



Preview – Information



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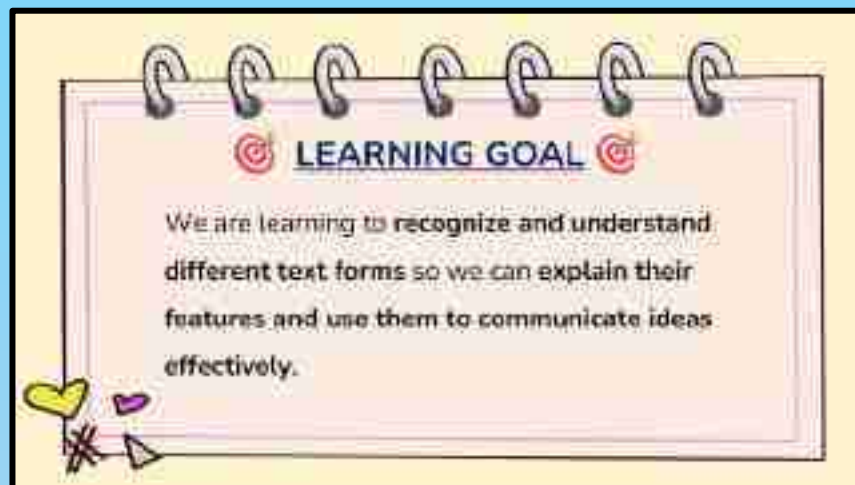


BC Language Curriculum Composition (Writing) – Grade 6

3-Part Lesson Format

Part 1 – Minds On!

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



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





BC Language Curriculum Composition (Writing) – Grade 6

Personal Voice – Word Choice

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

Cooks / Bakers			Gamers / Streamers			Scientists / Researchers		
saute	stitch	gustish	roll	cast down	garish	variable	lute	stale
misplaced	manmade	whisk	leader board	tyrion	leg	sample size	ill	temp
Journalists / Editors			Programmers / IT Support			Photographers / Filmmakers		
headline	trip	million	series	debug	glare	image	expose	tool
editorial	syllus	saute	backend	gusto	chorus	charge	backside	flame table

Writing a Strong Paragraph

Write a paragraph about the importance of learning in the following situations.

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

Formal vs. Informal Letters

Useful words	Considerations
Greeting	Salutations
Useful words	Signatures
Sentence purpose	Body/Paragraph
Closing sentence	Formal signature
Labels	Handwritten greeting



BC Language Curriculum Composition (Writing) – Grade 6

Sequence the Story Events:

Exposition	Rising Action	Climax	Falling Action	Resolution
Read each sentence and drag the correct story part.				
1	On the first day at Harrison, Tim met the teacher and noticed a poster was behind the desk.			
2	Behind the posters, Tim discovered a notebook labeled "De Fox Open."			
3	With a deep breath, Josh stepped onto the stage and delivered the final line as the lights faded.			
4	The class watched the musical actor to his woe, and everyone signed the notebook and...			
5	The rope snapped, the bridge lurched, and Tim was in the air.			
6	Plan closed to a circle while everyone shared soup and soaked the bread together.			
7	Earlier than years ago, Tim had that the nightclubs were not being a joke.			
8	My school, the mystery was solved and the friends promised to keep the secret safe.			
9	At the end of the school year, a former teacher and friend, and Tim found a way to stay.			
10	The stage, the first timer, and Tim used the last glowing note.			

Everyone would agree...

This must be dealt with or else.

I strongly believe...

Do you realize...

Everybody knows that...

It is obvious that...

You must know...

No sane person would agree that...

I think that...

Most people would agree that...

Obviously, no one would disagree that...

How could you possibly think...

Strong or Weak Conclusion

Strong Conclusion	Weak Conclusion
Concluding helps protect the Earth by... the first part by recycling at home. Canada's history is filled with stories of resilience and growth. Learning about history is important for the nation today.	Concluding is not a strong conclusion. It is not clear or persuasive. It is not a strong conclusion.
Recycling is good for the planet and people should think about it more.	Recycling is good for the planet and people should think about it more.
Recycling is good for the planet and people should think about it more.	Recycling is good for the planet and people should think about it more.
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✓ ✓ ✓ ✓ ✓ ✗ ✗ ✗ ✗ ✗



Workbook Preview



Grade 6 – Language Writing



Big Idea 1	Language and text can be a source of creativity and joy.
Big Idea 2	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
Big Idea 3	Exploring and sharing multiple perspectives extends our thinking.
Big Idea 4	Developing our understanding of how language works allows us to use it purposefully.
Big Idea 5	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

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

W6.1		1-72, 170, 208, 251, 256-257
W6.2	Text features: how text and visuals are displayed	59-61, 92-129, 192-195, 206-208, 230-232, 242-244, 258-259
W6.3	Literary elements: narrative structures, characterization, and setting	81-82, 214-223
W6.4	Literary devices: sensory detail (e.g., imagery, sound devices), and figurative language (e.g., metaphor, simile)	19-27, 83-91

W6.5	Techniques of persuasion: the use of emotional and logical appeals to persuade	139-156, 165-167
W6.6	Writing processes: may include revising, editing, considering audience	13-18, 28-30, 32-38, 65-69, 73-79, 130-137, 171-191, 200-204, 226-228, 233-239, 241, 260-274, 277- 290
W6.7	Metacognitive strategies: talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop one's awareness of self as a reader and as a writer	31, 58, 70, 80, 161, 205, 211, 229, 240, 255
W6.8	Paragraphing: developing paragraphs that are characterized by unity, development, and coherence	39-57, 138
W6.9	Presentation techniques: Any presentation (in written, oral, or digital form) should reflect an appropriate choice of medium for the purpose and audience, and demonstrate thought and care in organization.	157-160, 196-197, 209-210, 224-225, 252-254

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. |
| Books | ☐ 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?

Identifying Purpose of a Text

People write **texts** for different reasons. Some texts help us learn new things and give us information. Other books are just for having fun.

To Educate: "Discovering Space" offers an understanding of the wonders beyond our planet.

To Entertain: "The Mysterious Treasure Hunt" is an exciting story filled with adventures and puzzles, making it a delightful read for those looking for enjoyment.



Direction: Read the description, circle the writer's purpose, and then explain your answer.

1) A handbook that explains how to negotiate. Inform Persuade Entertain

How do you know? Write a sentence explaining your answer.

2) A public service announcement tells students to stay in school. Inform Persuade Entertain

How do you know? Write a sentence explaining your answer.

3) A menu for a local pizzeria listing the sizes and pizzas. Inform Persuade Entertain

How do you know? Write a sentence explaining your answer.

4) A poem about the challenges of being a tweenager by a popular music artist. Inform Persuade Entertain

How do you know? Write a sentence explaining your answer.

Think

Think of books you have read lately. Write down the titles of these books in the correct category.

Books That Educate	Books That Entertain

Think

Read the story. Circle what their purpose might be.

1	The Great Wall of China can be seen from space.	Educate	Entertain
2	A pirate found a talking map.	Educate	Entertain
3	The human brain uses approximately 20% of the body's energy.	Educate	Entertain
4	Gnomes had a moonlight dance party.	Educate	Entertain
5	Cacti store water in their stems.	Educate	Entertain
6	Snakes shed their skin regularly.	Educate	Entertain
7	A dragon befriended a brave kitten.	Educate	Entertain
8	Lightning is hotter than the sun.	Educate	Entertain
9	In a distant galaxy, a group of space pirates discovered a planet made entirely of diamonds.	Educate	Entertain
10	A robot built a sandcastle kingdom.	Educate	Entertain
11	Penguins can't fly.	Educate	Entertain
12	A detective cat solved the mysterious case of the missing fish.	Educate	Entertain

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 jot down any and all thoughts related to a topic, without worrying about the quality of 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

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	Hand	Pharmacy	Mommy	Ghosted	
	Shady	Sandbox	Squad		
Parents	Groceries	Fire	Meeting		
	Frugal	Lowkey	Cringy		
Seniors	Nap	Nostalgic	Early	Crane	Crane
	Comfortable	Clout	Coffee	P	etre

Question

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

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 (washing 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	

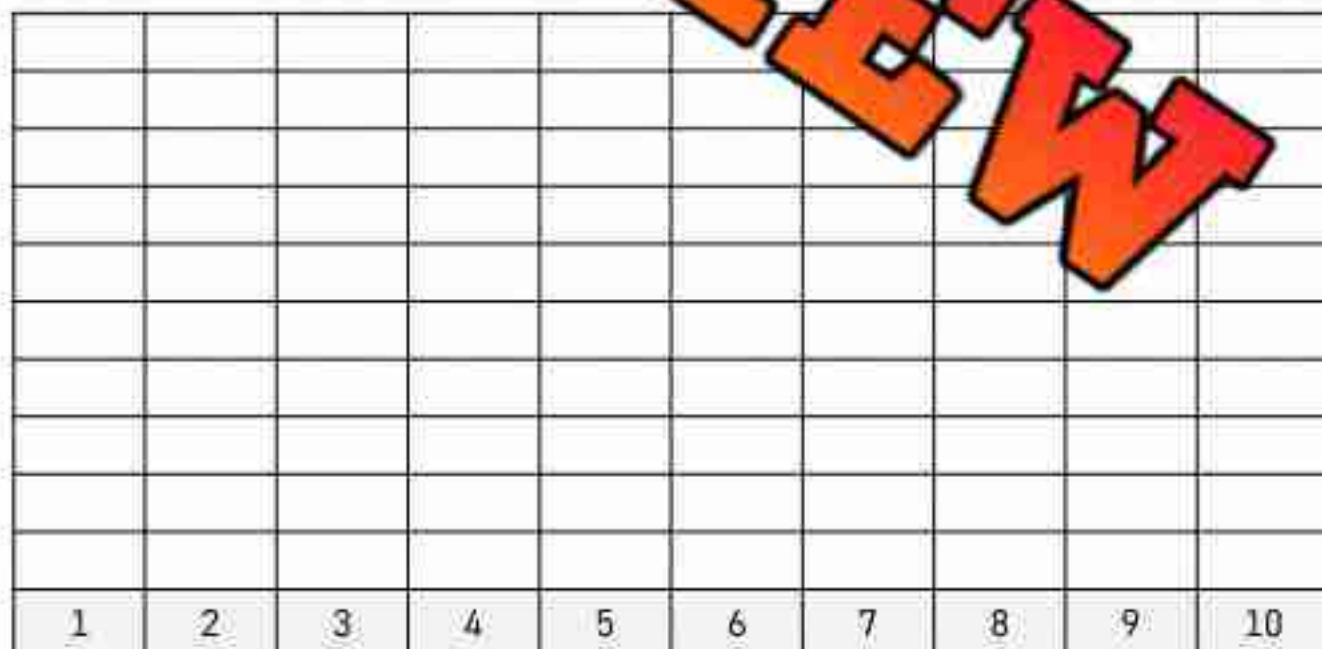
Varying Sentence Lengths

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										



Fluent Writing

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

Fluent Writing:

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

Non-Fluent Writing:

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



Think: _____ example fluent or not fluent?

1) A golden sun. 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	

Fluent Writing

Revise

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



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

Fluent

Not Fluent Cat slept on my homework. Fur everywhere.

Fluent

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

Fluent

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

Fluent

Not Fluent Played video game couldn't win frustrating.

Fluent

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

Fluent

Exploring the Structure of Paragraphs

Understanding Paragraph Basics

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



The Three Parts of a Paragraph

Every paragraph 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!

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 reds, yellows, pinks, and purples. 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	

Supporting Details

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

Brainstorm why summer is the best season

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

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

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

1) What is your dream car?

Dream
Car

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

1)

2)

3)

Transition Words - Supporting Details

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

Think: _____ Choose a transition word for the supporting details.

- 1) I wanted to visit the zoo. _____, my brother preferred the amusement park. We had to choose between the two for our family outing.
- 2) Sarah enjoys reading mystery books. _____, her brother enjoys science fiction. They often exchange books and read 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 adventures.
- 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 the main 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 satisfying resolution. 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 your thoughts 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.
- b) Watching goldfish can be a calming experience.
- c) They pollenate our plants, helping grow many fruits and vegetables.

2) Sunflowers are interesting plants that can grow in many different environments. They grow tall and face the sun with their big yellow heads. They are a natural source of 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)!

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.

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

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

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

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

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		

Name: _____

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Curriculum Connection
W.6.8

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; all are relevant.	Two or three relevant details; may be relevant.	One or two details; may be irrelevant or vague.	Missing or irrelevant supporting details.
Transition Words	Smooth transitions throughout.	Some transitions.	Transitions are lacking or forced.	No transition words used.
Word Choice (Interesting)	Rich, vivid word choice.	Some interesting word choices.	Word choices are bland or repetitive.	Word choices are inappropriate or unclear.
Grammar/ Spelling/ Punctuation	No errors in grammar or spelling.	Few minor errors.	Several errors that 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 guidance during the science fair. I learned a lot and had a great time. 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 |

Purpose and Audience of Letters

Think

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

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

Think

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

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

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 locker. 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

Write

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

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

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

Informal Email Writing - Interjections

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

Think

Add the appropriate interjections and describe the voice used.

Subject: Surprise Party Invitation

Hey there,

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

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

Subject: Class Pet Idea

Hi classmates,

_____ I was thinking, what if we had a class pet? _____ We could be having a cute
furry friend in the classroom. _____ Maybe we could talk 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...)

Success Criteria – Informal Emails

Analyze

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

Subject: My Weekend Fun

Hey Sarah

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

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

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

Talk to you soon,

Emily

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

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.

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

1) Who will be the audience of your informal email?

2) What will be the purpose of your email?

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

4) Write the subject line below.

5) Write the greeting you will use.

6) Write the closing you will use.

Write

Plan your email by filling in the graphic organizer.

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

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

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

PREVIEW

Edit

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

Criteria	☒	☐
Greeting		
Clear Topic Sentence		
Engaging Body – Good word choice		
Use of interjections		
Appropriate Voice and Tone		
Clear Conclusion Sentence		
Appropriate Closing		
Flow – Does it Make Sense?		

Edit

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

Criteria	
Greeting	
Clear Topic Sentence	
Engaging Body – Good word choice	
Use of interjections	
Appropriate Voice and Tone	
Clear Conclusion Sentence	
Appropriate Closing	
Flow – Does it Make Sense?	

Assignment – Informal Email Writing

Write

Write your informal email below.

PREVIEW

Rubric – Informal Email

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

Teacher Comments

Mark	
-------------	--

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

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
	

Intro to Narrative Writing

What is Narrative Writing?

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



Key Elements of Narrative Writing

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

Tips for Better Narrative Writing

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

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

True or False

Is the statement true or false?

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

Quest

Answer the questions below.

1) What are the three parts of narrative writing?	
2) Idea generation: Write 3 plot ideas for a story. Tip: Think of your hobbies and then think of problems you face while doing these hobbies. Ex: Sarah the young baker accidentally burns a whole batch of cookies.	

Think

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

Beginning: setting/characters, Middle: main problem, End: Solving the problem

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

Figurative Language - Simile

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

Here are some examples of similes:

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



Write the similes below

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

Write

Add a simile to the sentence

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

Figurative Language - Metaphor

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

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



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

Thing to Compare	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 - Imagery

Imagery is when writers use descriptive words to create pictures in our minds. It's like painting with words!

For example: A big, orange cat lounges in the sun, its fur shining like a flame, while a tiny, gray mouse peeks around the corner, curious but cautious.



Write Look at the images below and use your imagination to describe what you see.

PREVIEW



Narrative Writing - Imagery

Draw

Read the sentences below and draw what you imagine.

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

Alex leaned against a wall, his eyes closed in a moment of peace. The city's vibrant colours and the soft hum of traffic were a symphony to him. He wore his favourite headphones, and the rhythm of the music matched the steady beat of his heart. He stood at the busy street as people rushed past with umbrellas in the light rain. Bright lights from store signs shone, making the wet ground sparkle. Tall buildings reached high into the sky with lots of clouds around them. Sounds of the city mixed with distant music and car horns. A stray cat looked at Alex for a moment, then walked away into the city.

Narrative Writing - 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 – Funny Characters

Developing **funny characters** in a story is when the writer shows us characters who are humorous and often make us laugh. These characters bring a light-hearted and joyful element to the story. The special qualities that make a character funny are called 'traits.'

For example: A funny character might be someone who tells jokes all the time and makes other characters laugh, which shows they are funny.

Draw

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

Clover

Trickster

Cartoon Animal

Silly Scientist

1) What is your character's name?

2) Draw your character. Where does it live? Describe the setting.

4) List your character's traits.

a) _____

b) _____

c) _____

5) Give an example of something they do that shows one of the traits they have.

Direct and Indirect Characterization

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

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

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

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

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

Name: _____

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Think

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

Character's Name:

Direct characterization

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

Indirect characterization

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

PREVIEW

Write

Describe the character in your own words.

Narrative Writing - Characters

Create

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

My character is: _____

What does the character look like?

What do they do? (actions)

What do they say?

What do others say
about the character?

PREVIEW

Narrative Writing - Characters

Analyze

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

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

Name	
Look	
Personality	
Special Trait or Talent	

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

Name	
Look	
Personality	
Special Trait or Talent	

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

Name	
Look	
Personality	
Special Trait or Talent	

Narrative Structure

Understanding Narrative Structure

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

Starting the Story: Exposition

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



Building Up: Rising Action

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

The Big Moment: Climax

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

Wrapping Up: Falling Action

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

The End: Resolution

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

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

Answer**Which part of the narrative structure is described?**

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

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

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

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

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

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

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

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

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	

Creative Writing – Narrative Practice

Practice

Choose a character, plot, and a setting and then start writing!

Characters	Plots	Settings
A brave astronaut	Finding a lost treasure	Desert Island
A young wizard	Protecting a village from a dragon	Outer Space
A mischievous ghost	Returning to their home planet	Futuristic Metropolis
An adventurous explorer	Making a new friend	Medieval Castle
A timid animal	Leading a group of animals to safety	Mountain Village
A stranded alien	Solving a mystery at the museum	Small Town
A superhero sidekick	Exploring a new world	Enchanted Forest
A strong warrior	Discovering a lost treasure	Inventor's Workshop
A wise elder	Planning a new invention	Dense Jungle
A clever inventor	Building a machine that helps people	A Farmer's Barn
A talking animal	Winning a big race	Haunted Mansion
A curious detective	Learning how to fly a plane	Busy City

Name: _____

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Practice

Choose a character, plot, and a setting and then start writing!

PREVIEW

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 sorry for the thought Alex"
Edited	

Original	"Do you want ice cream", asked
Edited	

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

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

Original	"Time for bed!"
Edited	

Original	"I love chocolate cake" I smiled Sarah.
Edited	

Character Personality and Dialogue

Think

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

Personality: Shy

- a) "I love being in the spotlight," she declared confidently.
- b) "Um, I'd 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 here. It's safe," she said cautiously.
- b) "Adventure? I think I'd like to try it," he noted warily.
- c) "Let's explore the forest! It's so 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

Sadness	Excitement	Determination	Fear	Curiosity
Surprise	Happiness	Disappointment	Anger	Confusion

Emotion	Dialogue	Speaker Tag
	"We won the game! We actually did it!"	Tom exclaimed excitedly.
	"I never knew my 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 _____

Writing Using Quotations

Practice

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









Writing Using Quotations

Practice

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

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

Adding Dialogue to a Story

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

Title: The Young Inventors Fair

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



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

" _____
_____ is peeking under the tarp with wide eyes.

" _____
" Mr. Clark, he's acting like a drumbeat.

" _____
" asked Mr. Clark, the science teacher, his eyebrows raised in surprise.

" _____
" Max said with a grin,

pulling away the tarp to reveal his robot, Neptune's Helper.

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

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

Analyzing a Short Story - Quotations

Space Adventure

Once upon a time, Timmy asked his friend Lisa, "Do you want to go on a space adventure in my backyard?"

Lisa replied excitedly, "A space adventure? Count me in!"

Off they went, running to the backyard. Timmy exclaimed, "Look, a cardboard box spaceship! Do you think we can explore the stars in it?"

Lisa, curious, asked, "Is it safe to get inside?"

With a grin, Timmy climbed into the makeshift spaceship and said, "Strap in, Captain Lisa, we're off!"

As they pretended to fly through distant galaxies, Timmy pointed at a shiny object. "What's that? It looks like an old space shuttle toy!"

Lisa picked it up and found a small tag attached. It said, "For Timmy and Lisa, future astronauts."

Timmy grinned and said, "An amazing discovery!"

"Yeah, better than finding alien treasures!"

They placed the toy shuttle back in the cardboard box to keep it as a reminder of their space adventure. And so, they did.



Questions

Answer the questions below.

1) Write 4 different speaker tags that were used in the story.

2) Write an example of when the speaker tag was before the quote:

3) Write an example of when the speaker tag was after the quote:

4) When you use an exclamation point in a quote, do you need a capital letter after?

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!" _____ Tim angrily.
7)	"What time is the game?" _____ Dad, sounding impatient.
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.

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 contest	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(s) 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 6)



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)

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 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?

- ☐ Prompt cards
- ☐ Timer or clock



Instructions

How will we complete the 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 sides.
- 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		

Version 1: 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 Smith,

I hope you're feeling great. I have a super cool idea for our school: Let's put ice cream machines in the hallways. Here's why I think it's a great plan.

First, when we have ice cream? Every kid I know thinks ice cream is the best treat ever. If we have ice cream machines, everyone will always be in a good mood.

Next, I did a fun experiment. I ate ice cream and we all felt happier and more ready to learn after eating ice cream. If we have ice cream machines, we can all enjoy this happy every day at school!

Also, if we have ice cream machines, all the kids will think we're the coolest. Kids from everywhere will wish they could go to our school because we have ice cream all the time. Thanks for thinking about my idea. I hope the ice cream machines will make our school even more awesome.

Thanks a lot,
Alex, 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 Alex.

PREVIEW

Include:

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



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

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 direction) of the head. This forms the rabbit's body.
- 7) **Legs:** Draw four legs for the body. The front legs will be smaller, but all legs should have a 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?

- ☐ Small slips of paper (e.g., "space", "under the sea", "the sea")
- ☐ A large board or paper
- ☐ Timer or stopwatch
- ☐ Paper and envelopes
- ☐ Student



Instructions

How do you compare?

- 1) Introduction: Begin by explaining that brainstorming is a technique 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 random topic from a list of topics (below).
- 3) Timed Idea Generation: Set the timer for 2 minutes. In that time, students must jot 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) Pick one fact to write about under 1 of 3 main headings: Canada's Imports (I), Canada's Exports (E), and the Impact of Trade (T).
- 3) On the next page, write the introduction for the report. Then you'll need 3 headings for the body of your report. You'll also need 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

How To Research Effectively

Why Research Matters

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



Top Tips for Great Research

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

Good Searches vs. Bad Searches

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

Checking and Double-Checking

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

Reliable and Unreliable Sources of Information

Reliable Sources:

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

Unreliable Sources

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

How To Research Effectively

Think

Is the search good or bad?

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

Questions

Answer the questions below

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

Research Activity - Questioning

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 advanced technology?

	Questions	Answers
1		
2		
3		
4		
5		

How To Research: Online Treasure Hunt

Objective

What are we learning more about?

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

Material

What is needed to complete the activity?

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

**Instructions**

How do we complete the activity?

- 1) **Introduction:** Explain to students that they are going to 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 – Introductions

Write

Write introductions for the topics below and then check whether you met the criteria.

Topic: Canadian Adventures: Fun places to explore in Canada!

Start with fun fact or question?

Give a hint of what you'll talk about.

Tell the main idea?

Keep it short and interesting!

Topic: Canadian Food: From butter tarts to poutine - taste the best of Canada.

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?

- ☐ Computer
- ☐ PowerPoint or Google Slides
- ☐ Prompts on 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	

Assignment - Writing a Report

Write

Plan your report by filling in the graphic organizer below.

Ideas		
The Solar System	Recycling	Life Cycle of a Butterfly
Famous Canadian Landmarks	How Rain Forms	Local Wildlife
Seasons	Traditional Festivals	Simple Machines

1) The _____ is my report. You can use the ideas above.

2) What topic did you pick?

3) Write down the main ideas about your topic. _____ will _____
Example: if your topic was lions, you might write: 1) They _____ 2) They _____

4) Pick three main headings and write them down.

Name: _____

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Research

Find information for your report.

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

Sources

1

Sources

2

Sources

3

Planning

Finish the planning process.

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

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

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

--	--

Name: _____

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Assignment – Report Writing

Rough Draft

Write the rough draft of your report below.

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Edit

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

Criteria	✓	✗
Strong Introduction		
At Least Three Headings in Body		
Use of Lists		
Pictures or Diagrams		
Strong Conclusion		
Includes Facts/Statistics		
Cites Trustworthy Sources		
Logical Flow - The Report Is In The Correct Order		

Edit

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

Criteria	✓	✗
Strong Introduction		
At Least Three Headings in Body		
Use of Lists		
Pictures or Diagrams		
Strong Conclusion		
Includes Facts/Statistics		
Cites Trustworthy Sources		
Logical Flow - The Report Is In The Correct Order		

Rubric – Report Assignment

Category	4 Points	3 Points	2 Points	1 Point
Introduction/ Conclusion	Clear, engaging, and concise	Clear but lacks interest	Unclear or incomplete	Missing or irrelevant
Cites Trustworthy Sources	Properly cites accurate, reliable sources	Mostly accurate sources	Some unreliable sources	Uses unreliable sources
3 Headings	More than three headings, some clarity	Three headings, some clarity	Less than three headings	No clear headings
Pictures/ Diagrams	Many relevant and well-labeled pictures	Some relevant pictures	Few and not fully relevant	Missing or irrelevant
Facts/Statistics	Accurate, well-chosen facts and stats	Mostly accurate, relevant facts	Some inaccuracies	Incorrect or irrelevant
Use of Lists	Effective use of lists or bullet points	Some effective use of lists	Minimal use of lists	No use of lists

Teacher Comments

Mark

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

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

What is a Haiku?

What is a Haiku?

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



Sunny Day

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

Quiet Lake

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

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

Write

Finish the Haiku poems below.

Topic: Autumn

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

Topic: Summer

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

How to Write a Rhyming Poem

The Magic of Rhyme

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

Steps for Rhyming Poems

- 1) **Choose a Topic:** Pick something you'd like to write about, like a pet or a special day.
- 2) **Select a Rhyme Scheme:**
 - 1) **ABB:** First line does not rhyme, 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 your 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 it aloud and change words if needed.



Sample Rhyming Poems



My cat sits on the mat, (A)
She loves to play with her toy hat. (A)
She purrs and gives a tiny meow, (B)
Telling me she's happy and how! (B)

In the schoolyard we would play (A)
Jump rope, tag, felt so free (B)
Oh no, recess is over (C)
Tomorrow, more fun for you and me (B)

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

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

Write:

Finish the poem below using rhyming words.

AABB Poem

Cats love to play and also sleep (A)

Chasing a toy or counting sheep (A)

Dogs love to run, fetch and play (B)

ABCB Poem

Rainbows appear after the rain (A)

So beautiful and bright (B)

Sunsets paint the sky with gold (C)

ABAB Poem

Ice cream is cold and sweet (A)

Chocolate, vanilla, or even peanut (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)

Assignment – Writing a Children’s Book

Plan

Write a plan for your children’s book.

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

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

2) What topic did you choose?

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

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

Assignment – Writing a Children’s Book

Write

Write your rough draft of your poems below.

5) Write your 4 poems below.

1)

2)

3)

4)

PREVIEW

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 up to the sky.
No telescope sight,
She'd look up at night,
It's a dream she's in sight!

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

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

I

N

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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 5 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: _____

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Rough Copy

Write your rough copy below

PREVIEW

All About Comic Strips

**Examine**

Read the comic and answer the questions.

- 1) How many speech bubbles are there?
- 2) How many thought bubbles are there?
- 3) In the 3rd frame, what expression does the duck's face show?
- 4) Explain the joke.

- 5) What sound effects could be added to the comic? Explain.

Writing A Comic Strip

**Examine**

Look at the comic closely to plan the dialogue.

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

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

1)

2)

3)

4)

5)

6)

Onomatopoeia in Comic Strips

Colour

Colour the onomatopoeia below



Writing Comic Strips – Superpowers

Instructions

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

Panel 1:

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

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

Panel 2:

Character A: "I 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 pathways that allow electricity to travel, making our gadgets work. Imagine electricity as pipes with water running inside! When you flip a switch, electricity goes through the wires to power our 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 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

Activity Title: Partner Biography Research

Objective

What are we learning more about?

In this activity, you and your partner will work together to research facts about a famous person of your choice. You will focus on collecting information for a future biography and practice organizing your research and keeping track of your sources for a bibliography.



Instructions

How do we complete the activity?

- 1) Choose a Famous Person: With your partner, choose a famous person that you both find interesting. It could be a historical figure, a scientist, an artist, or anyone else you'd like to learn more about.
- 2) Divide the Research: Divide the research tasks between you and your partner. You will need to find information in the following categories:
 - Early Life: 1 fact
 - Achievements: 3 facts
 - Later Life and Legacy: 1 fact
 - Quote: 1 quote from the person
 - Picture: 1 picture of the person
- 3) Use Different Sources: Look for information in books, websites, encyclopedias, or other resources available in the classroom or library.
- 4) Keep Track of Sources: As you find each fact, quote, or picture, note where you found it. Include the author's name (if available), title of the book or webpage, publisher, and date. If it's a website, include the URL and date of access.
- 5) Organize Your Research: On a piece of paper, organize your research into the categories mentioned above. Write the facts in complete sentences.
- 6) Create a Bibliography: With your partner, write down the sources you used in a separate section, without organizing them into the bibliography format. Your teacher will help you learn how to format them later.
- 7) Share Your Research: Present your organized research and bibliography to the class, explaining why you chose the person and what you found most interesting about their life.

Activity Title: Partner Biography Research**Research**

Fill in the organizer below to complete your research. You could write your research on the computer as well, in a PowerPoint or Word document.

Who will you research more about?

Early Life: Fact # 1	Source Information	
	Author	
	Title	
	Website	
	Date	

Achievements: Fact #1	Source Information	
	Author	
	Title	
	Website	
	Date	

Achievements: Fact #2	Source Information	
	Author	
	Title	
	Website	
	Date	

Success Criteria – Biography

Analyze

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

Biography – Sally Ride: First American Woman in Space

Introduction

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

Early Life

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

Achievements

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

Difference Maker**Later Life**

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

Legacy

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

Bibliography

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



1)

2)

3)

4)

5)

6)

7)

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

uuuuuuuuuuuuuuuuuuu vvvvvvvvvvvvvvvvvvvv

uuuuuuuuuuuuuuuuuuu wwwwwww

xxxxxxxxxx xxxxxxxxx

uuuuuuuuuuuuuuuuuuu yyyyyyyyyyyyyyyyyyy

zzzzzzzzzzzzzzzzzzzz zzzzzzzzzzzzzzzzzzzzz

zzzzzzzzzzzzzzzzzzzz zzzzzzzzzzzzzzzzzzzzz

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's your favourite movie?

What's your favourite TV show?

Do you like summer or winter?

What's your favourite animal?

What's your favourite book?

What is your favourite sport?

What's your favourite subject in school?

What is your favourite vegetable?

PREVIEW



Google Slides Lessons Preview





BC Language Curriculum

Reading Comprehension – Grade 6

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

What are Reading Comprehension Strategies?

We are learning to apply reading comprehension strategies so we can analyze texts, make deeper connections, and explain ideas and inferences to show a stronger understanding of what we read.

Drag the questions that make sense in this context into the boxes below. Drag the ones that don't belong.

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

Pick The Best Questions

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Read the passage carefully and think about how good readers use strategies to understand and respond to texts.

Sofia tightened the straps of her backpack as she followed the narrow path winding up the mountain. The air grew thinner with each step, and the sharp scent of pine trees mixed with the chill of melting snow. Highest here, the valley spread wide and green, while ahead the rocky peak loomed, impossible for a sudden thunderstorm to cross the cliffs, sending large rocks tumbling down the slope. Sofia paused, gripping her walking stick. Somewhere above, she heard a faint cry, as if someone else was on the mountain—but she couldn't see anyone.

Consolidation – The Mountain Climb

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



BC Language Curriculum

Reading Comprehension – Grade 6

Exploring Cultural Elements

Put an X in the box for the correct answer.

1) Which value was highlighted by the Aztec states?	2) What type of architecture was most for the Aztecs?	3) What did the Aztecs represent?
☐ Respect and honour	☐ A castle	☐ The importance of animals
☐ Speed and competition	☐ A stone tower	☐ The waves of the ocean
☐ Wealth and power	☐ A longhouse	☐ The growth of trees
4) Which art form was displayed during the ceremony?	5) What ritual did the Aztecs perform?	6) What was the main purpose of the Aztec pyramids?
☐ Sculpted stone and jewelry	☐ Blessing the harvest field	☐ To compete for prizes
☐ Painted masks and woven blankets	☐ Slaughtering human souls	☐ To make visitors from other lands
☐ Written poems and books	☐ Painting the longhouse walls	☐ To pass traditions to the next generation

Explicit or Implicit?

Read the paragraph about the weather outside. The writer is describing weather. Decide if the writer's message is explicit or implicit.

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

Making Inferences from Text

Read the sentences. Drag and drop stars to rate each sentence: ★ = Perfect inference (matches the letter best) and ★ = Weak inference (doesn't fit).

Sentence	Rating
1) Ethan's team is about to play in an important game.	★★★★★
2) The coach doesn't care about the players staying healthy.	★★★★★
3) Ethan's family supports him at the game.	★★★★★
4) Ethan feels both nervous and excited before the finals.	★★★★★
5) His little sister doesn't want to be at the game.	★★★★★
6) The referee signals that the game is about to start.	★★★★★
7) Ethan plans to try his best, win or lose.	★★★★★



BC Language Curriculum

Reading Comprehension – Grade 6

Which Point of View Works Best?

After reading, answer the multiple-choice questions by putting "X" on the correct advantage or disadvantage of each point of view.

1) What is an advantage of Story 1?

- ☐ Lets the reader experience the character's feelings in detail
- ☐ Explains what all characters are thinking
- ☐ Lets the reader decide who the hero is
- ☐ Shows the story is taken from someone's perspective

2) What is a disadvantage of Story 1?

- ☐ It shows only "you" instead of "I"
- ☐ It never shows emotions
- ☐ It only shows what one character experiences
- ☐ It cannot show the setting

3) What is an advantage of Story 2?

- ☐ Shows what all characters feel at the same time
- ☐ Easy to read and less personal
- ☐ Makes it easier to explain side characters
- ☐ Lets the reader see the results of the actions

4) What is a disadvantage of Story 2?

- ☐ It never explains actions clearly
- ☐ Shows readers they are like being told what time we're doing
- ☐ It sounds like a boring textbook
- ☐ It doesn't use pronouns at all

5) What is an advantage of Story 3?

- ☐ Always uses "I" for personal beliefs
- ☐ Can describe the character's actions and the setting fully
- ☐ Makes the reader feel more involved
- ☐ Lets the reader see the story from someone's perspective

6) What is a disadvantage of Story 3?

- ☐ It may feel less connected to the reader's emotions
- ☐ It doesn't give enough description of the setting
- ☐ It keeps the reader into the story
- ☐ It always sounds very boring

Read each message on the left. Then, draw a line to match it to the correct pair.

Column A	Column E
Volcano : Lava	a) Clock : Time
Author : Novel	b) Key : Lock
Mirror : Reflection	c) Oven : Bread
Root : Tree	d) Sun : Light
Password : Access	e) Seed : Plant
Fire : Heat	f) Compass : Symmetry

Thinking Critically

Read each sentence. Decide if it is a **Strong Reason** or a **Weak Reason**. Put the sentences in the right group.

Strong Reason	Weak Reason
Students should learn a second language. It can help them in future jobs.	Students should learn a second language. It can help them in future jobs.
Everyone should eat green salad every day because it's healthy.	Everyone should eat green salad every day because it's healthy.
Everyone should get paid for good grades at school because they are smart.	Everyone should get paid for good grades at school because they are smart.
Everyone should have a pet dog because it would be awesome.	Everyone should have a pet dog because it would be awesome.
Everyone should go to school every day because it's fun.	Everyone should go to school every day because it's fun.
Everyone should have a pet dog because it would be awesome.	Everyone should have a pet dog because it would be awesome.
Everyone should go to school every day because it's fun.	Everyone should go to school every day because it's fun.



Workbook Preview



Grade 6 – Language

Comprehension - Story - Text Forms



Big Idea 1	Language and text can be a source of creativity and joy.
Big Idea 2	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
Big Idea 3	Exploring and sharing multiple perspectives extends our thinking.
Big Idea 4	Developing our understanding of how language works allows us to use it purposefully.
Big Idea 5	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Preview of 150 pages from this product that contains 376 pages total.			104 - 152 - 166 - 61
			- 164, - 189,
CST6.1			
CST6.2			
CST6.3	Literary elements: narrative structures, characterization, and setting	74 - 81, 110 - 129	
CST6.4	Literary devices: sensory detail (e.g., imagery, sound devices), and figurative language (e.g., metaphor, simile)	87 - 103, 191 - 213	
CST6.5	Techniques of persuasion: the use of emotional and logical appeals to persuade	131 - 144, 147 - 150	
CST6.6	Reading strategies: using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences	9 - 86, 104 - 129, 151 - 261	
CST6.7	Metacognitive strategies: talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop one's awareness of self as a reader and as a writer	19 - 21, 28 - 45	

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 subheadings. 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, cut out just what you need.
	Making predictions	B) Actively ask questions before, during and after reading to clarify and deepen understanding.
	Questioning	C) Read between the lines to grasp implicit meanings, using context and clues to fill in gaps of information.
	Purpose of reading	D) Identify the main goal for reading so you can focus your reading efforts.
	Making Inferences	E) Relate text to personal experiences, other texts, or the world.
	Summarizing	F) Create mental images or drawings based on the text to enhance comprehension.
	Making Connections	G) Guess what might happen next in a text based on what you've already learned and your prior knowledge.

Comprehension Practice – Making Connections

The Mysterious Case of the Vanishing Energy

Once upon a time in the small town of Voltville, two best friends, Max and Lucy, were puzzled. Their remote-controlled car had suddenly stopped moving, right in the middle of their race! "How did it stop?" Lucy wondered. Max picked up the car and said, "I think it's time for a visit to Grandpa Joe, the wise inventor of Voltville."

They went to Grandpa Joe's quirky workshop, where they found him tinkering. "Grandpa, why did our car stop moving?" Max asked. Grandpa Joe chuckled and said, "Well, kiddos, sounds like you've run out of batteries."

"Ah, batteries!" Max said. "They're 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."

"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 Reading As 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 so important.



The Benefits for Our

- **Boosting the Economy:** When countries trade, they buy and sell things like cars, fruits, and technology. This helps them grow and people get jobs. In Canada, we sell a lot of natural resources like lumber and minerals, to other countries.
- **Better Choices for Consumers:** Have you noticed the variety of fruits in grocery stores? Thanks to trade agreements, we enjoy avocados from Mexico, oranges from the United States, and many other options.
- **Friendlier Neighbours:** Good trade agreements help make our relations between countries. It's like being good neighbours. If you share toys or treats, you'll probably get along better.

Things to Consider

While trade agreements offer a lot of advantages, they also come with challenges. For example, businesses may move to another country where it's cheaper to produce goods. This could lead to fewer jobs in Canada. Also, more trading means more transportation, which can affect the environment.

Quick Facts About USMCA

- Replaced the older NAFTA agreement in 2020
- Includes Canada, the United States, and Mexico
- Focuses on things like automobiles, agriculture, and digital trade



Comprehension Practice – Questioning

Pre-Reading

Read the title and write what you already know about trading and other agreements like the USMCA.

During Reading As you read, stop and write down questions you have.

1)	
2)	
3)	

After Reading

Write a summary. Start with the main idea and then write supporting details.

Comprehension Practice – 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 lakes are so big they're like mirrors. We've found so much stuff that can be useful—especially good for building—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 showed us this land inside and out. 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?

MY GOAL PLANNER



My goal is to: _____

Ways I can work toward my goal:

- 1) _____
- 2) _____
- 3) _____



Why this goal is important: _____

New things I will try:

I am going to work _____ harder at:

read:

Instructions

Follow the given instructions to fill your weekly reflection table.

- 1) **Week Ending:** Write the last day of the week you're reflecting on.
- 2) **Reading Goal:** Write your specific reading goal for the week.
- 3) **Strategy Practised:** Identify the strategy you focused on this week.
- 4) **Actions Taken:** List the actions you took to practise the strategy.
- 5) **Books/Texts Read:** Note down the titles of the books or texts you read.
- 6) **Observations:** Reflect on what you noticed about your reading. Did the strategy help? Was it difficult or easy?
- 7) **Did I meet my goal?** Simply state yes or no.
- 8) **Next Steps:** Based on your observations, outline your plan for next week. Will you continue with the same strategy, or will you choose a new strategy to focus on?

Week Ending			
Reading goal			
Strategy Practised			
Did I meet my goal?			
Actions Taken	Books/Texts Read	Observations	Next Steps

Name: _____

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Curriculum Connection
CSTA A, CSTA 7

READING LOG

My goal for _____ is _____ minutes.
(month) (number)

Instructions

Write the number of minutes you read each day and then the total for each week. Fill this log each month to reach your reading goals.

SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.

Total minutes read for the month: _____

Activity: Writing Goal-Setting

Objective

What are we learning more about?

To enhance students' writing skills by setting personalized writing goals, encouraging self-reflection, and promoting consistent practice.

Instructor

How do we complete the activity?



- 1) Introduction to Goal-Setting: Explain the importance of setting goals in writing. Emphasize how it helps improve skills, organization, and focus.
- 2) Understanding Personal Strengths: Ask students to reflect on their writing. Encourage them to think about what they enjoy in writing and areas they find challenging.
- 3) Exploring Writing Goals: Provide examples of achievable writing goals, such as using more descriptive words, writing a certain number of words daily, or writing a certain number of paragraphs.
- 4) Personal Goal Selection: Distribute the goal-setting cards. Instruct students to select or write down one main goal they want to achieve. Students should ensure that their goal meets the criteria of SMART goals. This means that their goal should be Specific, Measurable, Achievable, Relevant, and Timely.
- 5) Action Plan Creation: Guide students to develop a simple action plan. This might include daily or weekly tasks that contribute to achieving their goal, like reading a book to enhance vocabulary or practising writing for 15 minutes daily.
- 6) Journaling Regular Progress: Encourage students to use their journals to note their progress. This includes writing about successes, challenges, and what they've learned.
- 7) Regular Check-Ins: Set a schedule for regular check-ins, where students can share their progress, adjust goals if necessary, and celebrate achievements.
- 8) Reflection: At the end of the activity period, have a session for students to reflect on their journey.

Reflection

Answer these questions.

1) What type of writing do you enjoy most and why? (e.g., stories, poems, reports)

2) Which writing do you find challenging and would like to improve?

3) When you write, what makes you feel proud of your work? (e.g., creativity, neat handwriting, using new vocabulary)

Instructions

Choose a writing goal that you want to focus on. Pick a different goal, then write it below.

Expand Vocabulary

Enhance Descriptive Writing

Improve Spelling

Develop Storytelling Skills

Practise Punctuation

Organize Thoughts Clearly

Experiment with Different Genres

Build Writing Stamina

Initial Goal	Write your goal here.
S Specific	Is your goal well defined, detailed and clear?
M Measurable	Is your goal measurable? You should be able to tell when you reach your goal.
A Achievable	When you reach the goal, taking into account your available time, money and resources?
R Realistic	Is your goal realistically achievable within the given time frame and available resources?
T Timely	Set a start and end date for your goal. Start Date: _____ End Date: _____
Smart Goal	Revise your goal based on the answers to the questions above.

Action Plan

What steps do you need to take to get your goal?

Action Items	Expected Completion Date	Actual Completion Date

Reflection

Answer these questions.

1) Did you achieve your writing goal? Why or why not?

2) What did you learn about your writing skills during this activity?

3) What aspect of writing do you feel more confident about now?

4) What advice would you give to a friend who is about to start their own goal-setting activity?

5) Reflect on how setting and working towards a writing goal has influenced your view on learning and improvement.

PREVIEW

INDEPENDENT READING ACTIVITIES

Independent Reading - Responses

Day 1

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

Name of Book _____

Before Reading: What will this book be about?

During Reading: Write 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	Describe the story and you want to ask the author	Describe the story and you want to ask the author	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 story and you want to ask the author	List 3 new facts or ideas you learned from this
Create a new ending: Write 3 sentences on how you'd end the story differently	What made you laugh or smile in the story?	Write down 3 new vocabulary words you learned and their meanings	Write a diary entry pretending you are a character from the book	Identify the main problem in the story and how it was solved
Would you recommend this book to a friend? Why or why not?	Draw your favourite scene from the book and label it	Write about a moment in the story that surprised you and explain why	If you were in the story, what would you have done differently?	Share a favourite quote and tell why it stood out to you

Block 2: Cultural Text Forms

Focus

- Creation Stories
- Songs from different Indigenous communities
- Adjusting reading rate for comprehension
- Cultural elements – values, rituals, ceremonies, architecture, art, and dance.
- Making connections to these cultural elements
- Visualizing different cultural text forms

Creation Story – First Nation Architecture: Wigwam

In a peaceful forest clearing, young Kitchi and his sister Lelani lived with their family in a special wigwam built by their father, Nahawi. Kitchi always wondered how their home was so sturdy and yet so easy to put up or take down.

One sunny morning, Nahawi decided it was time to teach the kids the art of wigwam-making. "It's not just a house; it's a home that connects Earth and Sky," he said, touching the ground and the top of the wigwam.



They started by using young trees for the frame. Nahawi showed them how to bend the young trees into arches, securing them with roots they had dug up. "These arches are like the arms of the Earth, reaching up to embrace," Nahawi explained.

For the walls, they used birch bark. Nahawi showed Kitchi and Lelani how the birch trees willingly offered their bark to keep them warm. They laid the bark over the frame, and the wigwam began to look like a home.



"Remember to leave an opening for the spirits," Nahawi said, "so our prayers and thanks can reach the sky." Kitchi and Lelani carefully made the opening, feeling grateful. Finally, they added a small door. They used more birch bark and added a small opening for their mother, Minowin, had made. "Now our home is complete," Nahawi smiled.

That evening, as they sat in their newly built wigwam, Kitchi felt grateful. His sister Lelani whispered, "It's like the wigwam is a living story, telling us about our connection to the Earth and Sky."

And so, in the whispering language of nature and architecture, their wigwam spoke to the sky and listened to the Earth, keeping Kitchi, Lelani, and their family safe and grounded in the wisdom of their ancestors.

Before Reading

Read the title. Can you think of other subject areas related to this topic?
Are there any other forms of architecture you know about?

Comprehension

Is the statement true or false?

1) Nahawi is known as the 'father of the tent'.	True	False
2) They used metal rods to make the frame.	True	False
3) The wigwam's walls are made of animal skin.	True	False
4) Nahawi said the wigwam connects the earth with the sky.	True	False
5) There is no opening at the top of the wigwam.	True	False

Question

What materials did they use to build the wigwam?

Making Connections

What does this text remind you of in your life? Explain.

Indigenous Art – Métis Story

The Beadwork Adventure of Chiara and River

Once upon a time in a small Métis community lived two best friends, Chiara and River. They were both fascinated by their community's rich history of art, especially beadwork.

One sunny day they visited Grandma Lynne, a respected elder in their community, to learn more about Métis beadwork. "This isn't just about making beautiful things, it's about telling stories and keeping our culture alive," Grandma Lynne said. She showed them colourful patterns of beadwork that had been passed down for generations.



Chiara and River were so inspired that they decided to create their own beadwork art. They went to the local crafts store and got a variety of beads in different colours and shades. Chiara chose colours that reminded her of the sunset, while River chose colours that looked like the forests and rivers around their community.

They both sat under the old oak tree that stood tall in the community square, carefully stringing beads onto thread. It was a quiet, peaceful afternoon, and they could hear the leaves rustling in the wind.

After hours of work, Chiara created a beautiful flower pattern, while River made a sash with zigzagging lines. They couldn't wait to show Grandma Lynne their creations. When she saw their work, her eyes twinkled like stars. "You've done an excellent job! This is exactly how our stories and traditions live on," she said.

And so, Chiara and River became a part of the chain of artists and storytellers in their community, learning that art isn't just about making something beautiful. It's also about keeping memories, stories, and an entire culture alive and well. And that was the most beautiful thing of all.

Pre-Reading

What do you know about indigenous artwork? List three other forms of art you know.

Draw

Draw a pattern you would like to create with Métis Beadwork.

--

Comprehension Check

Is the statement true or false?

1) They went to a museum to get beads for their art.	True	False
2) Chiara chose colours that reminded her of the sky at sunset.	True	False
3) River made a sash with a circular pattern.	True	False
4) They worked on their beadwork in Chiara's backyard.	True	False
5) The story says that art is only about making something pretty.	True	False

Indigenous Dance – Inuit Story

Visualizing

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

The Dance of the Northern Lights

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

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

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

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

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

Everyone joined in, and it seemed as if the very air was dancing. Grandma Saavik looked up 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 book you have read?

Comprehension Check

Circle the best answer to the questions.

1) What is Yalen carving?	A totem pole	A canoe
2) What are the cedar bark baskets filled with?	Salmonberries	Apples
3) Who is Kaya's best friend?	Yalen	Talia
4) What First Nation does Kaya belong to?	Haida	Ojibwe
5) Where does the Potlatch take place?	In a longhouse	In a school
6) What is the main food aroma at the Potlatch?	Smoked salmon	Fried chicken

Block 3:

Reading Letters

Focus

- Voice in letters
- New vocabulary, grammar rules, cohesive ties, sentence structure specific to letters
- Bias in texts (as applicable in letters) – Implicit and explicit perspectives in various texts
- Making inferences after reading – local inferences and global inferences using explicit and implicit evidence – do you listen to a letter persuading you?

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. Write your answer in the box.

