practicing _____	_____	they feel nervous.

Analyze Circle all the subordinating conjunctions in the paragraph.

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.

Week 6 – Fluency Readings

Read

Today, we will calculate how quickly you read. You will do this by calculating how many words you read per minute.

Passage – Word Count = 115 Words

In the stable town, where life was predictable and the future seemed sustainable, they learned how everything was negotiable, except for the irrefutable truth that actions have consequences, and one could be liable for them. This truth was not to be taken for granted; it was like a tractor in a field, always there, always working. One day, a deep wisdom fell upon him as he watched the drizzle outside, feeling triumphant in understanding this. But he didn't trivialize his chores; he knew better than to dismiss the weight of daily work or dread the routine. His parents had always emphasized the value of living, not just for their farm, but for life itself.

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count – at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

Calculation: $(1,140 \text{ words} \div 330 \text{ seconds}) \times 60 = 207.2 \text{ WPM}$.

Time Taken To Read**Divide 115/seconds****WPM**

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 each one 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.

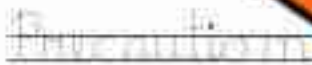
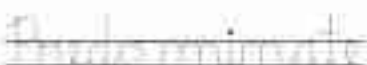
1) Let's start the meeting		you are here.
2) I bought an umbrella		it looked like it was going to rain.
3) I enjoy reading		I don't have much free time.
4) The event will begin		the clock strikes midnight.

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

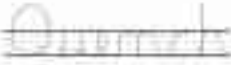
Write the word using cursive writing.

Word	Trace	Write
Precede		
Preview		
Predetermine		
Precaution		
Premonition		
Predicament		
Predominate		
Predestination		
Wherewithal		

Week 7 - Vocabulary List

Cursive

Write the word using cursive writing.

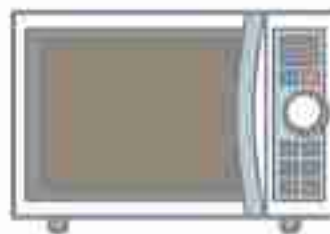
Word	Trace	Write
Whimsical		
Whistle		
Whichever		
Whirlpool		
Qualify		
Quench		
Quicken		
Quotient		
Quandary		
Queue		

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.
Determine	Preventive action.
Predetermine	the most common or strong.
Caution	Look before you decide.
Precaution	Look before you decide.

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, once, even if, rather than, when, why, before, albeit, consequently, therefore

Instructions: Underline all the conjunctions in the article below.

Studying space is pretty 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 many 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 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) When she entered the city,	A) you can join the trip.
2) Provided she finishes assignments,	B) the software improved efficiency.
3) Even though she had read,	C) she missed the countryside.
4) Albeit pricey,	D) the strategy works.
5) Insofar as the data showed,	E) the team struggled.

Write

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

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

WORD SEARCH

Word Search

Find the word bank words in the puzzle.

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

PREVIEW

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

Word Scramble

Unscramble the word.

EUEQU		LETSIHW	
CEDEPRE		FYILQUA	
ERPVIWE		DOREPNAMITE	
NAUGRYAD		MISICALHW	
QOUNTEIT		VEREHCIHW	
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, my determination to qualify quickly overcame my doubts.	☐ Slow	☐ Medium	☐ Fast
2)	At the preview, while I was in a sudden whistle caused a moment of quandary. I had to use my to get whiplash from the swift plot.	☐ Slow	☐ Medium	☐ 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.	☐ Slow	☐ Medium	☐ 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.	☐ Slow	☐ Medium	☐ 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.	☐ Slow	☐ Medium	☐ Fast

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

SUFFIX -LESS

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

Examples:

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



Completion Write the most appropriate word in each sentence.

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

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.



Instruction: Underline the complex sentences found in the story below.

The Legend of Whispering Woods

In Whispering Woods, a forest of tall, ancient trees 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 wind, Ellie understood them as the trees' tales of olden heroes and mystical lands. As the night went on, she listened to the stories until she got sleepy. When she recounted her adventure, most friends doubted her, even though they loved her. Yet, as time passed, Ellie's tales from the Whispering Woods became a part of the town's history.

Instructions

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

Complex	
Simple	

Complex	
Simple	

UNDERSTAND SIMILES AND METAPHORS

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

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

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

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



Simile

Circle all the similes found in the story.

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

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

Metaphors

Identify the corresponding meaning of each metaphor.

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

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

CRACK THE CODE

Directions

Use the code below to reveal each spelling word

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

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

CODE		CODE	ANSWER
     		     	
     		     	
     		     	
     		     	
     		     	
     		     	
     		     	
     		     	
     		     	
     		     	

Week 8 – Fluency Readings

Read

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

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

Week 8 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

SUFFIX -AL

The suffix **"-al"** is added to some words to mean "related to" or "having the characteristic of."

Examples:

- Music + -al = Musical (related to music)
- Person + -al = Personal (related to a person)
- Accident + -al = Accidental (having the characteristic of an accident)



Suffix S Put a check mark if the words can take "-al" as the suffix.

	For
	Leg
	Tri
	Forest

	Festive
	Herb
	Globe

	Mater
	Miner
	Logic
	Digit
	Medic

Write

Use the following words in writing sentences.

1) Seasonal	
2) Approval	
3) Sensational	
4) Generational	
5) Marginal	
6) Rhetorical	
7) Proportional	
8) Geothermal	

CAPITALS FOR HISTORICAL PERIODS OR EVENTS

Capitals are used at the start of names for specific historical periods or events to show their importance.

Examples:

- **Renaissance** – a time when art and knowledge flourished.
- **Civil War** – a major war in the U.S. over states' rights.



Edit

Circle the capitalization errors below for historical periods or events.

Anna found a dusty letter in the attic, penned by her great-great-great-grandfather. The intricate handwriting described Florence's streets bustling with artists and poets. It was a time when the city was ablaze with the spirit of rebirth and new ideas.

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

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

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

NEW WORDS - INVENTIONS OR INNOVATIONS

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

Matching

Match the innovations with their description



Answers	Description	Innovations
1) Device with internet and advanced features.		A) Virtual Reality
2) An unmanned flying vehicle for photos or surveillance.		B) Smartwatch
3) A device that creates an augmented experience.		C) Solar Panel
4) Portable computing devices like smartphones and laptops.		D) Smartphone
5) Wearable device for smart home functions.		E) Blockchain
6) System for secure digital transaction recording.		F) GPS
7) System for precise global positioning.		G) Drone
8) Device converting sunlight into electricity.		H) Tablet

Instructions

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

Gadget Name:

CRACK THE CODE

Directions:

Use the code below to reveal each spelling word

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

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

CODE	CODE	ANSWER
                		

Week 28 – Fluency Readings

Read

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

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

Week 28 - 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)	

Write

Use the given historical periods in a sentence, of your own capitalization.

Industrial Revolution	
World War I	

Identify

What invention or innovation is described in each item?

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

Week 29 - Vocabulary List

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

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

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

Write

Use the following words in a sentence.

1) Wreckage	
2) Undertake	
3) Chuckle	
4) Mistaken	
5) Revoked	

PREFIX TRANS-

The prefix **"trans-"** means "across," "beyond," or "through." When added to a word, it often describes movement or change.

For example, in the word "transport," "trans-" means to move something from one place to another.



Identify Write the appropriate word to complete each sentence.

A. transport	B. transverse	C. transparent	D. transferable
F. transplant	G. transition	H. transmit	I. transverse

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

Meaning What trans- word is being defined in each sentence?

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

FREQUENTLY MISSPELLED WORDS

"Frequently misspelled words" are words that people often spell incorrectly. It's important to practice and remember their correct spellings.

Examples:

- "Receive" is often misspelled as "recieve."
- "Separate" is commonly misspelled as "seperate."



Spelling

Circle the correct spelling of the words below

	B	C
acomod	accamodate	accommodate
def	definitely	definatly
priviledg	privelege	privelage
seperate	seperate	seperatte
occasion	occassion	occassion
maintenance	maintanence	maintanence
recieve	recive	receive
independant	independe	independent
embarass	embarras	embarrass
committment	commitment	committment

Identify

Circle and correct the misspelled word in each sentence.

	Sentence with Misspelled Word	Corrected Word
1	I have a <u>wierd</u> feeling about this.	weird
2	The librarian helped me find a referance book.	
3	It's neccessary to complete your homework.	
4	She wants to become a bussiness owner.	
5	The ocean is a vast expanse of water.	
6	He accidentally dropped his sandwich.	

USE QUOTATION MARKS

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

Examples:

Sarah said, "I love pizza."

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

The word "unexpected" means unanticipated.

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



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 kids home."

Completion Complete each sentence by providing suitable words.

- 1) Dani confessed, _____
- 2) He whispered, _____
- 3) The teacher inquired, _____
- 4) Sam mused, _____
- 5) They muttered, _____

WORD SEARCH**Word Search**

Find the word bank words in the puzzle.

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

O T R A N S N A T I O N A L D H N Q N
 K H D R N S F O A E Q E K A S P E E K E
 C H Q W L I H F X Q K U X S U P O S G
 E R E V O D E G N I R E K C I L F N A
 H T N A L P S K I E C U L S N A R T E K
 C Y T J M D E L U N V O K E S Z L K C
 N R E T S U B K C O I T N S P I R E A E
 I C F Q R T R A N S I R E F T A S K S S R
 A N P I M F U T R A N S C N D C K E R W
 R M I S T A K E N O I T I S I T I 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 mistakenly wrote the date.				
2)	Our class was in a blur about a spaceship, and we couldn't stop chuckle during the presentation.				
3)	The translucent wings of the butterfly allowed the light to pass through, creating a flickering effect.				
4)	I'll need the transcript from yesterday's meeting to ensure that the transition of leadership is transparent.				
5)	The wreckage of the old pirate ship seemed to invoke stories of the forsaken treasure it once held.				
6)	To undertake the task of cleaning the attic, I needed my parents' approval and a keepsake box for memories.				
7)	The philosopher's lecture on how human kindness can transcend global barriers was deeply inspirational.				

Week 29 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Identify

Circle the correct spelling.

Calender	Calendar	
Surprise	Suprise	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
Cring	Mingling	Stronghold	Scathing	Triangle

CompComplete the words by adding gn or ng.

1) Lo_____w	A_____st	11) Soverei_____
2) Co_____a_____	_____ant	12) Insi_____ia
3) Ma_____itude	_____st	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 from the list.
Write the word in after.

SUFFIX -IST

A **suffix "ist"** is added to a base word to describe someone who practices or specializes in a specific activity or belief.

For example:

"artist" means someone who practices art.

"dentist," which means someone who specializes in taking care of teeth.

**Identify**

Read the description provided and identify the profession that ends with "-ist".

1) Botanist	Studies plants and their growth.
2) Scientist	Does experiments and makes theories about how things work.
3) Journalist	Writes about various media.
4) Pianist	Plays the piano.
5) Dentist	Treats teeth and dental issues.
6) Optometrist	Examines eyes and prescribes lenses.
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 just the wind__"

Jack: "But it's coming from inside the house__"

Mia: "Maybe there's a window that's broken__"

Jack: "Let's go check it out__"

Mia: "Are you sure that's a good idea__"

Rewrite

Read the narrative and rewrite it using dialogue, appropriate speaker tags and punctuation.

Tim and Emily stood by the slide, holding a collection of marbles. Emily asked Tim a question about her blue and green marble, and she responded enthusiastically. Then, Emily asked Tim a question about his red and yellow marble, to which he replied with excitement. Through their brief but meaningful conversation, they both felt their friendship deepen.

WRITING DIALOGUE

Writing dialogue is the process of recording conversations between characters, using quotation marks to show spoken words and speaker tags to indicate who is speaking.

- "How do we decide?" asked Sarah.
- Tom replied, "Rock, paper, scissors."



Rewrite Based on the narrative given, rewrite the events as a dialogue. Make sure to use quotation marks and speaker tags appropriately.

Emma was in the library. Emma was searching for a book on ancient Egypt for her history class. While Ryan was looking for a sci-fi novel. Emma felt overwhelmed by the collection and wasn't sure where to start. Ryan, having frequented the library often, offered her help. 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 – Fluency Readings

Read

Today, we will calculate how quickly you read. You will do this by calculating how many words you read per minute.

Passage – Word Count = 123 Words

As a journalist, I always stay optimistic. When I met a tourist, they were mingling with the locals, learning and not ignorant of the new culture. I interviewed an economist, who emphasized dignity in trade. They weren't a realist or a theorist, but someone who recognized the market's stronghold on people's lives. One day, I saw an indignant tourist in a scene, full of scathing remarks. It made me cringe, but the situation was born in a misunderstanding, a wrangling of words like a triangle with no equal sides. Even amidst the confusion, I found it crucial to report with integrity, using hard facts and opinions, but upholding the truth as a stronghold against misinformation.

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count – at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

Calculation: $(1,140 \text{ words} \div 330 \text{ seconds}) \times 60 = 207.2 \text{ WPM}$.

Time Taken To Read

Divide 123/seconds

WPM

Week 30 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Write

Insert the appropriate punctuation in the gaps and write an appropriate speaker tag for each.

Mikel 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: