



Preview - Information



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- ✓ A selection of Ready-To-Use Google Slides Lessons.
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Google Slides Lessons Preview





Ontario Language Curriculum Foundations of Language - Grade 7

3-Part Lesson Format

Part 1 – Minds On!

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

Week 1 - Vocabulary List

Find 20 words in the word search and circle each one. Look at the word list to help you!

originally	grateful	present
exhausted	refugee	anxious
certain	release	disease
worried	afraid	excited
employed	unhindered	beneath
exhausted	angry	demand
unknown		pioneer

Prefix Un-

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

untidy	unbalanced	matters
unmap	dull	limit
unique	unusual	unusual
unclear	unhappy	un-
un-	un-	un-

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Fluency Readings

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

<input type="checkbox"/> The disease spread through the town.	<input type="checkbox"/> The pioneer explored new lands alone.
<input type="checkbox"/> The refugee crossed the border safely.	<input type="checkbox"/> The employee arrived early for work.
<input type="checkbox"/> The runner moved antinerved forward.	<input type="checkbox"/> The engineer repaired the broken bridge.
<input type="checkbox"/> She achieved her greatest goal today.	<input type="checkbox"/> The path led into the unknown.
<input type="checkbox"/> The treasure lay beneath the sand.	<input type="checkbox"/> They will proceed with the plan.
<input type="checkbox"/> He sounded ungrateful after the gift.	<input checked="" type="checkbox"/> The volunteer helped during the storm.



Ontario Language Curriculum Foundations of Language - Grade 7

Week 9 - Vocabulary List

Draw a line to connect each word to match it with its correct meaning on the other side of the chart. Make sure every word is connected to the meaning that fits best.

twist around rules <input type="checkbox"/>	<input type="checkbox"/> irreversible	annoying or bothersome <input type="checkbox"/>	<input type="checkbox"/> obscure
very painful experience <input type="checkbox"/>	<input type="checkbox"/> circumvent	shiny shifting colours <input type="checkbox"/>	<input type="checkbox"/> surrender
make very frustrated <input type="checkbox"/>	<input type="checkbox"/> extraction	feeling of annoyance <input type="checkbox"/>	<input type="checkbox"/> irksome
set someone free <input type="checkbox"/>	<input type="checkbox"/> exacerbate	open or spread <input type="checkbox"/>	<input type="checkbox"/> urgent
dig something out <input type="checkbox"/>	<input type="checkbox"/> exponential	needing quick action <input type="checkbox"/>	<input type="checkbox"/> adjourn
cannot be undone <input type="checkbox"/>	<input type="checkbox"/> exonerate	give up control <input type="checkbox"/>	<input type="checkbox"/> irony
spread something up <input type="checkbox"/>	<input type="checkbox"/> expedite	core and support <input type="checkbox"/>	<input type="checkbox"/> unfair
take something out <input type="checkbox"/>	<input type="checkbox"/> exacerbate	hard to see <input type="checkbox"/>	<input type="checkbox"/> iridescent
small selected part <input type="checkbox"/>	<input type="checkbox"/> excavate	opposite than expected <input type="checkbox"/>	<input type="checkbox"/> nurture
grow very fast <input type="checkbox"/>	<input type="checkbox"/> excerpt	end a meeting <input type="checkbox"/>	<input type="checkbox"/> irritation

Deep Dive

Read each sentence and match the highlighted word to its meaning.

Describes an action <input type="checkbox"/>	<input type="checkbox"/> The room was silent during the meeting.
Describes an event <input type="checkbox"/>	<input type="checkbox"/> The meeting occurred after lunch.
States of being <input type="checkbox"/>	<input type="checkbox"/> The parade began downtown at noon.
	<input type="checkbox"/> He feels nervous about the exam.
	<input type="checkbox"/> The accident happened on the highway.
	<input type="checkbox"/> The class watched the movie quietly.
	<input type="checkbox"/> She runs every morning before school.
	<input type="checkbox"/> The answer wasn't correct.
	<input type="checkbox"/> She is very excited today.
	<input type="checkbox"/> He builds models after dinner.

Match the Sentences

Match each sentence to the picture it matches.

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



Workbook Preview



Grade 7 – Language

A. Literacy Connections and Applications

Throughout Grade 7, in connection with the learning in strands B to D, students will:



Preview of 110 pages from this product that contains 434 pages total.

Included are weeks 1 – 5, 20 – 22 and 30.

There are 30 weeks total.

Applications, Connections, and Contributions

A3

Apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations

248 – 249, 265 – 267, 272 – 280

Grade 7 – Language

B1. Oral and Non-Verbal Communication



	Curriculum Expectations	Pages
B1.1	Effective Listening Skills analyze various effective listening skills, including understanding when to ask relevant questions and how to respond to the contributions of others in group discussions, and use these skills in formal and informal contexts and for various purposes	240 – 243
B1.2	Listening Strategies for Comprehension select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, seek clarification, and develop a relevant response appropriate to the context	244 – 254
B1.3	Speaking Purposes and Strategies identify the purpose and audience for speaking in formal and informal contexts, and choose appropriate speaking strategies to communicate clearly and coherently	255 – 264
B1.4	Oral and Non-Verbal Communication Strategies identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and analyze the ways in which these strategies support understanding or communication, including how their use may vary across cultures	265 – 271
B1.5	Word Choice, Syntax, and Grammar in Oral Communication use precise and descriptive word choice, including varied adjectives and adverbs to elaborate, a variety of sentence types, cohesive and coherent sentences, and the active or passive voice as appropriate during formal and informal communication, to support audience comprehension	272 – 282

Grade 7 – Language

B2. Language Foundations for Reading and Writing



	Curriculum Expectations – Overall Expectations	Pages
B2.1	Word Choice, Syntax, and Grammar in Oral Communication use generalized knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell complex words with accuracy and automaticity	16, 23, 30, 37, 44, 51, 59, 66, 73, 80, 87, 94, 102, 109, 116, 123, 130, 137, 145, 152, 159, 166, 173, 180, 188, 195, 202, 209, 211, 216, 228
B2.2	Vocabulary demonstrate an understanding of a wide variety of words, acquire and use explicitly taught vocabulary flexibly in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context	14 – 16, 22, 26, 29, 33, 36, 40, 43, 47, 50, 54, 57 – 58, 62, 65, 69, 70, 72, 76, 79, 83, 86, 90, 93, 97, 100 – 101, 105, 108, 112, 115, 122, 126, 129, 133, 136, 140, 143 – 144, 148, 151, 155, 158, 162, 165, 169, 172, 176, 179, 183, 186 – 187, 191, 194, 198, 201, 205, 208, 212, 215, 224, 227, 236
B2.3	Reading Fluency: Accuracy, Rate, and Prosody read a variety of complex texts fluently, with accuracy and appropriate pacing, to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading	20, 27, 34, 41, 48, 55, 63, 77, 84, 91, 98, 106, 113, 120, 127, 134, 141, 149, 156, 163, 170, 177, 181, 184, 189 – 190, 192, 196 – 197, 199, 203, 206, 210, 213, 217 – 223, 225, 229 – 235, 237

Grade 7 – Language

B3. Language Conventions for Reading and Writing



	Curriculum Expectations	Pages
B3.1	Syntax and Sentence Structure use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including using and creating complex sentences that combine phrases and clauses to express relationships among ideas	17 – 18, 24, 31, 38 – 39, 45, 52, 60 – 61, 67, 73, 81, 88, 95, 103, 110, 117
B3.2	Grammar demonstrate an understanding of the functions of parts of speech in sentences, including indirect objects and predicate nouns, predicate adjectives, participles, and adverbial phrases, and use this knowledge to support comprehension and communicate meaning clearly	25, 32, 46, 53, 68, 75, 82, 89, 96, 104, 111, 118, 124, 131, 138, 146, 153, 160,
B3.3	Capitalization and Punctuation use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of colons to introduce a quotation after a complete sentence, semicolons to separate two independent clauses, commas to set off conjunctive adverbs, and ellipses or dashes to indicate an omission, a pause, or a break	125, 132, 139, 147, 154, 161, 167 – 168, 174 – 175, 182

SCIENCE OF READING - OVERVIEW

Understanding the Science of Reading

The science of reading is an evidence-based approach that outlines effective literacy instruction. It is derived from a multitude of studies, all pointing to similar conclusions, thereby providing a robust basis for teaching early reading skills.

Simple View of Reading

An essential model within this scientific approach is the simple view of reading. This model suggests that reading comprehension is a product of two elements: decoding (the process of recognizing words) and language comprehension (the process of understanding the meaning of words and sentences).

Despite reading having additional complexities, this model offers a clear depiction of the fundamental elements of reading development.

Key Areas for Early Literacy Instruction

The science of reading identifies five critical areas for early literacy instruction: phonological awareness, phonics and word recognition, fluency, vocabulary and oral language comprehension, and text comprehension.

Phonological awareness involves teaching students to identify and manipulate sounds within words. In contrast, phonics and word recognition require explicit and systematic teaching of letter sounds and sound-spelling patterns.

Fluency is developed by providing frequent opportunities for students to read aloud from connected text. Vocabulary and oral language comprehension are enriched through language-rich interactions in instruction.

To teach text comprehension, educators use rich texts to teach students metacognitive strategies such as setting a purpose, monitoring for meaning, and building inferences while reading.

Applying the Science of Reading in the Classroom

In a classroom applying the science of reading, teachers provide systematic instruction on sound-spelling patterns. Comprehension is taught using a rich, complex text for all students, with multiple reads of the same text.

High-quality conversations about the text are encouraged, focusing on language, structure, and deepened understanding. In conclusion, the science of reading champions evidence-based practices for effective literacy instruction.

Reading Program - Overview

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

In grade 7, the focus in the curriculum is on acquiring new vocabulary, using prefixes and suffixes. There is also a focus on reading fluency, with the ability to change reading speeds and intonation depending on the purpose of reading.

Therefore, our reading program will be broken down into 30 weekly word lists that align with the expectations in the grade 7 foundations of language curriculum. Each week, teachers will focus on one affix and one letter blend sound.

The other words in the word list will align with the vocabulary overall expectation, which states tier 2 words should be used. **Tier 2 words** are found in written language as well as in oral language in the classroom and are useful across many different content areas. **Tier 3 words** are words that are specific to certain subject areas. These words are also mixed into the word lists.

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

Reading Program - Overview

Weekly Plan		
Week	Prefix/Suffix	Blend/Digraph/Diphthong
Week 13	prefix: non-	ar, er
Week 14	suffix: -ness	pl, pr
Week 15	prefix: sub-	cr, cl
Week 16	suffix: -tion	sn, sm
Week 17	prefix: inter-	ie, igh
Week 18	suffix: -ous	ew, ue
Week 19	prefix: anti-	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: -ship	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	Parts of Speech – Interjection, Conjunction, Preposition
4	Correct Run-on Sentence	Clauses – Clauses in a sentence
5	Sentence Form: Compound Sentences	Coordinating Conjunctions – FANBOYS: Using Commas
6	Sentence Form: Complex Sentences	Intro to Subordinating Conjunctions
7	Correlative Conjunctions	Conjunctive Adverbs
8	Identifying Complex Sentences In Your Independent Reading Books	Conditional Conjunctions
9	Basic Sentence Structures: Simple, Compound, and Complex	Functions of Nouns
10	Sentence Form: Compound-Complex Sentences	Functions of Pronouns
11	Sentence Form: Compound-Complex Sentences	Deep Dive into Verbs
12	Imperative Sentences	The Role of Adjectives in Sentences
13	Declarative Sentences	Mastering Adverbs for Clear Meaning
14	Interrogative Sentences	Using Indirect Objects Effectively
15	Exclamatory Sentences	Indirect Objects: Advanced Usage

Reading Program - Overview

Weeks	Lessons	
16	Introduction to Predicate Nouns	Basics of Capitalization
17	Introduction to Predicate Adjectives	Advanced Capitalization Rules
18	Participles and Participial Phrases: Introduction	Punctuation Basics: Periods and Question Marks
19	Participles and Participial Phrases: Advanced Usage	Using Colons for Quotations
20	Introduction to Adverbial Phrases	Semicolons: Basics
21	Adverbial Phrases: Advanced Exercises	Semicolons: Advanced Usage
22	Commas After Transitional Words	Using Commas with Conjunctive Adverbs
23	Commas For Introductory Phrases	Introduction to Ellipses and Dashes
24	Vocabulary: Context Clues. What Do You Think The Underlined (Challenging Word) Means?	Advanced Use of Ellipses and Dashes for Omission, Pause, or Break
25	Frequently Misspelled Words	Decoding: Chunking - Breaking Down Bigger Words
26	Frequently Misspelled Words	Creating Synonyms
27	Adjusting Expression for Different Genres	Thesaurus Skills: Expanding Word Choices
28	Adjusting Expression for Different Genres	Morpheme Scavenger Hunt: Spotting Bases, Prefixes, and Suffixes in Texts
29	Reader's Theatre - Performance Reading: Adjusting Tone and Pacing for Audiences	Fluency Readings – Providing A List Of Sentences That Get More Difficult To Read
30	Reader's Theatre - Performance Reading: Adjusting Tone and Pacing for Audiences	Fluency Readings – Providing A List Of Sentences That Get More Difficult To Read

A black and white line drawing of a library. The background is filled with bookshelves containing various books. In the foreground, several sheets of paper are scattered and overlapping. A large white banner is positioned at the top, containing the title text.

FOUNDATIONS OF LANGUAGE

Week 1 - Vocabulary List

Unease	Ungrateful	Unorthodox	Unknown	Unhindered
Unceremonious	Unfathomable	Unwarranted	Demean	Disease
Greatest	Release	Beneath	Conceal	Pioneer
Engineer	Proceed	Volunteer	Employee	Refugee

Cursive Write the word using cursive writing.

	Trace	Write
Unease	<i>unease</i>	
Ungrateful	<i>ungrateful</i>	
Unorthodox	<i>unorthodox</i>	
Unknown	<i>unknown</i>	
Unhindered	<i>unhindered</i>	
Unceremonious	<i>unceremonious</i>	
Unfathomable	<i>unfathomable</i>	
Unwarranted	<i>unwarranted</i>	
Demean	<i>demean</i>	

Week 1 - Vocabulary List

Cursive

Write the word using cursive writing.

Word	Trace	Write
Disease	<i>Disease</i>	
Arrest	<i>Arrest</i>	
Release	<i>Release</i>	
Beneath	<i>Beneath</i>	
Conceal	<i>Conceal</i>	
Pioneer	<i>Pioneer</i>	
Engineer	<i>Engineer</i>	
Proceed	<i>Proceed</i>	
Volunteer	<i>Volunteer</i>	
Employee	<i>Employee</i>	
Refugee	<i>Refugee</i>	

PREVIEW

PREFIX UN-

The prefix "un-" "un-" often makes the word mean the opposite or indicates a reversal or absence of the original meaning.

Examples:

- "Unknown" something that is not familiar or not recognized.
- "Undo" means to reverse or take back what was done.

**Matching**

Match the word with its definition.

- 1) Unlocked Different from; not similar to.
- 2) Unlocked To free from being bound.
- 3) Unlike Not certain or confident.
- 4) Unseen Something that is locked.
- 5) Unsure

Completion

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

a. unorthodox	b. unhindered	c. unease	d. unconscious	e. unload
f. unknown	g. unwarranted	h. unravel	i. unimpeachable	j. ungrateful

- 1) She felt a sense of _____ walking through the un_____ valley.
- 2) Even after receiving the gift, he seemed _____ and didn't say thanks.
- 3) Her teaching methods were _____, but her students always succeeded.
- 4) The author of the mysterious note remains _____ to everyone in class.
- 5) Even with the heavy rain, he continued his journey _____.
- 6) After the argument, his exit from the room was quick and _____.
- 7) The vastness of the universe is both beautiful and _____.
- 8) His sudden anger during the discussion felt _____ and out of place.
- 9) As she pulled the string, she watched the entire sweater _____.
- 10) After the trip, they worked together to _____ the luggage from the car.

IDENTIFY SENTENCE FRAGMENTS

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

Examples:

- Walking down the street.
- The shiny, red ball.
- Although she was tired



Complete or Fragment?

Is the sentence complete or is it a fragment?

1) Although he was tired, she went to work.	Complete	Fragment
2) The bluebird sang loudly to the other birds.	Complete	Fragment
3) Rain pouring down heavily.	Complete	Fragment
4) Sarah quickly finished her homework.	Complete	Fragment
5) Excited about the upcoming game.	Complete	Fragment
6) In the park with my dog.	Complete	Fragment
7) The sun shines brightly today.	Complete	Fragment
8) Behind the tall, green tree.	Complete	Fragment

Fragment Repair

Repair each fragment to form a complete sentence.

1) The cat on the windowsill.

2) In the middle of the night.

3) In the dim light of the attic.

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) Impossible!		6) Unless you find it.	
2) After a long		7) Never again.	
3) What a day!		8) Through thick and thin.	
4) Because of you.		9) Come what may.	
5) Believe it or not.		10) Come!	

Mix and Match Match the fragments with suitable endings.

ANSWER	FRAGMENTS	POSSIBLE ENDINGS
1.	During the summer break,	A) she has always been there.
2.	Even though it's hot,	B) we will have a picnic outdoors.
3.	Whenever I think about	C) I read a few pages of my book.
4.	Although he was tired,	D) make sure to buy some popcorn.
5.	Behind the old school,	E) he continued to study for his test.
6.	Before the movie starts,	F) there's a small playground.
7.	Unless it rains,	G) we traveled to the mountains.
8.	After the game,	H) she wears a heavy jacket.
9.	Since she was little,	I) that day, I feel grateful.
10.	While waiting for the bus,	J) they went for ice cream.

WORD SEARCH

Word Search

Find the word bank words in the puzzle.

Unease	Ungrateful	Unorthodox	Unknown	Unhindered
Unceremonious	Unfathomable	Unwarranted	Demean	Disease
Greatest	Release	Beneath	Conceal	Pioneer
Engine	Proceed	Volunteer	Employee	Refugee

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

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)	They explored unknown lands.				
2)	She felt disappointed when the news spread in town.				
3)	The greatest engineer helped design the bridge.				
4)	The ungrateful employee chose to conceal the truth from the team.				
5)	Despite facing unorthodox challenges, the volunteer proceeded unhindered.				
6)	It was an unceremonious event with unfathomable decisions and unwarranted demeaning remarks.				
7)	Beneath the surface of an ungrateful society, the refugee faced unwarranted prejudice, finding solace in unorthodox traditions.				

PREVIEW

Week 1 - 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)

Complete or Fragment?

Is the sentence complete or a fragment?

1) In the heart of the winter.	Complete
2) Every time I hear that song.	Complete
3) I enjoy watching sunsets.	Complete
4) Whenever the dog barks	Complete

Mix and Match

Match the fragments with its suitable ending.

ANSWER	FRAGMENTS	POSSIBLE ENDINGS
	Beyond the distant hills,	A) everyone gathers around the campfire.
	Beneath the tall oak tree,	B) many wild horses roam freely.
	Until the lights go out,	C) you'll find a hidden treasure.

Week 2 - Vocabulary List

Laughing	Digesting	Distracting	Receding	Collaborating
Comprehending	Negotiating	Navigating	Blistering	Blizzard
Blueprint	Blurt	Blustering	Bloodcurdling	Bronchitis
Broccoli	Breakneck	Bravado	Bristle	Breach

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

Answer	Word	Description
	Laughing	A) Green vegetable.
	Digesting	B) Showing joy with sound.
	Distracting	C) Showing a show of bravery.
	Receding	D) Showing a retreat.
	Collaborating	E) Working together inside.
	Comprehending	F) Having a slow stop.
	Negotiating	G) Moving further away.
	Navigating	H) Drawing attention away.
	Blistering	I) Plan for building/doing.
	Blizzard	J) Working together.
	Blueprint	K) Causing great fear.
	Blurt	L) Lung inflammation.
	Blustering	M) Say suddenly without thinking.
	Bloodcurdling	N) Dangerously fast.
	Bronchitis	O) Discussing to reach agreement.
	Broccoli	P) Breaking or violation.
	Breakneck	Q) Finding one's way.
	Bravado	R) Talking loudly, boastfully.
	Bristle	S) Extremely hot or fast.
	Breach	T) Understanding something.

SUFFIX -ING



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

Examples:

- Jump → Jumping
- Eat → Eating
- Think → Thinking.



Completion Choose a suitable verb and add -ing form to complete each sentence.

1)	He was _____ a book under the tree.	a) write
2)	They _____ soccer in the park.	b) read
3)	He _____ his favourite song.	c) bake
4)	The cat is _____ the house around.	d) play
5)	We are _____.	e) sing
6)	The sun is _____ brightly.	f) listen
7)	She's _____ cookies _____.	g) shine
8)	The teacher is _____ on the _____.	h) chase
9)	Birds are _____ outside my window.	
10)	They're _____ in the pool after school.	

Write

Use the words below to create a meaningful sentence.

1. Laughing	
2. Distracting	
3. Digesting	
4. Receding	

Name: _____

24

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) Birds chirp.	6) Rain feels cold.
2) Even though he was tired, he finished his homework.	7) She reads and draws well.
3) The dog barked loudly.	8) He runs in the morning.
4) He was tired, so he went to bed.	9) They went to the park but left.
5) Sunsets are beautiful.	10) She dances in the rain.

Write

Complete the following to make simple sentences.

- 1) Every morning _____
- 2) On weekends _____
- 3) My favourite hobby _____
- 4) At the park _____
- 5) My favourite book _____
- 6) The funniest thing _____
- 7) My best memory _____
- 8) When it rains _____

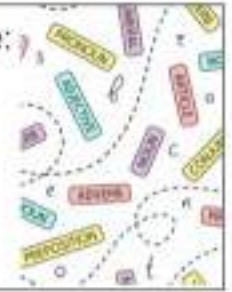
Name: _____

25

PARTS OF SPEECH: NOUNS, VERBS, ADJECTIVES, AND ADVERBS

Parts of speech are categories of words based on their function in a sentence:

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



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

	1) The turtle walked <u>slowly</u> across the path.
	2) I have a <u>great</u> collection of comic books.
	3) She <u>always</u> eats <u>eggs</u> every morning for breakfast.
	4) He <u>shook</u> his head at the passing car.
	5) Taylor <u>cried</u> if she <u>heard</u> every word.
	6) The <u>old</u> house at the <u>end</u> of the street looks haunted.
	7) I placed my book on the shelf <u>next</u> to the TV.
	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.

Mirror (Noun)	
Develop (Verb)	
Sturdy (Adjective)	
Abruptly (Adverb)	

CROSSWORD PUZZLE**Crossword**

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

**Across**

4. Stiffen with anger or irritation.
5. Displayed boldness or swagger.
6. Breaking down food internally.
8. Severe snowstorm with strong winds.

Down

1. Say suddenly, without thinking.
2. Moving back or withdrawing.
3. Expressing humor with sound.
5. Inflammation of lung airways.
7. Green cruciferous vegetable.
8. Break through; violate agreement.

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 correct.

<input type="checkbox"/>	1) The cat purred.
<input type="checkbox"/>	2) If it rains, we'll stay in.
<input type="checkbox"/>	3) She danced gracefully.

<input type="checkbox"/>	4) The sun shined brightly.
<input type="checkbox"/>	5) Rain poured heavily.
<input type="checkbox"/>	6) Although tired, she read.

Identify

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

	1) The curious cat <u>purred</u> loudly by the window.
	2) She wrote a long letter <u>neatly</u> and quickly.
	3) The talented <u>student</u> plays beautifully on the piano.
	4) His <u>new</u> bike rides smoothly on the pavement.

Week 3 - Vocabulary List

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

Reiterate	Reimagine	Renegotiate	Reevaluate	Reacquaint
Reform	Rejuvenate	Realign	Chronic	Chameleon
Charismatic	Chaperone	Chagrin	Chastise	Shrapnel
Shroud	Shirked	Shackle	Shelter	Shun

Instr Fill in the blanks using the vocabulary list above.

1	Mike _____ and popular.
2	They had _____ the shelves.
3	To his _____ the experiment failed.
4	Sleep can _____ anybody.
5	Mrs. Smith will _____
6	He _____ his _____ and _____ recess.
7	The _____ changed colour.
8	The school will _____ its policies.
9	They'll _____ the agreement.
10	Jenny had a _____ cough.
11	Teachers _____ lazy students.
12	She'll _____ her project.

LERTSEH	EFORM	HNCOMLEAE	SIKRDHE	CGANRHI

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:

- Reread - to read again.
- Reuse - to use again.
- Return - to come back.



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

SENTENCES	YES / NO
1) He decided to <u>rethink</u> the document after his teacher's feedback.	
2) She wanted to <u>redo</u> the project next summer.	
3) They will rerun the video to show during a rain.	
4) I'll recook the pasta because it's cold.	
5) Can you relisten to that song since I missed the lyrics?	
6) We should rethink our strategy after the team meeting.	
7) It's time to replay the video for the new students.	
8) He will rebook his flight ticket due to a schedule change.	
9) She will redraw her artwork because she got new colours.	
10) They want to redrink the smoothie because it was delicious.	

Write

Write a sentence changing the underlined verb to happen again.

Original	We need to <u>evaluate</u> our options.
Again Version	

Original	Let's <u>imagine</u> this story together.
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 wanted to join the soccer team I didn't have the right shoes.
- My friend loves reading books she can finish a novel in one day.



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

	Sentence	Correct / Run-On
1	The school has to refer to policies students agree.	
2	I need to rejuvenate myself because I'm tired.	
3	There's a rusty shack that was built in the 1950s.	
4	My brother shuns broccoli he doesn't like it.	
5	The chameleon changes colour it's fascinating.	
6	The new student is charismatic, everyone likes him.	

Write _____ Correct the run-on sentences using punctuation correctly.

I love reading books I go to the library every week.

My dog is playful he jumps around all the time he is so cool.

She's a great singer everyone enjoys her performances.

Name: _____

32

INTERJECTION, CONJUNCTION, PREPOSITION**Interjection:** A word expressing emotion, like "Wow!" or "Ouch!"**Conjunction:** Connects words, phrases, or clauses; examples are "and," "but," "if" and "or".**Preposition:** Shows the relationship between a noun (or pronoun) and other words in a sentence. Examples include in, inside, beside, over, below, after etc.**Fill in the blank**

Write the suitable interjection for each statement.

- 1) _____ That roller coaster looks intense.
- 2) _____ I stubbed my toe on the chair.
- 3) _____ I was _____ hearing that loud noise.
- 4) _____ I _____ my book at home.
- 5) _____ I _____ the _____ goal for our team.

**Identify**

Circle the conjunctions in each sentence.

- 1) She loves reading and often visits the library.
- 2) I wanted to play outside, but it started raining.
- 3) You can have the apple or the banana for a snack.
- 4) He forgot his lunch, so I shared mine with him.
- 5) She's not only a great singer but also a talented dancer.

Search

Underline the prepositions used in the story below.

In a village beneath tall mountains, Luna, a curious cat, lived in a blue house. Every morning, by the window, she watched birds fly over rooftops. Dreaming of adventures beyond the horizon, one day she explored the forest behind her home. She wandered through thickets, across streams, and around old trees. Above, leaves whispered secrets. By nightfall, Luna discovered a glade filled with fireflies. Dancing among them, she felt the magic surrounding her.

Word Sudoku

Sudoku

Fill in the puzzle so that every row, every column, and every 3x2 box contains all the words without repeating them.

REFORM	REALIGN	CHASTISE
CHAGRIN	SHIRKED	SHUN

CHAGRIN			SHUN	CHASTISE
SHUN	REFORM	REALIGN	CHAGRIN	
		SHUN	CHASTISE	CHAGRIN
	CHAGRIN		SHUN	REALIGN
REALIGN		CHAGRIN		CHASTISE
SHIRKED	SHUN	CHASTISE	CHAGRIN	

PREVIEW



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)	Lisa reiterated her point at the meeting as if people seemed distracted. She was so sure of herself. With a hint of chagrin, she said, "Let's re-evaluate our goals and realign our plans."	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
2)	When Tom saw the new design, he had to reimagine his art project. His teacher, a chaperone, advised him to reacquire himself with the basics before making changes.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
3)	At the museum, artifacts shrouded in mystery included old shrapnel from a war. The guide, a charismatic lady, expressed her chagrin when a student shirked his responsibility to stay with the group.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
4)	Jane felt the need to rejuvenate her room's design. She shunned the old layout and decided to renegotiate terms with her roommate, hoping for a fresh start.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
5)	Amidst the storm, the family sought shelter in their basement. The father chastised his son for forgetting to bring in the tools, and they were left shackled by the rain outside.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast

Week 3 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Sentence or Run-On

Label each sentence as a sentence or run-on.

	Sentence	Run-On
1	The sun set, painting the sky with different colours.	
2	I forgot my umbrella it rained.	
3	The concert was loud and fantastic.	

Identify

Is the word group a list of prepositions, conjunctions, or interjections?

	Word Group	Preposition	Conjunction	Interjection
1	In, on, at, below, across			
2	Oh, Wow, Yikes, Ouch, Ha!			
3	And, or, nor, but, if, then, since			

Week 4 - Vocabulary List

Bitterly	Immediately	Temporarily	Evidently	Deliberately
Initially	Unfortunately	Partially	Painless	Maintain
Claimed	Tainted	Sustain	Derail	Delayed
Array	Overlay	Haywire	Wayward	Mayhem

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

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

Name: _____

37

SUFFIX -LY

The suffix **"-ly"** is added to adjectives to form adverbs, describing how an action is done.

Examples:

- ✓ Silent (adjective) becomes Silently (adverb): He silently closed the door.
- ✓ Happy (adjective) becomes Happily (adverb): She happily eats sweets.



Match

Add -ly to the words and match them to the correct blank.

Answer	Sentence	Word Hint
	She _____ at the joke.	lazy
	He was _____ in the morning.	broad
	I finished _____ today.	patient
	She waited _____.	soft
	The stream flowed _____ the woods.	day
	He works out _____ the gym.	gentle
	The baby cried _____ during _____ night.	melodious
	The wind blew _____ through the trees.	quick
	He described the scene _____.	loud
	The cat purred _____ on the couch.	

Write

Use the following words to create a short news article about a recent operation.

Efficiently	_____
Desperately	_____
Cautiously	_____
Unexpectedly	_____
Swiftly	_____

CORRECT RUN-ON SENTENCES

Run-on Sentence	Revised
My favourite fruit is apples they are sweet and crunchy.	My favourite fruit is apples because they are sweet and crunchy.
I wanted to go to the movies my brother wanted to go bowling we couldn't decide.	I wanted to go to the movies, but my brother wanted to go bowling, so we couldn't decide.



Write the following run-on sentences using simple sentences or punctuation.

1) My dog loves to play he can do it all day long.

2) The museum was fascinating I learned a lot about history there.

3) She loves chocolate ice cream I prefer vanilla.

4) My homework is difficult I need some help with it.

5) The concert was loud my ears were ringing afterward.

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

7) I don't like broccoli my sister says it's her favourite vegetable.

8) The movie was scary I couldn't sleep well that night.

CLAUSES IN A SENTENCE

A **clause** is a group of words that contains a subject and a verb. There are two main types of clauses:

- **Independent Clauses:** These can stand alone as complete sentences. For example, "She reads."
- **Dependent Clauses:** These cannot stand alone and need an independent clause to make sense. For example, "because she enjoys it."

Identify

Determine if the clauses are dependent or independent.

#	Clause	Independent Clause or Dependent?
1	She loves to read books.	
2	Although it was raining.	
3	The cat, which is black.	
4	Tomatoes are a type of vegetable.	
5	While I was eating breakfast.	

Write

Write the independent and dependent clauses from the complex sentence.

Sentence	While the cake was baking in the oven, I prepared the frosting.
Independent	
Dependent	

Sentence	Since they practiced regularly, the team won the championship.
Independent	
Dependent	

Sentence	Before going to bed, Tim reads a chapter from his favourite book.
Independent	
Dependent	

Hidden Word

Hidden Word

Fill the answers of the clues in the puzzle. Next, find the hidden word in the bold rectangles.



CLUES

- 1) Stated or asserted.
- 2) Keep in an existing state.
- 3) Support or keep going.
- 4) Without any pain.
- 5) An ordered series or arrangement.
- 6) Go off track or fail.
- 8) Incomplete or not fully.
- 9) Postponed or made late.

THE HIDDEN WORD

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)	Bitterly, I regretted my decision. I deliberately chose the path less traveled, but unfortunately, it led to a dead end.	Angry	Happy
2)	I immediately knew something was off. Evidently, the server had gone haywire after a software update was pushed.	Frustrated	Joyful
3)	At first, I thought the puzzle was straightforward to understand. Yet, when I looked closer, I discovered a vast array of hidden meanings.	Curious	Serious
4)	I tried to maintain a calm facade. But when the news claimed that the water was tainted, panic was set in for me.	Fearful	Calm
5)	To sustain my energy during the hike, I packed snacks. A delayed start meant I had to hurry before nightfall.	Worried	Determined
6)	My train's journey was derailed by a wayward tree on the tracks. The crew worked tirelessly to clear the obstacle and get us moving.	Suspicious	Relieved
7)	The festival's vibrant array of lights and colours was mesmerizing to me. However, my excitement soon turned to chaos when a haywire firework display caused a brief mayhem.	Cheerful	Annoyed

Week 4 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Write

Revise the following run-on sentences by adding the correct punctuation.

1) We wanted ice cream the store was closed.

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

Write

Write the independent and dependent clause from the complex sentence.

Sentence	Although she was tired, Maria finished her homework.
Independent	
Dependent	

Week 5 - Vocabulary List

Disarray	Disassemble	Disappoint	Dishonour	Disassociate
Disorient	Disrespect	Disembark	Stratify	Stimulate
Stupendous	Stratosphere	Streamline	Steadfast	Spacious
Sponsor	Spectator	Sporadic	Spindly	Sprightly

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

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

Write

Use the following words in a sentence.

1) Disappoint	
2) Stratify	
3) Steadfast	
4) Sponsor	
5) Dishonour	

Name: _____

44

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.

Disembellish	Disassemble	Disarray	Disrespect
Disenchant	Disenchant	Disassociate	Disappoint

- 1) _____ if not read correctly.
- 2) _____ from that mean group.
- 3) _____ ways _____, not _____.
- 4) I will _____ to fix it.
- 5) To cheat would _____ oneself.
- 6) We will _____ the bus.
- 7) His room was in total _____.
- 8) It will _____ her if you do _____.

Write Write a sentence using the base word and word with the prefix dis-.

Locate	
Dislocate	
Approve	
Disapprove	

COMPOUND SENTENCES

An **independent clause** is a group of words that give information and have a subject and a verb. An independent clause can be a complete sentence by itself.

A **compound sentence** combines two independent clauses, using a comma and a coordinating conjunction. Coordinating conjunctions include **FANBOYS**.

FANBOYS = For And Nor But Or Yet So

Examples: The cat slept, but the dog played. I wanted to play outside, but it started to rain.



Write Write a simple independent clause that will complete the compound sentences.

1) The movie begins to

2) Kevin plays soccer

3) The book was thrilling,

4) I studied for the test,

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

Simple	Julia wanted to join the band.	She learned flute.
Compound		

Simple	The library was haunted.	Kids found it intriguing.
Compound		

Simple	Snow began to fall.	Everything turned white.
Compound		

Name: _____

46

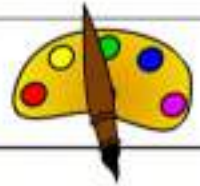
COORDINATING CONJUNCTIONS – USING COMMAS

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.

Complete Complete the sentences using "FANBOYS".



1	I tried to do a new hobby, _____ I started painting.
2	She's always very stylish, _____ she never follows trends.
3	The experiments _____ lead to a breakthrough.
4	The theatre had a special performance _____ the crowd was excited.
5	He tried not to disrupt the class, _____ the phone kept ringing.
6	Some people stereotype based on appearance, _____ is often misleading.
7	I wanted to buy the dress, _____ it looked like it would be too small.

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.

Disarray	Disassemble	Disappoint	Dishonour	Disassociate
Disorient	Disrespect	Disembark	Stratify	Stimulate
Stupendous	Stratosphere	Streamline	Steadfast	Spacious
Sponsor	Spectator	Sporadic	Spindly	Sprightly

**Word Scramble**

Unscramble the word.

EMSIRLATEN		ROCPASID	
TAEPTCSOR		ISTFTARY	
EBLMASSEDSI		FATSSTDEA	
BKDIMASER		PETECDISRS	
NLYIDSP		TNIPPASOID	
HSTRSPATOREE		NORUDISHO	

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)	The crowd was in a disarray after the party.				
2)	He tried to assemble the furniture without instructions.				
3)	The spectator felt disappointed because his team lost.				
4)	We will disembark the ship and explore the spacious island.				
5)	With sprightly energy, she aimed to stimulate and streamline the project.				
6)	Despite the sporadic challenges, he remained steadfast in his journey to the stratosphere.				
7)	To disassociate from dishonour and disrespect, one must uphold values even in the face of stupendous adversity.				

PREVIEW

Week 5 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Write

Write a suitable independent clause that you can join to the dependent sentences.

1) The movie started at 7 pm,

2) We baked cookies for the fundraiser,

Completion

Complete the sentences using "FANBOYS".

- | | |
|---|--|
| 1 | I enjoy reading books, _____ I also like listening to audiobooks. |
| 2 | I was feeling tired, _____ I decided to finish my work first. |
| 3 | He will either complete the project, _____ he will ask for an extension. |
| 4 | The museum was interesting, _____ the art gallery was even better. |

Week 20 - Vocabulary List

Flimsy	Symphony	Hierarchy	Fallacy	Jeopardy
Proficiency	Vicinity	Jealousy	Beguile	Exquisite
Linguist	Cuisine	Pursuit	Guidance	Catalogue
Barbecue	Ensnare	Devalue	Accrue	Subdue

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

Word	Description
Flimsy	A) Envy towards another's advantages.
Symphony	B) Increase in worth.
Hierarchy	C) Musical composition.
Fallacy	D) Style of cooking over a fire.
Jeopardy	E) Danger or risk.
Proficiency	F) Act of growing or spreading.
Vicinity	G) Weak; lacking strength.
Jealousy	H) Style of cooking.
Beguile	I) Incorrect argument or statement.
Exquisite	J) High degree of skill.
Linguist	K) Danger or risk.
Cuisine	L) Ranked order of importance.
Pursuit	M) Advice or direction.
Guidance	N) Extremely beautiful or delicate.
Catalogue	O) Language expert or speaker.
Barbecue	P) Surrounding area; nearby.
Ensnare	Q) Grow by addition.
Devalue	R) Overcome or bring under control.
Accrue	S) Follow in sequence.
Subdue	T) Charm or enchant deceptively.

SUFFIX -Y



The suffix "-y" often means "full of" or "characterized by."

Examples:

- "Cloud" becomes "cloudy," meaning full of clouds.
- "Sun" becomes "sunny," indicating the presence or characteristics of the sun.

Fill in the Blanks

Choose the appropriate words for each sentence.

A. Jumpy	C. Flimsy	E. Vicinity	G. Hierarchy
B. Leaky	D. Jeopardy	F. Symphony	H. Proficiency

	My _____ felt _____ to fly on a windy day.
	We listened to a _____ in music class.
	The school's _____ starts with the principal.
	Believing all cartoons are _____ is a _____.
	Riding without a helmet puts you in _____.
	Lisa's _____ in math was an _____.
	The park is in the _____ of the _____.
	Tim's _____ showed when Mark got _____.

Synonyms

Write a synonym of each word, make sure the word has a suffix "-y".

1. Starving	Hungry
2. Funny	
3. Cry	
4. Joyful	
5. Dangerous	

6. Calm	
7. Bright	
8. Lovely	
9. Great	
10. Brave	

INTRODUCTION TO ADVERBIAL PHRASE

An **adverbial phrase** is a group of words that acts just like an adverb in a sentence. Remember how adverbs can describe how, when, where, and why something happens? Well, an adverbial phrase does the same thing, but it's made up of more than one word.

For example, in the sentence "She sings with great passion," the words "with great passion" tell us how she sings. Here, "with great passion" is an adverbial phrase.

Identify

Read the sentences below and underline the adverbial phrase:

- 1) The dog barked during the night.
- 2) She quickly finished her homework before dinner.
- 3) The team played every evening.
- 4) They arrived at the movie theater at the last minute.
- 5) He gently placed the glass on the table.
- 6) She whispered softly to avoid waking the baby.
- 7) They waited patiently for the bus to arrive.



Write

Use the given adverbial phrases to create your own sentences:

1) in a hurry	
2) at the last minute	
3) every summer	
4) before breakfast	
5) on the rooftop	
6) after the movie	
7) without a sound	

SEMI COLONS: BASICS

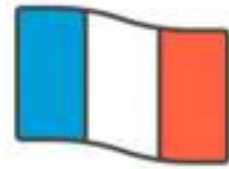
A **semicolon** (;) is a punctuation mark used to connect closely related ideas or separate items in a list when those items contain commas.

Example 1: Connecting closely related ideas.

- I love reading; it's my favourite hobby.

Example 2: Separating items in a list with commas.

- I've visited Paris, France; Tokyo, Japan; and Rome, Italy.



Connect Match the sentences and connect them using a semicolon.

		Sentence 2
1	The tent was sturdy and sturdy.	Every detail was meticulously crafted.
2	She practiced the violin every day.	She speaks five languages fluently.
3	The painting was exquisite and delicate.	It withstand the strong winds.
4	She's a talented linguist.	Last night, she cooked authentic Thai food.
5	I love trying different world cuisines.	Her music was as beautiful as a symphony.

Think

Add semi colons to the sentences below.

1	On the tour, we saw the Eiffel Tower, France the Colosseum, Italy the Great Wall, China.
2	For the potluck, please bring a dish: salad, greens dessert, chocolate or a main dish, vegetarian.

Write

If you were to pack for an adventure, what would you include in your backpack? Separate the items by essential tools, personal items, and safety gear.

CROSSWORD PUZZLE**Crossword**

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

**Across**

4. Cooking meat over open fire.
7. Extremely beautiful and delicate.
8. Reduce or diminish in worth.
10. Person skilled in multiple languages.

Down

1. Act of chasing or seeking.
2. Charm or enchant, often deceptively.
3. Advice or direction provided.
5. Style of cooking or food.
6. Systematic list of items.
9. Follow in sequence or result.

Week 20 – 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 attended a symphony last night. The music was so exquisite that it seemed to beguile the enraptured audience.	Witch	Opera Singer
2)	My older brother is the one who's at the top of our family tree. He's just a bit of a snob, but I don't let my jealousy get the best of me.	Robot	Alien
3)	My proficiency in languages makes me like a young linguist. With every new word I learn, my interest continues to grow.	Cowboy	Detective
4)	I saw a flimsy kite in the vicinity of the park. Without proper guidance, it crashed into a tree and had to be subdued.	Farmer	Zombie
5)	I started my pursuit of collecting stamps. I even have a catalogue to keep track of the rare ones I've gathered.	Old Wise Man	Captain
6)	Our neighbor had a barbecue yesterday. The aroma was so enticing that jealousy started to ensue amongst us kids.	British Aristocrat	News Anchor
7)	My sister tried to devalue my coin collection. But with time and guidance, I learned to appreciate its worth even more.	Valley Girl	Announcer

Week 20 - 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)	

Insert

Use the given adverbial phrases in your own sentences:

1) during the night	
2) without hesitation	
3) beyond the horizon	

Write

If you were planning a picnic, what might you pack in your picnic basket? Separate the items by sandwich type, snacks, and beverages.

Week 21 - Vocabulary List

ThinkUnderline the prefix mis-. Circle the words with letter blends: wr, kn

Misconception	Mispronounce	Misconceived	Misunderstood	Mismatched
Miserable	Misremember	Misbehave	Wretched	Wrought
Wrenching	Wrath	Wrangle	Wrinkled	Knotted
Knack	Kneel	Knuckles	Knighthood	Knowledgeable

Instr _____ in the blanks using the vocabulary list above.

1	He wore _____ socks.
2	Sir Lancelot _____.
3	She forgot to hang her _____.
4	They _____ during _____.
5	He feared her _____.
6	Sarah felt _____ when she laughed at her idea.
7	The movie was so _____, it brought _____.
8	People often _____ words.
9	He's a doctor, so he is _____ in medicine.
10	Sarah cracked her _____.
11	His idea was _____, leading to some confusion.
12	James was _____ after running.

WGRLNEA	LEKEN	KDENOTT	BMEILSRAE	UWRTGOH

Name: _____

159

PREFIX MIS-**What Does The Prefix MIS- Mean?**

The prefix 'mis-' is added at the start of some words to indicate something done incorrectly or wrongly.

- Misplace:** To put something in the wrong place.
- Misunderstand:** To not understand correctly.
- Misbehave:** To act in a bad or wrong manner.

**Word Meaning**

Add mis- to the word and then explain what it means.

Root	Meaning
Place	To put in the wrong place or lose.
Inform	
Interpret	
Lead	
Represent	
Calculate	

Matching

Draw lines to match the word to an example of the word.

- | | | | |
|---------------|---|---|--|
| Misconception | ▪ | ▪ | I mentioned "seal," but he drew a "seagull." |
| Mispronounce | ▪ | ▪ | People believed bats were blind. |
| Misconceived | ▪ | ▪ | She always said "kwi-noah" instead of the correct diction. |
| Misunderstood | ▪ | ▪ | He wore a blue shoe on one foot and a red one on the other. |
| Mismatched | ▪ | ▪ | His idea about rainforests being always rainy was incorrect. |

ADVANCED ADVERBIAL PHRASE

Adverbial Phrases Examples:

- She read the book with great enthusiasm.
- I usually exercise in the morning.
- They worked under the hot sun all day.



Identify

Replace the adverbial phrase in each sentence to change its meaning without altering its structure.

Original Sentence She completed her homework in the nick of time.

Revised Sentence She completed her homework with a lot of distractions.

Original Sentence She cried at the end of the movie.

Revised Sentence

Original Sentence They played football despite the heavy rain.

Revised Sentence

Original Sentence He read the book under the dim light.

Revised Sentence

Write

Describe 3 things you've done today. Use 3 adverbial phrases.

SEMI COLONS: ADVANCED

- ✓ **Linking Related Independent Clauses:** The sun set; the sky turned pink.
- ✓ **Complex Lists:** The conference attendees came from Miami, Florida; and Dallas, Texas.
- ✓ **Linking with Transitional Phrases:** Transitional phrases link two related ideas. Use a semicolon and a word like 'however' for this. For instance, 'I like hiking; however, I haven't been in a while' joins your enjoyment of hiking with the time passed since the last hike.

Identify

Identify whether the usage of semicolon in each sentence is correct or not.

Sentences	Correct or Incorrect
1) She loves hiking, and biking.	
2) The cat slept on the sofa quite tired.	
3) My favourite colour is red.	
4) I wanted to go for a run, but it started raining.	
5) She reads a lot of books; she visits the library.	
6) I have a big test tomorrow; I can't go to sleep tonight.	
7) He loves chocolate; but doesn't like vanilla.	

Creative Writing

Imagine a secret magical society exists within your school. Write a day when you accidentally discover it and its members. Write your story using semicolons as stated in the rules above.

Name: _____

Word Sudoku

Sudoku

Fill in the puzzle so that every row, every column, and every 3x2 box contains all the words without repeating them.

Wrath	Kneel	Knotted
Wrangle	Knuckles	Miserable

Knuckles	Wrangle	Kneel			
Wrath		Knuckles	Wrangle		
	Wrath	Knuckles	Wrangle		
	Kneel		Knuckles	Miserable	
		Miserable		Kneel	Knuckles
Kneel	Knuckles				Knotted

PREVIEW



Week 21 – 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)	She had a misconception about the rules.				
2)	His knobby white hands he tried to wrangle the matchsticks from the pile.				
3)	She felt miserable seeing the wretched and knotted ribbon on her gift.				
4)	Many mispronounce her name; it often leads to wretched feelings.				
5)	The wrath of the storm was wrenching, and by morning, everyone was knackered.				
6)	After the knighthood ceremony, they had to kneel and recite a knowledgeable pledge from memory.				
7)	She misconceived the teacher's intentions, misremembered the instructions, and misbehaved in her wrought frustration.				

PREVIEW

Week 21 - 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)	
20)	

Identify

Replace the adverbial phrase in each sentence to give the same meaning without altering its structure.

Original Sentence	They danced <u>in the moonlight</u> .
Revised Sentence	

Original Sentence	He ate the cake <u>in a hurry</u> .
Revised Sentence	

Identify

Identify whether the usage of semicolon in each sentence is correct or not.

Sentences	Correct or Incorrect
1) My dog is very old; he sleeps most of the day.	
2) I've been to New York, USA; London, UK; and Tokyo, Japan.	
3) She's good at singing; dancing, playing instruments.	

Week 22 - Vocabulary List

Socialize	Emphasize	Revitalize	Immobilize	Rationalize
Dramatize	Apologize	Stabilize	Austerity	Haughty
Auspicious	Clause	Vaulted	Exhaust	Drawback
Withdrawn	Bawling	Outlawed	Awning	Brawny

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

PREVIEW

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

SUFFIX -IZE

The **suffix "-ize"** is added to certain words to mean "to make" or "to become."

For example:

- In the word "realize," it means "to make real" or "to become aware of."
- Adding "-ize" to "final" gives "finalize," which means "to make final" or "to complete."

Word Formation Add the suffix '-ize' to each base word and write its new meaning.

Base Word	New Meaning
Customize	To modify or build according to preference
Priority	
Category	
Optimum	
Theory	
Real	

Think Use an -ize suffix word from the vocabulary list to complete the sentence.

- 1) The technician will _____ the computer.
- 2) I should _____ for being so rude yesterday.
- 3) People should _____ their options.
- 4) Snow will _____ the city's transport.
- 5) The city will _____ the old district.

Name: _____

167

COMMAS AFTER TRANSITIONAL WORDS

In formal writing, when you start a sentence with a transitional word (like "however," "therefore," or "firstly"), you should place a comma after that word to clarify and pace your message.

Example:

- However, we decided to postpone the trip.
- Therefore, she completed her assignment early.



Identify Circle the transitional words to fit the sentences, using commas correctly

For instance	On the other hand	However
Moreover	Firstly	Therefore

1	_____ wasn't clear to everyone. Secondly, ...
2	She felt withdrawn. _____ she participated anyways.
3	The ceiling was vaulted. _____ the room felt grand.
4	There are auspicious signs. _____ weather looks good.
5	He played well. _____ he didn't appreciate.
6	The car is fast. _____ it has a manual.

Instructions Underline the transitional words and insert commas where needed.

Firstly Farmer Joe planted seeds in his vast field, hoping for a bountiful harvest. However as days passed, no sprouts appeared.

Feeling disheartened, he considered giving up. Meanwhile beneath the soil, the seeds were slowly taking root. Therefore he decided to wait a little longer. Moreover he added extra compost and watered diligently. For instance when the weather was dry, he watered twice a day. Conversely on rainy days, he ensured proper drainage. Lastly his patience paid off. One morning, he woke to a field full of green, thriving plants. In addition, the harvest that year was the most abundant he'd ever had.

USING COMMAS WITH CONJUNCTIVE ADVERBS

Conjunctive adverbs are special words that connect two related ideas in a sentence. Some common examples are "however," "therefore," "moreover," and "conversely." When we use these words, it's important to punctuate them correctly to make our sentences clear.

Here's how to do it: If you place a conjunctive adverb between two independent clauses, you should use a semicolon (;) before it and a comma (,) after it.

For example: The test was challenging; however, I was well-prepared.

Think Choose a suitable conjunctive adverb for each sentence, then use commas.

1	I wanted to go to the gym; _____, I went to the pool.
2	He studied all night; _____, he felt unprepared in the morning.
3	The cake looked delicious; _____, it tasted quite bland.
4	She always wakes up early; _____, she was late for school today.
5	The movie was three hours long; _____, I was falling asleep.
6	I forgot to bring my umbrella; _____, I got drenched in the rain.

Write Combine these sentences using conjunctive adverbs and commas.

The concert was sold out	They managed to get tickets.

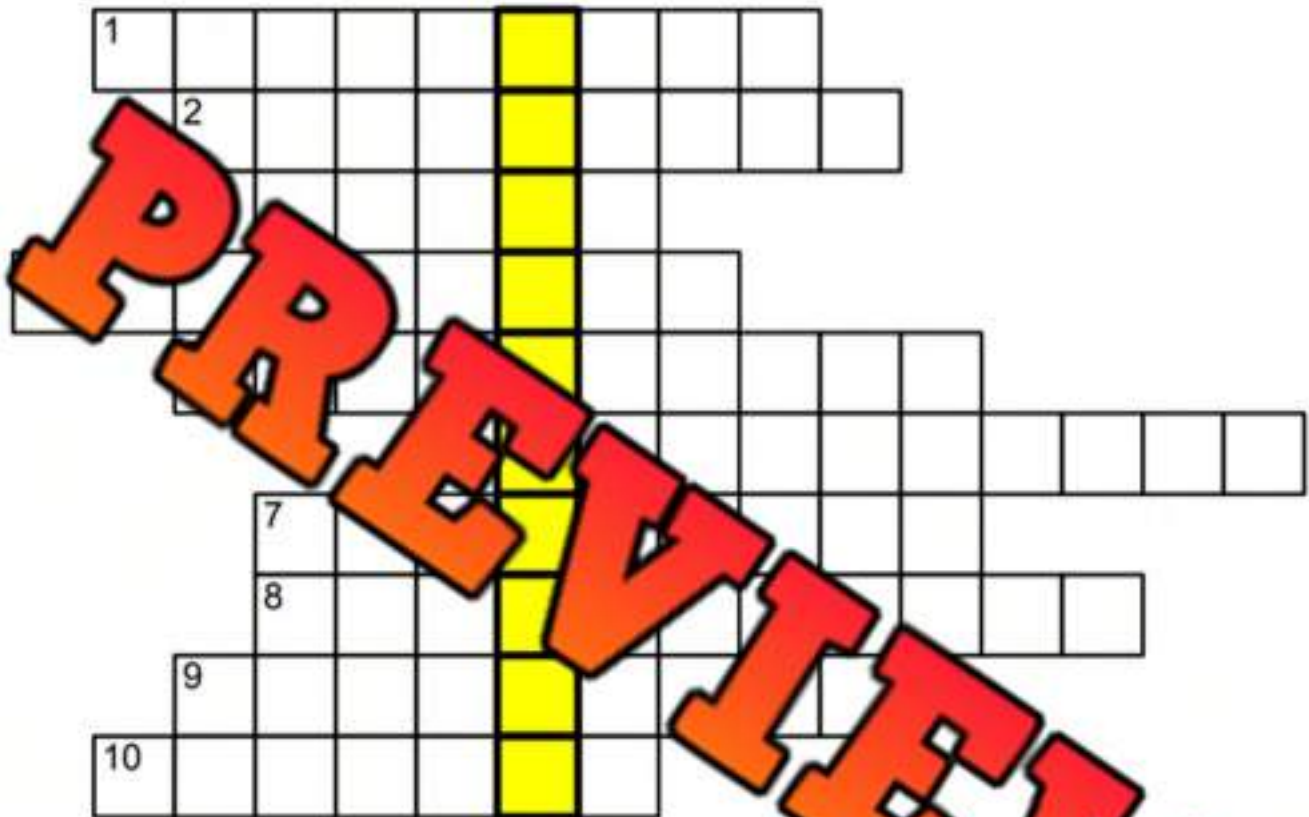
He loves the cold weather.	He's vacationing in the tropics.

The recipe is complicated.	The dish is worth the effort.

Hidden Word

Hidden Word

Fill the answers of the clues in the puzzle. Next, find the hidden word in the bold rectangles.



CLUES

- 1) Stress or highlight.
- 2) Mix or interact with others.
- 3) Muscular, strong.
- 4) Make theatrical.
- 5) Give new life or energy.
- 6) Favorable, promising.
- 7) Strictness; economic restraint.
- 8) Justify with logic.
- 9) Express regret or sorry.
- 10) Crying loudly.

THE HIDDEN WORD

Week 22 - 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

Choose the transitional words to fit the context. Use commas correctly.

1	_____ there were rewards for participants. Second _____
2	The plan had its benefits. _____ it was going to be a massive task to do.
3	He wasn't having much fun. _____ he left the party early.

Think

Think of a suitable conjunctive adverb for each sentence, then use commas.

1	I forgot to bring my umbrella; _____, I got drenched in the rain.
2	They've been friends for years; _____, they rarely argue or fight.
3	The museum was free today; _____, there weren't many visitors.

Week 30 - Vocabulary List

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

Activist	Specialist	Publicist	Nutritionist	Pharmacist
Philanthropist	Novelist	Antagonist	Foreign	Signature
Diagnose	Gnawed	Signalize	Malign	Repugnant
Wrangle	Scavenging	Disengage	Tangible	Wrongdoer

CompleteComplete the words by adding gn or ng.

1) A _____	_____ominious	11) Co_____izant
2) Flabbergast_____	_____ulati_____	12) Startli_____ly
3) Si_____atory	_____t	13) Enta_____ling
4) Lo_____itudinal	9) _____	14) Excruciati_____
5) Resi_____ation	10) _____ndi_____	Dia_____ostic

Pictionary

With a partner, draw a picture that represents a word from the list. Have your partner try to guess the word. Play again. Write the word in after.

Name: _____

228

SUFFIX -IST

The **suffix "ist"** is added to a base word to describe someone who practices or specializes in a specific activity or belief.

For example:

"artist" means someone who practices art.

"dentist," which means someone who specializes in taking care of teeth.



Identify

Read the description provided and identify the profession that ends with the suffix "-ist".

Biology	1) Studies living organisms.
Dentist	2) Treats and prevents oral diseases.
Economist	3) Studies the production, distribution, consumption.
Physicist	4) Explores matter and energy.
Geologist	5) Studies Earth's structure, substances.
Psychologist	6) Studies mental processes and behaviours.
Journalist	7) Researches and reports on current life events.
Reporter	8) Reports news, writes articles.

Write

Use the provided words in meaningful sentences.

Activist	
Publicist	
Pharmacist	
Novelist	
Optometrist	

READER'S THEATER

Character	Dialogue
Captain Vega	Alright team, this is what we've trained for. Let's make history and explore Planet Xylo.
Dr. Orion	Sensors are already picking up some fascinating rock formations. This could redefine our understanding of geology.
Lieutenant Nova	Navigation systems are set for our exploration route. Watch your step; the terrain is unpredictable.
Engineer Leo	Deploy the rover drones. They'll give us a lay of the land and help carry out our sampling.
Zara	My scanners are already picking up something. If there's life here, even microbial, we'll find it.
Captain Vega	Dr. Orion, what's your opinion on those rock samples?
Dr. Orion	They're unlike anything we've seen before. The mineral composition is... changing, almost like it's alive.
Lieutenant Nova	Crew, I'm detecting a storm approaching. We need to find shelter quickly!
Engineer Leo	There's a cave system nearby. It could provide shelter for us if we need. Follow me!
Zara	<i>(Inside the cave)</i> Look at these wall carvings. How could they be made by intelligent beings!
Captain Vega	Incredible discovery, Zara! But let's not jump to conclusions. Let's document everything.
Dr. Orion	These carvings resemble the formations outside. There must be a connection.
Lieutenant Nova	The storm's passing. We can continue our mission and analyze these findings back on the ship.
Engineer Leo	I've collected enough data. These caves might just be natural shelters... or a map to something more.
Zara	Wait, my scanners are picking up a biological signature. It's faint, but it's definitely there!
Captain Vega	A biological signature? Zara, we need to secure a sample. This might prove we're not alone in the universe.
All	<i>(With enthusiasm)</i> To the future—united in discovery!

READER'S THEATER

Character	Dialogue
Dad	Okay, fam, let's make this the best road trip ever! National Park, here we come!
Mom	Did everyone use the bathroom? Remember, it's a long drive to the next rest stop.
Max	Got my headphones and phone charged. I'm set for the ride.
Lilly	I can't wait to see the canyons and waterfalls! Let's play I Spy for real landmarks!
Grandpa	Hey, we didn't need gadgets. We had songs and the open road.
Dad	The GPS on these open roads, looks like we're hitting our first detour. Adventure begins!
Mom	Mark, you only packed the map and not just the GPS.
Max	Why did you pack a map if we have satellites guiding us?
Lilly	Oh, look! A road sign is pulling alongside us! This is amazing!
Grandpa	That there is a sign for a green canyon. Keep your eyes peeled for more, Lilly!
Dad	Whoops, looks like the GPS is taking us on a detour.
Mom	Good thing I brought the map. Let's find a scenic overlook and enjoy the view.
Max	My phone just died. What's the Wi-Fi password for the overlook again?
Lilly	Forget the phone, Max! We're playing a game. I'll tell you about what we'll see next!
Grandpa	You know, this detour is just like life—a bit unexpected but it leads to great things.
Dad	Elaine, you were right. This scenic route is beautiful. The overlook is so majestic!
Mom	See, sometimes the unplanned moments make the best memories.
Max	I guess it's not so bad. I'm getting some cool photos with my camera.
Lilly	And I'm recording notes of observations in my journal.
Grandpa	Back in my day, we just lived in the moment- no writing or pictures.
Dad	We're almost there, team. This trip is one for the books!
Mom	And let's not forget, the real adventure is enjoying the journey together.
Max	Yeah, I'm actually glad we took this route. It's been epic.
Lilly	Best family trip ever! Can we do this again next year?
Grandpa	Every year is an adventure. Let's keep exploring!

READER'S THEATER

Read

Bring the story to life with expressive reading, ensuring to embody your character's unique personality with each line delivered.

Character	Dialogue
Alex	Alright, everyone, let's not panic. It's just a blackout. Let's find some candles and flashlights.
Riley	Seird though, it's not even stormy outside. Why did the power go off all of a sudden?
Jordan	Yeah, I heard that? It sounded like footsteps upstairs... but we're all here.
Taylor	I say we should leave. This house is creepy enough without you adding to it. I don't want to be here.
Sydney	Don't you remember the legend of the Whistling Thief? It's said to live in the basement of Maple Lane, where the old legend of the Whistling Thief lived.
Alex	Sydney, knock it off. There's no such thing as the Whistling Thief.
Riley	Wait, Alex, your family's never mentioned anything. What's Sydney's right?
Jordan	I say we check it out.
Taylor	Or, we could stay here, where it's safe.
Sydney	The legend says the Whistling Thief would come out in the middle of the night.
Alex	Enough! Look, the fuse box is just in the basement. Let's go check it out. Why waste time?
Riley	I'm with you, Alex. There has to be a reason for this, and I don't want to see any ghosts.
Taylor	I'll just... stay here. On the couch. Where it's... less scary.
Sydney	I'll stay with Taylor. But you all be careful, the Whistling Thief could be lurking in the shadows!
Alex	<i>(While walking to the basement)</i> See, the fuse box is just here, and... wait, why is this portrait on the floor?
Riley	Looks like it was covering this old safe. And listen, it's making a faint whistling sound!
Jordan	<i>(Opens the safe with a click)</i> It's just an old music box. That's the whistling.
Alex	The Whistling Thief was just a music box all along.
Riley	Mystery solved. No thief, just a house full of stories. Let's get back to the others.

READER'S THEATER

Character	Dialogue
Cameron	Guys, look at this weird symbol I found etched into an old book in the library.
Ava	That's the Silver Crest! It's rumoured to be the mark of the school's secret society!
Eli	A secret society? Cool! Maybe they have some high-tech secrets. Let's see if there are more clues.
Sophia	The symbol dates back to the founders. It's supposed to unlock something important in the school.
Mr. Henderson	That book, with the symbol on the cover, it's one of the oldest in our collection. What do you think you found?
Cameron	Just a symbol, Mr. Henderson. We were hoping it might be part of a school treasure.
Ava	I've heard about secret societies in the school. This book could be a key to one of them!
Eli	Look at this! I ran the symbol through an image search and it's connected to the school's blueprint.
Sophia	That makes sense! The founders were known for their puzzles and mysteries.
Mr. Henderson	<i>(Smiling subtly)</i> If you're up for it, why not investigate tonight?
Cameron	Tonight? Spooky! We'll meet here after dinner. Time to see what this Silver Crest is all about.
Ava	We'll document everything. This could be the biggest story of the year!
Eli	And I've got just the gadgets to help us navigate in the dark. This is going to be epic!
Sophia	I'll bring the historical records. If there's a secret to be uncovered, we'll find it!
Mr. Henderson	Remember, every secret has its guardians. Be mindful of what you discover.

READER'S THEATER

Character	Dialogue
Max	Okay, team, Operation Birthday Bash is a go! We have exactly one week to plan the best surprise party ever for Dakota!
Lila	I'm thinking a superhero theme! Dakota loves comics, so we could have capes, masks... the whole nine yards!
Sam	But how are we going to keep this a secret? Dakota always finds out everything. Plus, where will we have it?
Jules	At the school gym. It's big, and I can distract Dakota after school with my soccer team.
Max	Great! Sam, you're in charge of getting Dakota to the gym without suspicion during the day of.
Lila	I'll handle the decorations and costumes. Maybe we can all wear superhero masks as well.
Sam	Knowing Dakota, she'll probably come to the gym to find me. This is going to be a disaster...
Jules	Not with all of us on it. We'll need a solid plan and some clever distractions. Plus, Max is the king of planning.
Max	That's right! We'll have a schedule to check in on the costumes. Sam, think of a good reason to need Dakota's help.
Lila	Max, I'll also create a secret group chat for us to talk up each other without risking Dakota overhearing.
Sam	I guess I can tell Dakota I lost something and need help. She always takes forever.
Jules	And I'll make sure the gym is booked. I know the coach will help us out with this.
Max	It's all coming together. Remember, not a word to Dakota. We need to act completely normal.
Dakota	Hey, what's everyone whispering about? You guys are acting weird.
Lila	Oh, just discussing a new... group project. Right, Max?
Max	Exactly! Just a boring history project. Nothing interesting.
Dakota	Cool, well, if you need any help, let me know. See you all later!
Jules	<i>(After Dakota leaves)</i> That was close! But I think we're still safe. The biggest surprise of Dakota's life is in good hands!

READER'S THEATER

Character	Dialogue
Chris	Check it out! "The Rocket" is finally open. This is going to be epic, the tallest coaster in the park!
Jamie	It's so... high. And those loops! I'm not sure about this, Chris.
Pat	Trust me, Jamie, the engineering on this thing is top-notch. It's smooth sailing with a thrill!
Morgan	You don't have to do this. But we'll all be right there with you.
Casey	It's just a bunch of ups and downs. We'll be fine. I'll race you to the front!
Chris	It's not just that, Casey. This is the first run ever. We'll be the first to see the hangings!
Jamie	Okay, but I'll do it now. But if I pass out, you're all carrying me home!
Pat	Deal! And look, we'll all hold hands and feet inside the cart at all times, please!
Morgan	Remember, it's all about the story. This is going to be a great story to tell!
Casey	Here we go, the front seats are our secondary!
Chris	<i>(As the ride starts)</i> This is it! Hold on tight!
Jamie	Why did I agree to this? Why?!
Pat	Because you're braver than you think, Jamie! Here comes team time!
Morgan	We're doing this together, Jamie! Look, we're at the top! What a view!
Casey	<i>(Screaming)</i> This is awesome! Did you see me? I had my hands up the whole time!
Chris	<i>(After the ride ends)</i> That was incredible! The Rocket didn't disappoint!
Jamie	I did it! I actually did it! And I didn't faint! That was... actually amazing!
Pat	Told you! Nothing beats the rush of a roller coaster! What did I say—smooth sailing!
Morgan	Jamie, you were so brave! We all were! Casey, even you looked scared at one point!
Casey	No way, I was just... maximizing the experience! But hey, let's do it again!

FLUENCY READINGS

Fluency in reading is the ability to read text accurately, quickly, and with expression. This helps in understanding what's being read.

Fluency means:

1. Reading a story smoothly, without stumbling over words.
2. Reading a sentence with the proper tone and pace.
3. Quickly recognizing words and phrases, making reading seem effortless.
















Read each sentence once. Count the number of mistakes (stumbled, mispronounced, etc.) you made in the provided column.


























































































































	Read the sentence	No. of Mistakes
1	A quick zephyr breeze swept across the meadows.	
2	Vivacious Vanessa values vibrant colors.	
3	Complex technicalities confound the astute.	
4	Precocious pupils prefer preposterous puns.	
5	The cacophony in the cafeteria caused considerable consternation.	
6	An anomaly in the algorithm anomalistically activated an alarm.	
7	The chronology of chronological events was chaotically chronicled.	
8	The philosopher's thesis on metaphysical miscalculations was mesmerizing.	
9	Pseudoscientific psychobabble perplexes pragmatic pupils profoundly.	
10	The lexicographer's lexicon elucidated exceptionally esoteric expressions.	

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 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)

Identify

Read the description provided and identify the word that ends with the suffix "-ist".

	1) Studies matter, energy, and motion.
	2) Examines eyes, prescribes glasses.
	3) Explores mental processes, behaviour.

Reading

Read each sentence once. Count the number of mistakes (stumbled words, mispronounced, etc.) you made in the provided column.

	Sentence	No. of Mistakes
1	The protagonist's pursuit was perilously palpable.	
2	Cryptic cryptography confounds the keenest codebreakers.	
3	Quantum quandaries qualitatively quell quixotic quests.	

Oral Communication Unit

Activity: Listening Relay

Objective

What are we learning more about?

To emphasize the importance of effective listening in communication by demonstrating how miscommunication can lead to errors and confusion.

Materials

What do we need for our activity?

- ✓ 10 hand-drawn sentences on a piece of paper - provided
- ✓ A stopwatch
- ✓ A whiteboard or blackboard and markers or chalk.
- ✓ Space in the room for a line or a relay race setup.



Instructions

How do we complete the activity?

- 1) Divide the class into teams of 4 or 5 students.
- 2) Give the first student in each team a sentence from the list (one sentence for each team).
- 3) The first student whispers the sentence into the ear of the next student, who then whispers it to the next, and so on, until it reaches the last student.
- 4) The last student writes the sentence they heard on the whiteboard.
- 5) The original sentence is then revealed, and teams can see how close they were to the original.
- 6) The activity continues until all sentences from the list have been used.
- 7) The team with the most accurate sentences at the end wins.

Sentences

Use these sentences for the game

The moose wandered through the Canadian forest.

Ice hockey is a popular sport in our country.

I enjoy seeing colourful leaves in the autumn.

The Rocky Mountains stretch across western Canada.

We celebrated Canada Day with friends at a picnic.

Poutine is a dish made of fries, gravy, and cheese.

The CN Tower in Toronto offers a breathtaking view.

Our national animal is the beaver.

Many Canadians speak both English and French.

Vancouver is known for its beautiful coastal scenery.

PREVIEW

Activity: Two Types of Listening

Objective

What are we learning more about?

To help students understand the distinction between active and passive listening and their applications in real-life scenarios.

Materials

What do we need for our activity?

- ✓ Stories or anecdotes (about a paragraph long).
- ✓ A list of 5-7 questions for each story.
- ✓ Paper and pencils for students.
- ✓ Audio recording device if you prefer to play the stories rather than read them out loud.



Instructions

How do we complete this activity?

- 1) Tell students that they're going to hear two different stories. For the first story, they should just listen without taking any notes or making any questions. This will represent passive listening.
- 2) Read out (or play) the first story.
- 3) After the story, immediately ask the list of questions related to that story. Students should answer based on memory.
- 4) Now, for the second story, instruct students that they should listen very attentively, nod if they understand, and they can jot down any key details if they wish. This will represent active listening.
- 5) Read out (or play) the second story.
- 6) Ask the list of questions related to the second story. Again, students should answer based on their understanding and any notes they took.
- 7) Discuss as a class the differences in their experiences and responses during the two types of listening.

Stories

Read the stories below

Story 1 - Passive Listening

On a cold winter day in Vancouver, Maya decided to visit the local library. She wore her favourite red scarf and brown boots. While browsing the history section, she bumped into her friend, Liam, who was searching for a book on Canadian wildlife. They chatted briefly about their weekend plans before Maya checked out a book about the Northern Lights.

Story 2 - Active Listening

In Montreal during the summer festival, Alex and Zoe decided to try some new foods. Alex had a poutine with extra cheese curds, while Zoe opted for a maple syrup ice cream cone. They sat near the main stage, listening to a band play traditional Québec music. As the sun set, they watched a group of dancers in blue and white costumes.

Questions

Answer the questions below

1) How did you feel during the passive listening and active listening sessions?

2) Were you able to recall more details from the first or second story? If so, do you think that is?

3) When might passive listening be appropriate in real-life scenarios? And when might active listening be more beneficial?

Passive Listening	Active Listening

Activity: Constructive Feedback

Objective

What are we learning more about?

To provide students with a structured setting to practice giving and receiving feedback, emphasizing the importance of constructive critique and positive reinforcement in group settings.

Materials

What do we need for our activity?

- ✓ Art supplies (e.g., colored pencils, markers, crayons).
- ✓ Timer or stopwatch.
- ✓ Feedback guidelines sheet (see below).



Instructions

How do we complete the activity?

- 1) Each student is tasked with drawing or writing a short piece on a given topic (e.g., "My favorite Canadian landmark" or "A special memory"). They have 10 minutes to complete this.
- 2) Once finished, students form groups of 4-5.
- 3) In each group, one student shares their work, while others listen attentively.
- 4) After presenting, group members take turns giving feedback. They must provide one positive comment and one suggestion for improvement based on the feedback guidelines.
- 5) Rotate until all members of the group have presented and received feedback.
- 6) After the activity, the class can discuss their experiences and insights gained.



Write/Draw

Write or draw using one of the topics below

Fairy Tale	Dream Vacation	Future City	Sports Moment
Alien Visit	A Big Race	Mountain Adventure	Inventions

PREVIEW

Feedback Prompt

After listening to other students, use these feedback prompts

One thing I really appreciated in your work was...

Can you help me understand the reason behind...?

Have you considered looking at it from this angle...?

I think this part might be clearer if you...

I can see the effort you put into this, especially in...

How do you think it would turn out if you tried...?

I believe there's potential in this section. Maybe you could expand on...

Have you thought about collaborating with someone on this particular aspect?

Revisiting this part with a fresh perspective might offer new insights. What do you think?

Keep up the good work! I'd love to see more of...

Activity: "The Paraphrase Chain"

Objective

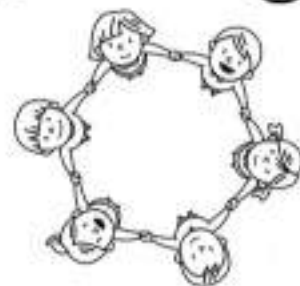
What are we learning more about?

To enhance students' listening and comprehension skills by challenging them to paraphrase successive versions of a given statement, maintaining its core meaning.

Materials

What do we need for our activity?

- ✓ A list of 10 prompts or statements - provided on page _____



Instructions

How do we complete the activity?

- 1) **Introduction:** Briefly explain the concept of paraphrasing, which is to express the same idea in different words without changing the meaning.
- 2) **The Game Setup:** Have students sit in a circle. The first student starts as the "Initial Speaker."
- 3) **Statement Reading:** The "Initial Speaker" picks a prompt from the list and reads it aloud to the class.
- 4) **Paraphrase Chain:** The next student in the circle must paraphrase the original statement. The following student must then paraphrase the paraphrased statement. This continues around the circle until someone struggles to paraphrase without changing the meaning or until it returns to the "Initial Speaker."
- 5) **Stop and Reflect:** When the chain ends, discuss as a class how the final paraphrase compares to the original statement. Did it maintain the original meaning? Why or why not?
- 6) **New Round:** After each round, a new student picks a new prompt and starts a new paraphrase chain.
- 7) **Wrap-up:** Discuss the challenges and triumphs of the activity. Which paraphrases worked well, and why?

Prompts

Cut them out or have students choose one from the table

Eating vegetables is good for your health.

Exercise helps you feel more energetic.

Rainy days make me feel cozy indoors.

Learning a new language is challenging but rewarding.

Playing sports teaches you about cooperation.

Eating is the most important meal of the day.

Reading expands your imagination and vocabulary.

Taking care of a pet teaches responsibility.

Travelling to new places is educational and exciting.

Listening to music can change your mood.

Reflection

Answer the questions below

1) Why is paraphrasing a useful skill?

2) How does paraphrasing differ from simply repeating?

3) When might you use paraphrasing outside of the classroom?

Activity: Podcast Detective

Objective

What are we learning more about?

To enhance students' ability to actively listen and comprehend audio content, while practicing note-taking skills to capture key details and themes.

Materials

What do we need for our activity?

- ✓ Selection of diverse appropriate podcasts or short educational videos on diverse topics (e.g., Canadian history, science, or cultural stories).
- ✓ Paper and pens for students to take notes.
- ✓ Playback device (e.g., computer, tablet, or projector for videos).
- ✓ Prepared set of comprehension questions for each podcast/video.



Instructions

How do we complete the activity?

- 1) Divide students into small groups or pairs.
- 2) Assign each group a different podcast or video.
- 3) Instruct students to actively listen/watch and take notes on key characters, events, or facts presented.
- 4) After the podcast/video ends, provide each group with the set of comprehension questions related to their assigned content.
- 5) Groups will discuss and answer the questions based on their notes and memory.
- 6) Once all groups have completed their questions, conduct a class discussion where groups share the main takeaways from their assigned content and discuss their answers.
- 7) Optionally, students can swap podcasts/videos and repeat the process, allowing them to explore multiple topics.

Note Taking

Take notes while you listen to the media. Use jot notes, not full sentences. Record facts, statistics, and other important information.

Name of Media	
Date	
Topic	

Notes

PREVIEW

Questions

1)	
2)	
3)	

**Comprehension
Questions**

After listening to the media, answer the questions below using your notes.

1) What was the main topic or theme of the content?

_____2) Were there any unfamiliar terms or concepts? If so, what were they?

_____3) How would you summarize the content in three sentences?

_____4) What did you find most surprising or intriguing about the content?

_____5) Write at least 3 interesting facts or things you learned from the content.

_____**PREVIEW**

Activity: Speech Swap

Objective

What are we learning more about?

To help students understand the significance of adapting their speech based on their target audience and the intended purpose of the communication.

Materials

What do we need for our activity?

- ✓ Scenario cards (provided below).
- ✓ Role-play props (optional) like hats, glasses, or other items that help students get into character.
- ✓ Timer or stopwatch.
- ✓ Feedback sheets for students to provide feedback on the role-plays.



Instructions

How do we complete the activity?

- 1) Divide students into pairs or small groups.
- 2) Assign each group a specific scenario from the list.
- 3) In each scenario, there will be a defined speaker, audience, and purpose.
- 4) Groups will be given time to prepare a short speech or dialogue tailored to their assigned audience and purpose.
- 5) Each group will then present their role-play in front of the class.
- 6) After each presentation, classmates can provide feedback using the feedback sheets, focusing on how well the speech was adapted for the audience and purpose.
- 7) Conclude with a class discussion about the challenges and insights gained from the activity.

**Comprehension
Questions**

After listening to the media, answer the questions below using your notes.

Speaker	Audience	Purpose
A student	School board	Propose a new extracurricular activity
A scientist	Young children	Explain a complex scientific concept in simple terms
An athlete	Team teammates	Motivate the team before a big match
A historian	Historians	Describe the significance of a Canadian historical site
A novelist	Potential publishers	Pitch a new book idea
A chef	Cooking show audience	Introduce a new traditional Canadian recipe
An environmentalist	Local community members	Advocate for a new recycling program
A musician	School talent show judges	Introduce a new song composition
A tech enthusiast	Elderly residents of a home	Explain the basics of using a smartphone
A local artist	Art fair visitors	Discuss the inspiration behind their latest artwork showcasing Canadian landscapes

Feedback Questions

Give feedback to one of the groups

1. Relevance: Was the content of the speech relevant and appropriate for the intended audience?

- Very Relevant
- Somewhat Relevant
- Neutral
- Somewhat Irrelevant
- Very Irrelevant

2. Clarity: Clear and understandable was the speech?

- Very Clear
- Mostly Clear
- Neutral
- Somewhat Confusing
- Very Confusing

3. Engagement: Did the speaker engage with the audience effectively?

- Highly Engaging
- Moderately Engaging
- Neutral
- Slightly Distracting
- Not Engaging

4. Purpose Achievement: Do you feel the speaker achieved their stated purpose?

- Fully Achieved
- Mostly Achieved
- Neutral
- Slightly Missed
- Completely Missed

5. Adaptation: How well did the speaker adapt their speech style, tone, and language for the audience?

- Perfectly Adapted
- Mostly Adapted
- Neutral
- Slightly Off-Target
- Not Adapted

Activity: Speech Makeover

Objective

What are we learning more about?



To help students practice the skill of adapting existing content to make it suitable for a different target audience, emphasizing the importance of understanding the needs and comprehension levels of various listeners.

Material

What do we need for our activity?

- ✓ Pre-prepared speeches on various topics - provided
- ✓ Paper and pens for students



Instructions

How do we complete the activity?

- 1) Divide students into pairs or small groups.
- 2) Randomly assign each group one of the pre-prepared speeches. Half of the groups will receive a speech tailored for kindergarteners, while the other half will get one for high school students.
- 3) The task for each group is to adapt their assigned speech to the opposite audience: those with kindergartener speeches should elevate the examples and language for high school students, and vice versa for those with high school speeches.
- 4) Encourage students to retain the core message of the speech but to adjust the language, examples, and presentation style to make it engaging and understandable for the new target audience.
- 5) Students will work together to modify their assigned speech, keeping the new audience in mind.
- 6) Each group will then present both the original and adapted speeches to the class, highlighting the changes they made.
- 7) After each presentation, encourage a class discussion on the modifications, considering the effectiveness and appropriateness of the adaptations for the new audience.

Speeches

Cut out the speeches below. If it is a kindergarten speech, the group will need to alter it to make it appropriate for a high school class. If it is a high school speech, you will do the reverse.

Kindergarten Speeches

Topic: The Sun

"The Sun is a big, bright ball of light in our sky. Every morning, it rises and shines down on us, making the day bright and warm. Plants need the Sun to help them grow big and strong. At the end of the day, the Sun goes down, and it's time for the moon to come out. Just like how we rest at night, the Sun takes a break until the next day!"

Topic: Why We Brush Our Teeth

"Every day, we take our toothbrush and some toothpaste on it to clean our teeth. Brushing our teeth helps get rid of bad bits and keeps our mouths fresh. It's like giving our teeth a little bath every day! If we brush regularly, our teeth will stay strong, shiny, and happy. Plus, we can have a beautiful smile to share with everyone!"

Topic: Animals in Winter

"When it gets cold in the winter, animals have different ways of staying warm. Some animals, like big bears, find a cozy spot and take a long nap called hibernation. Birds, on the other hand, flap their wings and fly to warmer places where they can find food. And some animals, like rabbits, grow thicker fur to keep warm. It's amazing how each animal has its own winter plan!"

Topic: Shapes Around Us

"Everywhere we look, we can find different shapes. The door we walk through? That's shaped like a rectangle. The clock that tells us the time? It's shaped like a circle. Our toy blocks come in shapes like squares, triangles, and more. Shapes are fun to spot, and they make everything around us special and unique. Next time you're outside, see how many shapes you can find!"

Speeches

Cut out the speeches below. If it is a kindergarten speech, the group will need to alter it to make it appropriate for a high school class. If it is a high school speech, you will do the reverse.

High School Speeches

Topic: Photosynthesis

Photosynthesis is a fundamental biological process that enables plants to convert light energy, primarily from the Sun, into chemical energy in the form of glucose. This process involves chlorophyll, a green pigment in plant cells, capturing the sunlight. The light energy then fuels a chemical reaction that combines carbon dioxide and water to produce glucose. Glucose serves as a vital energy source for the plant, powering its growth and development. Beyond plants, photosynthesis is the foundation of our ecosystem as it's the starting point of the food chain.

Topic: Dental Hygiene and Health

Dental hygiene, often summarized as brushing and flossing, goes beyond ensuring a captivating smile. It plays a crucial role in preventing oral diseases, cavities, and gum infections. Consistent dental care helps eliminate bacteria that can erode tooth enamel and cause decay. Furthermore, emerging research highlights a potential link between oral health and broader systemic health issues, such as cardiovascular disease. This interconnectedness emphasizes the profound importance of maintaining good dental practices.

Topic: Animal Adaptations in Winter

Winter presents a host of challenges for wildlife, from freezing temperatures to scarce food supplies. However, animals have evolved remarkable adaptations to overcome these challenges. Mammals like bears have adopted hibernation, a deep sleep that conserves energy and sustains them through food-scarce months. Birds, such as geese, embark on long migratory journeys to warmer regions, ensuring they have access to food. Other animals, like the snowshoe hare, undergo physical changes, growing thicker, white fur to blend into the snowy landscapes and insulate against the cold.

Topic: Geometry in Architecture

Geometry, the branch of mathematics concerned with shapes and their properties, is a cornerstone of architectural design. From the precise angles of ancient pyramids to the innovative designs of contemporary skyscrapers, geometry ensures structural integrity and aesthetic appeal. By understanding and applying geometric principles, architects can create buildings that are both safe and visually captivating. Modern software even allows architects to experiment with complex geometric patterns, pushing the boundaries of design. Ultimately, geometry and architecture are intertwined, each enhancing the other's potential.

Activity: Cultural Charades

Objective

What are we learning more about?

To introduce students to the cultural variations in non-verbal communication, helping them recognize and appreciate the diverse ways in which different cultures express emotions, intents, and messages without words.

Materials

What do we need for our activity?

- ✓ Flashcards with different non-verbal cues from various cultures. Example: bowing, bowing head, avoiding eye contact, etc.
- ✓ Information sheets or posters describing the cultural context of each cue.
- ✓ A world map or globe.
- ✓ Timer or stopwatch.



Instructions

How do we complete the activity?

- 1) Begin with a short discussion on non-verbal communication and have students to share examples of body language they use daily.
- 2) Introduce the concept of cultural variations in non-verbal communication.
- 3) Divide students into small groups and distribute a set of flashcards to each group.
- 4) Each group will pick a card and act out the non-verbal cue, while the rest of the class tries to interpret its meaning.
- 5) After each round, discuss the cultural origin of the non-verbal cue using the information sheets or posters. Use the world map or globe to show the country or region where the cue originates.
- 6) Emphasize that while some gestures might be considered positive or neutral in one culture, they might be offensive or have a completely different meaning in another.
- 7) Rotate until each group has had a chance to act out several cues.

Gestures

Cut out the gestures below

Gesture	Explanation
Bowing from the waist with hands at the sides. Deeper bows indicate more respect.	Japan: A sign of respect or apology.
Lowering eyes and refraining from direct gaze, especially when speaking to someone of authority.	Many East Asian cultures: Seen as respectful, especially towards elders or superiors.
Arms extended palm down, making a scratching motion using fingers.	Southeast Asian countries: A common way to call someone over.
Placing palms together in a prayer position and bowing the head slightly toward the hands.	Thailand: "Wai" gesture - a sign of greeting or showing respect.
Tapping the side of the nose with an index finger.	Arab cultures: Indicates something is a secret.
Touching the fingertips of the right hand to the forehead while passing by someone.	Muslims: A way to show respect when greeting elders.
Raising a foot or sitting so the sole of a foot points towards someone.	Middle Eastern culture: Considered disrespectful.
Joining thumb and index finger to create a circle while other fingers are extended outwards.	India: Symbol for "zero" or "nothing".
Cupping a hand behind the ear, leaning forward slightly.	Philippines: It means "I can't hear you."
Gently tugging or touching one's own earlobe with fingers.	Some Mediterranean cultures: Indicating someone is loved or cherished.

Gestures

Cut out the gestures below

Arm extended upwards, palm forward, and a twisting motion from the wrist.

Kenya: Means "Come here."

Using the hand to pat or touch the top of someone's head.

Thailand and some other Asian countries: Can be offensive, especially to elders or monks.

Using the palm with fingers are curled into a fist to touch something or someone.

Indonesia: Pointing with a finger can be considered rude.

Making a quick snapping sound with fingers and then pointing or gesturing with the hand.

Ethiopia: Used to call waiters or get someone's attention.

Pressing palms together and shaking them vertically in front of one's chest.

Japan: Common gesture of greeting or saying "Thank you."

Placing a finger at the temple and twirling it in a circular motion.

Argentina: Refers to someone who is crazy.

Poking one's own cheek with a finger, sometimes puffing the cheek out slightly.

Bolivia: Refers to someone who is chubby or plump.

Pinching the earlobe between the thumb and index finger.

Brazil: Indicating regret or saying "If I had listened to you..."

Placing one hand over the heart, sometimes with a slight bow of the head.

Turkey and some Middle Eastern cultures: Signifying sincerity and heartfelt thanks.

Snapping fingers briskly and then pointing or gesturing with the hand.

Iran: Used to signal "No" or "Not now."

Activity: Voice Modulation Mastery

Objective

What are we learning more about?

To teach students the power of voice modulation in communication and help them understand how changing the tone, pitch, volume, and pace of their voice can drastically alter the meaning and impact of their words.

Materials

What do we need for our activity?

- ✓ A set of short sentences or phrases written on cards. Examples: "Is that so?", "Really?", "Tell me more!"
- ✓ A voice modulation guide (can be handmade) indicating different types of voice modulation (whisper, shout, fast pace, slow pace, high pitch, etc.)
- ✓ A recording device (a smartphone or computer will suffice).



Instructions

How do we complete the activity?

- 1) Begin the session by discussing how the way we say something is as important as what we say.
- 2) Introduce the concept of voice modulation using the guide posted in the room.
- 3) Divide the students into pairs. Each pair will draw a sentence card and a voice modulation card.
- 4) The task is to convey the sentence using the specific voice modulation indicated on their card.
- 5) If available, use the recording device to record each student's modulation.
- 6) After everyone has had a turn, play back the recordings (if used) and discuss as a class the different feelings and meanings conveyed through the modulations.
- 7) Encourage students to practice different modulations with the same sentence to see how many different interpretations they can create.

Sentences

Cut out the sentences below

Short Sentences

Is that so?

I can't believe it!

Really?

Tell me!

I no longer...

Why would I do that?

That's incredible!

I'm not so sure.

Can you repeat that?

What a surprise!

You're joking, right?

That's not fair!

How did that happen?

I totally agree.

I'm confused.

That's so kind of you.

I've heard that before.

What's the big deal?

You've got to be kidding!

That sounds amazing.

PREVIEW

Voice Modulation Methods

Cut out the options below

Voice Modulation	Description
Sad Tone	Speaking with a subdued or downcast tone.
Sarcasm	Saying something but meaning the opposite, often in a mocking tone.
Emphasis	Stressing certain words to convey importance or energy.
Questioning Tone	Speaking with an upward inflection, indicating a question.
Pause	Introducing a brief period of silence for emphasis.
Vibrato	A slight, rapid, and regular wobble in the voice.
Nasal	Speaking through the nose, giving a distinctive tone.
Breathy	Speaking with a noticeable release of air, sounding soft or intimate.
Husky	Speaking with a low, slightly rough voice.
Cheerful	Speaking with a tone that conveys happiness or optimism.

Activity: Clarity Courtroom

Objective

What are we learning more about?

To teach students the importance of crafting clear messages and presenting them coherently. Through role-playing in a courtroom setting, students will learn to articulate their points clearly and understand the significance of clear communication.

Materials

What do we need for our activity?

- ✓ Cards with scenarios or topics for debate (e.g., "Should cell phones be mandatory?", "Are smartphones a social force for good?").
- ✓ A makeshift judge's bench (e.g., a small object).
- ✓ Costumes or badges (optional, added fun).
- ✓ A timer.



Instructions

How do we complete the activity?

- 1) Divide the class into groups of four. Each group will have a prosecutor, a defendant, a witness, and a judge.
- 2) Provide each group with a debate topic or scenario card.
- 3) The prosecutor and defendant will each prepare their arguments on the topic. They should ensure their messages are clear and articulate.
- 4) The witness will provide information to support either the prosecutor or the defendant, but they must be questioned by the opposing side.
- 5) Each participant will get a set time (e.g., 2 minutes) to present their case.
- 6) The judge will listen to all arguments and then decide which side presented their message more clearly and coherently.
- 7) After each round, students can switch roles and be provided with a new topic or scenario.

Scenarios

Cut out the scenarios below

Should students be allowed to bring pets to school?

Is it better to read books in print or digitally?

Should students have homework over the weekends?

Are video games beneficial or harmful for students?

Should schools have a four-day week instead of five?

Is it better to study in groups or alone?

Should schools have uniforms?

Are school uniforms good or bad?

Should cell phones be allowed in schools?

Is it important for students to learn a second language?

Should schools have more field trips?

Are online classes as effective as in-person classes?

Should students be graded on effort or results?

Are annual exams the best way to evaluate students?

Should schools implement more practical life skills courses?

Is it better for students to have a longer summer break or more short breaks?

Should students participate in community service as a school requirement?

Are sports and physical education necessary in schools?

Should students be allowed to choose their own subjects?

Is it better to have open book exams or closed book exams?

PREVIEW

Activity: Word Swap Workshop

Objective

What are we learning more about?

To teach students the significance of precise word choice in oral communication by analyzing and modifying speeches or dialogues, understanding how subtle changes can greatly alter the impact of what's being conveyed.

Materials

What do we need for our activity?

- ✓ Printed excerpts of famous speeches or dialogues from literature – 6 are provided.
- ✓ Highlighters
- ✓ Thesaurus (physical or online access).
- ✓ Recording device (optional) – a phone or computer will suffice.



Instructions

How do we complete this activity?

- 1) Begin by discussing the importance of word choice in oral communication. Explain how just one word can change the tone, meaning, or impact of a message.
- 2) Hand out the printed excerpts of speeches or dialogues. Assign all groups of students.
- 3) Ask students to read through their provided excerpt and highlight words they believe are particularly impactful or convey strong emotions or messages.
- 4) Using the thesaurus, students should find synonyms for the words they've highlighted and discuss if the synonym would alter the message's impact.
- 5) Each group will then rewrite their excerpt, swapping out some original words for their chosen synonyms.
- 6) Ask groups to present their original and modified excerpts. If a recording device is available, they can record both versions for playback.
- 7) After presentations, discuss as a class how the meaning or impact changed based on word choice.

Speech

Read the speech below and highlight or underline impactful words

Abraham Lincoln's Gettysburg Address, delivered in 1863

"Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live."

Write synonyms for impactful words. You can write more than one for each impactful word.

Rewrite

Rewrite the speech below with your choice

Activity: Descriptive Relay Race

Objective

What are we learning more about?

To enhance students' understanding and use of adjectives and adverbs by collaboratively expanding upon basic sentences.

Material

What do we need for our activity?

- ✓ Chalkboard or whiteboard
- ✓ Dry erase marker or chalk
- ✓ Timer or stopwatch
- ✓ Pre-written basic sentence flashcards (e.g., "The cat sat." or "He ran.")



Instructions

How do we complete the activity?

- 1) Divide the class into two or more teams and place each team on one side of the room.
- 2) On the opposite side, place the chalkboard or whiteboard where everyone can see.
- 3) Give the first student in each line a basic sentence flashcard.
- 4) When the timer starts, the first student runs to the board and writes their sentence, adding one adjective or adverb to it (e.g., "The black cat sat." or "He ran quickly.")
- 5) The student then runs back and hands the marker/chalk to the next student, who adds another adjective or adverb, without making the sentence grammatically incorrect.
- 6) Continue the relay until all students have had a chance to add to the sentence or until the timer goes off.
- 7) Review the sentences as a class, discussing the use and placement of the adjectives and adverbs.

Sentences

Add adverbs or adjectives to the sentences below

The bird flew.

She sings.

He dances.

The dog barked.

I read.

The sun set.

They laughed.

The wind blew.

He ate.

She painted.

The children played.

We travelled.

The fish swam.

She writes.

The rain fell.

The bird flew.

PREVIEW