1) Ice cream is the best dessert you can eat.	Implicit	Explicit
2) History class is interesting, but I like the past.	Implicit	Explicit
3) I absolutely love going to amusement parks.	Implicit	Explicit
4) Camping is the most fun way to spend a weekend.	Implicit	Explicit
5) Vegetables are the healthiest food you can eat.	Implicit	Explicit
6) Reading is all right if you have nothing else to do.	Implicit	Explicit
7) I know all the lyrics to songs from that band.	Implicit	Explicit
8) She always seems to have that author's books on her desk.	Implicit	Explicit

Explain: The perspectives below are implicit. Can you figure out how they feel?

1) If you enjoy wasting water, then long showers are fantastic.

2) Eating junk food is wonderful if you don't care about your health.

3) I've visited that amusement park so many times; I can't even count them anymore.

Letter Writing – Bias in Advertising

Dear Awesome Students,

Hey there! I'm Dino Dave, the world's greatest dinosaur explorer and puzzle solver! Guess what I have for you today? It's the Dino Dave Adventure Kit, and trust me, this kit will take you on an adventure you'll never forget!

This isn't just any old kit; it's a magical kit that will turn you into a real-life explorer! Wanna dig up dino bones? This kit has all the tools! Crazy about treasure hunts? It comes with maps and more! It's 10 times more exciting than any video game you've ever played. If you don't get it, you're missing out on some serious fun.

Hurry! The Dino Dave Adventure Kit will make you the most adventurous kid in school, just like me, Dino Dave!

See you on the trail!

Your future favourite explorer
Dino Dave 🦖



Questions

Answers

1) Is Dino Dave biased in his opinion that his kit is the best? Explain.

2) Is Dino Dave giving you the full story, or just his own opinion? How?

3) Why do you think Dino Dave wrote this letter?

4) Are there a lot of biased opinions in advertising? Explain and give an example.

Letter Writing – Inferences

Edmonton, Alberta
September 25, 2023

Dear Cousin 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 our 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 by **Elders** to younger people. These stories teach important lessons about life, not just for the individual but for the whole 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 understanding of others.
- **Responsibility:** Completing your duties to your community.
- **Reciprocity:** The practice of mutual giving and receiving to the community.
- **Reverence:** Holding deep admiration and respect for something almost sacred.
- **Holism:** Recognizing the interconnectedness of all things.
- **Interrelatedness:** Learning how every part in a system is related to others.
- **Synergy:** Working together to create something that is more powerful than individual efforts put together.



Why It Matters

This type of storytelling helps us understand the world from the Indigenous perspective. It promotes respect and understanding for cultures that have been here for a long time.

Glossary

- **Indigenous:** First people to live in a place.
- **Elders:** Older people with wisdom.
- **Wisdom:** Deep knowledge.
- **Cultures:** Way of life for different communities – food, clothing, art, etc.

True or False

Is the statement true or false?

1) The Seven Principles are taught in different Indigenous stories.	True	False
2) Indigenous Storywork helps us understand the Indigenous perspective.	True	False
3) "Elders" in the glossary refers to older people with wisdom.	True	False
4) "Wisdom" in the glossary means lack of knowledge.	True	False
5) Indigenous Storywork promotes disrespect for cultures.	True	False

Questions

Answer the questions below.

1) Why is Indigenous Storywork considered significant?

2) Paraphrase the 7 principles by rewriting them in your own words in one sentence each.

Respect	
Responsibility	
Reciprocity	
Reverence	
Holism	
Interrelatedness	
Synergy	

Indigenous Storywork – Reverence & Reciprocity

The Tale of the Sacred River

In a serene Indigenous community, Elder Kaya was known for her wisdom and storytelling. One evening, as the campfire cast dancing shadows on the faces of the young and old, she began to speak.

"Tonight's story is about two important values: reciprocity and reverence. Listen carefully, for the Sacred River has much to teach us," Elder Kaya said, her eyes twinkling like stars.

Many years ago, a young boy named Nolin was fascinated by the river that flowed through their territory. He loved its sparkling water and took from it to feed his family. But Nolin never gave anything back; he simply took what he needed and left.



One fateful day, the fish disappeared from the river. The water grew murky, and the vibrant energy of the river seemed to fade. Nolin visited Elder Kaya.

"You have taken from the river but have not given back. That is not the way of reciprocity," Elder Kaya advised.

Understanding dawned on Nolin's face. The next day, he returned to the river with a basket of berries. As he gently placed them by the riverbank, he spoke softly, "Thank you, Sacred River, for nourishing my family. Please accept this offering."

Immediately, the water cleared, and fish returned. But Nolin realized that the river wasn't just a resource; it was a living entity deserving of respect and reverence.

From that day on, before taking anything from the river, Nolin would first sit by its bank, offering gratitude and enjoying its beauty. This was his way of honoring the Sacred River's spirit.

"And so," Elder Kaya concluded, "the river taught Nolin not only the value of giving back but also the importance of treating all life with reverence. The circle of life thrives on both."

The fire seemed to burn brighter as Elder Kaya's tale came to an end, leaving everyone with a deeper understanding of the values of reciprocity and reverence.

Questions

Answer the questions below.

1) What characters were in the story? Describe their personalities.

2) What was the setting in this story?

3) What was the problem? What was the problem?

4) **Make a Connection:** Stories teach us lessons we can use in our lives. What did you learn from this story that you can use in your life?**Storywork Traits**

What Indigenous Storywork traits did you learn from this story? How were these two traits taught?

Narrator's Point of View

The narrator's point of view is about who is sharing the tale. There are three main types you'll often see:

- **First-Person:** A person in the story is the one telling it. They'll use words like "I" and "we." Example: "I discovered a hidden cave!"
- **Second-Person:** The story speaks directly to you, making you a character in the plot. It uses words like "you" and "your." Example: "You stumble upon a hidden cave!"
- **Third-Person:** A narrator who isn't part of the story shares it. This style uses words like "he," "she," and "they." Example: "Tommy discovered a hidden cave!"

Each type of point of view gives a special touch to the story, making it feel different each time you read it.

Instructions: Read the story prompts and decide which point of view is being used.

1) I tripped over the hidden cave.	First	Second	Third
2) You find a mysterious key.	First	Second	Third
3) He saw a shooting star.	First	Second	Third
4) We laughed at the clown's joke.	First	Second	Third
5) You pull the secret book from the shelf.	First	Second	Third
6) She sings her heart out.	First	Second	Third
7) I solved the final riddle.	First	Second	Third
8) You leap over the puddle.	First	Second	Third
9) They danced until midnight.	First	Second	Third

Book Hunt: Look in your classroom for books that are written in different points of view.

Name of Book	Point of View

The Story of Solar System – Different Points of View

First-Person:

Hi there! I'm Sunny, the Sun at the centre of the solar system. Let me tell you about my planetary friends. Closest to me is Mercury, who's super fast, going around me in just 88 Earth days! Venus is next, and she's the hottest of the bunch. Earth is special because it has life, like you! Mars is my red buddy, always curious about visitors.

After the asteroid belt, we get to the gas giants—Jupiter, Saturn, Uranus, and Neptune. They're big and a little mysterious. Pluto's a dwarf planet too; he used to be a planet but got a new title.



Second-Person:

Imagine you're soaring through space. First, you zip by Mercury, feeling the intense heat from the Sun. Next, you see Venus covered in thick clouds. Now you're at Earth, waving to your friends. You take a quick pit stop on Mars, noticing its red soil.

Whoosh! You fly past the asteroid belt and reach Jupiter, where gravity pull. 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 bit lonely.

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 at a Canadian supermarket. You see bananas and coffee on the shelf. You realize these come from different continents! It's like it's not 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 outside." If it means pets are falling from the sky, it means it's raining really hard.



Think Read the story below and find examples of hyperboles and idioms

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

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

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

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

Hyperbole	
Hyperbole	
Hyperbole	
Idiom	
Idiom	
Idiom	

Hyperbole - Visualizing

Visualize

Draw what you are picturing when you read the hyperboles below

Her smile was as bright as a thousand
suns.

His backpack weighed a ton.

She ran as fast as a cheetah on a sugar
rush.

The tree was 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 purred like a lion.
- The water 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 grabbed an umbrella to cover the seeds.

Raindrops fell as softly as whispers from the sky. The plants drank up the water. Kids in the rain. 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 pocket is a treasure chest.



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 his golden treasure. One day, he heard that Farmer Bob's barn was a cheese paradise. Max decided to go on an adventure.

Max was a tiny race car, zooming through the field. The grass was a green ocean, and Max swam through it. Finally, he reached the barn, which stood like a giant guarding its secrets.

Inside, he saw cheese stacked like mountains. Max was a mouse, 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 metaphors.

Column A	Column B
Time	a guiding light
The teacher	a white blanket
The storm	a ticking clock
The snow	a ray of sunshine
The baby's smile	a tornado

Imagery

Imagery in stories is when the writer uses words to create pictures in your mind. It's like painting with words so you can see, hear, smell, taste, or touch what's happening in the story without being there. Here are three examples:

- **See:** The big, yellow school bus rumbled down the street, looking like a cheerful banana on wheels.
- **Smell:** The air smelled like fresh cookies from the oven, sweet and warm, making my tummy rumble.
- **Hear:** The meow was as soft as a whisper, like a secret just for me.



Think Read and underline examples of imagery. Then write them below.

In the mountains of Peru, where the sun kissed the sky, lived a girl named Marisol. The sun painted the morning with gold, and the air was filled with the scent of blooming flowers. Marisol loved to wander through the bustling market, smelling of spicy corn and sweet fruit.



In the daytime, Marisol worked with her mother, who moved quickly to make cloth with lots of colours. The market, where everyone sold things, was full of laughter and chatter, as bright and colourful as parrots.

At night, Marisol gazed up at the twinkling stars, feeling the cool breeze beneath her feet. The cool breeze carried the promise of adventure, and she knew her heart belonged to the beautiful land of Peru, wrapped in a blanket of history and dreams.

Scavenger Hunt

Find books that have examples of imagery.

Book Name	Example - Describe or quote the example.
"The Enchanted Forest" by Emma Johnson	"The trees whispered secrets to the wind, and the leaves danced like golden coins falling from the sky."

Describe

Describe the objects below using as much imagery as possible.

Object	Description
	
	
	

Imagery

Instructions

Imagine you were the one that took this picture.

Think about where this picture was taken.

Describe using your five senses.

- What do you see?
- What do you hear?
- What do you feel?
- What do you smell?
- What do you taste?



Imagery - Sensory Language

Sensory language in imagery involves using words that appeal to our five senses: sight, hearing, smell, taste, and touch, to create vivid pictures in the reader's mind. This type of language helps you experience the story as if you were there. Here are examples for each sense:

- **Sight:** sparkling, shadowy, vibrant
- **Hearing:** thundering, whispering, chirping
- **Smell:** fragrant, musty, fresh
- **Taste:** tangy, bitter
- **Touch:** fuzzy, icy

By using sensory words, writers can make their descriptions more engaging and realistic, allowing readers to fully immerse themselves in the text.

Instructions

Sort the sensory words from the word bank according to the sense that it relates to and place it in the correct section.

Muffled	Bland	Aromatic	Dim
Bitter	Rustling	Bright	Sizzling
Tart	Glistening	Crunchy	Musty
Fuzzy	Salty	Glowing	Fragrant

Sensory Language – My Favourite Place

Instructions

Think of your favourite place. Come up with a picture of it in your head. In the respective boxes, list all the things that you see, smell, touch, hear, and taste at this place.

1) What is this place?

2) Where is this place?

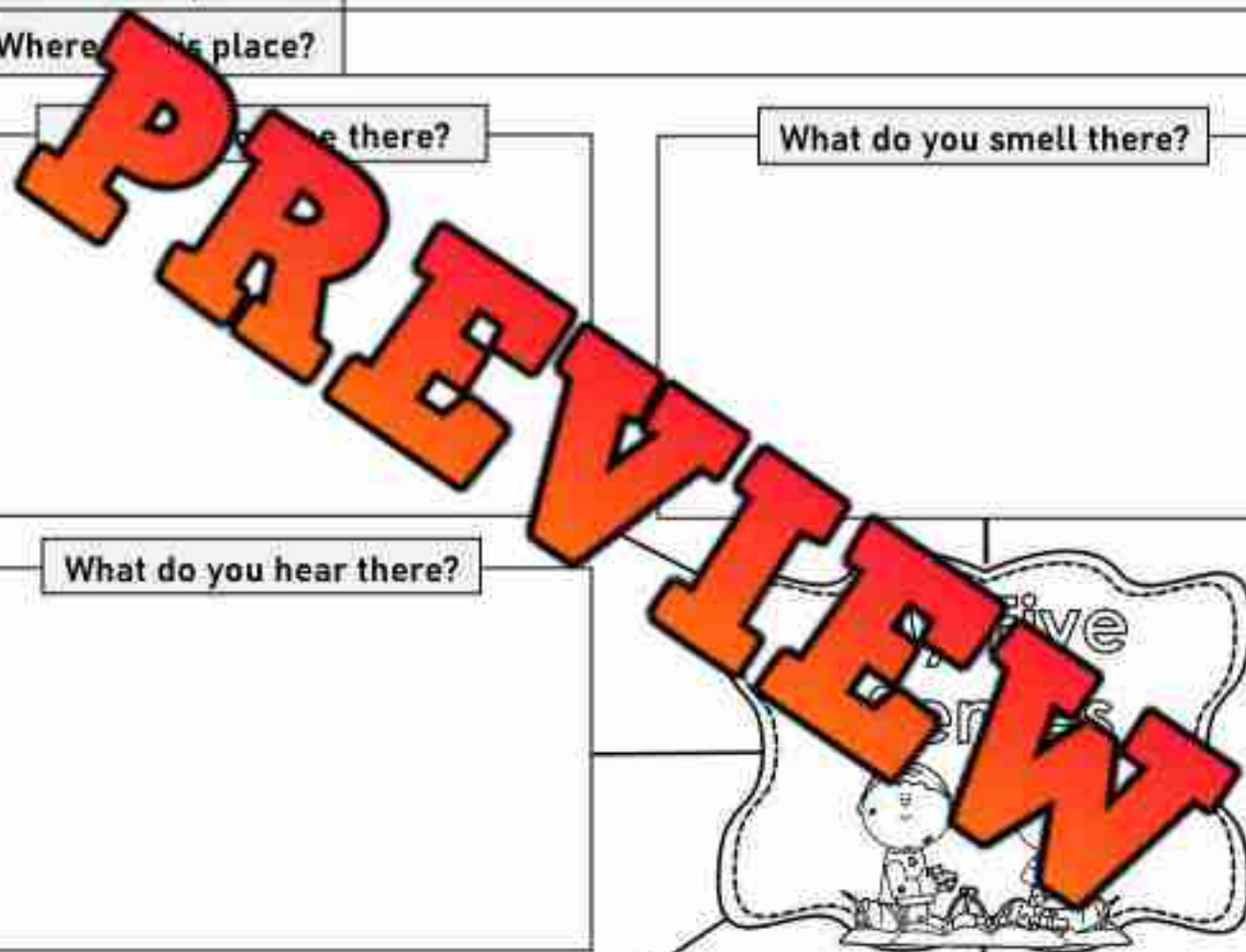
What do you see there?

What do you smell there?

What do you hear there?

What do you touch there?

What do you taste there?



Name: _____

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Curriculum Connection
CS16.4

Write

Write a short paragraph about your favorite place using all the sensory details you mentioned on the previous page. It can be a story, an experience or anything related to your favorite place. Use imagery to explain the details.

Draw

Draw your favourite place here. Include all the details you see, feel, hear, touch, and taste there.

Sequencing the Plot of a Story

A) Tommy couldn't believe his eyes. There, shining in the night sky, was Orion, a constellation he'd just read about! His heart raced with excitement as he took out his telescope to get a closer look.

B) Tommy was a space enthusiast. He loved reading about galaxies, stars, and constellations. His room was like a mini planetarium, filled with glow-in-the-dark stars and space posters.

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

D) Armed with 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 centered in his telescope, Tommy sketched the constellation into his journal. He couldn't wait to share his findings in class.

F) The next day, Tommy and Mr. Johnson looked over his work. "This is amazing: you've even captured Orion's belt accurately," Mr. Johnson said, smiling. "You're becoming quite the young astronomer!"

G) Earlier, when Tommy got off the school bus, he was a little nervous and excited. But the second he saw Orion shining brightly in the sky, he felt all his nerves disappear.

H) A week later, Tommy presented his findings to the astronomy club. He spoke 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

Sequencing the Plot of a Story – Multiple Plots

Putting events in the right order for multiple storylines in a story is like organizing a series of happenings so they make sense. Sometimes, stories have more than just one series of events, or "plots," going on at the same time. It's like seeing two or three mini-movies playing together, but they all come together to form one big story!

Read

Read the story below, trying to put the multiple plots in order.

- A) Later, Mia and Charlie decided to combine their acts, with Mia acting out the tale while Charlie performed magic tricks in sync with her story.
- B) As the sun shined brightly, Charlie pulled a rabbit out of his hat, making children in wonder and delight.
- C) By the end of the day, coins filled the hats, and the performers celebrated their most successful day.
- D) Once upon a time in a busy town square, three street performers named Charlie the Magician, Mia the Mime, and Dexter the Drummer found their spaces hoping for a big crowd.
- E) Meanwhile, Dexter was tuning his drums. The rhythmic beat he played made people stop and listen, their feet tapping along.
- F) Nearby, Mia painted her face white, preparing to sit on the ground and tell a story with her expressive movements.
- G) Towards sunset, Dexter introduced a new beat, and the square echoed with synchronized drumming, magic tricks, and mime performances.
- H) As the day wore on, a large crowd gathered, intrigued by the collaboration of the three performers.

**Sequence**

Write the order of the story using the letters for each paragraph. Then answer the question.

Plot Sequence	How did the use of transition words help you order the story?

Narrative Writing - Cause and Effect

In stories, "cause and effect" tells us that something happens because of something else. Think of it like a chain where one action leads to another.

- Cause: It rains. Effect: People use umbrellas.
- Cause: You study hard. Effect: You get good grades.
- Cause: A dog barks. Effect: People turn to look.



Instruction: Is the underlined part of the sentence the cause or effect?

1) She <u>practices 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.

Biodiversity Story – Cause and Effect

A Transformation in Maple Creek: Unity for a Healthier Planet

Once upon a time in the scenic Canadian town of Maple Creek, Fiona the fox, Oliver the owl, and Stanley the salamander were the best of friends. They thrived in their forest, filled with towering trees, pure rivers, and wide-open skies. But things started taking a turn for the worse, and they couldn't just stand by.

Fiona, who used to find abundant berry patches, now struggled to find even a few. This was because humans were cutting down the trees that she relied on for shade and nutrients.



Oliver had another problem. He usually had an array of insects to feast on, but now they were becoming harder to find. The reason was clear: the garbage dumped in the river by humans polluted the water, affecting not just the fish but also the insects that lived near the water's edge.

Stanley's wetland, once a lush habitat, started to dry up. He found out that farming machines were draining the swamps to turn them into agricultural land, taking away the water he needs to survive.

Just when things seemed dire, they met Raj, an energetic young boy who was passionate about nature and wildlife. He was happy to help and agreed to help them get their message across to the townspeople.

At the next community meeting, Raj spoke fervently. "Our actions have consequences," he said. "By cutting down trees, we're not just building homes for ourselves but taking them away from animals like Fiona and Oliver. Our trash in the river doesn't just disappear; it affects the ecosystem and harms creatures like Stanley."



Stirred by Raj's compelling speech and the animals' sad stories, the people of Maple Creek sprung into action. They established a conservation area, ensuring that Fiona, Oliver, and Stanley had a secure and healthy environment. They initiated a town-wide recycling program to cut down on pollution, which led to cleaner rivers and a return of insects for Oliver to eat. Lastly, they put a stop to draining the wetlands, allowing Stanley's habitat to recover and flourish.

In time, Fiona rejoiced as berry patches sprung up once more, Oliver was thrilled to see insects buzzing around, and Stanley felt at home again as his wetland was restored to its natural state. They had all learned an important lesson: impactful change is possible when a community unites to take good care of the Earth.

Cause/Effect

Fill in the table below, explaining the cause or the effects.

1) Think of the effects that go with the causes below.

Trees cut down

River polluted with garbage

Wetlands drained for farming

2) Think of the causes that go with the effects below.

community motivated to change.

animals regain secure habitat.

cleaner rivers benefit ecosystem.

Think

Write any causes you can think of from the book.

Plots

Plots are events/problems that happen. Write the 3 plots from the story.

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, they met Atka, a wise Inuit elder. Atka, with his 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 decided 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 wicki, plays a crucial 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. How does the resolution differ from the 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 wind howled outside, rattling the windows, and Whiskers curled up in his bed. In the chaos of the storm, Maya noticed a window had blown open. The next morning, Whiskers was nowhere to be found.



Maya searched everywhere, calling his name through the rain-soaked streets, but Whiskers had vanished like a shadow in the night. Her parents helped by putting up posters and asking neighbours, but weeks passed with no sign of him.

As time passed, Maya's hope began to fade. She missed Whiskers and the comfort of his presence. Her once vibrant art, filled with 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, a man with a firm belief in the norms of his time, wrote about his daily life, which included the ownership of enslaved people.



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

Curled up in his reading nook, Elijah began to imagine a different story. In his mind, he saw a young girl named Amelia, living in the same 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 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.

Fantasy Story

Azure's Skyward Adventure

In a world where the skies shimmered with a kaleidoscope of colours, lived Azure, a young, winged creature unlike any other. Azure had feathers as blue as the clearest ocean, with hints of silver that sparkled under the sun's gentle embrace. Their large, expressive eyes, rimmed with golden lashes, seemed to hold the wisdom of the ages, yet were filled with the innocence of youth. Azure's voice was a melody, a blend of soft tones and the whisper of the breeze, captivating all who heard.

Azure's home was a place you'd find on any map. It was a magnificent, ethereal palace floating high above a sea of clouds, where the air was always fresh and the view, breathtaking. To the ordinary eye, was a simple, peaceful realm of magic and wonder.



The tale begins on a day when the sky ignited a fire so magnificent, it seemed as if the heavens themselves were ablaze. Azure, with their graceful wings spread wide, soared through the vibrant sky, reveling in the beauty of their endless home.

In their adventures, Azure was often accompanied by two loyal friends: a tiny dragon with scales that shimmered like a thousand tiny stars, and a gentle giant with a heart as kind and vast as the ocean. Together, they explored the boundless skies, sharing tales and songs, their laughter echoing through the clouds.

One day, as they glided through a maze of rainbows, Azure discovered a hidden realm, a place where time seemed to stand still, and the air buzzed with the magic of untold stories. Here, Azure's unique abilities shone brighter than ever, as they uncovered secrets that lay hidden in the whispers of the wind.

Their journey was more than just an adventure; it was a quest of self-discovery. Through challenges and wonders, Azure and their friends learned the true value of friendship, courage, and the boundless beauty of their own uniqueness.

Character Analysis

Answer the following questions.

1) How do Azure's physical traits reflect their personality or role in the story?

2) Who are _____'s friends and how do they contribute to the story?

Evaluation/Reflection

Answer the questions below.

1) Did the story hold your interest from beginning to end? Why or why not?

2) If you could add another scene to the story, what would it be about _____?

3) What is one question you still have after reading the story? Why do you think this question was left unanswered?

Narrative Structure

Understanding Narrative Structure

Narrative structure is like a blueprint for a story. It helps to organize the events in a way that makes the story interesting and easy to follow. Identifying the key elements of a story is called **Story Mapping**. Let's break down what narrative structure involves.

Beginning the Journey: Introduction

Every story starts with an introduction. Here, we meet the main characters and learn about the setting, which is where and when the story takes place. The introduction also gives us a hint about the story's main problem or what the adventure might be.

Building the Excitement: Rising Action

As we move on, we reach the rising action. This part is all about building tension by adding challenges. The characters face problems that make us wonder, "What's going to happen next?" This keeps us engaged and wanting to find out more.

The Story's Peak: Climax

The climax is the most thrilling part of the story. It's the point where all we've been waiting for, where the main problem or conflict reaches its peak. The characters must face their biggest challenge, and everything feels intense and exciting.

The Adventure Winds Down: Falling Action

After the climax, we enter the falling action. Things start to calm down as the characters deal with the aftermath of the climax. They work through the remaining challenges and start to find solutions.

Wrapping Up: Resolution

Finally, every story needs a resolution, where all the loose ends are tied up. The characters have learned important lessons, and the main problem is solved, one way or another. This part leaves us feeling satisfied, knowing how everything turned out for the characters we've been rooting for.

By following this structure, stories can take us on incredible journeys, filled with ups and downs, and leave us feeling like we've been part of something special.

Answer

Which part of the narrative structure is described?

1) The part where everything reaches a thrilling peak where outcomes hang in the balance.	
2) The part where all the story's threads come together, leaving us with a clear ending.	
3) The part where we get to know who's in the story and where it's happening.	
4) The part where tensions rise as challenges appear, making us wonder what will happen next.	
5) The part where things start to calm down, and solutions to problems are found.	

Identify

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

1) As the storm grew stronger, Emily began to decipher the book's secrets became more apparent.	Falling Action	Rising Action
2) Marcus gazed at the mysterious, ancient map hidden in the attic of his new house.	Introduction	Climax
3) Leo, now back from his unexpected journey, began to tell the past that no one else could tell.	Falling Action	Rising Action
4) The kitten's owner was finally found, but they were moved by Ava's care that they let her keep Sapphire.	Resolution	Climax
5) After the light faded, Ali found himself surrounded by whispered voices of the past, revealing lost family secrets.	Falling Action	Rising Action
6) At the school talent show, Bella leapt out of Emily's backpack, revealing her unique ability to sing.	Climax	Resolution
7) Inside the house, Samantha stumbled upon a hidden room filled with strange gadgets and old photographs.	Falling Action	Rising Action
8) In a bustling city park, Tina discovered a lost puppy with bright blue eyes under a bench.	Introduction	Climax
9) Bill and Jill became the talk of the town, their unexpected performance turning into a heartwarming story of friendship.	Falling Action	Rising Action
10) The moment Courtney read the last word of the spell, a blinding light filled the room, shaking the very ground.	Resolution	Climax

Story Mapping - Desert of Stars

In the heart of a sprawling desert, where the sun turned sands golden, lived a curious girl named Sarah and her clever friend, Harry. Their home was a cozy glass dome, a haven in the harsh desert. One morning, they discovered a strange, metallic object buried in the sand, glowing with soft symbols. Their curiosity sparked, they unearthed it, revealing a hidden tunnel beneath.

Venturing into the tunnel led them to an underground chamber where they met aliens with shimmering blue skin. The aliens explained that the artifact was a beacon for their spaceship, needing a special crystal to power it, hidden deep in the desert.

Despite their fears, Sarah and Harry felt a surge of bravery. They embarked on a perilous journey across the desert, facing scorching heat and treacherous dunes. Finally, after what felt like an eternity, they located the crystal, glowing brilliantly at its resting place. Just as they reached for it, a giant desert creature with glowing eyes fixed on the precious stone.



Sarah and Harry knew they had to act fast. Working together, they devised a plan to distract the creature using their quick thinking and the alien's advanced technology. The plan worked, and they secured the crystal, narrowly escaping the creature's grasp.

With the crystal in hand, they returned to the aliens, who were immediately set to work repairing their spaceship. As the ship hummed to life, preparing to return to the stars, the aliens thanked Sarah and Harry for their courage and kindness.

As the spaceship soared into the sky, Sarah and Harry watched in awe, knowing they had just experienced the adventure of a lifetime. They returned to their dome, their bond stronger than ever, their hearts filled with memories of the incredible journey they had shared.

And so, in the heart of the desert, under the vast, starry sky, Sarah and Harry learned that with bravery, friendship, and a touch of curiosity, even the most ordinary days could turn into extraordinary adventures.

Instructions

Identify the key elements of the story and fill the story map below.

Introduction**Rising Action****Falling Action****Climax****Resolution**

PREVIEW

Characterization

Understanding Characters in Stories

When you read a story, meeting different characters is like meeting new friends or sometimes foes. But how do we get to know them? Let's dive into the world of characters in stories!



What is Characterization?

Characterization is the way writers share what characters are like. Think of it as a recipe that helps us understand who these characters are, from their personality to their actions.

Types of Characterization

- 1) **Direct Characterization:** This is when the author tells us directly what a character is like. For example, "He is brave." It's straightforward, like a friend telling you about someone.
- 2) **Indirect Characterization:** This is when the author shows us things about the character through their actions, what they say, how they interact with others, and what others say about them. For instance, if Alex jumps into a river to save a puppy, we figure out he is brave without being told directly.

How to Analyze Characters

To understand characters better, think about these points:

- **Looks:** What does the character look like? This can tell us a lot about them.
- **Actions:** What does the character do? Their actions can show us their true nature.
- **Words:** What does the character say, and how do they say it? This can reveal their thoughts and feelings.
- **Thoughts:** What is going on in the character's mind? Sometimes, we get a peek into their thoughts.
- **Reactions:** How do others react to the character? This can show us how the character fits into their world.

By looking at these aspects, you can become a character detective, uncovering the hidden depths of characters in any story you read!

Instructions Read the sentences below and circle what characterization type is used.

1) Marcus is always punctual, arriving at school before the first bell every morning.	Direct	Indirect
2) Dr. Avery is a kind-hearted veterinarian who loves animals more than anything.	Direct	Indirect
3) Every weekend, Eliza volunteered at the animal shelter, cuddling the rescued kittens.	Direct	Indirect
4) When other students looked confused, Harriet took the time to repeat the instructions again.	Direct	Indirect
5) The librarian, Mr. Vance, is very knowledgeable about science fiction books.	Direct	Indirect
6) During group projects, Finn always took the lead, organizing tasks and motivating his teammates.	Direct	Indirect
7) Nora stayed behind to help clean up the classroom, arranging the chairs neatly.	Direct	Indirect
8) After the race, Seth shook hands with his competitors, smiling and congratulating them.	Direct	Indirect
9) Charlotte is a talented painter, capturing landscapes with amazing detail.	Direct	Indirect
10) Julian is an adventurous boy, always looking for new mountains to climb.	Direct	Indirect
11) At the sight of litter in the park, Mia stopped to pick it up and dispose of it properly.	Direct	Indirect
12) Kyle found a wallet on the ground and immediately turned it in to the lost and found.	Direct	Indirect
13) Mr. Benson is a strict teacher, known for his no-nonsense attitude.	Direct	Indirect
14) Without a word, Ivan held the door open for everyone after soccer practice.	Direct	Indirect
15) Theo is a curious student, always asking questions in science class.	Direct	Indirect

Characterization – Adrian's Sky-High Garden

In the heart of a bustling city, atop a gleaming skyscraper, lived Adrian, a young rooftop gardener with a green thumb like no other. Adrian's garden was a wonder, filled with vibrant flowers, lush vegetables, and even a small apple tree that defied the urban surrounding. This garden was not only Adrian's passion but also his secret; few knew of this green oasis in the sky.

Adrian had a special bond with plants. He could almost hear them whispering secrets, making his garden thrive where others saw only concrete. His friends, Maya and Luca, were the only ones privy to his magical world. They would often visit, helping Adrian and sharing his garden secrets, amazed at how he could grow beauty on concrete and steel.



One day, a problem arose. The building's owner planned to renovate the rooftop, putting Adrian's garden at risk. Adrian was distressed, not just for the loss of his beloved garden but for the birds and insects that had found refuge there.

With determination, Adrian and his friends devised a plan. They organized a small exhibition on the rooftop, inviting residents to see the garden. Adrian shared his knowledge of plants, explaining how each one contributed to a healthier environment, even in the city. He spoke with such passion that the residents were captivated.

Moved by Adrian's dedication and the garden's beauty, the community petitioned the building owner to preserve the garden. Touched by the collective support, the owner agreed, allowing the garden to remain as a shared space for all to enjoy.

Adrian's garden became more than just a hobby; it was a lesson in perseverance, community, and the importance of green spaces in urban areas. Through his unique gift and the help of his friends, Adrian made a lasting impact, reminding everyone of the beauty and resilience of nature in the unlikely places.

Instructions

Characterize Adrian. In the center draw what you think he looks like and answer the following questions related to his personality.

What does your character do?

What do you think is going on in
your character's mind?

What traits do you
think your
character has?

What do other
characters in the
story think of your

PREVIEW

Block 5:

Persuasive Texts

Focus

- ✓ Vocabulary, grammar, cohesive ties, sentence structure in persuasive texts
- ✓ Critical thinking skills for understanding persuasive texts
- ✓ Diversity, inclusion, and accessibility themes in persuasive writing
- ✓ Making inferences after reading – local inferences and global inferences using explicit and implicit evidence – do you believe the text? Has it changed your opinion?
- ✓ Reading Comprehension Strategy: Inferencing

Techniques of Persuasion

Understanding Persuasion

Persuasion means to convince others to agree with your ideas or actions. People can persuade others by using techniques that appeal to emotions or logic.



Emotional Appeals

Emotional appeals touch our feelings. They make us feel happy, scared, or excited, which can influence our decisions. For example, a charity might show pictures of animals in need to make us feel compassionate and donate money.

Key Emotional Techniques

- **Storytelling:** Using a touching story to connect with our hearts.
- **Powerful Images:** Showing pictures that stir our emotions.
- **Music and Sound:** Using sounds or music to create a mood.

Logical Appeals

Logical appeals use facts, evidence, and reasoning to convince us. They make us think and understand why something is a good idea.

Steps to Make a Logical Argument:

- **State the Fact:** Begin with a clear, true statement.
- **Provide Evidence:** Show proof like data, statistics, or expert opinions.
- **Explain the Connection:** Help understand how the evidence supports the fact.

Mixing Emotions and Logic

The most persuasive messages often mix emotional and logical appeals. They make us feel something and also think about the reasons behind it. For instance, a campaign to save forests might share facts about their importance to the planet and include emotional images of wildlife that depend on these forests.

Trust Matters

Being seen as trustworthy or an expert can also persuade people. If we believe someone knows what they're talking about, we're more likely to be convinced.

Other Persuasive Tricks

- **Repetition:** Saying something many times to make it stick in our minds.
- **Asking Questions:** Making us think by asking questions leading to their viewpoint.
- **Comparing:** Showing how one thing is better than another by comparing them.

Identify

Read the following statements from different speeches and advertisements. Circle the type of persuasive appeal that is being used.

1) Nine out of ten dentists recommend our toothpaste for stronger, healthier teeth.	Emotional	Logical
2) Our ice cream is a scoop of comfort on a tough day, melting your worries away.	Emotional	Logical
3) Imagine a world where every child has a book to call their own.	Emotional	Logical
4) Studies show that reading 20 minutes a day can significantly improve your grades.	Emotional	Logical
5) Think about the risk of head injuries in cycling by 85%.	Emotional	Logical
6) Join our cause and help the needy animals are waiting for.	Emotional	Logical
7) Our solar-powered water pump is efficient, saving energy and money over time.	Emotional	Logical
8) Adopting a pet from the shelter gives you endless love and furry cuddles.	Emotional	Logical

Write

Write an advertisement to sell gumballs. Use emotional and logical appeals to persuade the reader.

**Sugar Free
Gumballs**



Activity: Persuasive Speech Challenge

Objective

What are we learning more about?

To enhance students' public speaking, persuasion, and critical thinking skills by writing and presenting a short speech on a chosen topic. Students will learn to effectively use emotional appeals, logical reasoning, and establish their credibility to persuade an audience.

**Instructions**

How do we complete the activity?

- **Step 1: Understanding Persuasion**

Discuss the importance of persuasion, focusing on emotional appeal (pathos), logical appeal (logos), and establishing credibility (ethos).

- **Step 2: Choosing a Topic**

Provide a list of suitable topics and encourage students to choose one that interests them.

- **Step 3: Crafting the Speech**

Students will research their chosen topic, gathering facts, statistics, and examples to support their argument. Encourage them to think of personal experiences or anecdotes that could help make an emotional connection with their audience. Guide students to write their speeches, ensuring they incorporate elements of pathos, logos, and ethos. The speech should have a clear introduction, body, and conclusion.

- **Step 4: Practise**

Give students time to practise their speeches in class. They can practise individually or in small groups, providing each other with constructive feedback. Emphasize the importance of body language, eye contact, and voice modulation in enhancing their message.

- **Step 5: Presentation**

Organize a class event where each student presents their speech. Use a timer to ensure speeches are kept to a predetermined length (e.g., 3-5 minutes). Encourage the audience (the rest of the class) to listen actively and respectfully.

- **Step 6: Reflect**

Conclude the activity with a reflection session. Allow students to fill a worksheet to share their experiences, what they learned about persuasion, and how they felt while giving their speeches. Discuss how these skills can be applied in other areas of their lives.

Name: _____

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Curriculum Connection
CST6.3**Choose**

Choose one of the following topics for your speech.

The Magic of Recycling	Wild Animals and Their Habitats	Climate Change and Our Planet
Adventures in Space Exploration	The Secrets of the Rainforest	How to Be a Young Entrepreneur
Mysteries of the Deep Ocean	The Science Behind Magic Tricks	The Life of a YouTube Star
The Future of Video Games	Dinosaurs: Giants of the Past	The Mystery of the Bermuda Triangle
Superheroes: Good and Evil	The Importance of Team Sports	The Wonders of the Solar System
Friend or Foe? Robots	Discovering Ancient Civilizations	The History of Comic Books
The Art of Animation	The World of Harry Potter	The Power of Renewable Energy

Write

Write in your notebook to write your speech.

Which topic did you choose?

Reflection

Answer the following questions.

1) Why did you choose this particular topic for your persuasive speech?

2) Reflect on your experience of delivering the speech. How did you feel before, during, and after the presentation?

3) Ask your peers and classmates to rate the persuasiveness of your speech on a scale from 1 to 10. Record the ratings and calculate the average.

Ratings**Average Rating****Self - Evaluation**

Answer the following questions.

1) Based on the peer ratings and your own reflection, how persuasive do you think your speech was?

2) How can the skills you practised and developed through this activity be applied in other areas of your life or in future projects?

Persuasive Writing 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.
2. **Boost Your Skills:** Improve your writing and critical thinking abilities, which will help you in all subjects, not just English!
3. **Team Up:** Collaborate with other aspiring writers to brainstorm, write, and peer-review each other's work. Who knows? Your writing partner might be sitting right next to you.
4. **Get Rewards:** Every essay you write earns you points, which can be redeemed for exciting prizes like fancy pens, notebooks, and a certificate!
5. **Teacher-Approved:** Your teachers will love to see you applying classroom knowledge in a practical and fun way!

👉 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	

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 might 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 about new people, 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 - Persuasive Writing Advertisement

🌱 Help Our Planet by Using Our Eco-Friendly Water Bottles! 🌱

Hey kids, do you ever worry about how much plastic waste is hurting our planet? What if you could do something about it, starting today? With our Eco-Friendly Water Bottles, you can!



🌱 Why Choose Our Eco-Friendly Water Bottles? 🌱

- **Be Eco-Friendly:** By using a reusable water bottle, you can help reduce the amount of plastic waste in landfills. That's better for all life on Earth!
- **Save Money:** By buying our plastic bottles all the time, you can refill our reusable bottle and save money. It's a win for your wallet!
- **Good Quality:** Our bottles are made of strong, durable materials that will stick around for a long time, so you won't need to keep buying new ones!

✅ The Facts Don't Lie! ✅

- 95% of kids who used our bottles said they loved them and they helped the planet!
- 88% said they even encouraged their friends to go green!
- 100% of users would recommend our Eco-Friendly Water Bottles to their friends!

⌚ Imagine the Impact You Can Make! ⌚

If you and your friends all use reusable bottles, just think of how much less plastic will end up hurting animals! Plus, you'll have more money to spend on fun stuff!

📊 A Wise Decision 📊

By investing in our Eco-Friendly Water Bottle, you're not just making a smart choice for yourself—you're helping the whole planet!

So why wait? Make a difference in your life and the world around you by picking up one of our awesome Eco-Friendly Water Bottles today! 🌱

Local Inferences

Make inferences based on the sentences below.

Our bottles are made of long-lasting materials that will stick around for a long time...

100% of users would recommend our Eco-Friendly Water Bottles to their friends!

Instead of buying new bottles all the time, you can refill our reusable bottle again and again. That's our goal!

By using a reusable water bottle, you can reduce the amount of plastic in landfills and oceans!

Global Inferences

Make 4 inferences based on the entire text.

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 (an 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 in 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 a more 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 to help someone feel welcomed.
- ✓ Use kind and positive language. Avoid using phrases or words that might make others feel left out or excluded.
- ✓ Participate in our "Mix It Up" days. We encourage you 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 opportunity 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 vote 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 prize winners."
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:

Expository Writing

Focus

Reports

- ✓ Text features like bold text, hyperlinks, subheadings, and pull-down menus in digital reports.
- ✓ Diversity, inclusion, and accessibility themes - facts
- ✓ Making inferences after reading
- ✓ Comparing reports with different text patterns and text features
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Summarizing

Procedural Writing

- ✓ Reading how-to-guides
- ✓ Comparing procedural writing

Problem and Solution Report

Preface

This report aims to provide students with an understanding of the critical issue surrounding the Aral Sea, specifically focusing on the overuse of water resources. We will explore the problem and consider two potential solutions to mitigate its impact.

The Vanishing Act: Understanding the Aral Sea Crisis

Once one of the world's largest lakes, the Aral Sea has experienced drastic reductions in both size and volume over the past few decades. This environmental catastrophe is mainly due to the excessive use of the lake's water resources for agricultural practices.

The 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 affecting local communities who rely on the sea for livelihood.

Solutions: Pathways to Restoration

Solution 1: Water Conservation in Agriculture

One approach to solving this issue is by implementing more efficient agricultural practices. Using drip irrigation systems instead of traditional methods can significantly reduce water consumption. This switch would allow for more water to naturally flow back into the Aral Sea.

Solution 2: Legal Measures and Policy Changes

Another solution involves establishing strict regulations on water usage. Governments can set limits on the amount of water extracted for agricultural and industrial use. Effective enforcement of these laws would help restore the Aral Sea over time.

Glossary

- **Aral Sea:** A lake located in Central Asia that has dramatically reduced in size due to overuse of its water resources.
- **Irrigation:** The artificial application of water to land for agricultural purposes.
- **Ecological Disaster:** Severe damage to the environment, often caused by human activities.
- **Drip Irrigation:** A water-efficient method of irrigation that delivers water directly to the roots of plants.

By understanding the Aral Sea crisis and its potential solutions, we can work together to restore this vital natural resource for future generations.



Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) Were the problem and solutions clearly written in the report? Explain.

3) Which solution do you think is the best? Explain why.

Evaluate

Evaluate the report based on the features used.

1) Was this report easy to understand?

☐ Very Easy☐ Easy☐ Neutral☐ Somewhat difficult☐ Very difficult

2) How did the text features help you understand the report?

Activity – Summarizing Reports

Objective

What are we learning more about?

To summarize a four-part report, comprehend the major points, and collaborate as a team.



Instruction

How do we complete the activity?

- 1) Form Groups: Divide students into groups of 4. Each group receives a 4-part report.
- 2) Assign Parts: Each student picks one part from the report to read and summarize.
- 3) Read and Summarize: Each student reads their part carefully and writes a short summary on a piece of paper. The summary should be 2-3 sentences and capture the main idea of their section.
- 4) Share Summaries: Once everyone has finished writing, each student shares their summary with the rest of the group.
- 5) Create the Big Summary: After hearing all the summaries, work together to combine them into one big summary that captures the main points of the entire report. You can write this on a separate piece of paper.
- 6) Discuss: Talk about how each student's summary contributed to the overall understanding of the report. Were there any surprises? Did summarizing help you understand the report better?

Instructions

Cut out the sections of the report below

1)

Space Exploration and Notable Space Missions**The Beginnings of Space Travel**

Space exploration started a new chapter in human history with the launch of Sputnik 1 by the Soviet Union in 1957. This event marked the first time a man-made object successfully orbited Earth, paving the way for future space missions. Four years later, in 1961, astronaut Yuri Gagarin took another giant leap for mankind, becoming the first person to travel into space and complete an orbit around Earth. These early ventures sparked global interest and set the stage for the more sophisticated missions that would follow.

2)

America's Space Program

Not to be outdone, the United States threw its hat into the ring with various space initiatives, most notably the Apollo program. In a historic moment that captivated the world, astronauts Neil Armstrong and Aldrin landed on the Moon in 1969, taking "one small step for man, one giant leap for mankind." Over the following decades, America introduced the innovative Space Shuttle program, which began in the 1980s. This program revolutionized space travel by introducing reusable spacecraft, which drastically reduced the cost of sending humans and cargo into space.

3)

International Efforts

Cooperation among nations led to the creation of the International Space Station (ISS), a marvel of modern engineering that orbits Earth and serves as a multi-national research facility. The ISS is a joint project involving multiple countries, including the United States, Russia, Japan, Canada, and several European nations. In addition to manned missions, unmanned Mars Rovers like Spirit, Opportunity, and Curiosity have been exploring the Martian landscape, conducting experiments and sending invaluable data back to Earth to expand our understanding of the Red Planet.

4)

New Frontiers

The landscape of space exploration is continually evolving, now featuring private sector involvement. Companies like SpaceX have been making headlines by launching rockets and even sending astronauts to the ISS. They're also planning ambitious future missions, including potential colonization of Mars. Meanwhile, NASA hasn't slowed down; its Artemis program aims to bring humans back to the Moon by the mid-2020s. This time, the program has set its sights on more diverse representation, planning to include the first woman and the next man on the lunar surface. These developments are not only milestones in themselves but also crucial steps toward deeper exploration of our solar system and potentially beyond.

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 do 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 just 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 the rhythms 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 were hunters and gatherers, 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 of their own.

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 and boulders 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 specific 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

Questions for the following questions:

1) What is the relationship 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?

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 Earth's Atmosphere | 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.

Name: _____

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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?

What is Procedural Writing?

What is Procedural Writing?

Procedural writing is a type of writing that guides us through the steps of completing a task or making something. It acts as a set of instructions, similar to a manual for putting together a piece of furniture or a recipe in a cookbook. This kind of writing is essential because it ensures that we can follow clear steps to achieve a desired outcome without confusion.



Features of Procedural Writing

- **Clear Goal:** The writing clearly states the goal or task that will be explained.
- **List of Materials:** It begins with a list of all items required to complete the task.
- **Numbered Steps:** The steps are clearly numbered and follow a logical order, making it easy to follow.
- **Simple Language:** Instructions are written in plain language, ensuring they are straightforward and easy to understand.
- **Verbs of Action:** It employs verbs of action, such as 'write' or 'fold'.
- **Illustrations or Diagrams:** Often, it includes illustrations or diagrams to visually guide the reader through the steps.

Example: Planting a Seed in a Pot

Materials:

1 small pot, Potting soil, 1 seed (e.g., sunflower), Water, Spoon

Steps:

- 1) **Prepare the Pot:** Fill the pot three-quarters full with potting soil, leaving room for the seed.
- 2) **Plant the Seed:** Make a small hole in the center of the soil. Place the seed in the hole and gently cover it with soil.
- 3) **Water Gently:** Pour a small amount of water evenly over the soil to moisten it, being careful not to flood the pot.
- 4) **Place in Sunlight:** Position the pot in a sunny spot where it can receive plenty of light.
- 5) **Care for the Seed:** Water the soil regularly, keeping it moist but not soaked, to encourage the seed to sprout.

This example illustrates how procedural writing can guide us in starting a small garden project. The steps in procedural writing are designed to help us achieve a goal effectively!

Prereading

Before reading, answer the questions below.

Before reading, decide why you are reading this. Is it because your teacher told you to? Or is it because it looks interesting? How does that affect how you read it?

Make a list of instructions you have seen before? When do you get instructions? How do you read them? When have you used instructions?

Order

Order the steps below from the first step to the last in planting a seed.

Order	Steps
	Make a small hole in the center of the soil. Place the seed in the hole and gently cover it with soil.
	Position the pot in a sunny spot where it can receive plenty of light.
	Water the soil regularly, keeping it moist but not soaked, to encourage the seed to sprout.
	Fill the pot three-quarters full with potting soil using the spoon.
	Pour a small amount of water evenly over the soil to moisten it, being careful not to flood the pot.

Linear Text - Recipes – Ordering Steps

Examine

The information in the procedural writing is in the wrong order. Number what should come first, second, third, and so on.



Order	Information
	Peel the apples, remove the cores, and slice them thinly.
	Apple Pie Recipe
	Dot the top of the apple mixture with small pieces of butter.
	Place the crust at the bottom of your pie dish. Gently press it into the corners and trim the excess crust hanging over the edges.
	Materials
	➤ 4 large apples ➤ 1 cup of sugar ➤ 2 teaspoons of cinnamon ➤ 1 tablespoon of flour ➤ 2 pie crusts (one for the bottom and one for the top) ➤ 2 tablespoons of butter ➤ A pinch of salt
	Make a few small slits in the top crust to let steam escape during baking.
	Start by heating your oven to 375°F (190°C).
	Bake for about 45-50 minutes, or until the crust is golden brown and the filling is bubbly.
	In a large bowl, mix the sliced apples with sugar, cinnamon, flour, and a pinch of salt.
	Cover the pie with the second crust. Seal the edges by pinching them together with your fingers or a fork.
	Spoon the apple mixture into the pie crust. Spread it out evenly.

Following Instructions – Drawing a Wigwam

Draw

Follow the procedural text below to draw a wigwam.

Title	Drawing an Indigenous Wigwam: A Fun Art Adventure!	
Materials	- A blank sheet of paper - A pencil - Eraser - Coloured pencils (optional)	
Introduction	A wigwam is a conical shelter historically used by many indigenous peoples. They are constructed from natural materials like tree bark, grass, and animal skins, serving as durable and warm homes. This activity demonstrates the adaptability of indigenous cultures to their environment.	
Step 1	Draw a wide U-shape on the paper. This will be the base of the wigwam.	
Step 2	Connect the top of the U-shape with an arch to form the dome of the wigwam.	
Step 3	Starting from the top of the arch, draw several straight lines coming down to the base to represent the structural ribs.	
Step 4	Draw a smaller U-shape at the bottom center of the main U-shape to make the entrance.	
Step 5	Carefully erase any framework lines that run through the door to clean up your drawing.	
Step 6	Use horizontal wavy lines across the body of the wigwam to show the bark or grass covering.	
Step 7	Add vertical lines between the wavy lines to give the appearance of the structural ribs beneath the covering.	
Finish	Colour your wigwam if you'd like, using earth tones like brown and green to represent natural materials.	

Name: _____

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Following Instructions – Drawing a Wigwam

Draw

Draw the wigwam below.

PREVIEW

Comparing Instructions – Playing Hopscotch

Compare Read both instructions. Which is easier to understand?

Option 1:

How To Play Hopscotch

Draw a hopscotch grid with chalk, then toss a stone onto square 1 and hop over square 1 to square 2 and onward. Pick up the stone with the stone. Turn around and hop back to the stone while balancing on one foot, and start. Next round, aim for square 2. If you miss, wait for your next turn. Reach the end of the grid.



Step	Instructions
Step 1	With a piece of chalk, draw a hopscotch pattern on the pavement. It should have single and double squares numbered 1 to 10.
Step 2	Grab a small stone or beanbag to use as a marker. It will be thrown onto the squares during the game.
Step 3	Stand behind the starting line and toss your marker onto square 1.
Step 4	Skip over square 1 and hop on one foot onto square 2 and continue hopping to the end of the grid. If you reach a double square, hop with both feet.
Step 5	At the end of the grid, turn around and hop back towards the start. Remember to skip the square with your marker.
Step 6	When you reach the square just before your marker, bend down to pick it up while still standing on one foot.
Step 7	After picking up the marker, hop over square 1 and out of the grid.
Step 8	On your next turn, throw the marker to square 2 and repeat the steps. If you throw the marker on the wrong square or step on a line, you lose your turn. The goal is to complete the pattern for every number up to 10.

Name: _____

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Curriculum Connection
CST6.1, CST6.2, CST6.6

Before Reading

Make a Connection

Background knowledge - Read the title and look at the pictures. What do you know about this already?

Sum _____ Could you explain how to play to someone? Write 6 steps.

After Reading

Answer the question below

Which set of instructions were easier to understand? Explain what made it easier to understand.

Block 7: Poetry

Focus

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

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 phrase when you read it from top to bottom. Here's an example:

Sunny skies are warm
In the middle of the day
There's a perfect time
To enjoy the sun

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

Limerick: The Funny Poem

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



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

Cinquain: The Five-Line Poem

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

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



Name: _____

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CST6.1, CST6.4, CST6.6

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	
<table border="1"> <thead> <tr> <th data-bbox="97 1561 883 1634">Acrostic</th> </tr> </thead> <tbody> <tr> <td data-bbox="97 1634 883 2013"></td> </tr> </tbody> </table>		Acrostic
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—
Crossed by steamboats—
We meet in new ways.

Buffalo twice
Rifles echo, birds grow silent—
Hunters change aim.

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

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



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

Inferences

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

1) "Old meets the new ways"

2) "Rifles and birds grow small"

3) "Stars dim, still"

4) "Hunters change their aim."

Visualizing

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

Haiku 1	Haiku 2	Haiku 3	Haiku 4

Limerick Poem – Alliteration

Limerick Poetry – Honouring Indigenous Art Forms

Today we're going to dive into limericks that focus on Indigenous communities in Canada: the Inuit, First Nation, and Métis peoples. Each of these limericks features a literary technique called alliteration, making the poem more enjoyable and rhythmic. In alliteration, words near each other in the sentence start with the same initial sound, making the poem more engaging and rhythmic.



Inuit Art

Inuit Art:

In an icy Inuit isle,
An art with intricate style,
A walrus head so keen,
And carvings so serene,
Inuit art is everyone's pride.

First Nation

In a First Nation village where
Takoda toiled on totems wide-eyed,
With timber and tool,
His talent a jewel,
Takoda's totemic tribute took the tide.



Métis Art:

Morgan, a Métis with might,
Made sashes that were such a sight.
With beads so bold,
And stories untold,
Métis traditions took flight.



Name: _____

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CST6.1, CST6.4, CST6.6

Questions

Answer the questions below

1) What is an alliteration?

2) List the examples of alliteration you can find.

3) What was your favourite part of the poem? Quote the line and explain why it was your favourite.

Quote

Explain

Questioning

Write 2 questions you had about the poems

1)

2)

Cinquain Poems – Critical Thinking

Cinquain Poetry – Wonders of the Cosmos

Cinquains are neat, five-line poems where each line has a specific job, like describing or showing action. You can make your cinquains even cooler by adding similes and metaphors. Similes compare two things using the words "like" or "as." Metaphors say something is something else. For example, you can say a galaxy is "a swirl of stardust" or call a constellation "the skies connect-the-dots." Let's look at cinquains that tell us about stars, galaxies, and constellations.

Stars

Bright, twinkling

Glowing, shimmering, light

Like diamonds in the sky

Sparkle

Black Hole

Hole

Dark, mysterious

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, vast

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. Coal, natural gas, and nuclear energy are non-renewable.

Solar Energy

Sunlight shining, nice and bright,
Turns into power, oh so light.
Solar panels catch the rays,
Renewable energy, worthy of praise.

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.

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.

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.

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?

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?

_____ A A B B

_____ A B A B

3) Which poem does the poet use the

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

Quote

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

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

Poem Type	
Literary Devices Used	
Idiom	Hyperbole
Metaphor	Simile

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

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

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

Poem Type	
Literary Devices Used	
Rhyming	Hyperbole
Metaphor	Idiom

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

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

Finding Bias in Reviews

What is Bias in Reviews?

Bias is when a reviewer lets their personal likes or dislikes affect how they review a book. For example, if someone really enjoys superhero stories, they might say all superhero books are great, even if some aren't that good. On the flip side, if a person doesn't like historical fiction, they might not give a good review to an excellent historical novel. Sometimes, bias can happen with certain themes, too. Let's say a reviewer doesn't like books with magic; they might rate those books lower, even if lots of kids love them. That's why it's a good idea to read different reviews to get a more complete picture of a book.

Read the reviews and answer the questions.

Review: "Skyward Journey" - 1/10

I suppose "Skyward Journey" is a good film, but let's be real, there's no water involved, so how good could it be? The movie is about a bunch of people flying in hot air balloons, trying to reach the clouds. That's right, above the clouds! Can you even imagine trying to fly above that is?

The main characters are all aviators or pilots. Honestly, it's hard to care about their motivations when there's not a single underwater scene. The villain is a rival explorer named Sky King, who wants to claim the new lands. Honestly, who cares? If it's not happening underwater, it's not that interesting.

It's a real miss for anyone who appreciates the beauty of the underwater world. I can't recommend "Skyward Journey" if you're into underwater movies, steer clear of it and go for "Underwater Adventure: The Lost Treasure" instead. Now that's a real



1) Why is this review a biased review? What is the author's bias?

2) Should you believe everything the author writes about the movie? Why or why not?

Activity: Detecting Bias in Online Reviews

Objective

What are we learning more about?

To help students recognize and understand bias in online reviews by analyzing real-world examples.

**Instructions**

How do we complete the activity?

- 1) Choose Your 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., "My bag broke 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**

Our Voice in Review Writing

What is Voice in Writing?

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

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

- A) I read this movie and it was so good! 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 action please!
- B) I was moved by how much they learned about honesty because of the mind-reading dog. Those parts made me feel warm and fuzzy. I also 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? It was really good at first, but then all this science talk and family lessons? If you're a scientist, you'll like some parts of it.
- D) The way they filmed this movie was top-notch. I especially liked how 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 could bring a statue to tears.'

Examine Read the review below and find examples of the literary devices used.

Title: "The Enchanted Backpack"

Wow, reading "The Enchanted Backpack" is like finding a pot of gold at the end of a rainbow! In this story, a boy and his sister 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 exciting, 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	

Review Writing - Inferences

Title: "Spine-Chilling Secrets in 'The Haunted Schoolhouse'"

Introduction

Hey, young readers! Do you like stories that make your spine tingle? If so, "The Haunted Schoolhouse" is the book for you. It's so spooky, it feels like walking through a haunted maze on Halloween. If you're a fan of eerie mysteries and ghostly figures, this one's a can't-miss!

Summary

In this creepy tale, kids named Emma and Jonathan discover an old, haunted schoolhouse in their neighbourhood. Once they step inside, they uncover a world of ghosts and ghouls! To escape and get back to their friends, they have to solve puzzles and dodge ghostly tricks.



Thoughts

Opening this book is like opening a creaky door to a room of mystery and surprises! The characters are so lifelike, you'll think they're lurking right behind you. The story is faster than a bat out of a cave, keeping you hooked from beginning to end. The author uses cool writing tricks like spine-chilling metaphors and eerie allusions to make the story even better. Seriously, this book is as rare as a blue moon on a foggy night!

Rating

I give this book a full 5/5 stars, no doubt about it! It was so thrilling, I forgot all about my homework. If you're into tales that make your heart race, you have to read this one.



Examine

Read the review on the previous page and find examples of the literary devices used.

Write 1 example of each of the following literary devices used in the review.

Idiom

Metaphor

Alliteration

Hyperbole

Inferencing

Answer the questions below to show your understanding.

1) Global Inference: Describe who you think wrote the review based on the word choice, sentence structure, and punctuation used (voice). What can you infer about them?

2) Global Inference: Do you think you would like this book? Explain everything you read in the text.

3) Local Inference: What did the author mean when they wrote, "Seriously, this book is as rare as a blue moon on a foggy night!"

Block 9:

Graphic Texts

Focus

- ✓ Spatial order, images, graphics, visuals
- ✓ Graphic texts – timelines, comics, memes, maps, infographics
- ✓ Text patterns in graphic text
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategy: Making Connections

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

2) Is the joke explained explicitly, or is it implicit? Explain the joke.

3) Global Inference: Is Mr. Duck a brave duck that shows no fear?

Reading Maps – Text Features

Reading a Map Made Easy

Maps help us know where things are. They have special clues:

- **Country Names:** Look for big, capitalized words like CANADA.
- **Provinces and Territories:** Smaller, but still capitalized words are provinces, like ONTARIO.
- **Cities and Towns:** Names with only the first letter capitalized are cities or towns, like Ottawa.
- **Red Dots:** The smaller red dot is for a city, and a bigger red dot is for the capital of Canada.



Reading Maps – Text Features

Questions

Answer the questions below.

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

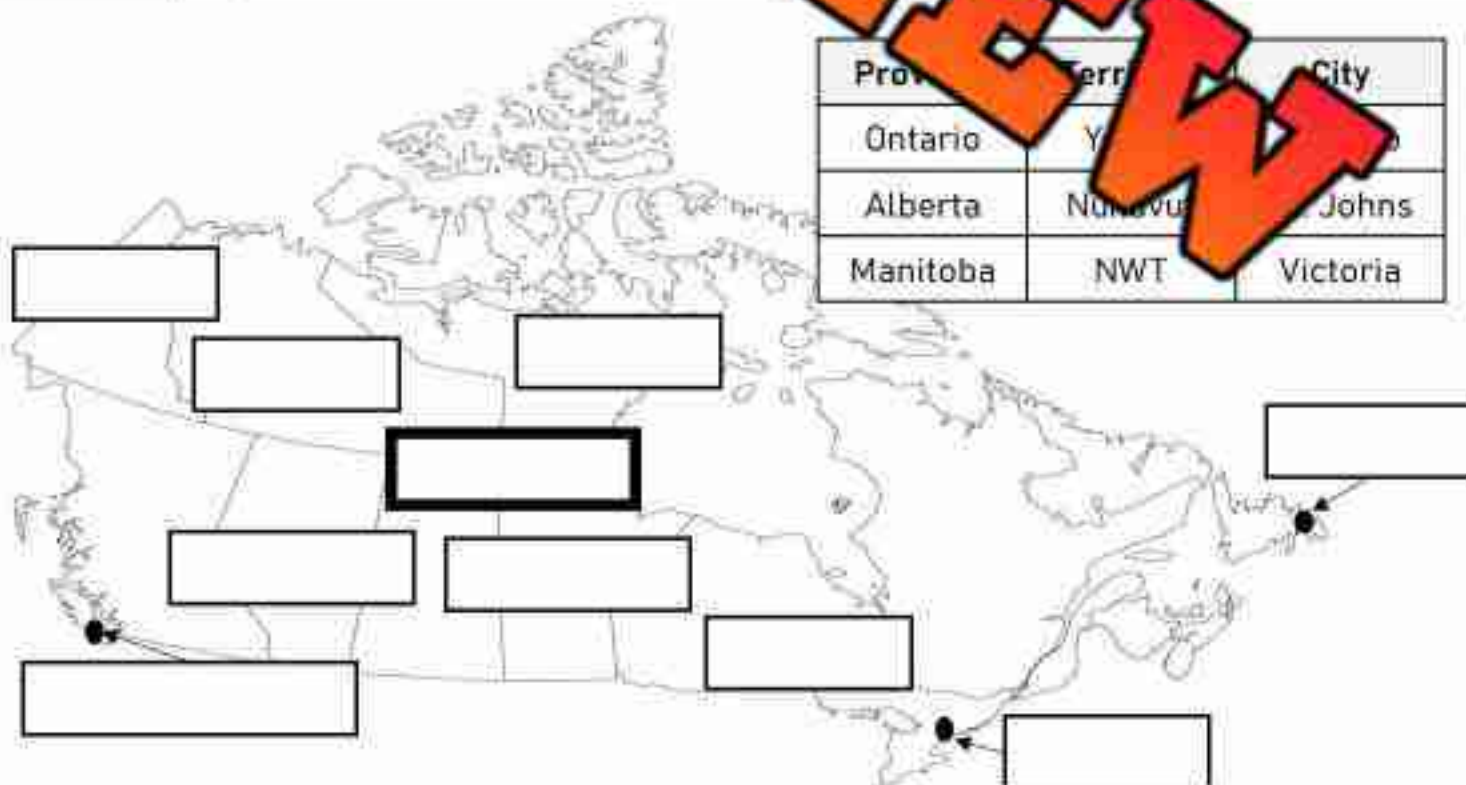
2) How can you identify provinces or territories on a map?

3) How do you identify cities on a map?

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

Think

Label the provinces/territories/cities on the map using the word bank. Use the correct capitalization. Label Canada in the empty box with a single word and a thick border.



Graphic Text - What's a Timeline?

Analyze

Look closely at the timeline and answer the questions

EVOLUTION CARS



1800



1900



1920



1940



1960



1970



1980



1990



2000



2010



2020



2020

1) What is the title of the timeline?

2) What features are shown on this timeline?

3) How have cars changed over the years? Be sure to base your answer on what you see on the timeline.

4) Make a connection to the timeline. What does this remind you of in your life?

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

What Are Biographies?

Preface

Today, we're diving into an interesting text form: biographies. Have you ever wondered about someone's life story? Biographies tell us just that. Read on to explore what biographies are, why they're important, and the different kinds they can be.

What is a Biography?

A **biography** is a book that tells the story of someone's life. Unlike **fiction**, everything in a biography is true. The person the book is about can be anyone — from a famous scientist to an incredible athlete. A biography takes us on a journey from when they were born, all the way to their present life, and sometimes even until they passed away.

Why Read Biographies?

Biographies are more than just books. When we read them, we learn about important life lessons. For example, reading about someone who faced tough times can make us feel brave about facing our own challenges. These books also let us see what it's like to be in another person's shoes. Through biographies, we can feel inspired to be kinder, learn about the past, and discover new **cultures** or different ways of thinking.

Different Types of Biographies

There are three types of biographies:

- **Traditional Biography:** This tells the life story from beginning to end.
- **Autobiography:** This is when people write their own life stories.
- **Memoir:** Focuses on one specific time or event in a person's life.

Glossary

- **Cultures:** A person or group of people's way of life.
- **Biography:** A true story about someone's life.
- **Fiction:** A story that is not true.
- **Inspire:** To encourage or motivate.

Prereading

Before reading, answer the questions below.

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

Summary

Summarize the reading – follow the instructions below

Main Idea	
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Summary – Write a summary with the main idea and supporting details in graph.

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 big impact on Earth, especially kids, about science and space. He has written educational books and even made videos from space to show how common things like eating and sleeping are done in space. His **impact** has made many young Canadians interested in science and space exploration.



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 on

2) How does the picture of Chris Hadfield help you understand him better?

3) What do you think Hadfield's biggest accomplishment was?

Biography – Michael Faraday

Michael Faraday: The Father of Electricity

Early Life

Michael Faraday was born on September 22, 1791, in Newington Butts, England. He grew up in a poor family and didn't have much formal education. However, he was curious about the world around him and read books whenever he could.

Electrifying Experiments

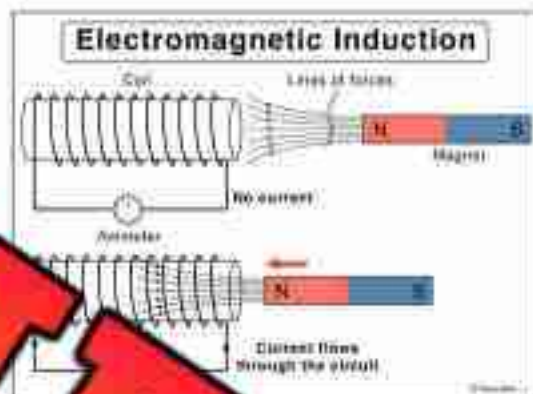
Faraday became an **apprentice** to a **bookbinder**, which gave him access to scientific books. Eventually, he began to experiment with **electricity**. His most **groundbreaking** work was the discovery of **magnetic induction**, which allows us to generate electricity. This invention is the reason we have electric power today!

Lasting Impact

Even though Faraday was not formally educated in a traditional sense, his **curiosity** and **keen observations** made him a **world expert** in electricity. His ideas are still taught in science classes today. If you've ever used an electrical appliance, you've benefited from Faraday's work.

Timeline

- **1791:** Born in Newington Butts, England
- **Early life:** Avid reader despite limited formal education
- **1831:** Discovered electromagnetic induction
- **1867:** Passed away, but his discoveries still light up our world



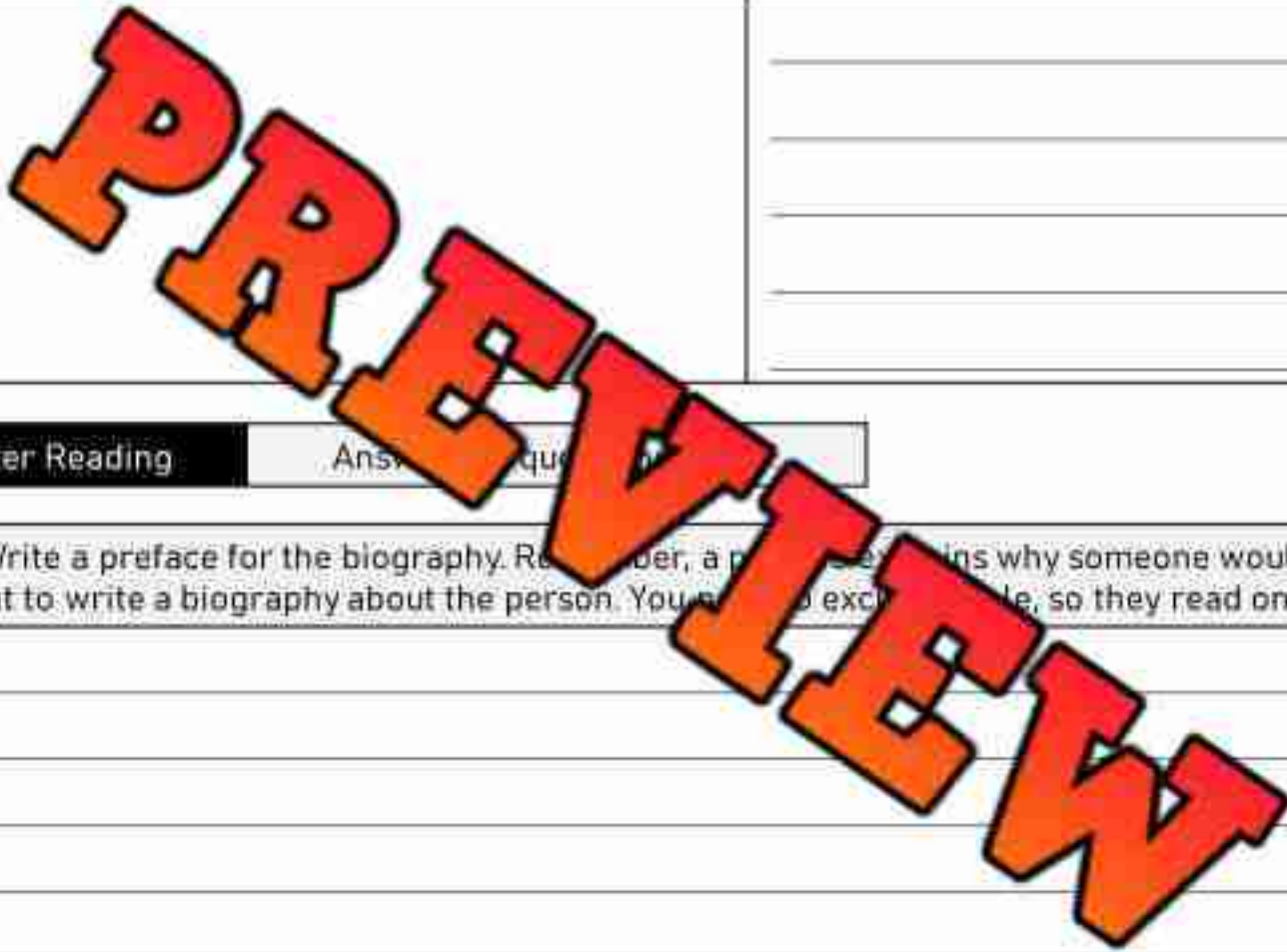
Glossary – Fill in the Glossary Below

Before Reading

Write 2 questions you hope to be able to answer after reading.

During Reading

Draw what you were picturing while you were reading. Explain the picture.

After Reading

Answer the questions.

1) Write a preface for the biography. Remember, a preface explains why someone would want to write a biography about the person. You need to excite the reader, so they read on.

2) Summarize the text – Who was Michael Faraday and what is his legacy?

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, perseverance, and innovation!

D) Childhood Adventures

Born on August 19, 1871, in Dayton, Ohio, Orville and his brother Wilbur were inseparable. They shared a passion for discovery, fueled early on by a toy airplane their father gifted them. This toy set them on a path of wonder about how 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





Suffix - ing

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











jumping
 climbing
 holding
 standing
 reading
 thinking
 swimming
 painting

jumping
 climbing
 holding
 standing
 reading
 thinking
 swimming
 painting



BC Language Curriculum

Vocabulary & Conventions – Grade 6

Prefix Pre-

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

Across

- 1. just before it starts
- 2. lived in school
- 4. again before coming
- 7. every before original
- 8. and from beginning

Down

- 3. week before nothing
- 5. guess before word
- 6. said in advance
- 9. made before year
- 10. last before nothing

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

name	love	think
home	look	take
common	ended	alone
above	future	crane
ball	power	today

Word is connected to the meaning that fits best.

impossible to believe	☐ impossible	extremely good	☐ glittering
not enough	☐ grasp	richly stirring	☐ granitic
made bigger	☐ increase	very greatly	☐ glaucous
shake	☐ grease	effectiveness	☐ glacial
understand	☐ exhaust	word for beauty	☐ grotesque
relieve from battle	☐ increase	very ugly	☐ gleaming
hard to speak clearly	☐ interpret	move forward	☐ gratitude
twice full	☐ incommensurable	spread worldwide	☐ glimmer
to ask a question	☐ move	very beautiful	☐ gratitude
	☐ metaphysics		



Workbook Preview



Grade 6 – Language

Conventions and Reading Strategies



Big Idea 1	Language and text can be a source of creativity and joy.
Big Idea 2	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
Big Idea 3	Exploring and sharing multiple perspectives extends our thinking.

Preview of 91 pages from this product that contains 428 pages total.

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

There are 30 weeks total.

		216, 220-224, 227-232, 235-239, 242-244
CR6.3	Language varieties: regional dialects and varieties of English, standard Canadian English versus American English, formal versus informal registers, and situational varieties (e.g., texting versus essay writing)	23-24, 195, 203-204, 210-211, 218-219, 226, 233

CR6.4	Sentence structure and grammar: varied sentence structure, pronoun use, subject-verb agreement, use of transitional words, awareness of run-on sentences and sentence fragments	15-16, 31-32, 38-39, 45-47, 53-54, 62-63, 70, 77, 84, 91, 110, 117-118, 124-125, 132, 133, 164, 217
CR6.5	Conventions: common practices in all standard punctuation use, in capitalization, and in Canadian spelling	47, 117, 125, 131-132, 139-140, 147-148, 156-157, 163-164, 170-171, 177, 202, 204, 217, 225, 234, 240-241

READING PROGRAM - OVERVIEW

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

READING PROGRAM - OVERVIEW

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

READING PROGRAM - OVERVIEW

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

NAME: _____

LANGUAGE



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	I. produce	J. professional

- 1) It's important to _____ your skin from 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 its suitable ending.

ANSWER	FRAGMENTS	Possible endings
	While playing in the yard,	A) he came to school.
	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 O C R I T C E E R C E D V J V B K Y Q I T C
 P P O V O C E A S E Y G I D O R P K J S
 I B E A C H K P R O D U C E L I Y W O N
 M G P O P U L A R B S F K Z K D Z C Y
 P R O T E S T T I M E 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 E S S F L C Q R N D T
 C Y V N Y N A E L G H E F V L C O R P
 H E E T N A R A U G I X M P L I V E M
 W E E S E R O F E E T T I M E 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.				

Visualization

Visualize

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

PREVIEW

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

Week 1 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below:

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

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

Complete or Fragment?

Is the sentence complete or a fragment?

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

Identify

Is the sentence fragment correct or not?

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

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

Week 2 - Vocabulary List

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

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

Answer	Description
Watching	A) Disrespect to something sacred.
Listening	B) Mistake.
Cheering	C) Paying attention.
Whispering	D) Loud and noisy.
Calculating	E) Looking up/down.
Implementing	F) Speaking very softly.
Fluctuating	G) Very obvious, 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 Is the underlined word a noun, verb, adjective or adverb?

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

Write

Use the words in sentences as the part of speech 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 blade in the night 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)

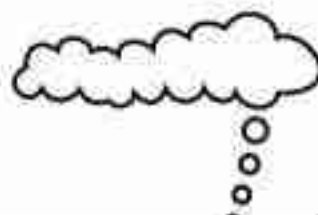
Calculation: $(1,140 \text{ words} \div 330 \text{ seconds}) \times 60 = 207.2 \text{ WPM}$.

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

Visualization

Visualize

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



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

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

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

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

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

Week 2 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Identify

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

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

☐	4) My dog has a big wart.
☐	5) The plane jerked and took off.
☐	6) The baby looked peaceful.

Identify

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

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

Week 3 - Vocabulary List

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

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

Instr Fill in the blanks using the vocabulary list above.

1	The clock _____ at noon.
2	Beware of the _____ selling fake medicines.
3	He took a big _____ of the apple.
4	We'll have to _____ to find the lost toy.
5	The queen waited in her private _____.
6	The vacation helped _____ 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 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 chronicles, we chronicled chivalry, planning to reconfigure our path. It was a challenge to reconfigure our 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	Word
	Saying something nice to someone	A) Complete
	To finish something fully	B) Compare
	Someone who spends time with you	C) Commence
	To begin or start something	D) Compliment
	Small and efficiently arranged	E) Commit
	To look for similarities or differences	F) Compassion
	Sympathy and concern for others	G) Compact
	To promise or dedicate oneself to something	H) Companion

CORRECT RUN-ON SENTENCES

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



Write **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 theories, 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 pertain 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)	_____es in class were _____.
2)	_____ch _____ they had to _____ him.
3)	_____ away _____ 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 chocolate _____ies,

2) The sun was set _____

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 swimming, _____ 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 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 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 and caring nature 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	after	over	when	since	if	until	though
---------	-------	------	------	-------	----	-------	--------

1) She jumped _____	the fence to retrieve her ball.
2) Finish your homework _____	you go out to play.
3) He often visits the 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 sustained, they learned how everything was negotiable, except for the irrefutable truth that actions have consequences, and one could be liable for them. This truth, not to be taken for granted, 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 do so. He knew the value 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

Questioning

**Instruction**

Read the passage and answer the questions that follow.

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

1) Who is the main character of the story?

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

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

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

5) Why was Sarah particularly excited about this night?

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

Week 6 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Write

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

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

Completion

Write the appropriate subordinating conjunction.

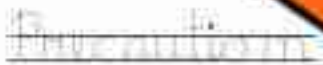
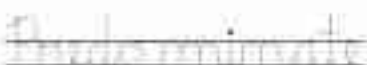
1) Let's start the meeting		you are here.
2) I bought an umbrella		it looked like it was going to rain.
3) I enjoy reading		I don't have much free time.
4) The event will begin		the clock strikes midnight.

Week 7 - Vocabulary List

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

Cursive

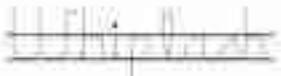
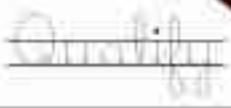
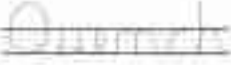
Write the word using cursive writing.

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

Week 7 - Vocabulary List

Cursive

Write the word using cursive writing.

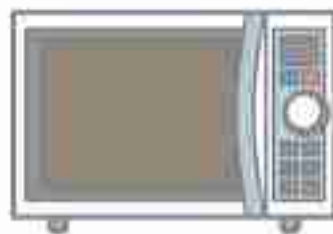
Word	Trace	Write
Whimsical		
Whistle		
Whichever		
Whirlpool		
Qualify		
Quench		
Quicken		
Quotient		
Quandary		
Queue		

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 at first.
Precaution	Look at first.

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

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

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

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

Write

Write a sentence using the given vocabulary and conjunction.

Whistle,
Although

Queue,
Once

Quench,
Since

SUBORDINATING CONJUNCTIONS

Subordinating conjunctions make sentences more detailed and layered.

Examples:

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

Matching Match the clauses to create a complex sentence.

1) 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 prompts. Include the use of as many advanced subordinating conjunctions as you can.

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

WORD SEARCH**Word Search**

Find the word bank words in the puzzle.

☐ 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	E	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 trick play coming, but I took precautions. In the end, my determination to qualify quickly overruled 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 play.	☐ 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

Questioning

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



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

1) Who

2) Where

3) When

4) Why

5) What

6) How

Week 7 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Write

Write a sentence using the given words and the conjunction.

Quench
Therefore

Preview
Unless

Matching

Match the clauses to create a complex sentence.

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

Week 8 - Vocabulary List

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

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

Answer	Description
Priceless	A) Clean or scrub thoroughly.
Senseless	B) Strongly unacceptable or bold.
Countless	C) Without effort or honor.
Thankless	D) Lacking understanding.
Breathless	E) Loud and noisy.
Limitless	F) Unable to break down or defeat.
Speechless	G) Unexpectedly or suddenly something.
Powerless	H) Remove from power or control.
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.

**Instructions**

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 trees, 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 stories. Yet, as time passed, Ellie's tales from the Whispering Woods became known to many.

Instructions

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

Complex	
Simple	
Complex	
Simple	

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 to him. "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, but 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)		11)	
2)		12)	
3)		13)	
4)		14)	
5)		15)	
6)		16)	
7)		17)	
8)		18)	
9)			
10)		20)	

Write

Use the given historical periods in a sentence, 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 _____.
6)	She has a _____ ticket _____ ways.
7)	The operation involves a _____.
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.	

SITUATIONAL VARIETIES

Situational variety in language involves adjusting one's speech style to suit different contexts, like formal settings or casual conversations. It's based on factors like audience, setting, and purpose. Mastering this skill is key for effective communication, as it ensures language is appropriate for each specific situation.

Write

Rewrite the message as a formal sentence suitable for an academic essay, without using emojis and using a formal tone.



"Hey! 🙋 We did the science project 🧪📊 results? I was like 😄! We totally aced it! 🎉 Can't wait to show everyone 📢!"

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

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

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 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 had a blog post about a spaceship, and we couldn't help but 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

Think

Underline the suffix -ist and circle the words with the letter blend gn, ng

Journalist	Realist	Economist	Narcissist	Theorist
Pessimist	Optimist	Tourist	Dignity	Campaign
Indignant	Ignorant	Cognizant	Ignition	Wrangling
Cring	Mingling	Stronghold	Scathing	Triangle

Comp

Complete the words by adding gn or ng.

1) Lo_____w	A_____st	11) Soverei_____
2) Co_____at	_____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

Put 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 to help her out. She gratefully accepted.

Emma:

Ryan:

Emma:

Ryan:

Write

Write a dialogue based on the prompt, showcasing the emotion.

Emotion: Excited**Prompt:** Lisa wins concert tickets and tells Mike.

Lisa:

Mike:

Emotion: Curious**Prompt:** Ava finds an old map; discusses with Leo.

Ava:

Leo:

CROSSWORD PUZZLE**Crossword**

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

**Across**

- 5. Lacking knowledge or awareness.
- 6. Sees the bad side of things.
- 8. Aware or knowledgeable.
- 9. Arguing or fighting.
- 10. Carrying oneself with respect.

Down

- 1. Starts something, especially engines.
- 2. Person traveling for fun.
- 3. Organized effort for a cause.
- 4. Sees the bright side of things.
- 7. Upset due to unfairness.

Week 30 – 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 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.

Mike! You won't believe it, but I won the tickets to the concert!

That's fantastic, Lisa! You promised to take me, right?

Write:

Write a dialogue based on the prompt, showcasing the given emotion.

Emotion: Jealous**Prompt:** Noah gets a new bike; Claire wishes she had one too.

Noah:

Claire: