



# Preview - Information



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

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

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

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# Google Slides Lessons Preview





# 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 30 words in the word search and draw pictures. Look at the word list to help you!

Word	Definition	Example
ambitious	having a strong desire to succeed	She is very ambitious.
ambitious	having a strong desire to succeed	She is very ambitious.
ambitious	having a strong desire to succeed	She is very ambitious.
ambitious	having a strong desire to succeed	She is very ambitious.
ambitious	having a strong desire to succeed	She is very ambitious.
ambitious	having a strong desire to succeed	She is very ambitious.
ambitious	having a strong desire to succeed	She is very ambitious.
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ambitious	having a strong desire to succeed	She is very ambitious.

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

unhappy
unfriendly
unpleasant
unfair
unjust
unhealthy
unwise
unpleasant
unfriendly
unhappy

*(Illustrations: a basket and a trash can)*

### 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 versions. Mark the version that tells what is happening.

 <input type="checkbox"/> The person jumps through the hole. <input type="checkbox"/> The person is running to the finish line.	 <input type="checkbox"/> The person is running to the finish line. <input type="checkbox"/> The person is running to the finish line.
 <input type="checkbox"/> The person is holding a trophy. <input type="checkbox"/> The person is holding a trophy.	 <input type="checkbox"/> The person is running to the finish line. <input type="checkbox"/> The person is running to the finish line.
 <input type="checkbox"/> The person is running to the finish line. <input type="checkbox"/> The person is running to the finish line.	 <input type="checkbox"/> The person is running to the finish line. <input type="checkbox"/> The person is running to the finish line.



# Ontario Language Curriculum Foundations of Language - Grade 7

## Suffix -Ing

Decide if the word with the Suffix -ing makes sense

Word	Makes Sense?
cooking	
drawing	
wing	
string	
thing	
thinking	
jumping	
ring	
playing	

Word	Makes Sense?
walking	
climbing	
bringing	
morning	
singing	
reading	
cleaning	
king	
sing	

## Prefix Re-

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

**Across**

- 1) a person who works
- 2) a person who is very angry
- 3) a small boat
- 4) a person who is very smart

**Down**

- 5) a person who is very smart
- 6) a person who is very angry
- 7) a small boat
- 8) a person who is very smart
- 9) a person who is very smart

## Choose the correct word

Use the words in the box to complete the sentences.

1. The teacher was very **impressed** with the students' work.

2. The scientist was **amazed** to find out that the experiment worked.

3. The judge was **surprised** to see that the defendant was innocent.

4. The teacher was **impressed** with the students' work.

5. The scientist was **amazed** to find out that the experiment worked.

6. The judge was **surprised** to see that the defendant was innocent.



# 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.

to be afraid of	to be nervous	to be surprised	to be angry
to be excited	to be sad	to be happy	to be bored
to be surprised	to be nervous	to be angry	to be bored
to be excited	to be sad	to be happy	to be bored
to be surprised	to be nervous	to be angry	to be bored
to be excited	to be sad	to be happy	to be bored
to be surprised	to be nervous	to be angry	to be bored
to be excited	to be sad	to be happy	to be bored
to be surprised	to be nervous	to be angry	to be bored
to be excited	to be sad	to be happy	to be bored

## Deep

Read each sentence and match the right word to describe an action, an event, or a state of being.

Describes an action	Describes an event	States of being
The team <b>was</b> excited during the game.	The meeting <b>was</b> after lunch.	The parade <b>was</b> downtown at noon.
He <b>was</b> nervous about the exam.	The accident <b>was</b> on the highway.	The class <b>was</b> the most quiet.
She <b>was</b> very nervous before school.	The snow <b>was</b> current.	She <b>was</b> very excited today.
He <b>was</b> really after dinner.		

## Match

Match each sentence to the picture it matches.


Match the sentences to the pictures:

- The dog was barking.
- The chair was broken.
- The girl was reading.
- The flowers were colorful.
- The boys were playing.
- The boy was talking.



# 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
<b>B1.1</b>	<b>Effective Listening Skills</b> 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
<b>B1.2</b>	<b>Listening Strategies for Comprehension</b> 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
<b>B1.3</b>	<b>Speaking Purposes and Strategies</b> identify the purpose and audience for speaking in formal and informal contexts, and choose appropriate speaking strategies to communicate clearly and coherently	255 – 264
<b>B1.4</b>	<b>Oral and Non-Verbal Communication Strategies</b> 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
<b>B1.5</b>	<b>Word Choice, Syntax, and Grammar in Oral Communication</b> 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



	<b>Curriculum Expectations – Overall Expectations</b>	<b>Pages</b>
<b>B2.1</b>	<b>Word Choice, Syntax, and Grammar in Oral Communication</b> 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
<b>B2.2</b>	<b>Vocabulary</b> 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
<b>B2.3</b>	<b>Reading Fluency: Accuracy, Rate, and Prosody</b> 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
<b>B3.1</b>	<b>Syntax and Sentence Structure</b> 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
<b>B3.2</b>	<b>Grammar</b> 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.
<b>B3.3</b>	<b>Capitalization and Punctuation</b> 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



# 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		
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>	
Threat	<i>Threat</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 | <input type="checkbox"/> Different from; not similar to. |
| 2) Unlocked | <input type="checkbox"/> To free from being bound.       |
| 3) Unlike   | <input type="checkbox"/> Not certain or confident.       |
| 4) Unseen   | <input type="checkbox"/> Something that is locked.       |
| 5) Unsure   | <input type="checkbox"/> To free from being bound.       |

### Completion

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

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

	1) She felt a sense of _____ walking through the _____ 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, he walked home.	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 time.		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) In a moment.	

Mix and Match Match the fragments with the complete sentences.

ANSWER	FRAGMENTS	COMPLETE SENTENCES
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	S	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	E	S	I	D	R	E	F	U	G	E	E	X	S			
Q	R	H	E	U	R	I	O	N	E	E	R	G	N	E	W	A			
L	U	D	A	D	E	N	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	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	S	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 <sup>st</sup> Try	2 <sup>nd</sup> Try	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
1)	They explored unknown lands.				
2)	She felt a wave of panic 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) Show of bravery.
	Receding	D) Showing fear inside.
	Collaborating	E) Moving furniture away.
	Comprehending	F) Drawing attention away.
	Negotiating	G) Plan for building/drawing.
	Navigating	H) Working together.
	Blistering	I) Causing great fear.
	Blizzard	J) Lung inflammation.
	Blueprint	K) Say suddenly without thinking.
	Blurt	L) Dangerously fast.
	Blustering	M) Discussing to reach agreement.
	Bloodcurdling	N) Breaking or violation.
	Bronchitis	O) Finding one's way.
	Broccoli	P) Talking loudly, boastfully.
	Breakneck	Q) Extremely hot or fast.
	Bravado	R) Understanding something.
	Bristle	
	Breach	

# 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)	Tom is _____ a book under the tree.	a) write
2)	They are _____ soccer in the park.	b) read
3)	He is _____ his favourite song.	c) bake
4)	The cat is _____ use around.	d) play
5)	We are _____	e) sing
6)	The sun is _____ brightly.	f) listen
7)	She's _____ cookies _____ bake.	g) shine
8)	The teacher is _____ on the _____ 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	

## 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 I was tired, I finished my 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: \_\_\_\_\_

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

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



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

	1) The turtle walked slowly across the path.
	2) I have a great collection of comic books.
	3) She eats cereal every morning for breakfast.
	4) He <u>looked</u> at the passing car.
	5) Taylor <u>said</u> if she saw any word.
	6) The <u>old</u> house at the end of the street looks haunted.
	7) I placed my book on the shelf next to the <u>one</u> .
	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.

1)	The cat purred.
2)	If it rains, we'll stay in.
3)	She danced gracefully.

4)	The sun shined brightly.
5)	Rain poured down heavily.
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 to _____ 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>reconsider</u> the argument after his teacher's feedback.	
2) She wanted to <u>revisit</u> the museum next summer.	
3) They will <u>rerun</u> the game because it snowed during the rain.	
4) I'll <u>recook</u> the pasta because I ate too much.	
5) Can you <u>relisten</u> to that song since I missed the lyrics?	
6) We should <u>rethink</u> our strategy after the team's losing.	
7) It's time to <u>replay</u> the video for the new students.	
8) He will <u>rebook</u> his flight ticket due to a schedule change.	
9) She will <u>redraw</u> her artwork because she got new colours.	
10) They want to <u>redrink</u> 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	Sentence	Correct / Run-On
1	The school has to refer policies students agree.	
2	I need to rejuvenate myself I'm so tired.	
3	There's a rusty shack I was	
4	My brother shuns broccoli he doesn't	
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: \_\_\_\_\_

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## INTERJECTION, CONJUNCTION, PREPOSITION

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

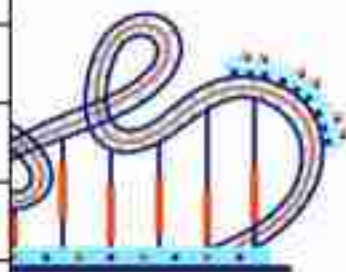
**Conjunction:** Connects words, phrases, or clauses; examples are "and," "but," "if" and "or".

**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.

- \_\_\_\_\_ That roller coaster looks intense.
- \_\_\_\_\_ I stubbed my toe on the chair.
- \_\_\_\_\_ I was \_\_\_\_\_ hearing that loud noise.
- \_\_\_\_\_ I \_\_\_\_\_ to \_\_\_\_\_ at home.
- \_\_\_\_\_ I \_\_\_\_\_ that \_\_\_\_\_ goal for our team.



**Identify**

Circle the conjunctions in each sentence.

- She loves reading and often visits the library.
- I wanted to play outside, but it started raining.
- You can have the apple or the banana for a snack.
- He forgot his lunch, so I shared mine with him.
- 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.

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.

REFORM	REALIGN	CHASTISE	
CHAGRIN	SHIRKED	SHUN	
CHAGRIN	SHUN	CHASTISE	
SHUN	REFORM	REALIGN	CHAGRIN
SHUN	CHASTISE	CHAGRIN	
CHAGRIN	SHUN	REALIGN	REFORM
REALIGN	CHAGRIN	CHASTISE	SHUN
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 she had seemed distracted. She was a bit nervous. With a hint of chagrin, she said, "Let's adjust 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 decided to reimagine his art project. His academic 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 **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)	

Name: \_\_\_\_\_

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# 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
	I 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 the 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 new cooperation.

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 books.	
2	Although it is 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.

<b>Sentence</b>	While the cake was baking in the oven, I prepared the frosting.
Independent	
Dependent	

<b>Sentence</b>	Since they practiced regularly, the team won the championship.
Independent	
Dependent	

<b>Sentence</b>	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 sensed 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.	Surprised	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)		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	

## 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	Disavour	Disassociate	Disappoint

- |    |                                       |
|----|---------------------------------------|
| 1) | _____ if not read correctly.          |
| 2) | I want to _____ from that mean group. |
| 3) | _____ ways _____ mess, 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	

Name: \_\_\_\_\_

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# 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.

<b>Simple</b>	Julia wanted to join the band.	She learned flute.
<b>Compound</b>		

<b>Simple</b>	The library was haunted.	Kids found it intriguing.
<b>Compound</b>		

<b>Simple</b>	Snow began to fall.	Everything turned white.
<b>Compound</b>		

Name: \_\_\_\_\_

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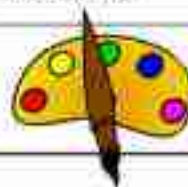
## COORDINATING CONJUNCTIONS – USING COMMAS

**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: **F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o.  
 When connecting two independent clauses (complete thoughts) using a FANBOYS conjunction, place a comma before the conjunction.

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

**Complete** Complete the sentences using "FANBOYS".



1	I wanted to do a new hobby, _____ I started painting.
2	She's always very stylish, _____ she never follows trends.
3	The experiment results _____ 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, _____ 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

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

**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 <sup>st</sup> Try	2 <sup>nd</sup> Try	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
1)	The... disarray after the party.				
2)	He tried to... without instructions.				
3)	The spectator felt disappointed... 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 use to join the following 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.

Answer	Word	Description
	Flimsy	A) Envy towards another's advantages.
	Symphony	B) In worth.
	Hierarchy	C) Music composition.
	Fallacy	D) A kind of fire.
	Jeopardy	E) Risk or danger.
	Proficiency	F) Act of growing or spreading.
	Vicinity	G) Weak; lacking strength.
	Jealousy	H) Style of cooking.
	Beguile	I) Incorrect argument or reasoning.
	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. Jolly	C. Flimsy	E. Vicinity	G. Hierarchy
B. Lacy	D. Jeopardy	F. Symphony	H. Proficiency

	My _____ felt _____ to fly on a windy day.
	We listened _____ first _____ in music class.
	The school's _____ meets with the principal.
	Believing all cartoons are _____ is a _____.
	Riding without a helmet puts you _____.
	Lisa's _____ in math _____ an _____.
	The park is in the _____ of _____.
	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 weekend.
- 4) They arrived at the movie theater on time.
- 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 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

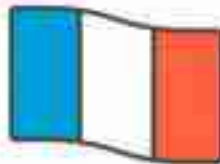
A **semicolon** (;) is a punctuation mark used to connect closely related ideas or separate items in a list when those items contain commas.

**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 so flimsy	Every detail was meticulously crafted.
2	She practiced the violin	She speaks five languages fluently.
3	The painting was exquisite	It won't withstand the strong winds.
4	She's a talented linguist	Last night I had 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.

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**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 bossy one he's at the top of our family tree. He's just a bit of a tyrant, but I don't let my jealousy get the best of me.	Robot	Alien
3)	My proficiency in languages makes me 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.		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	Stranger
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

**Think**Underline 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

**Instructions** Fill 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

## 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	_____ 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 finished her homework in the nick of time.

Revised Sentence: She finished 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.

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## 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** 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 out 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.

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## 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		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 <sup>st</sup> Try	2 <sup>nd</sup> Try	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
1)	She had a misconception about the rules.				
2)	His knotted white scarf he tried to wrangle the match 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.				

## Week 21 - 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

Replace the adverbial phrase in each sentence to a different 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 10 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	Suffix	New Meaning
Customize	-ize	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.

# 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** Choose the transitional words to fit the sentences, using commas correctly

_____	On the other hand	However
_____	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. _____	_____ the weather looks good.
5	He played well. _____	_____ he didn't appreciate.
6	The car is fast. _____	_____ it has a beautiful interior.

### Instructions

Underline the transitional words and insert commas.

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 hard all day; _____, 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 getting sleepy.       |
| 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.

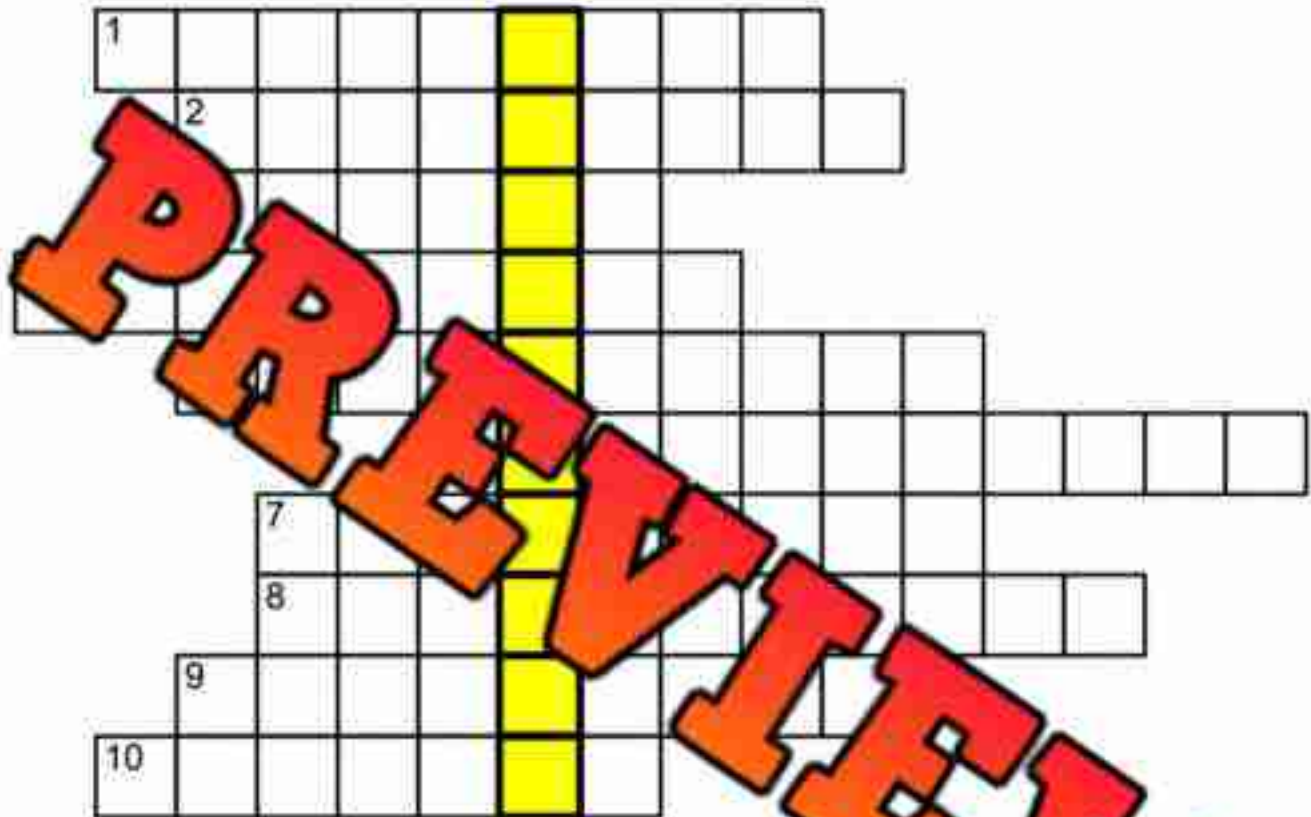
The recipe is complicated.

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 gaps. Use commas correctly.

1	_____ there were rewards for participating. Second _____
2	The plan had its benefits. _____ it was going to be _____ 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

**Think**Underline 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

**Complete**Complete the words by adding *gn* or *ng*.

1) A _____	ominious	11) Co _____ izant
2) Flabbergast _____	_____ lati _____	12) Startli _____ ly
3) Si _____ atory	_____ t	13) Enta _____ ling
4) Lo _____ itudinal	9) _____	14) Excruciat _____
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.

## 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 production, distribution, consumption.
Physicist	4) Explores matter and energy.
Chemist	5) Studies matter's nature, substances.
Psychologist	6) Studies mental processes and behaviours.
Journalist	7) Researches and reports on life events.
Journalist	8) Reports news, writes articles.

Write

Use the provided words in meaningful sentences.

Activist	
Publicist	
Pharmacist	
Novelist	
Optometrist	

## READER'S THEATER

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

## READER'S THEATER

Character	Dialogue
<b>Dad</b>	Okay, fam, let's make this the best road trip ever! National Park, here we come!
<b>Mom</b>	Did everyone use the bathroom? Remember, it's a long drive to the next rest stop.
<b>Max</b>	Got my headphones and phone charged. I'm set for the ride.
<b>Lilly</b>	I can't wait to see the canyons and waterfalls! Let's play I Spy for real landmarks!
<b>Grandpa</b>	Why, we didn't need gadgets. We had songs and the open road.
<b>Dad</b>	Open roads, looks like we're hitting our first detour. Adventure begins!
<b>Mom</b>	Mark, you packed the map and not just the GPS.
<b>Max</b>	Why? We have satellites guiding us?
<b>Lilly</b>	Oh, look! A canyon alongside us! This is amazing!
<b>Grandpa</b>	That there is a sign for you. Keep your eyes peeled for more, Lilly!
<b>Dad</b>	Whoops, looks like the GPS is wrong.
<b>Mom</b>	Good thing I brought the map. Let's find a scenic route and enjoy the view.
<b>Max</b>	My phone just died. What's the Wi-Fi word for the train?
<b>Lilly</b>	Forget the phone, Max! We're playing a game about what we'll see next!
<b>Grandpa</b>	You know, this detour is just like life—a bit unexpected but full of surprises.
<b>Dad</b>	Elaine, you were right. This scenic route is beautiful. The views are majestic!
<b>Mom</b>	See, sometimes the unplanned moments make the best memories.
<b>Max</b>	I guess it's not so bad. I'm getting some cool photos with my camera.
<b>Lilly</b>	And I'm recording notes of observations in my journal.
<b>Grandpa</b>	Back in my day, we just lived in the moment—no writing or pictures.
<b>Dad</b>	We're almost there, team. This trip is one for the books!
<b>Mom</b>	And let's not forget, the real adventure is enjoying the journey together.
<b>Max</b>	Yeah, I'm actually glad we took this route. It's been epic.
<b>Lilly</b>	Best family trip ever! Can we do this again next year?
<b>Grandpa</b>	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	Yes, I hear that? It sounded like footsteps upstairs... but we're all here.
Taylor	I say, this house is creepy enough without you adding to it. I don't know.
Sydney	Don't you know? This is Maple Lane, where the old legend of the Whistling Thief is rumored to live.
Alex	Sydney, knock it off here. There's no Whistling Thief.
Riley	Wait, Alex, your family's never mentioned it. 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 from the shadows.
Alex	Enough! Look, the fuse box is just in the basement. Let's go. Why waste time?
Riley	I'm with you, Alex. There has to be a reason for this, and it's not 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
<b>Cameron</b>	Guys, look at this weird symbol I found etched into an old book in the library.
<b>Ava</b>	That's the Silver Crest! It's rumoured to be the mark of the school's secret society!
<b>Eli</b>	Secret society? Cool! Maybe they have some high-tech secrets. Let's see if there are more clues.
<b>Sophia</b>	The symbol dates back to the founders. It's supposed to unlock something important about the school.
<b>Mr. Henderson</b>	That book, with the symbol on the cover, it's one of the oldest in our collection. What do you think you found?
<b>Cameron</b>	Just a symbol, Mr. Henderson. We were hoping it might be part of a school treasure.
<b>Ava</b>	I've heard about secret societies in the school. This book could be a key to one of them!
<b>Eli</b>	Look at this! I ran the symbol through an image search and it's connected to the school's blueprint.
<b>Sophia</b>	That makes sense! The founders were known for their puzzles and mysteries.
<b>Mr. Henderson</b>	<i>(Smiling subtly)</i> If you're up for it, why not investigate tonight?
<b>Cameron</b>	Tonight? Spooky! We'll meet here after dinner. Time to see what this Silver Crest is all about.
<b>Ava</b>	We'll document everything. This could be the biggest story of the year!
<b>Eli</b>	And I've got just the gadgets to help us navigate in the dark. This is going to be epic!
<b>Sophia</b>	I'll bring the historical records. If there's a secret to be uncovered, we'll find it!
<b>Mr. Henderson</b>	Remember, every secret has its guardians. Be mindful of what you discover.

## READER'S THEATER

Character	Dialogue
<b>Max</b>	Okay, team, Operation Birthday Bash is a go! We have exactly one week to plan the best surprise party ever for Dakota!
<b>Lila</b>	I'm thinking a superhero theme! Dakota loves comics, so we could have capes, masks... the whole nine yards!
<b>Sam</b>	But how are we going to keep this a secret? Dakota always finds out everything. Plus, where will we have it?
<b>Jules</b>	At the school gym. It's big, and I can distract Dakota after school with my soccer practice.
<b>Max</b>	Great idea, Jules. Sam, you're in charge of getting Dakota to the gym without suspicion. I'll handle the rest of the day of.
<b>Lila</b>	I'll handle the decorations and costumes. Maybe we can all wear superhero masks as well.
<b>Sam</b>	Knowing Dakota, she'll probably go to the gym to find me. This is going to be a disaster...
<b>Jules</b>	Not with all of us on it. We'll need a solid plan and some clever distractions. Plus, Max is the king of planning.
<b>Max</b>	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.
<b>Lila</b>	Max, I'll also create a secret group chat for us to talk to each other without risking Dakota overhearing.
<b>Sam</b>	I guess I can tell Dakota I lost something and need help. She always takes forever.
<b>Jules</b>	And I'll make sure the gym is booked. I know the coach will help us out with this.
<b>Max</b>	It's all coming together. Remember, not a word to Dakota. We need to act completely normal.
<b>Dakota</b>	Hey, what's everyone whispering about? You guys are acting weird.
<b>Lila</b>	Oh, just discussing a new... group project. Right, Max?
<b>Max</b>	Exactly! Just a boring history project. Nothing interesting.
<b>Dakota</b>	Cool, well, if you need any help, let me know. See you all later!
<b>Jules</b>	<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
<b>Chris</b>	Check it out! "The Rocket" is finally open. This is going to be epic, the tallest coaster in the park!
<b>Jamie</b>	It's so... high. And those loops! I'm not sure about this, Chris.
<b>Pat</b>	Trust me, Jamie, the engineering on this thing is top-notch. It's smooth sailing with a thrill!
<b>Morgan</b>	You don't have to do this. But we'll all be right there with you.
<b>Casey</b>	Just a bunch of ups and downs. We'll be fine. I'll race you to the front!
<b>Chris</b>	It's not that easy. This is the first run ever. We'll be the first to see the hangings.
<b>Jamie</b>	Okay, okay. I'll do it. But if I pass out, you're all carrying me home!
<b>Pat</b>	Deal! And look, we'll all have our hands and feet inside the cart at all times, please!
<b>Morgan</b>	Remember, it's all about the story. This is going to be a great story to tell!
<b>Casey</b>	Here we go, the front seats are our secondary!
<b>Chris</b>	<i>(As the ride starts)</i> This is it! Hold on tight!
<b>Jamie</b>	Why did I agree to this? Why?!
<b>Pat</b>	Because you're braver than you think, Jamie! Here come the team time!
<b>Morgan</b>	We're doing this together, Jamie! Look, we're at the top! What a view!
<b>Casey</b>	<i>(Screaming)</i> This is awesome! Did you see me? I had my hands up the whole time!
<b>Chris</b>	<i>(After the ride ends)</i> That was incredible! The Rocket didn't disappoint!
<b>Jamie</b>	I did it! I actually did it! And I didn't faint! That was... actually amazing!
<b>Pat</b>	Told you! Nothing beats the rush of a roller coaster! What did I say—smooth sailing!
<b>Morgan</b>	Jamie, you were so brave! We all were! Casey, even you looked scared at one point!
<b>Casey</b>	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.








	Sentence	No. of Mistakes
1	A quick zephyr darts across the meadows.	
2	Vivacious Vanessa values vibrant virtues.	
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 sentences 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 random sentences on a piece of paper - provided
- ✓ A stopwatch
- ✓ A whiteboard 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 to read (the original 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 the 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?

- ✓ A list of 2-3 anecdotes (about a paragraph long).
- ✓ A list of 5-7 questions for each story.
- ✓ Paper and pen 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 the 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 at 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 donut. 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?

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

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

Passive Listening

Passive Listening

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## 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 (colored pencils, markers, crayons)
- ✓ Timer or stopwatch
- ✓ Feedback guidelines sheet (see below).



### Instructions

How do we complete it?

- 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 others, 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

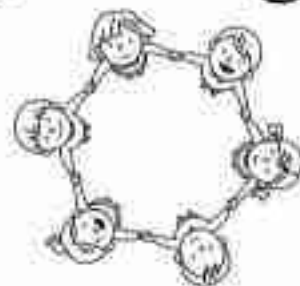
What are we learning more about?

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 you 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?

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2) How does paraphrasing differ from simply repeating?

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

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## 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.

### Material

What do we need for our activity?

- ✓ A selection of 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 groups 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	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 goal?

- 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?

- ✓ 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 new target audience: those with kindergartener speeches should elevate the complexity and vocabulary 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 germs that can hurt our teeth. It's like giving our teeth a little bath. If we brush regularly, our teeth will stay strong, shiny, and happy. Plus, we'll 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, recent 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 plummeting 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, nodding, 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 invite 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 downward, making a "V" shape with the index 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.	Muslim cultures: A way to show respect when greeting elders.
Raising a foot or sitting so the sole of a foot points towards someone.	Middle Eastern cultures: 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 index finger. Fingers are curled into a fist. It is used for pointing or someone's attention.

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: A 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, low 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 classroom.
- 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 emphasis.
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 harsh or nasal 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 [blank] be mandatory?", "Are smartphones a social force for good?").
- ✓ A makeshift judge's bench (all 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 for students 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 to swim and life jackets?

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?

## 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 (one per group)
- ✓ Thesaurus (physical or online access).
- ✓ Recording device (optional) – one or more computers will suffice.



### Instructions

How do we complete the 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 to 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 in your notebook the 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 sentences on 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 line them up on one side of the room.
- 2) On the opposite side, place the chalkboard or whiteboard with a timer.
- 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**



# Google Slides Lessons Preview





# Ontario Language Curriculum Composition (Writing) – Grade 7

## 3-Part Lesson Format

### Part 1 – Minds On!

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

**LEARNING GOAL**

We are learning to write clear paragraphs by using a strong topic sentence, supporting details, and a closing sentence so we can communicate ideas effectively.

**Choose the Best Ending**

<p>Sheila and Lisa were talking about their last lesson. Sheila said, "The teacher's best friend is..."</p> <p>a) Sheila's best friend is the teacher's best friend. b) Sheila's best friend is the teacher's best friend. c) Sheila's best friend is the teacher's best friend.</p>	<p>Sheila and Lisa were talking about their last lesson. Sheila said, "The teacher's best friend is..."</p> <p>a) Sheila's best friend is the teacher's best friend. b) Sheila's best friend is the teacher's best friend. c) Sheila's best friend is the teacher's best friend.</p>
<p>Sheila and Lisa were talking about their last lesson. Sheila said, "The teacher's best friend is..."</p> <p>a) Sheila's best friend is the teacher's best friend. b) Sheila's best friend is the teacher's best friend. c) Sheila's best friend is the teacher's best friend.</p>	<p>Sheila and Lisa were talking about their last lesson. Sheila said, "The teacher's best friend is..."</p> <p>a) Sheila's best friend is the teacher's best friend. b) Sheila's best friend is the teacher's best friend. c) Sheila's best friend is the teacher's best friend.</p>

### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

**Analyzing Paragraphs:**

Paragraph	Topic Sentence	Supporting Details	Closing Sentence
<p>Sheila and Lisa were talking about their last lesson. Sheila said, "The teacher's best friend is..."</p>			
<p>Sheila and Lisa were talking about their last lesson. Sheila said, "The teacher's best friend is..."</p>			



# Ontario Language Curriculum Composition (Writing) – Grade 7

### Parts of a Formal Letter – Drag and Match

Write the parts of a formal letter in the boxes on the left. Use the boxes on the right to help you.

The day the letter is written, written below the sender's address.

A polite greeting, such as "Dear Sir/Madam".

The address of the person receiving the letter, written below the date.

A polite ending followed by the sender's name and signature.

The address of the person writing the letter, placed at the top.

The main message of the letter, usually written in paragraphs.

A	Sender's Address	D	Receiver's Address
B	Salutation	E	Date
C	Closing & Signature	F	Body

### Purpose and Audience of Letters

Write the purpose and audience of each letter in the boxes on the left. Use the boxes on the right to help you.

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

### Quotation Detective: Fix the Errors

Find and correct the errors in the quotations and rewrite correctly in the "Edited" box.

Original	I like cookies said Emma.	Original	"Can I borrow your pen asked Jake"
Edited		Edited	
Original	"what time is lunch?" asked Mia.	Original	"I love basketball he shouted."
Edited		Edited	
Original	David said "lets play soccer"	Original	Uty said my cat is Ute.
Edited		Edited	
Original	"Do you want to go outside Sam?"	Original	The coach said "start running now."
Edited		Edited	



# Ontario Language Curriculum Composition (Writing) – Grade 7

### Spotting Bias in a Source

Read each statement carefully. Put an X if the source is biased and a ✓ if the source is reliable.

The article favors one side of an argument without giving the other side.	<input type="checkbox"/>	The content was reviewed by experts before being published.	<input type="checkbox"/>
The information is supported with clear facts and credible evidence.	<input type="checkbox"/>	The author only shares facts that support their own viewpoint.	<input type="checkbox"/>
The author uses emotional or exaggerated language to persuade readers.	<input type="checkbox"/>	The author's name or background is provided.	<input type="checkbox"/>
The source is connected to a group or company that benefits from the claim.	<input type="checkbox"/>	The source is mainly meant for entertainment, like satire or comedy.	<input type="checkbox"/>
The author gives opinions but does not provide proof.	<input type="checkbox"/>	The website tries to convince readers to buy a product or service.	<input type="checkbox"/>
The website includes ads or sponsorships that match the message of the article.	<input type="checkbox"/>	The content shares your personal opinions instead of balanced facts.	<input type="checkbox"/>

### Finding Solutions

**Problem:** Your group is working on a science project, but two members are not participating and keep distracting others. What would you do to handle the situation?

Your class member is upset with you because you accidentally shared something they told you in confidence. How can you solve this problem and make it right?

You studied for a math test but still got a very low score. You feel discouraged and sad. What can you do to improve next time?

Some classmates are planning to skip school and hang out with them. You don't want to disappoint your friends, but you also don't want to get in trouble. What would you do?

### Word Search

Find the poem types in the word search. Then search with a partner by writing the correct poem type in the lines provided.

A short, funny 5-line poem with rhythm and rhyme.

A poem with 24 lines that follows a rhyme pattern.

A short 3-line poem form.

A poem that tells a story with characters and events.

A poem with no set pattern or rhyme.

Words would be same at the end of lines.

Limerick     Narrative     Sonnet

Haiku     Rhyme     Free Verse



# 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:



	Curriculum Expectations – Overall Expectations	Pages
A1	Transferable Skills	
	<b>Preview of 100 pages from this product that contains 328 pages total.</b>	
A2	Demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media	42, 62, 104 - 118, 144, 193 - 201
A3	<u>Applications, Connections, and Contributions</u> 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	127 - 128, 165 - 166, 197 - 199, 225 - 227, 237 - 241, 243 - 245
		231 - 236

# Grade 7 – Language

## D1. Developing Ideas and Organizing Content



	Curriculum Expectations – Specific Expectations	Pages
D1.1	<u>Purpose and Audience</u> identify the topic, purpose, and audience for various texts they plan to create, and analyze why a chosen text form, genre, and medium was selected and audience, and how they will be used to convey the intended meaning	11 – 12, 56 – 61, 68 – 71, 73 – 74, 216 – 217, 231 – 232
D1.2	<u>Developing Ideas</u> generate and develop ideas and details about various topics such as diversity, equity, and inclusion in different areas, using a variety of sources and various resources, including their own experiences	13 – 15, 24 – 25, 35 – 37, 43 – 44, 48 – 53, 73 – 74, 80 – 86, 92 – 93, 100 – 101, 125 – 126, 143 – 144, 157 – 158, 178 – 179, 192, 197 – 199
D1.3	<u>Research</u> gather and synthesize information and relevant to a topic, using a variety of text sources and appropriate strategies; evaluate the quality, bias, and accuracy of information; verify the reliability of sources; and record the creator and source of all content created by others	53 – 56, 165 – 169, 182 – 185, 233 – 241, 244, 247
D1.4	<u>Organizing Content</u> classify and sequence ideas and collected information, using appropriate strategies and tools, and identify and organize relevant content, taking into account the chosen text form, genre, and medium	28 – 41, 48 – 58, 63 – 64, 78 – 79, 87 – 88, 90 – 95, 98 – 99, 109 – 110, 131, 133 – 142, 145 – 152, 177, 186 – 192, 204 – 208, 210 – 215, 220, 229 – 230
D1.5	<u>Reflecting on Learning</u> explain and compare how the strategies and tools used helped them develop ideas and organize content for texts of the chosen forms, genres, and media, and how they helped them improve as a text creator	16 – 18, 27, 42, 47, 62, 67, 72, 77, 98 – 99, 161 – 164, 167 – 168, 176, 180 – 181, 203, 242, 249

# Grade 7 – Language

## D2. Creating Texts



	Curriculum Expectations – Specific Expectations	Pages
D2.1	<u>Producing Drafts</u> draft complex texts of various forms and genres, including narrative, expository, and informational texts, using a variety of media, tools, and strategies	25, 54 – 55, 63 – 64, 73 – 74, 87 – 88, 100 – 102, 169 – 172, 182 – 185, 195 – 196, 221, 224, 246
D2.2	<u>Editing and Proofreading</u> and <u>Word Processing</u> write and edit texts in a personal style, and apply word-processing skills with fluency, automaticity, and proficiency to improve the content and effect of texts	43 – 44, 70 – 71, 121, 123 – 124, 195 – 196, 208, 209 – 215, 222, 251 – 264
D2.3	<u>Voice</u> establish a personal voice in their texts, using language and elements of style to express their thoughts, feelings, opinions about a topic, and using a tone appropriate to the form and genre	19 – 26, 59 – 61, 68 – 71, 218 – 219, 222 – 223
D2.4	<u>Point of View and Perspective</u> identify the point of view, perspectives, and bias conveyed in their texts, and explain how their messages might be interpreted by audiences with different perspectives	
D2.5	<u>Revision</u> make revisions to the content, elements of style, patterns, and features of draft texts, and add, delete and re-sequence sentences to improve clarity, focus, and coherence, using various strategies and seeking and selectively using feedback	26, 104 – 105, 193 – 195, 200 – 203
D2.6	<u>Editing and Proofreading</u> edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; edit digital texts using word-processing software, including spell- and grammar-checkers	44, 64, 74, 102, 159 – 160, 193 – 195, 200 – 201

# Grade 7 – Language

## D3. Publishing, Presenting, and Reflecting

	Curriculum Expectations – Specific Expectations	Pages
D3.1	<u>Producing Final Texts</u> produce final texts, selecting a variety of suitable digital tools, including digital design and production tools, to achieve the intended effect	46, 54 – 55, 66, 76, 106 – 107, 173 – 174
D3.2	<u>Publishing and Presenting</u> publish and present their work, using various media and tools, and analyze their choices and how they helped them communicate their message	127 – 128, 165 – 166, 197 – 199, 209, 225 – 227
D3.3	<u>Reflecting on Learning</u> compare how various strategies and tools helped them communicate their intended message when producing and presenting texts, analyze how their texts are used on various topics, and suggest steps for future improvement as a text creator	18, 27, 47, 67, 78, 129 – 130, 176, 203, 249



# Understanding Text Forms

## Defining Text Forms

Writing comes in various types, each with its unique purpose and structure. Just as a specific tool is chosen for a particular task, different forms of writing are used to convey ideas and information effectively. These forms include narratives, reports, essays, and more, all tailored to fit the message they are intended to deliver.

## Common Text Forms and Their Features

- Narratives: Stories with characters, settings, and plots.
- Book Reviews: Evaluations of books, highlighting strengths and weaknesses.
- Poetry: Expressing emotions and ideas through rhythm and rhyme.
- Persuasive Writing: Convincing arguments and evidence.
- Letter Writing: Personal or formal communication.
- Report: Detailed information of topics, often written with headings.
- Biographies: Life stories focusing on key events.
- Comic Strips: Visual stories with humour, using dialogue boxes.
- Diaries: Personal daily entries about experiences or thoughts.
- Lists: Organized collections of related items or ideas.
- Instructions: Step-by-step guides to accomplish tasks.



## Why Text Forms Matter

Understanding these different types of writing helps us choose the right one for the job. It makes our writing clear and effective. Whether we want to tell a story, explain something, or persuade someone, knowing these forms helps us do it well.

Understanding these text forms helps us choose the right one for different situations and makes our writing more effective and clear. It's like having a toolkit with different tools for different jobs, making communication easier and more efficient.

**Matching**

Draw a line from the text form to the matching description

Comic Strips

 Evaluations of literature.

Diaries

 Sequenced items or ideas.

Persuasive Writing

 Stories with a beginning, middle, and end.

Lists

 Daily personal entries.

Instructions

 Life stories of individuals.

Poetry

 Formatted messages to others.

Book Reviews

 Expressive verses and rhythm.

Reports

 Stories with pictures and dialogue.

Biographies

 Step by step guides.

Letter Writing

 Convincing readers with arguments.

Narratives

 Detailed information on a topic.**Questions**

Answer the questions below.

1) What is the main purpose of persuasive writing?

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2) Give an example of a text form used for expressing emotions.

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3) Why is it helpful to know the different text forms before writing something?

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## Activity: Power of Planning

### Objective

What are we learning more about?

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

Instructions: How do we complete the activity?

### Part 1: Writing Without Planning

**Subject:** The Best Day Ever

#### Instructions:

1. Students are given 8 minutes to write about their best day without using any planning or strategies.
2. Prompt students to write continuously, so their ideas flow for the entire 8 minutes.
3. Collect the writing pieces and set them aside for later.



### Part 2: Writing With Brainstorming

**Subject:** If I Could Time Travel

#### Instructions:

1. Give students 2 minutes to create a mind map about their perfect weekend. Encourage them to use words, symbols, or drawings. They can branch off main ideas with smaller details.
2. After creating the mind map, students are given another 6 minutes to now write about what they would do if they could time travel. They will use their mind map as a guide.

## Activity: Power of Planning

### Part 1

Write for 8 minutes about what your best day ever would look like?

**PREVIEW**

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

1) Brainstorm below – If you could time travel, what would the journey be like? Complete a mind-map of everything that comes to mind. Then write for 6 minutes below.

If I Could Time Travel

**PREVIEW**

## Personal Voice in Writing

### Discovering Your Personal Voice in Writing

Writing is a powerful way to express thoughts, feelings, and ideas. But have you ever wondered what makes your writing unique? It's your personal voice! We'll explore what personal voice in writing is and how to make your writing stand out.

### What Is Personal Voice in Writing?

Personal voice in writing is like a writing fingerprint – it's what makes your writing distinct. It's the way you express yourself, your unique style, and emotions that shine through your words. When you read something that sounds like something [your name] wrote, that's personal voice.



### How to Develop Your Personal Voice

- 1. Know Yourself:** To find your personal voice, you need to know who you are. What are your interests, beliefs, and experiences? Your personal voice should reflect these.
- 2. Read, Read, Read:** Reading a variety of books, articles, and stories can help you discover different writing styles. Pay attention to what you like and dislike in other writings. This will help you shape your own style.
- 3. Write from the Heart:** Don't be afraid to be yourself in your writing. Share your thoughts, stories, and emotions honestly. When you write from the heart, your personal voice shines through.
- 4. Edit and Revise:** Your personal voice might not be crystal clear at first. That's okay! As you edit and revise your work, you'll refine your voice and make it stronger.
- 5. Feedback Is Valuable:** Don't hesitate to ask for feedback from teachers, peers, or family members. They can offer insights on how to improve your personal voice.

## True or False

Is the statement true or false?

1) Reading different texts can help you discover different writing styles.	True	False
2) Being yourself when writing is essential to developing your voice.	True	False
3) Your personal voice makes your writing similar to others.	True	False
4) Personal voice reflects your interests, beliefs, and experiences.	True	False
5) Editing and revising your work can refine your personal voice.	True	False

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

Favourite Book

Favourite Season

Favourite Game

Astronaut

Pirate

## Activity: Secret Agent Notes

### Objective

What are we learning more about?

Students will practice the art of imitation in writing by emulating the writing style of an individual they know to craft a "Secret Agent Note".



### Instructions

How do we complete the activity?

- 1) Pick Your Target: Imagine you're a secret agent. Your mission is to leave a note, but you don't want to be traced back to you. Instead, you need to make it look like it was written by someone else. Who do you choose?
- 2) Choose Your Impersonation Target: Pick a person you know well who often writes - this could be a letter, email, or social media posts.
- 3) Observe: Reflect on the nuances of how the person you chose writes:
  - Commonly used words or phrases
  - Typical sentence structure and length
  - Their unique punctuation habits.
  - The emotions they usually convey in their writing.
- 4) Write Your Secret Note: Adopting their writing style, craft a message related to your imagined secret mission. Ensure it feels like something they might have written by mirroring their tone, punctuation, word choice, and sentence structure.
- 5) Reflect: After you've composed your note, think about:
  - The challenges you faced trying to write like someone else.
  - Whether this exercise helped you become more aware of different writing styles, including your own.
- 6) Optional - Share your note with a classmate without telling them who you were impersonating. Can they guess who it is?

**Activity: Secret Agent Notes****Planning**

Answer the questions below

1) Who is your target? Who will you try to impersonate?

2) What is your goal? Why are you impersonating them?

3) What words/phrases do they use most often?

4) Do they write short or long sentences? Explain.

5) Do they show a lot of emotion in their writing or is it just words on a page?

6) Do they use much punctuation in their writing? If so, describe what they use.

**PREVIEW**



## Exploring the Structure of Paragraphs

### Understanding Paragraphs

Paragraphs are essential building blocks of written communication. They help organize ideas and make written text easier to understand.



### Parts of a Paragraph

A paragraph consists of three main parts:

- 1) **Topic Sentence:** This is the first sentence of a paragraph. It tells the reader what the paragraph is about. Think of it as the "main idea" or "topic" of the paragraph.

For example, if you are writing about your favorite hobby, the topic sentence might be, "My favorite hobby is playing soccer."

- 2) **Supporting Details:** After the topic sentence, you include sentences that provide more information about the topic. These sentences explain, describe, or give examples related to the main idea.

For our soccer example, supporting details could include how you play, your favorite soccer team, and memorable soccer experiences.

- 3) **Closing Sentence:** The closing sentence comes at the end of the paragraph and wraps up the paragraph and often restates the main idea in a different way. For our soccer paragraph, the closing sentence might be, "Soccer isn't just a game; it's a passion."

### Let's explore how to make paragraphs work effectively.

Creating effective paragraphs is crucial for clear writing. Each paragraph should have a single main idea, avoiding unrelated information. Use transition words like "first" and "next" for coherence. Aim for 3-5 sentences; very short or long paragraphs can be confusing. Start new paragraphs with an indentation for clarity. Practice improves paragraph writing.

**Topic Sentence**

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

Topic Sentence

They are like the heart of a school where students meet every day. Students chat, work together, and eat, making it a fun place to hang out and be themselves. That is why cafeterias are important places in schools.

Topic Sentence

Kids explore new books, or read for fun, all in a cozy corner. They can also research for projects or learn more about the world. Libraries are key in schools because they're quiet places to think.

Topic Sentence

Kids play in the snow, sledge down hills, and enjoy the chilly fun. Winter is special because it changes our lives into a season full of play, creativity, and holiday joy.

**Hooks**

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

Boring Version

Plants need water to grow.

Your Version

Boring Version

Exercise is good for your health.

Your Version

Boring Version

Dogs make great pets.

Your Version

## Writing Hooks – Improving Topic Sentences

**Asking a Question:** Begin with a question to make your readers curious.  
**Example:** "Have you ever asked why some animals can glow in the dark?"



**Use an Exclamation:** Start with something exciting to grab your reader's attention.  
**Example:** "Wow! Lightning can be more powerful than you might imagine!"

**Making a Bold Statement:** Start with a strong statement so readers know what to expect.  
**Example:** "Elephants are the largest land animals on Earth."

**Adding an Interesting Fact:** Tell an interesting fact to engage your readers.  
**Example:** "Did you know the Eiffel Tower can be 15 cm taller during the summer?"

**Hooks**      Rewrite the topic sentence below using the different strategies.

Original Version	Earthworms help make soil from garbage.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	Bees help food grow by moving pollen around.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

## Quality Topic Sentences

**Think**

Circle which topic sentence you think is best.

**1) They come in all shapes and sizes, wagging their tails and bringing joy to our lives. These furry friends are not just pets; they're like family members. Dogs are known for their loyalty, love, and the special bond they share with humans.**

- a) Dogs are important animals that improve the lives of many people.
- b) You can find dogs in many homes.
- c) They love to go for walks, making them wonderful companions.

**2) They rise high into the sky, their peaks often touching the clouds. Mountains are not just massive rocks; they are powerful wonders of nature. These towering landscapes have inspired people for generations with their breathtaking views and adventurous challenges.**

- a) I love skiing on mountains.
- b) Some mountains are so tall that they reach the clouds in the sky.
- c) Mountains are huge landforms found in different parts of the world.

**3) They are filled with colourful characters and exciting stories. Comics are not just pictures on paper; they are windows to imaginary worlds. Reading comics is a fun way to unleash your imagination and embark on thrilling journeys.**

- a) Reading is a wonderful thing to do when you are bored.
- b) Comics are like books filled with pictures and words that tell stories.
- c) They can be about superheroes, funny characters, or adventures.

**4) It fills the air with harmonious sounds, making you tap your feet and sway to the rhythm. Music is not just noise; it is a magical language that speaks to your heart and soul. Whether you're listening, singing, or playing an instrument, music has the power to uplift and inspire.**

- a) It can be slow and gentle or fast and exciting, and people love listening to it.
- b) Music is like a magical language that can make you feel different emotions.
- c) Music is something you can enjoy with your friends and family.

## Crafting Perfect Paragraphs

### Starting Strong: The Hook

Every good paragraph starts with a special sentence that grabs your attention. It tells you what the paragraph is about.

### Getting into Detail: Supporting Information

Once you have a solid topic sentence, it's time to add supporting details. These details give depth to your paragraph and provide more information about the topic you introduced. Imagine them as the supporting evidence that support your main idea. Here are examples of main ideas followed by their supporting details:

#### Main Idea 1: Healthy Lunches Improve School Performance

- 1) Nutritious meals help improve focus in class.
- 2) Regular fruit intake supports overall health.
- 3) Drinking water keeps you hydrated for better concentration.

#### Main Idea 2: Team Sports Encourage Important Skills

- 1) Sports like soccer build teamwork and communication.
- 2) Regular practice develops dedication and discipline.
- 3) Winning and losing teach resilience and sportsmanship.

Ensure that your supporting details directly relate to your main idea and stay focused on the paragraph's topic.

### Concluding It: The Closing Sentence

A paragraph isn't complete without a concluding sentence. This sentence summarizes the information presented and reinforces the paragraph's main point. Think of it as the final touch that brings everything together.



## Crafting Perfect Paragraphs

### Supporting Details

Write 3 supporting details about the topic sentences below.

<b>Topic Sentence</b>	Reading Expands Knowledge and Creativity
1	Reading different books introduces new ideas and worlds.
2	It improves vocabulary and language skills for communication.
3	Stories provide examples of problem-solving and critical thinking.

<b>Topic Sentence</b>	Reading is a great way to exercise.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

<b>Topic Sentence</b>	The Sun is an important celestial body in our solar system.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

<b>Topic Sentence</b>	Flowers are not only beautiful but are important living things.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

## Supporting Details

When we plan our paragraphs, we sometimes have more than 3 ideas to consider. When this happens, we should categorize our ideas into 3 big groups. If we do this, we could write 3 different paragraphs. Check out the example below.

### Brainstorm why hockey is the best sport

Scoring goals, playing with friends, body checking, hitting the puck, skating fast, winning games, meeting new people.

**3 Big Ideas** (1) Playing with friends, meeting new people. (2) Winning - winning games. (3) Gameplay - body checking, hitting the puck, skating fast.

**Brainstorm** \_\_\_\_\_ topic and then select 3 big ideas to write about.

1) Why would flying be a superpower you would have?



Flying  
Superpower

List three main ideas you chose from your brainstorming.

1)

2)

3)

## Transition Words - Supporting Details

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

**Think**

go to the table and choose a transition word for the supporting details.

- 1) I love playing soccer. \_\_\_\_\_, my best friend prefers basketball. Which sport do you enjoy more, and why?
- 2) My favourite school subject is science. \_\_\_\_\_, my sibling's favourite is history. What are your favourite subjects, and how do you feel about them?
- 3) I enjoy spending weekends indoors. \_\_\_\_\_, my classmate also prefers to hang out inside.
- 4) Pizza is my all-time favourite food. \_\_\_\_\_, my friend's favourite dessert is ice cream.
- 5) \_\_\_\_\_, we'll gather our art supplies, like paper and pencils. \_\_\_\_\_, we sketch a rough outline to guide our drawing. \_\_\_\_\_, we'll add colours with our markers and paint. \_\_\_\_\_, we'll add details to bring our picture to life. \_\_\_\_\_, we'll display our artwork for everyone to see. \_\_\_\_\_, making art is a fun process from start to finish!

## Writing Quality Conclusion Sentences

**Write**

Write your own conclusion sentences for the paragraphs below.

1) Clouds are fascinating objects in the sky. They change shapes and can be fluffy, thin, or dark, depending on the weather. Watching them can be calming and fun. They are also important as they can release water we need.

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2) Books offer entertainment and escape. There are stories about magic, adventures, and facts. You can be going on many journeys without leaving home.

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3) Bicycles are an amazingly useful invention. They are used by children and people ride them for fun or to get around. You pedal to move, and you can ride on streets and in parks.

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4) Space is a vast and mysterious place that stretches far beyond our Earth. It's filled with countless stars, planets, and galaxies. Scientists are doing their best to explore space, so we can learn more about it.

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## Analyzing Paragraphs

**Analyze**

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

1) Trees are essential to our environment and provide many benefits. They give us oxygen, which is necessary for breathing. Trees also offer shade on sunny days and are home to many different kinds of animals. Plus, they give us wood for building and paper for writing. In short, trees are vital to the well-being and the health of our planet.

Main Idea

2) Recycling helps protect the earth and conserves resources. It reduces the need for new materials, saving trees and energy. Recycling also cuts down on pollution because it lessens the need for manufacturing new products, which can help fight climate change. Overall, recycling is a simple act that makes a big difference.

Main Idea

3) Healthy eating is important for growing bodies. Eating fruits and vegetables provides essential vitamins and minerals. Foods like fish and nuts are also good for health. Drinking water is better than sugary drinks for staying hydrated. Eating well keeps our bodies strong and helps us feel our best.

Main Idea

4) Regular exercise is key to staying healthy. It keeps our hearts strong and helps to build muscles. Exercise can make us more flexible and improve our balance. It's also a fun way to spend time with friends, whether it's playing a sport or going for a walk. Staying active is important for a healthy lifestyle.

Main Idea

## Success Criteria - Analyzing Paragraphs

### Analyze

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

Implementing sustainable farming practices in Southeast Asia is crucial. Firstly, these practices help reduce the use of harmful chemicals, promoting healthier soil and water. Additionally, they encourage crop rotation and organic farming, which preserve biodiversity and prevent soil degradation. Furthermore, sustainable farming can lead to higher yields over the long term, ensuring food security for the region. In conclusion, adopting sustainable farming methods is not only environmentally friendly but also economically beneficial for the future of agriculture in Southeast Asia.

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

## Assignment - Paragraph Writing

**Write**

Plan your paragraph by brainstorming about your topic below.

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

1) What is your topic?

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

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

**PREVIEW**

**Write**

Plan your paragraph by brainstorming about your topic below.

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

1

2

3

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

**PREVIEW**

Edit

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

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

Edit

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

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

## Rubric - Paragraph Writing

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

### Teacher Comments

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<b>Mark</b>

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

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## Essay Writing – Thesis Statements

A **thesis statement** tells the reader what you're going to talk about. Imagine you're telling a friend about your favourite game, and you say, "This game is really exciting because it has challenging quests, creative characters, and amazing graphics." That sentence is a thesis statement that states the main ideas for the topic of the essay.

**Instructions** Read the topics below and write the three main ideas into a thesis statement

Topic	Main Ideas
Team Sports	1) Team sports are good exercise 2) They teach us teamwork 3) They are fun
<b>Thesis Statement</b>	
In this essay, we will explain why team sports are a good form of exercise, how they teach us teamwork, and how they provide a lot of fun for people of all ages.	

Topic	Main Ideas
Healthy Eating	1) Helps us maintain a healthy weight 2) Provides energy we need for daily activities 3) Helps strengthen our bones
<b>Thesis Statement</b>	
_____	
_____	
_____	

Topic	Main Ideas
Renewable Energy	1) Renewable energy reduces pollution. 2) It is a sustainable resource. 3) Investing in renewable energy creates jobs.
<b>Thesis Statement</b>	
_____	
_____	
_____	

# Essay Writing – Thesis Statements

**Brainstorm**

Brainstorm 3 main ideas for each of the topics below. Then write a thesis statement for each.

Topic	Main Ideas
Is Social Media Good or Bad for Kids? (3 reasons why)	1)
	2)
	3)
Thesis Statement	

Topic	Main Ideas
Why are Pets Good or Bad for People?	1)
	2)
	3)
Thesis Statement	

**Question:** Why do you think a thesis statement is important in an essay?

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## Essay Writing – Thesis Statements

**Think**

Circle the best thesis statement below for the topic provided

**Topic: The Impact of Social Media on Youth**

- a) Social media is bad for kids because it can be distracting and it's where they spend a lot of time.
- b) Social media significantly affects youth by influencing their social skills, altering their attention spans, and impacting their mental health.
- c) Social media is bad for youth because they use it often, and it has lots of pictures, and it can help them learn to cook.

**Topic: Climate Change and Its Effects on Our Planet**

- a) Climate change has been making the weather hotter, and some animals don't like it.
- b) Climate change affects our lives by changing weather patterns, making ice cream melt faster in the summer, and sometimes causing more rain.
- c) Climate change is a critical issue that weakens our health, increases weather-related disasters, and causes sea levels to rise, all of which require global action.

**Topic: The Benefits of Learning a Second Language**

- a) Learning a second language enriches cognitive development, enhances cultural understanding, and opens up greater career opportunities for students.
- b) Learning a second language is good because it's fun and you can communicate with more people.
- c) Learning a second language is beneficial because it can help with travel, it's a school subject, and it can make ordering food in restaurants easier.

**Topic: The Role of Pets in Family Life**

- a) Pets play a vital role in family life by promoting physical activity, providing emotional support, and teaching responsibility to children.
- b) Pets are great for families because they are cute and people love them.
- c) Having a pet is good because they can be your friend, they need to be walked, and they can also do tricks that are funny.

## Essay Writing

Sample Ideas		
Basketball	Healthy Eating	Animal Adaptations
Clean Energy	Tropical Rainforests	Internet Safety
Canadian History	Mathematics in Daily Life	Renewable Resources
The Water Cycle	Influential Canadians	Volcanoes
Ancient Civilizations	Ancient Egypt	Space Exploration

Instructions: Choose a topic and answer the questions below

1) Choose 3 topics that interest you and list three main ideas about it.

Topic	Main Ideas
Example: Hockey	<ul style="list-style-type: none"> <li>• How is hockey played?</li> <li>• How do you play hockey?</li> <li>• Who are the key players in the world?</li> </ul>
1)	
2)	
3)	

## Essay Writing

2) Fill in the missing parts of the paragraphs below to complete the essay:

### Topic: Hockey

#### Introduction

Hockey is a fast-paced and exciting sport that has captivated fans around the world. In this essay, we will explore the origins of hockey, how it's played, and some of the best players who have ever laced up.

#### Main Idea 1: When Hockey Was Invented

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#### Main Idea 2: How to Play Hockey

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#### Main Idea 3: The Best Hockey Players in the World

Throughout its history, hockey has seen many talented players, but a few stand out as the best. One of the most famous is Wayne Gretzky, known as "The Great One." He is considered by many as the greatest hockey player ever, holding numerous records and awards. Another player known for his incredible skills is Alex Ovechkin. More recently, players like Sidney Crosby and Connor McDavid have made their mark with exceptional skill and athleticism. These players are admired for their abilities and have inspired countless young athletes around the world.

#### Conclusion

Hockey is more than just a game; it's a part of cultural heritage, especially in Canada where it was first played. From its humble beginnings on frozen ponds to the high-stakes international competitions of today, hockey continues to be a beloved sport. Understanding when hockey was invented, how it is played, and who some of the best players are helps us appreciate the deep impact it has had on sports history and why it is so cherished by fans and players alike.

## Essay Writing

Write

Choose one of the three topics you selected, then write a five-paragraph essay about it.

**Introduction - Include a thesis statement**

PREVIEW

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**Main Idea 1**

PREVIEW

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**Main Idea 2**

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**Main Idea 3**

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**Conclusion**

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**PREVIEW**

## Formal Versus Informal Letters

True or False

Is the statement true or false?

1) Formal letters are commonly used for personal communication.	True	False
2) Informal letters require a polite and professional tone.	True	False
3) "Dear" is a typical greeting in informal letters.	True	False
4) Job applications often use informal language.	True	False
5) Writing a letter to a company is an informal letter.	True	False

Think

which type of letter is given in the example.

Subject: Science Experiment  
Hey Mrs. Garcia,  
I hope you're having a great day! I just  
heard about our upcoming science  
experiment, and I'm super excited! Can  
you give us a sneak peek of what it'll be  
about? I love science, and I can't wait to  
dive into this new adventure.

Thanks,  
Sophie

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

Dear Mr. Brown,

I am excited for the field trip you  
mentioned. It sounds like fun. Could you  
provide details about where we're  
going and what we'll do there? Exploring  
new places with our class is always a  
great experience, and I'm well-prepared!

Best,  
Aiden

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

Hi Ms. Robinson,

I heard there's a mystery book club  
starting at the library. Can you tell me  
when the first meeting is and what book  
we'll be reading? I'm a big fan of  
mysteries, and I'd love to join in the fun.

Thanks a bunch,  
Olivia

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

Subject: Upcoming Project

Dear Mr. Thompson,

I enjoyed your last class. Regarding the  
upcoming project, I have a question about  
the topics. Can we discuss this next class?

Thank you,  
Liam

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

## Purpose and Audience of Letters

**Think**

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

Audience	Purpose	Formal or Informal	
School Counsellor	Discuss feeling stressed about exams	Formal	Informal
Basketball Coach	Ask for tips on improving shooting	Formal	Informal
Neighbour	Borrow a video game	Formal	Informal
School Band Leader	Express interest in joining the band	Formal	Informal
Aunt/Uncle	Ask about a recent school trip	Formal	Informal
Science Teacher	Ask for help on a lab experiment	Formal	Informal
Library Club	Ask for recommendations for club reading	Formal	Informal
Best Friend's Mom	Ask for help on homework	Formal	Informal
School Newspaper	Write an article for the paper	Formal	Informal
Classmate	Collaborate on a group project	Formal	Informal
Drama Club Head	Inquire about audition dates	Formal	Informal
Local Bookstore	Recommend ordering a book for the library	Formal	Informal

**Think**

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

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

## Analyzing Informal Emails

**Analyze**

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

Subject: Mysterious Light in the Sky!

Hey Taylor,

Last night I saw this weird, bright light in the sky. It wasn't a plane or a star. Do you think it could be something else? It was so strange! Let's chat about it. Maybe it's a topic for our next science project. It's a real mystery to solve together.

Curiously,

Avery

Author's Voice

Subject: Missing Homework Disaster!

Hey Riley,

I can't find my homework anywhere, and it's due tomorrow! Have you ever had a homework mishap? I'm panicking! Help me brainstorm a plan to conquer my homework adventure we need to conquer.

Stressed out,

Logan

Author's Voice

Subject: Exciting News - Guess What?

Hey Olivia,

I've got some exciting news to share! Can you guess what it is? Hint: It involves a surprise party. Let's catch up soon, and I'll spill the beans! I can't wait to see your reaction.

Thrilled,

Sophie

Author's Voice

Name: \_\_\_\_\_

60

Curriculum Connection  
01.1.02.3

## Informal Email Writing

Write

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

Audience	Purpose
Friend	To share a high score they had in a video game or to share a new viral video they just saw.
Subject:	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Audience	Purpose
Cousin or Family Friend	Describing a funny incident that happened during a vacation.
Subject:	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## Informal Email Writing - Interjections

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

### Think

Add the appropriate interjections and describe the voice used.

#### Subject: Yay! My Science Project

Hey, \_\_\_\_\_! I just got \_\_\_\_\_ for our science project! \_\_\_\_\_ How about we study plant growth and see \_\_\_\_\_ factors affect it? \_\_\_\_\_ We can use different types of soil, light, and \_\_\_\_\_ so interesting to see the results. \_\_\_\_\_, what do you think?

Let me know,  
Alex

Voice (Angry, Sad, \_\_\_\_\_, Frustrated, etc.)

#### Subject: Ugh! The Worst Day Ever

Hey, \_\_\_\_\_! I can't believe how today went. \_\_\_\_\_ My coffee machine broke and sprayed coffee everywhere. \_\_\_\_\_! Then, my computer crashed to \_\_\_\_\_ in the middle of my presentation. \_\_\_\_\_! To make things worse, I lost \_\_\_\_\_.

Annoyed,  
Mike

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

#### Subject: Ah! My Chaotic Weekend

Hey, \_\_\_\_\_! My weekend was something else: \_\_\_\_\_! Mr. Whiskers climbed the tallest tree and wouldn't come down. \_\_\_\_\_! Later, I botched a new dessert recipe. \_\_\_\_\_! Ended up with a salty cake. \_\_\_\_\_! To top it off, I got my foot stuck in a bucket cleaning the mess. Hope your weekend was smoother. Let's chat soon!

Frustratedly,  
Sarah

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

## Success Criteria – Informal Emails

### Analyze

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

### Subject: Mixing and Dissolving: Sugar in Water and Other Examples

Hey there,

Guess what I did over a super cool science experiment over the weekend! I decided to explore mixing and dissolving, and it was pretty neat.

First, I took a glass of water and added some sugar to it. Then, I stirred and stirred until all the sugar disappeared. Wow, it was like magic! The sugar mixed with the water and dissolved right into it.

But wait, there's more! Next, I tried mixing salt into water, and it did the same thing. The salt just disappeared into the water. I'm wondering what else we can mix and dissolve.

Anyway, I can't wait to chat more about this. Want to meet up this weekend and do some more fun experiments together? Let me know!!!

Catch you later,  
Emily

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

## Assignment – Informal Email

**Write**

Plan your informal email by brainstorming about your topic below.

Audience	Purposes
Friends	Sharing stories, party invite
Family Members	Saying thanks, holiday wishes
Classmates	Help with homework, hang out
Peers	Talk about games, practice chat
Pen pals	Say hello, share cultures
Favorite celebrity	Write a fan note, ask questions

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

2) What will be the purpose of your email?

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

4) Write the subject line below.

5) Write the greeting you will use.

6) Write the closing you will use.

**Write**

Plan your email by filling in the graphic organizer.

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

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

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

**PREVIEW**

Edit

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

Criteria	✓	✗
Greeting		
Clear Topic Sentence		
Engaging Body - Good Word Choice		
Use Of Interjections		
Appropriate Voice And Tone		
Clear Conclusion Sentence		
Appropriate Closing		
Flow - Does It Make Sense?		

Edit

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

Criteria	✓	✗
Greeting		
Clear Topic Sentence		
Engaging Body - Good Word Choice		
Use Of Interjections		
Appropriate Voice And Tone		
Clear Conclusion Sentence		
Appropriate Closing		
Flow - Does It Make Sense?		

## Assignment – Informal Email Writing

Write

Write your informal email below.

**PREVIEW**

## Rubric – Informal Email

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

### Teacher Comments

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

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## Narrative Writing - Setting

### Describe

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

See	
Feel	
Hear	
Taste	
Smell	



Use your notes above to write a paragraph form.

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### Analyze

The setting below has been written about a beach. Describe what the character sees, feels, hears, tastes, and smells.

As the sun went down, Sally stood on the calm beach. She heard the gentle waves, like a soothing song. The salty sea breeze blew through her hair, and she smelled the ocean. Her toes sank into the wet sand as seagulls trumpeted loudly, searching for food. Sally tasted the salty mist, feeling the vast sea.

See	
Feel	
Hear	
Taste	
Smell	

## Narrative Writing - Characters

Creating characters in a story makes it more interesting. Here's how:

- Names and Looks:** First, give your character a name and describe how they look. Share things like hair colour, eye color, and what they wear.
- Personality:** Think about their personality. Are they funny, shy, brave, or maybe a little grumpy? What do they like or not like?
- Special or Talents:** Make your character special. Give them something unique, like a special power, a hobby, or talking to animals.

**Practice** Describe two characters for a story you could write.

1) What is your character's name?

2) What does your character look like?

3) Describe your character's personality.

5) Draw your character.

4) What special trait or talent does your character have?

**Practice**

Describe the second character

1) What is your character's name?

2) What does your character look like?

3) Describe your character's personality.

5) Draw your character.

4) What special trait or talent do your character have?

**PREVIEW**

**Practice**

Write a paragraph that introduces one of your characters from both.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Narrative Writing - Characters

### Analyze

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

With his curly brown hair and a pair of glasses perched on his nose, Oliver is the school's resident bookworm. He can usually be found in the library, lost in the pages of a novel. Oliver has a wide knowledge of books and a love for reading that has earned him a large group of friends with the same passion. He's known as the go-to person for book recommendations.

<b>Name</b>	
<b>Look</b>	
<b>Personality</b>	
<b>Special Trait or Talent</b>	

With her bright red pigtails and a collection of colourful ribbons, Emma is the cheerleader of the group. She's always energetic and enthusiastic, spreading positivity wherever she goes. Emma's special talent is gymnastics. Her flips and cartwheels never fail to impress during recess.

<b>Name</b>	
<b>Look</b>	
<b>Personality</b>	
<b>Special Trait or Talent</b>	

With his freckled face and a backpack full of gadgets, Max is the budding scientist of the group. He's always conducting experiments and observing the world around him. Max's special talent is his ability to invent useful contraptions, from homemade robots to cool gadgets that help his friends in various situations.

<b>Name</b>	
<b>Look</b>	
<b>Personality</b>	
<b>Special Trait or Talent</b>	

## Narrative Writing - Plot

Making a plot for your story is like setting up an exciting journey.

- **Start with an Idea:** First, think about what your story will be about, like an adventure, mystery, or funny story.
- **Build Characters:** Make your characters interesting by figuring out what they want and what problems they need to solve.
- **Plan the Beginning:** Begin by explaining where and when your story happens (setting). Introduce the people in your story and what they're trying to do (characters).
- **Create the Middle:** Show how your characters face problems and meet new friends while they try to reach their goals.
- **Design the End:** Decide how the story finishes, whether the characters succeed or not. Make sure you're ending the story for your story.

### Practice

Read the short story below. Then fill in the organizer.

In the small town of Maplewood, beneath the shadow of ancient oaks, 12-year-old Alex found an old, dusty lamp in the attic. He rubbed it clean, and to his astonishment, a genie appeared, offering one wish. Excited, Alex wished to be the best soccer player in school. Suddenly, he could dribble and score like a pro! But at the next game, he found no joy in his unearned skill. He confessed to his team and the genie reversed the wish. Alex practiced hard, and by season's end, he scored his first real goal, the crowd cheering for his true triumph.

Character	
Beginning	
Middle	
End	

## Using Quotations in Narratives

### Quotation Marks in Dialogue

Knowing how to use quotation marks in conversations is very important. These special marks help readers understand when a character is talking in a story. Let's go through eight important rules with examples for each.



- 1) Quotation Marks for Speaking:** When a character talks in a story, you need to put quotation marks (" ") around what they say. Quotation marks serve as a signal to readers, indicating that someone is speaking.
- 2) Commas:** When you are writing who is speaking, it's important to use a comma before or after the dialogue. Examples: Sarah said, "I'm going to the park." or "I'm going to the park," she said.
- 3) Punctuation Goes Inside:** If a character's speech ends with a period, comma, question mark, or exclamation point, the punctuation marks go inside the quotation marks. So, if someone asks you, "How are you?" the question mark stays inside the quotation marks.
- 4) Quotation Marks Within Quotation Marks:** If a character repeats what someone else said, use single quotation marks (' ') for the inner quote and double quotation marks for the entire speech. For example: Mark told me, "When she said 'Never give up.'"
- 5) Multiple Paragraphs:** If a character's speech spans more than one paragraph, you should start each new paragraph with a quotation mark, but only use one closing quotation mark at the end of the last paragraph. For example:  
"I had an adventure in the forest.  
"It was so much fun."
- 6) Using Descriptive Tags:** Choose a tag that best describes how the person said what is in the quotation. For example, "Come for dinner!" Mom yelled.
- 7) Exclamation Points and Question Marks:** If the character's speech is a question, or if they exclaim something, the tag should start with a lowercase letter. For example: "Is it your birthday today?" she asked.
- 8) Exclamation Points and Question Marks:** If someone's speech ends with an exclamation mark or a question mark, you don't need to include a comma before the closing quotation mark. For instance: "Look out!" he shouted.

## Using Quotations in Narratives

**Edit**

Fix the mistakes below.

Original	John said "I will be going to the movie tonight".
Edited	

Original	"Where do we go now? Asked Lily.
Edited	

Original	"I've been to _____" he mentioned.
Edited	

Original	She shouted, "Don't run in _____"
Edited	

Original	"This is delicious! she exclaimed, tasting _____"
Edited	

Original	"I'm not sure" he pondered "if this is the right way".
Edited	

Original	"I can't believe it's already October!" I whispered Marie.
Edited	

Original	"When I spoke to her, she said, "I'll be there in five minutes" John recalled.
Edited	

## Writing Using Quotations

### Practice

Write dialogue between Spiderwoman and Spiderman. **Don't forget the speaker tags!**



Speech bubble containing three horizontal lines for writing.



Speech bubble containing three horizontal lines for writing.



Speech bubble containing three horizontal lines for writing.



Speech bubble containing three horizontal lines for writing.

**PREVIEW**

## Writing Using Quotations

**Practice**

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

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

**PREVIEW**

## Writing Speaker Tags

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

Fill in the blanks to complete the speaker tag for the quotations below using as many different words from the list above as you can.

- 1) "This experiment was a great success," Ethan \_\_\_\_\_.
- 2) "I think we should start our presentation now," Zoe \_\_\_\_\_.
- 3) "Can anyone explain the water cycle?" \_\_\_\_\_.
- 4) "That story was really interesting," \_\_\_\_\_.
- 5) "This diagram shows the water cycle," Liam \_\_\_\_\_.
- 6) "We're going on a field trip next Friday," Ava \_\_\_\_\_.
- 7) "Our team won the science fair," Noah \_\_\_\_\_.
- 8) "Why is the atmosphere important?" Mia \_\_\_\_\_.
- 9) "I solved the problem you gave us yesterday," Jacob \_\_\_\_\_.
- 10) "Let's discuss the results of our survey," Sophia \_\_\_\_\_.
- 11) "How can we improve our group work?" Matthew \_\_\_\_\_.
- 12) "The author conveys a powerful message in this book," Emma \_\_\_\_\_.
- 13) "Understanding this theory takes time," Oliver \_\_\_\_\_.
- 14) "I'll bring snacks for the group study session," Charlotte \_\_\_\_\_.

## Success Criteria – Narrative

### Analyze

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

### Oceanville's Plastic Danger

In the vibrant town of Oceanville, with houses painted in sea hues, siblings Leah and Luke had a day at the local beach, golden and inviting, was their perfect playground. Leah, with her hair dancing in the wind, loved collecting shells, while Luke, always with a fishing hat, was fond of spotting sea creatures.

As they walked along the shore, Leah exclaimed, "Luke, look!" She pointed at a piece of plastic washed up on the sand. "This is terrible!"

Luke, eyes wide, replied, "We need to tell Mr. Reed, the marine expert. He'd know what to do!"

The duo rushed to Mr. Reed's office. He greeted them with a sigh, "Ah, the plastic issue." Leah, clutching the piece of plastic, asked, "Can we help, Mr. Reed?"

Mr. Reed smiled, "Let's start by cleaning up the beach. For a beach-rescue, he added, "How about a clean-up tomorrow?"

The next day, Leah and Luke, armed with trash bags, called their friends. Together, they cleared the beach, turning trash into art displays, symbolizing a new face of plastic.

Mayor Marina, visiting the beach, praised them, "Bravo! Let's have a beach a recycle drive."

Walking home, Leah said, "Feels good to make a change, right?"

Luke grinned, "Absolutely! From now on, we're Oceanville's eco-guardians!"



1)

2)

3)

4)

5)

6)

## Assignment – Narrative Writing

**Write**

Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Stray cat	Finds a new family	City alley
Young dancer	Learns a magical dance	School gym
Lost teddy bear	Seeks its owner	Planets
Soccer player	Organizes a neighborhood match	Local field
Curious explorer	Searches for a hidden cove	Coral reef
Budding chef	Creates a unique recipe	Home kitchen

**Plan**

Choose a topic and plan it out in more detail.

1) Describe the basic plot idea.

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2) What characters are involved in this plot?

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

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**Plan**

Fill in the organizer below.

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

1

2

3

4

5

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

6) What is a good title for your story?

Edit

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

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

Edit

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

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

## Activity: Story Swap Revision Party

### Objective

What are we learning more about?

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

### Materials

What is needed to complete the activity?

- Drafts of narrative stories
- Pencils and highlighters
- Highlighters
- Revision checklist page
- Success criteria



### Instructions

How do we complete the activity?

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

**Feedback**

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

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

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

3) What is your favorite part of the story?

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

1)

2)

3)

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

1)

2)

3)

**PREVIEW**

## Rubric – Story Writing

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

### Comments

Mark

## Activity: Being Persuasive

### Objective

What are we learning more about?

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

### Materials

What is needed to complete the activity?

- 
- Time for class



### Instructions

How will we do this activity?

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

**Prompts**

Debate the prompts below.

- 1) Should video games be considered a sport in school competitions?
- 2) Is it better to have year-round schooling with shorter breaks rather than a long summer vacation?
- 3) Should homework be banned in schools?
- 4) Do school uniforms make school a more effective place to learn?
- 5) Should schools start later in the morning to allow students more sleep?
- 6) Is it more important to learn a second language or a skill like coding?
- 7) Is it fair to have animals in zoos and aquariums?

**Reflection** Answer the questions below after you debate

1) What part of the debate was hard for you?

2) What did you do to try to persuade your partner?

3) Did you or your partner succeed in convincing the other person? Explain.

4) Why might some people have different opinions on certain topics? Is that okay?

## Persuasive Writing - Opinions

**Opinion**

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

	Topic	Opinion - Yes or No?
1)	Should every student play a sport in school?	
Reason 1		
Reason 2		
Reason 3		
2)	Should schools have more holidays during the year?	
Reason 1		
Reason 2		
Reason 3		
3)	Should there be a no-homework policy for Friday?	
Reason 1		
Reason 2		
Reason 3		
4)	Should schools offer more art and music classes?	
Reason 1		
Reason 2		
Reason 3		

## Version 1: Activity – Finding Bias in Writing

### Tough Job

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



Dear Principal Taylor,

I hope this email finds you well. I've been thinking of a fun way to make our school even more amazing. What about having a popcorn machine in our library? Here's why I believe this could be a game-changer.

Firstly, popcorn is loved by almost everyone. Most of my classmates get super excited when we have a very popcorn aroma. With a popcorn machine, our library could be the most popular place in school.

Secondly, I did a study with my buddies. We all felt more relaxed and focused on our books when we were munching on popcorn. Imagine if we all felt this calm and concentrated during reading time.

Additionally, having a popcorn machine will definitely make our school stand out. I bet students from other schools will be hearing about our library popcorn treats.

I really hope you'll consider my suggestion. I truly believe that a popcorn machine can make our reading sessions way more enjoyable.

Thanks for listening,  
Jordan, Grade 7 Student

1) What is the author's opinion?

2) What reasons did they give? List 3.

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

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

Write your response letter back to Jordan.

PREVIEW

**Include:**

- A greeting
- Topic sentence
- Body with main points



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

**Activity – Finding Bias in Writing****Think**

Write the bias each person might have below

**Situation:** The school board is forcing all students to stop writing and only work on a laptop. Each student will need to bring a laptop to school.

Audience/Person	Bias or Perspective The Person Has
1) Student	<hr/> <hr/> <hr/> <hr/>
2) Teacher	<hr/> <hr/> <hr/> <hr/>
3) Grandparent	<hr/> <hr/> <hr/> <hr/>
4) Parent	<hr/> <hr/> <hr/> <hr/>
5) Principal	<hr/> <hr/> <hr/> <hr/>

**PREVIEW**

## Assignment – Advertising a New Invention

We all love cool gadgets, right? Now's your chance to dream up your own! This challenge is all about using your creative brain to design something that will make everyone go "WOW!" Ready? Dive in!

### Planning

Fill in the graphic organizer below.

1) Jot down fun ideas! Ever wished for a magic school bag that organizes itself, a sneaker that unties itself, or a pet umbrella for those rainy walks? Share your most creative idea.

2) Which idea do you like the most? Write it down.

3) Give your gadget a fun name!

4) Write a few lines about why your gadget is useful or why others might like it.

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**Planning**

Fill in the graphic organizer below.

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

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

1

2

3

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

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## Planning

Fill in the graphic organizer below.

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

**Title Slide:**

- Eye-catching title.
- A brief description or slogan.
- List of the invention.

**Introduction to the Invention:**

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

**Why the Invention Is Needed:**

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

**Benefits and Features:**

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

**PREVIEW**

## Planning

Fill in the graphic organizer below.

**Endorsement or Testimonial (if available):**

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

**Special Deal or Promotion:**

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

**Cost and Purchasing Information:**

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

**Call to Action:**

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

**PREVIEW**

## Rubric – Invention Assignment

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

### Comments

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Mark

## Synthesizing – Lions

### Passage 1: The Role of the Lion in Controlling Herbivore Populations

Lions are known as apex predators, meaning they are at the top of the food chain. They primarily prey on large herbivores such as zebras, wildebeests, and antelopes. By doing so, lions play an essential role in controlling the populations of these herbivores. If the herbivore populations were left unchecked, they could overgraze and deplete the plant resources, like grasses, acacia tree leaves and shrubs in the savannah, causing an imbalance in the ecosystem.



### Passage 2: Social Dynamics within a Lion Pride

A lion pride consists of several females, their cubs, and a few males. Females are usually the primary hunters, working in groups to take down prey. The males guard the territory and cubs. This social structure allows lions to hunt more effectively, making them successful predators in their environment. The pride's success, in turn, helps maintain the balance of the African Savannah.

### Passage 3: The Lion's Impact on the Ecosystem

Aside from their role in controlling herbivore populations, lions also influence the presence of other smaller predators like hyenas and jackals. Lions often steal kills from these predators and can sometimes even kill them, reducing competition for food. This behavior ensures that lions remain the dominant predator, shaping the hierarchy and biodiversity in the savannah.

**Draw a Food Chain**

Draw a simple food chain that includes the lion and at least two other organisms in the African Savannah.

## Synthesizing – Lions

### Synthesis

Combine the information from the three passages to write one short summary about lions in the African Savannah.

**PREVIEW**

## Step-by-Step House Drawing

**Instructional Writing**

Follow these steps to draw a house

- 1) **Set Your Foundation:** Start by drawing a large rectangle in the center of your paper. This will be the main part of your house.
- 2) **Add the Roof:** Above the rectangle, draw a triangle with its base being the top of the rectangle. This will form the roof of your house.
- 3) **Front Door:** In the center of your rectangle, draw a smaller vertical rectangle. This will be the front door.
- 4) **Windows:** On either side of the door, draw two squares (one above the other) to represent windows. Make sure they're evenly spaced!
- 5) **Chimney:** On one side of the roof, draw a small rectangle extending upwards. This will be your chimney.
- 6) **Add Details:** Be creative! You can add curtains inside the windows, or perhaps some flowers or a garden outside. There's a path leading up to the front door. It's your dream house, so make it what you want!
- 7) **Outline & Colour:** Once you're satisfied with your drawing, you can go over your lines with a darker pencil or pen to make them stand out. You can also use coloured pencils or markers to fill in your house, the sky, and the surrounding landscape.

## Writing a How-To-Guide

**Plan**

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

1) **Brainstorm** - Write down what you're good at. Examples: soccer, crafts, math.

2) **Choose Your Topic** - Choose something from your list to focus on.

3) **Title Time** - Think of a name for your guide.

4) **Materials Needed** - Write down everything you need for it. If it's a recipe, list the ingredients.

5) **Guide Steps** - Explain how to do it in clear, numbered steps.

**PREVIEW**

Name: \_\_\_\_\_

**PREVIEW**

6) Handy Tips - Share helpful advice to do it better.

7) Safety First - List things to be careful of while doing the activity.

**Title:**

**Introduction**

**Materials**

**Instructions**

**Tips/Notes/Cautions/Warnings**

**PREVIEW**

## Writing a Report – Importance of Bees

### Objective

What are we learning more about?

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



### Instructions

How do we complete the activity?

- 1) Read the facts below.
- 2) Sort the facts into 1 of 3 main headings: What bees do (D), shrinking bee populations (S), or why we need bees (N).
- 3) On the next page, write the introduction for the report. Then you'll need 3 headings for the body of the report. You'll also write a conclusion. You don't need to use all the facts for your report, so you can choose the ones you like best.

### Facts

Organism Facts

Bees produce honey from the nectar they collect.

Pesticides can poison bees and damage their health.

Bees are key to pollinating crops humans eat.

Many wild plants rely on bees for pollination.

A single bee can visit thousands of flowers a day.

Climate change affects the timing of flower blooms.

Healthy bee populations signal a healthy environment.

Habitat loss reduces bees' food and nesting spaces.

A third of our food supply depends on bee pollination.

Worker bees have jobs, like caring for larvae.

Parasites, like the Varroa mite, harm bee colonies.

Bees help maintain the balance of ecosystems.

Bees pollinate plants, helping them to reproduce.

Bee pollination supports the growth of forests and meadows.

Bees contribute to biodiversity and genetic variety.

**Planning**

Fill in the components of the report below.

Introduction – What will the report be about?

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

**Heading #1**

Fact 1

Fact 2

Fact 3

**Heading #2**

Fact 1

Fact 2

Fact 3

**Heading #3**

Fact 1

Fact 2

Fact 3

Conclusion – Summarize the report in just a few sentences:

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Name: \_\_\_\_\_

\_\_\_\_\_

**PREVIEW**

# How To Research Effectively

## Steps for Effective Research

To begin research, it's important to choose sources that provide accurate information. Reliable sources can include:

1. **Books:** Libraries have numerous books on a variety of topics.
2. **Online Databases:** Websites like Britannica School and Canadian Encyclopedia offer reliable information.
3. **Teachers/Experts:** Asking knowledgeable individuals can provide insight.
4. **Educational Videos:** Educational videos can offer detailed explanations.

Always cross-check information from different sources to ensure accuracy.

## Good Searches vs. Bad Searches

Good Searches	Bad Searches
Top scorers NHL 2020	Who are the top scorers in the NHL in 2020
Toronto average weather July	What is the weather in Toronto normally in Toronto
CPR Steps	What are the steps to CPR to someone

## Note-taking Techniques

After identifying sources, gathering information is the next step. Here are some techniques to take effective notes:

- **Bullet Points:** Use short points to capture essential details.
- **Highlighting:** Mark important information with a highlighter or underline it.
- **Paraphrasing:** Write information in your own words, which can aid in comprehension.

## Organizing Your Research

Keeping research materials organized is essential. Some suggestions to stay organized include:

- ✓ Using folders to categorize notes.
- ✓ Creating a digital folder for online research.
- ✓ Bookmarking helpful websites for easy access later.



**Think**

Is the search good or bad?

1) Best workout plan 2023	Good	Bad
2) Biggest whale thing in the deep blue water	Good	Bad
3) Effects pollution ocean life	Good	Bad
4) History Louvre Museum	Good	Bad
5) Feeling like I have a cold maybe?	Good	Bad
6) Animal released 2020	Good	Bad
7) How its make d?	Good	Bad
8) List me some k p from Canada?	Good	Bad
9) Why do some cat wh y, and others do not purr?	Good	Bad
10) When is Canada's birth	Good	Bad

**Questions**

Answer the questions below

1) Why is research important according to the r		
2) What are some examples of reliable sources mentioned in the re		
3) Is the description of the website below trustworthy? Yes, or no?		
1) A university website with peer-reviewed articles.	Yes	No
2) An advertisement stating, steel roofs are the best type of roof.	Yes	No
3) A conspiracy theory about the moon landing written by an NBA player.	Yes	No
4) A medical journal posted on the World Health Organization's website.	Yes	No
5) Clickbait websites - Top 10 Facts You Won't Believe.	Yes	No

# How To Research: Online Treasure Hunt

## Objective

What are we learning more about?

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

## Materials

What is needed to complete the activity?

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



## Instructions

How do we complete the activity?

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

# How To Research: Online Treasure Hunt

**Research**

Find answers to the questions below.

Question	Answer	Source - Website Name
1. The biggest planet in our solar system is Jupiter. What's its largest moon called?		
2. The largest world is called _____.		
3. Marshmallows are made of sugar, corn syrup and _____.		
4. Who invented the light bulb?		
5. Penguins can't fly, but where do they live?		
6. Mount Everest is super tall! How tall is it exactly?		
7. We use computers a lot. Who's known as the father of computers?		
8. How many chambers are there in the human heart?		
9. Jimi Hendrix was famous for playing which instrument?		
10. How many colours are in the rainbow?		
11. What car brand made the first car?		
12. Who won the first Stanley Cup?		

## Report Writing – Introductions

A good introduction makes people want to read more. Here's how you can make your introduction better:

- Start with a fun fact
- Start with a question
- Has a thesis statement that explains what the report will be about
- Keep it short and interesting!



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

Have you ever wondered how the internet, a vast network of connected devices, has transformed the way we learn and share information? The internet has become an essential tool for students, allowing us to access an abundance of knowledge with just a few clicks. This report will explore the internet's impact on education, highlighting how it has become a resource for students and teachers alike.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

Did you know that honeybees can recognize human faces? It's true! These remarkable insects use their complex vision and memory to identify and remember faces. In this report, we'll delve into the fascinating world of honeybees, exploring their behaviour, social structure, and the crucial role they play in our ecosystem.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

In the midst of a bustling city, with its towering skyscrapers and endless streams of people, there lies a network of green spaces, parks, and gardens that serve as a haven for urban dwellers. These pockets of nature are not just patches of grass or trees planted in symmetrical rows; they are complex habitats that host a variety of wildlife and offer a respite from the concrete jungle. This report will meander through the winding paths of urban green spaces, discussing their design, the benefits they provide to city residents, including improved air quality and mental health, and the challenges they face from development and pollution. As we delve into the significance of these urban oases, we'll uncover the intricate balance between nature and city life.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

## Report Writing – Conclusions

- **Summarize the Main Points:** Mention the main things you talked about.
- **Call to Action:** Suggest something fun or interesting to do, like reading a cool book or chatting about the topic.
- **Connect to the Introduction:** Mention something from the start of your report to make it feel complete.
- **End with Something Interesting:** End with a cool fact or a question to make your reader think.



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

In conclusion, the world of books is not just an escape into fantasy. It expands our vocabulary, broadens our understanding of the world, and develops empathy. Let's challenge ourselves to read a new book every month, exploring different genres and authors. Remember the start of this journey: why is reading important? Well, every book is a new adventure waiting to be discovered, and each page turn adds to the journey of our own story.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

To finish, I want everyone to start recycling. It's important for our planet. Let's all do it starting now.

Summarize the main points

Connect to the introduction

End with something interesting

As we have seen, the Confederation of Canada was not just the uniting of territories, but the beginning of a diverse and strong nation. Let's take a moment to appreciate the intricate tapestry of our history and strive to learn more about our heritage. Reflecting on the journey we started at the introduction of this report, let's continue to build on the legacy of unity and diversity that is the cornerstone of our country.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

## Report Writing – Conclusion

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

Topic: Using Solar Energy – Saving the Environment

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Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Topic: Using Electric Cars – No More Fossil Fuels

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Summarize the main points

Call to action

Connect to the introduction

End with something interesting

**PREVIEW**

## What is a Problem-Solution Report?

### Understanding Problem-Solution Reports

#### The Basics of a Problem-Solution Report

A **problem-solution report** is a type of writing where we first describe a problem and then suggest one or more solutions to fix it. It's like when you notice there's a leak in your school's roof, and you think of ways to repair it. The leak is the problem, and the repair ideas are solutions.



#### Key Components of a Problem-Solution Report

- 1. Identification of the Problem:** Here you clearly describe the issue or challenge. It's important to be detailed so everyone understands what's going wrong. For instance, "Many students don't have time to read at home."
- 2. Suggested Solutions:** After identifying the problem, you list ways to solve it. Using our example, solutions might be:
  - Creating a quiet reading corner in the classroom.
  - Starting a library club where students can read during lunch.
  - Encouraging families to make a silent reading time at home.
- 3. Evaluation of Solutions:** This is where you think about the pros and cons of each solution. Maybe the reading corner is a quick fix, but starting a library club might help more students in the long run.

#### Why These Reports Matter

Problem-solution reports are helpful in school and life. They teach us to think critically, identify issues, and come up with effective ways to address them. The next time you see something that needs fixing or improving, whether it's in your school or community, you can use this type of report to share your ideas and help make things better.

## Problem and Solution Report

**Think:** For the problems below, write 2 solutions that could solve the problems

**Reducing Classroom Waste:** Explore ways to decrease the amount of waste generated in the classroom.

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**Addressing Bullying in Schools:** Explore strategies to reduce bullying in schools.

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**Encouraging Reading for Pleasure:** Find creative methods to encourage students to read for pleasure outside of school hours.

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# Problem and Solution Report

## Brainstorm

Write a list of problems related to the themes below

Theme: School

Theme: Sports

Theme: Health

Theme: Environment

**PREVIEW**

## Problem/Solution Report – Success Criteria

### Introduction - Problem

Climate change is a serious challenge we're all facing. It's causing our planet to heat up, which leads to problems like ice melting where polar bears live and more extreme weather like hurricanes. But there are things we can do to help slow down this process. In this report, we'll look at three different ways to tackle climate change and the good and not-so-good points about each one.

### Solution 1: Planting More Trees

First up, plant trees! Trees are amazing because they take in carbon dioxide—which causes warming—and give out oxygen, which we need to breathe. They also make our surroundings cooler and give animals a place to live.

The downsides are that trees need a lot of room to grow, and in cities where there's not much space, that can be tricky. Plus, trees don't grow overnight; they take years to get big enough to make a difference. And we need to look after them, which can take a lot of time and money.

### Solution 2: Switching to Renewable Energy

Our second solution is using renewable energy instead of fossil fuels like oil. Renewable energy comes from the wind, sun, and water. It doesn't run out, and it doesn't pollute the air. That's great because it means less harmful gases that warm the planet.

However, setting up things like wind turbines and solar panels can cost a lot of money at the start. Also, the wind isn't always blowing, and the sun isn't always shining, so these energy sources can be a bit unpredictable. Plus, we need to change the way we get and use electricity, which is a big job.

### Solution 3: Reducing, Reusing, and Recycling

#### Pros:

- Reducing waste decreases the amount of garbage in landfills, which creates methane.
- Reusing items reduces the need to produce new items, which often creates emissions.
- Recycling materials like paper and plastic can save energy and natural resources.

#### Cons:

- Recycling facilities can be costly to build and maintain.
- Not all materials can be recycled, and some recycling processes use a lot of energy.

### Conclusion

So, there you have it—three solutions to help fight climate change. Trees can clean the air, renewable energy can replace dirty fuels, and the three Rs can reduce the trash that harms our planet. Each idea has its pros and cons, but if we combine them, they can really make a difference. It's important for us, including kids, to support these actions. After all, it's our future we're protecting!



**Questions**

Answer the questions below.

1) What is the problem in the report?

2) Why do you think it is important to include the cons or downsides of a solution as well as the pros and benefits?

3) Which solution did you think was best to solve the problem? Explain.

**Analyze**

After reading the report, jot down 5-7 things you thought were great. Then, discuss with your classmates to make a list of 8 things that were not great.

1)

2)

3)

4)

5)

6)

7)

## Assignment – Writing a Problem/Solution Report

**Write**

Plan your report by filling in the graphic organizer below.

1) What's the problem you want to talk about?

2) What are one or three ways we can fix that problem?

3) Let's start by talking about the problem. Why is it a problem? How does it make you feel or affect others? Why do we need to find a solution? How would it be better without this problem?

**PREVIEW**





## Rubric – Problem and Solution Report

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

### Teacher Comments

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<b>Mark</b>

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

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## What is a Haiku?

### What is a Haiku?

A haiku is a short, three-line poem from Japan. Each line has a set number of beats or syllables: the first line has 5, the next has 7, and the last has 5 again. Haikus often describe nature scenes or feelings. They paint a picture using simple words. Here are a couple of examples to show you:

#### Play at the Playground

Sun shining above  
Kids laughing and playing,  
Joyful afternoon

#### Still Pond

Fish darting around (5)  
Water's quiet, trees shadow (7)  
Calm spot to chill out (5)

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

Write

Finish the Haiku poems below.

Topic: Beach Trip

Line 1

Seagulls chant above,

Line 2

Line 3

Peaceful horizon,

Topic: Rainstorm

Line 1

Thunder rumbles loud,

Line 2

Drops splashing on the window,

Line 3

## How to Write a Rhyming Poem

### The Basics of Rhyming Poems

A **rhyming poem** is a type of poem where certain words at the end of lines sound similar to each other. It's like when you hear a song and some of the lines end with words that sound the same. This is called rhyme. **Rhythm**, on the other hand, is like a pattern or beat that makes the poem flow smoothly when read out loud.



### Choosing a Rhyme Scheme

There are different rhyme schemes you can use in a poem. This is called a rhyme scheme. Here are a few common ones:

- **ABAB:** The first and third lines rhyme with each other, and the second and fourth lines rhyme with each other.
- **AABB:** The first two lines rhyme with each other, and the next two lines also rhyme.
- **ABBA:** The first and last lines rhyme, and the second and third lines rhyme with each other.

For example, in an ABAB rhyme scheme:

Line A: The sky so bright and blue,  
Line B: Watching clouds as they float by,  
Line A: Look how fast that bird flew,  
Line B: In the vast open sky.

### Sampling Rhyming Poems

The sun shines bright in the sky, (A)  
Playing hide and seek, oh my! (A)  
Leaves rustle with the gentle breeze, (B)  
Nature's beauty is sure to please. (B)

### Selecting Your Words

When writing a rhyming poem, it's essential to pick words that convey your message and rhyme well with each other. A dictionary or a rhyming dictionary can be handy tools. For example, if you want a word that rhymes with "night", you might think of "light", "sight", or "flight".

# How to Write a Rhyming Poem

## Warm-Up

Write 3 rhyming words for each word below.

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Balloon			
Car			
Fight			
Flower			
Rhyme			
Shoe			
Bee			
Fun			
Cream			

## Write

Finish the poem below using rhyming words.

### AABB Poem

School bells ring, it's time to start (A)  
 Grab your books, wear a happy heart (A)  
 Friends by your side, learning is fun (B)

### AB

Video games, control (B)  
 With friends or solo, hours (B)  
 Racing cars or building a land (A)

### ABCB Poem

Snowflakes fall, each one unique (A)  
 Silent nights, winter's so cool (B)  
 Trees adorned in a coat so white (C)

### ABAB Poem

Video games on, with friends online (A)  
 Quests to finish, treasures to find (B)

## Children's Book

**Illustrate**

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

Benny sat at the night sky,

Staring at the stars wide.

He wished for a magic bird,

To explore under the moon.

To his surprise, the stars heard,

And sent down a magic bird.

It pecked the earth, sprouts grew fast,

Benny's garden bloomed vast at last.

**Children's Book****Illustrate**

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

In the garden creatures played,

At the time jam was played.

Benny laughed as he acco

Their garden party beyond care

As dawn painted the sky blue,

Benny's garden faded from view.

Yet every night, his friends await,

For the starlit garden to illuminate.

**PREVIEW**

# Assignment – Writing a Children’s Book

**Plan**

Write a plan for your children’s book.

Ideas	
Adventure in a Video Game	Mystery of the Haunted Library
The World Inside a Snow Globe	Day as the Class Hamster
Diary of Flying Sneakers	Secrets of the School’s Basement

1) Think of a story idea. You can use some of the topics from above if you want.

2) Which story idea do you like the most?

3) What’s going to happen in your story? Jot down the beginning of your story.

4) Write down 4 fun things about your story idea. Like, if your story is about a silly pet, one thing could be that the pet loves dancing to music.

Name: \_\_\_\_\_

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AZ.01.2.A.3.2

**Write**

Write the rough draft of your poems below.

1)

3)

2)

4)

**PREVIEW**

## Rubric – Poetry Children’s Book Assignment

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

### Teacher Comments

Mark

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

## What is a Limerick Poem?

### What is a Limerick Poem?

Limerick poems are a fun type of poetry that originated from Ireland. These poems are known for their unique rhythm and rhyme, which make them easy to remember and enjoyable to recite.

### Limerick Structure

A limerick has five lines. Here's what makes a limerick special:

- Lines 2, and 4 rhyme with each other.
- Lines 3 and 5 rhyme with each other.
- Lines 1, 2, and 4 are longer. Lines 3 and 4 are shorter.

### Examples of Limericks

#### Luna's Lovely Library

Luna loved her library room,  
With books that took her to the moon.  
She'd read and she'd dream,  
With a hot cocoa steam,  
Lost in tales every afternoon.

#### My Biking Day

I biked up a big bumpy hill,  
Feeling like I was on such a thrill.  
I wore my helmet and my gear,  
Heard the wind in my helmet's ear.  
Racing fast gave me a thrill.



Write

Finish the Limerick poems below.

#### Topic: Roller Coaster Roar

Line 1	At the park, you can hear a loud roar,
Line 2	Roller coasters on tracks, I need more,
Line 3	Up and down, twist around,
Line 4	Feet hanging off the ground,
Line 5	

## What is a Limerick Poem?

**Write**

Finish the Limerick poems below.

**Topic: Soccer in the Rain**

Line 1 When soccer is played in the rain,

Line 2 The ball leaves a watery train.

Line 3 With each muddy slide,

Line 4 \_\_\_\_\_ take it in stride,

Line 5 \_\_\_\_\_

**Topic: Mystery History Class**

Line 1 In history class with \_\_\_\_\_

Line 2 We learn of empires \_\_\_\_\_

Line 3 \_\_\_\_\_

Line 4 They battle on a field,

Line 5 \_\_\_\_\_

**Topic: The Science of Flight**

Line 1 Birds soar with such elegant grace,

Line 2 They fly high, heading almost to space.

Line 3 \_\_\_\_\_

Line 4 How they twist and they turn,

Line 5 \_\_\_\_\_

## What is a Limerick Poem?

grin	spin	prime	time	tuxedo
Ontario	advancing	trance	dance	prancing
was	burrito	romancing	because	France

**Write**

Use the word bank words to fill in the limericks below

Line 1 On the shores of great Lake \_\_\_\_\_

Line 2 He decided a duck in a \_\_\_\_\_

Line 3 Went so \_\_\_\_\_

Line 4 He'd \_\_\_\_\_ was \_\_\_\_\_

Line 5 And quack \_\_\_\_\_ eat \_\_\_\_\_

Line 1 There once was a dragon from \_\_\_\_\_

Line 2 Who decided to learn how to \_\_\_\_\_

Line 3 With a twirl and a \_\_\_\_\_

Line 4 He'd flamboyantly \_\_\_\_\_

Line 5 And the whole village watched in a \_\_\_\_\_

Line 1 A peculiar young penguin liked \_\_\_\_\_

Line 2 And he'd spend his whole day \_\_\_\_\_

Line 3 On his feet, he \_\_\_\_\_

Line 4 Quite entrancing \_\_\_\_\_

Line 5 To the ice, he brought joy and \_\_\_\_\_

## Writing an Acrostic Poem

**Write**

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

Word	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4
Friend	Bend	Send	Mend	Trend
Love	Half	Calf	Path	Graph
Share	Must	Bust	Just	Rust
Help	Fuddy	Fuddy	Ruddy	Study
Smile	White	White	Tile	Isle

F

R

I

E

N

D

S

H

I

P

## Writing A Comic Strip



**Examine**

Look at the comic closely to plan the dialogue.

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

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

1)

2)

3)

4)

5)

## Writing Comic Strips

**Instructions**

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

**Panel 1**

Setting: School hallway, lockers in the background. Jamie stands holding a glowing smartphone.

Jamie: "Wow, my phone just got an update called 'Reality Plus!'"

**Panel 2**

Setting: School hallway transforms. Fantastical creatures, like unicorns and dragons, start roaming the halls.

Friend (looking at Jamie): "Did you just turn our school into a video game?!"

**Panel 3**

Setting: Jamie and his friend are surrounded by unicorns, books floating around.

Jamie (grinning): "Best update ever!"

Friend (laughing): "Study hard, or you're going to be in a lot of trouble. Much fun now!"



**PREVIEW**

## Onomatopoeia in Comic Strips



### What's Onomatopoeia?

Onomatopoeia is when a word sounds like the noise or action it describes. In comics, these words show sounds to make the story feel real.

For instance, in a superhero comic, when the hero lands, you might read "THUMP!" Or if a door opens slowly, you'll see "CREEAAAK." These words help you understand the sounds in the story and make reading more interesting.

Instructions Use 6 onomatopoeia and draw them below.

CRASH	POW	WHACK	THUMP
SPLASH	POW	ZIP	ZAP
BUZZ	POW	CLANG	BOOM
CHIRP	BEEP	POW	CRACK
GULP	HONK	POW	WOOF


# Onomatopoeia in Comic Strips

Colour

Colour the onomatopoeia below



## Researching Skills - Plagiarism

### What's Plagiarism?

Plagiarism is using someone else's work or ideas and claiming them as your own. It's not allowed in school.

DO NOT  
COPY

### Avoiding Plagiarism:

1. **Paraphrasing:** After reading something, write it in your own words. It should be about the same length as the original.
2. **Summarizing:** Write down only the main points in a shorter way.
3. **Quoting:** Use someone's exact words, put them in "quotation marks" and mention where you found them.

**Practice** Paraphrase, summarize, and quote the passages below.

**Original Passage:** In the harsh, dry conditions of deserts, plants like cacti have evolved to store water in their thick stems. They close their stomata at night to minimize water loss, and have spiny leaves to deter predators.

**Paraphrasing** Desert plants have adapted to harsh conditions by storing water storage capabilities within their robust stems, closing their stomata at night to conserve moisture, and sporting spiny leaves to deter predators against herbivores.

**Summarizing** Cacti and other desert flora survive in harsh conditions by efficiently conserving water and deterring herbivores with their spiny leaves.

**Quoting** "In the harsh, dry conditions of deserts, plants like cacti have evolved to store water in their thick stems..."

**Original Passage:** Earthworms play a vital role in breaking down dead material and enriching the soil. Their movement through the earth creates channels that help plants grow better. These small creatures are key to maintaining healthy ecosystems.

**Paraphrasing**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Summarizing**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Quoting**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Researching Skills - Bibliography

### What is a Bibliography?

When we look up facts for our homework or projects, we need to show where we got them from. This tells others we didn't just make things up. It also shows respect and appreciation to those who gave us the information. We call this list of places we got our info from a "bibliography."

### How to Make a Bibliography

- 1) Collect Information:** Whenever you refer to details:
  - For books: Write down the book name, who made the book, and when it was made.
  - For online pages: Write down the author's name, the title, the day you looked, and website link.
- 2) Organize Your Details:** Sort your bibliography in alphabetical order by the writer's surname. If a source doesn't have a writer's name, then sort it by its title.
- 3) Stick to This Pattern:**
  - Book: Author's Last Name, First Name, Book Title, Publisher, Date
  - Online Page: Author's Last Name, First Name, "Webpage Title," Date, URL



### Example Bibliography

- 1) Green, Sarah. "Easy Ways to Recycle." Planet Care Central. Looked at on October 9, 2023. <http://www.planetcarecentral.com/recycle-tips>.
- 2) Taylor, Mike. Dinosaurs: A Cool History. Dino Books Co., 2022.
- 3) "Fun Games and Facts about Animals." AnimalZone. Looked at on October 6, 2023. <http://www.animalzone.com/games-facts>.
- 4) Lee, Anna. Wonders of the Rainforest. Nature Love Publishers, 2021.

## Researching Skills - Bibliography

**Practice**

Organize the information below in a bibliography.

**For a Book**

- Author's Name: Amanda Green
- Title of the Book: Oceans: Deep and Mysterious Waters
- Publisher: NatureVista
- Publication Date: 2021

**For a Book**

- Author's Name: Liam Thompson
- Title of the Book: Forests: Earth's Lush Green Wonderlands
- Publisher: EcoReads
- Publication Date: 2023

**For a Website**

- Author's Name: Dr. Emily White
- Title of the Webpage: The Planets of the Solar System
- URL or Web Address: [www.spaceexplore.com/solarsystem](http://www.spaceexplore.com/solarsystem)
- Date Accessed: February 15, 2023

**For a Website**

- Author's Name: Sophie Chen
- Title of the Webpage: "Wildlife Adventures: Creatures of the Jungle"
- URL or Web Address: [www.naturejourney.com/jungle](http://www.naturejourney.com/jungle)
- Date Accessed: March 8, 2023

Bibliography

## Activity Title: Partner Biography Research

### Objective

What are we learning more about?

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



### Instructions

How do we complete the activity?

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

# Activity Title: Partner Biography Research

## Research

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

Who will you research more about?

Early Life: Fact # 1	Source Information	
	Author	
	Title	
	Website	

Achievements: Fact #1	Source Information	
	Author	
	Title	
	Website	
	Date	

Achievements: Fact #2	Source Information	
	Author	
	Title	
	Website	
	Date	

Name: \_\_\_\_\_

Achievements: Fact #3	Source Information	
	Author	
	Title	
	Website	
	Date	

Later Learning Fact #1	Source Information	
	Author	
	Title	
	Website	
	Date	

Quote	Source Information	
	Author	
	Title	
	Website	
	Date	

Picture - Source Information	
Author	
Title	
Website	
Date	

**PREVIEW**

**PREVIEW**  
Pursive  
Writing  
Activities

# Cursive Writing Activities

Practice

Trace the cursive letters below

Handwriting practice row for cursive letter 'a'. The first half shows 10 connected 'a's with arrows indicating the stroke direction. The second half shows 10 more connected 'a's for tracing.

Handwriting practice row for cursive letter 'b'. The first half shows 10 connected 'b's with arrows indicating the stroke direction. The second half shows 10 more connected 'b's for tracing.

Handwriting practice row for cursive letter 'c'. The first half shows 10 connected 'c's with arrows indicating the stroke direction. The second half shows 10 more connected 'c's for tracing.

Handwriting practice row for cursive letter 'd'. The first half shows 10 connected 'd's with arrows indicating the stroke direction. The second half shows 10 more connected 'd's for tracing.

Handwriting practice row for cursive letter 'e'. The first half shows 10 connected 'e's with arrows indicating the stroke direction. The second half shows 10 more connected 'e's for tracing.

Handwriting practice row for cursive letter 'f'. The first half shows 10 connected 'f's with arrows indicating the stroke direction. The second half shows 10 more connected 'f's for tracing.

Handwriting practice row for cursive letter 'g'. The first half shows 10 connected 'g's with arrows indicating the stroke direction. The second half shows 10 more connected 'g's for tracing.

Handwriting practice row for cursive letter 'h'. The first half shows 10 connected 'h's with arrows indicating the stroke direction. The second half shows 10 more connected 'h's for tracing.

**PREVIEW**



## Cursive Writing Activities

**Practice**

Write the letters in cursive in each of the boxes.

A								
a								
B								
b								
C								
c								
D								
d								
E								
e								

**PREVIEW**

# Cursive Writing Activities

**Practice**

Write the letters in cursive in each of the boxes

U

u

V

v

W

w

X

x

Y

y

Z

z

**PREVIEW**

## Cursive Writing Activities

**Practice**

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

Flowers bloom brightly.

The moon rises at night.

The sun sets behind mountains.

An owl hoots in the dark woods.

Courage is found in unlikely places.

**PREVIEW**

## Cursive Writing Activities

**Practice**

Trace the cursive stories below.

Practicing mindfulness and gratitude  
can lead to a more positive outlook  
on life and better mental health.

Protesting against government subsidies  
that wildlife and nature will have a  
healthy place to live is important to  
come.

By studying the causes and effects of  
pollution, we can develop strategies  
to reduce our environmental  
footprint and protect our planet.

## Cursive Writing Activities

### Questions

Answer the questions below using cursive writing

Favourite animal at the zoo?

Favourite holiday destination?

What's your favourite sport?

Favourite pizza topping?

Favourite breakfast cereal?

What's your dream car?

Favourite amusement park ride?

What's your favourite joke?

**PREVIEW**



# Google Slides Lessons Preview





# Ontario Language Curriculum Reading Comprehension – Grade 7

## 3-Part Lesson Format

### Part 1 – Minds On!

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

**Learning Goal**

**What are Reading Comprehension Strategies?**

We are learning to understand different reading comprehension strategies so we can make connections, ask questions, make inferences, predict outcomes, and visualize ideas to better understand what we read.

**Pick the Best Inferences**

After reading the passage, read the sentences. Drag and drop stars to rate each sentence:  
 ★★★★★ – Perfect inferences (all of the other best) and ★ – Weak inferences (none of the best)

Sentences	Rating
1) The class wants to have a walk-out of lunchtime.	★★★★★
2) The visitor should only play the guitar for the visitors.	★★★★★
3) Many families have learned reactions at home.	★★★★★
4) Safety safety is a concern for the school.	★★★★★
5) The event time was chosen to avoid heavy gym traffic.	★★★★★
6) The show will definitely last an afternoon.	★★★★★
7) Visitors will be better prepared because students practice sitting.	★★★★★
8) Ms. Chan forced students to participate.	★★★★★

### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

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

Consolidation – The Lighthouse in Fog

Consolidation – The Lighthouse in Fog

1) **Writing Connections** – (1) How does this scene differ from something you know (an adventure story, or a similar thing you've heard)? (2) Name a detail about the scene about a feature of writing it has. How is it similar?

2) **Questioning** – (1) What two new questions would you ask about the text's message? – How far is it from home? (2) What is one more question you have about the text's message about the lighthouse?

3) **Visualizing** – Describe the scene using three colors (light, sound, smell). Describe the lighthouse.

4) **Prediction** – (1) What do you think might happen in the night, when the lighthouse is lit? (2) Who is what in your mind the text's message could be? Explain your text.

5) **Inference** – What can you infer about the weather that is coming? Use two clues.



# Ontario Language Curriculum Reading Comprehension – Grade 7

### Exploring Cultural Elements

Each question asks which cultural element is being shown in part of the story. Check the best answer from the three options provided. Put an X in the box for the correct answer.

Question	Options	Answer
1) The people who enjoy roller skating for the first time show which cultural element?	<input type="checkbox"/> Art <input type="checkbox"/> Architecture <input type="checkbox"/> Music	<input type="checkbox"/> Architecture <input type="checkbox"/> Music <input checked="" type="checkbox"/> Art
2) The gathering known as the great mudhouse is an example of which cultural element?	<input type="checkbox"/> Values <input type="checkbox"/> Celebrations <input type="checkbox"/> Dance	<input type="checkbox"/> Values <input checked="" type="checkbox"/> Celebrations <input type="checkbox"/> Dance
3) The great mudhouse is made from white logs and bark which cultural element?	<input type="checkbox"/> Architecture <input type="checkbox"/> Music <input type="checkbox"/> Art	<input checked="" type="checkbox"/> Architecture <input type="checkbox"/> Music <input type="checkbox"/> Art
4) The houses shown in earlier with swirling patterns represent which cultural element?	<input type="checkbox"/> Celebrations <input type="checkbox"/> Values <input type="checkbox"/> Dance	<input checked="" type="checkbox"/> Celebrations <input type="checkbox"/> Values <input type="checkbox"/> Dance
5) The houses shown with swirl drawings in the mudhouse illustrate which cultural element?	<input type="checkbox"/> Art <input type="checkbox"/> Music <input type="checkbox"/> Architecture	<input checked="" type="checkbox"/> Art <input type="checkbox"/> Music <input type="checkbox"/> Architecture
6) Which house illustrates traditions, culture, and care for one another, they are expressing which cultural element?	<input type="checkbox"/> Celebrations <input type="checkbox"/> Values <input type="checkbox"/> Dance	<input checked="" type="checkbox"/> Celebrations <input type="checkbox"/> Values <input type="checkbox"/> Dance

The family were camping at Bear Lake Park, with some friends. We set up our tent some part the way down the hillside. The weather was really in the middle. We made hot chocolate to warm up. The tent started that quickly covered the hillside. My little brother and sister were sitting on the ground. The tent started that quickly covered the hillside. My little brother and sister were sitting on the ground. The tent started that quickly covered the hillside. My little brother and sister were sitting on the ground.

Even if... Although... As soon as... While... Until... Although... In the end...

### Implicit or Explicit?

Read each statement carefully. Decide if the writer's message is explicit or implicit. Drag 'Explicit' or 'Implicit' to show your answer.

Characteristic	Answer
1) Every student should take part in community service—it builds character.	
2) The new school schedule is great—it finally gives us enough time for lunch.	
3) The art club's mural makes the hallway look so much brighter.	
4) I guess some people think cleaning up after themselves is optional.	
5) It's strange how some teachers never seem to notice when the Wi-Fi stops working.	
6) I can't say the cafeteria pizza is my favourite, but it's... interesting.	
7) Joining the robotics team was the best decision I made this year.	





# 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:



	Curriculum Expectations – Overall Expectations	Pages
A1	<b>Transferable Skills</b>	
	<b>Preview of 115 pages from this product that contains 289 pages total.</b>	
A2	Demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media	144 – 150, 156 – 157, 196 – 198
A3	<b>Applications, Connections, and Contributions</b>  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	38 – 49, 65 – 72, 135 – 143, 196 – 198

# Grade 7 – Language

## C1. Knowledge about Texts



	Curriculum Expectations – Specific Expectations	Pages
C1.1	<b>Using Foundational Knowledge and Skills to Comprehend Texts</b> read and comprehend various complex texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge	53 – 55, 61, 91 – 92, 102 – 103, 105 – 106, 122 – 124
C1.2	<b>Texts and Genres</b> read and view various text forms and genres, including cultural texts, and explain how their characteristics help communicate meaning	51 – 55, 91 – 92, 102 – 103, 105 – 106, 112 – 119, 127 – 143, 184 – 195
C1.3	<b>Text Patterns and Features</b> analyze text patterns and features and their effect in an expository text, and text features such as a bibliography and accessible fonts, associated with various forms of texts, including cultural texts, and explain how they help readers, listeners, and viewers understand the meaning	112 – 119, 122 – 124, 165 – 166, 168 – 181, 184 – 198
C1.4	<b>Visual Elements of Texts</b> analyze and compare how images, graphs, and other visual elements in texts create, communicate, and contribute to meaning	168 – 181, 186 – 189
C1.5	<b>Elements of Style</b> identify various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre	168 – 181, 186 – 189
C1.6	<b>Point of View</b> identify the narrator's point of view, including first, second, or third person, in a variety of texts, providing evidence, and explain how using an alternative point of view would change each story	73 – 77
C1.7	<b>Indigenous Context of Various Text Forms</b> read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators to make meaning through Indigenous Storywork about First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences	65 – 72

# Grade 7 – Language

## C2. Comprehension Strategies



	Curriculum Expectations – Specific Expectations	Pages
C2.1	<b>Prereading: Activating Prior Knowledge</b> identify and explain prior knowledge from various sources, including personal experiences and learning in other subject areas, and explain how they can use to make connections and understand new texts	12 – 13, 25 – 26, 30 – 36
C2.2	<b>Prereading: Identifying the Purpose for Reading, Listening, and Viewing</b> identify and explain purposes for engaging with texts, select texts from various sources that are suitable for the purposes, and explain why they selected those appropriate	12 – 13, 18 – 19, 30 – 36, 107 – 110
C2.3	<b>Monitoring of Understanding: Making and Confirming Predictions</b> make predictions using prior knowledge and textual information, pose questions to check their predictions were correct, and, if not, adjust their understanding	12 – 13, 16 – 17, 25 – 26, 30 – 36
C2.4	<b>Monitoring of Understanding: Ongoing Comprehension Check</b> select suitable strategies, such as visualizing, reading aloud, asking questions, and consulting reference and other sources of information, to monitor and confirm understanding of various texts and solve comprehension problems	12 – 13, 18 – 19, 27 – 28, 30 – 36, 62 – 63
C2.5	<b>Monitoring of Understanding: Making Connections</b> explain how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them	12 – 13, 17, 30 – 36
C2.6	<b>Summarizing: Identifying Relevant Information and Drawing Conclusions</b> summarize and record the main idea and supporting details in various texts, and draw well-supported conclusions	12 – 13, 18 – 19, 30 – 36
C2.7	<b>Reflecting on Learning</b> explain and compare how various strategies, such as visualizing, making predictions, summarizing, and connecting to their experiences, have helped them comprehend various texts, and set goals to improve their comprehension	20 – 22, 27 – 28, 30 – 36

# Grade 7 – Language

## C3. Critical Thinking in Literacy



	Curriculum Expectations - Specific Expectations	Pages
C3.1	<b>Literary Devices</b> describe literary devices, including foreshadowing, allegory, and symbolism, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience	78 – 83, 127 – 143, 162 – 164
C3.2	<b>Make Inferences</b> make global inferences, using explicit and implicit information, to make interpretations about various texts and to understand the author's purpose and the text's meaning	23 – 26, 58 – 60, 96 – 101, 111, 165 – 166
C3.3	<b>Analyzing Texts</b> analyze various texts, including literary and informational texts, by evaluating their content, identifying relevant information, and formulating conclusions	83 – 89, 120 – 121, 174 – 177, 194 – 195
C3.4	<b>Analyzing Cultural Elements in Texts</b> analyze cultural elements in various texts, including values, rituals and ceremonies, architecture, art, and dance, by investigating the meaning of these elements and their connections to their lived experience and culture, and sharing their interpretations with others	38 – 49, 111
C3.5	<b>Perspectives within Texts</b> explain explicit and implicit perspectives communicated in various texts, including narrative texts, provide any evidence that suggests bias in these perspectives, and suggest ways to avoid and address such bias	57, 93 – 99
C3.6	<b>Analysis and Response</b> explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, analyze the insights or messages conveyed, and identify different positions presented	100 – 103, 107 – 110
C3.7	<b>Indigenous Contexts</b> assess the influence of historical periods, cultural experiences, and/or socio-political conditions and events on texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations, and how they relate to current lived experiences	38 – 49, 144 – 150
C3.8	<b>Reflecting on Learning</b> compare the critical thinking skills they used when analyzing and evaluating various texts, identify the skills that best supported their understanding, and explain why they were effective	93 – 97, 100 – 101

# Block 1:

## Reading

### Comprehension

#### Strategies - Basics

##### Focus

- Pre-reading: activate prior knowledge and identify the purpose of reading.
- During reading: Making and confirming predictions, questioning, visualizing, and making connections to self, other texts, and to the world.
- After reading: Summarizing the main idea and supporting details, asking questions, and making inferences.

# Understanding Reading Comprehension

## What is Reading Comprehension?

Reading comprehension is the ability to understand, analyze, and interpret what you are reading. This skill is crucial for your academic success and daily life. When you comprehend what you read, you can follow instructions accurately, understand complex questions, and engage in meaningful discussions.

## Strategies for Reading Comprehension

To enhance your reading comprehension, consider employing different strategies at various stages of reading.



### 1. Pre-Reading Strategies

- **Preview the Text:** Look for headings, sub-headings, and any highlighted words.
- **Ask Questions:** What do you expect to learn from this text?
- **Activate Prior Knowledge:** Think about what you already know about the topic.

### 2. During Reading Strategies

- **Visualize:** Paint a picture in your head of the words as you read.
- **Make Inferences:** Try to understand the information that is not directly stated.
- **Making Predictions:** Use clues from the text to guess what will happen next.

### 3. Post-Reading Strategies

- **Summarize:** Briefly recount the main points of the text.
- **Evaluate:** Determine the usefulness and reliability of the information.

## Why Reading Comprehension Matters in Other Subjects

Reading comprehension is not only essential for language arts but for other subjects like Science, Math, and Social Studies as well. In Science, it helps understand complex processes and theories. In Math, word problems require strong comprehension skills to solve. In Social Studies, historical texts and articles often need critical analysis.

**True or False**

Is the statement true or false?

1) Reading comprehension is only important for Language Arts.	True	False
2) Previewing the text is a strategy best used after reading.	True	False
3) Visualizing means to ask questions about the text.	True	False
4) Good readers use strategies before, during, and after reading.	True	False
5) Activating prior knowledge gives you a context for new information.	True	False

**Question**

Imagine reading without comprehending. Why is that a waste of time?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Matching**

Match the strategies to the descriptions by writing the letter from the description beside the strategy.

Answer	Strategy	
	Preview	A. Assess the quality, relevance, and usefulness of the text.
	Making predictions	B. Reflect on what you already know about the text to help contextualize new information.
	Ask Questions	C. Try to understand the information that is not directly stated.
	Making Inferences	D. Quickly scan the headings and highlighted words to get an overview of the content.
	Summarize	E. Pose questions about what you learn or understand.
	Evaluate	F. Briefly restate the main ideas of the text in your own words.
	Activate Prior Knowledge	G. Use clues and your own knowledge to make predictions.

## Making Connections

Making connections is a reading strategy that helps you understand and remember what you are reading. By linking the text to your own experiences, to other texts, or to world events, you engage more deeply with the material.



- Connection to Text** - Connecting to the text means relating it to other stories or articles you've read. For example, if a character in a book is lonely, think of another story where a character experiences similar emotions to better understand the current text.
- Connection to Self** - This involves linking what you read to your own experiences. For instance, if you've struggled with learning a new skill, you can better understand a text that discusses the same topic.
- Connection to World** - Here, you relate the text to broader, global issues. Reading about deforestation? Consider how it is part of the bigger issue of climate change. This helps you understand both the text and the broader world.

### Making Connections

Make connections to the text, your self, or the world.

1) Olivia felt overwhelmed with her homework. She didn't know how to manage her time between school and extracurricular activities.

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

2) Aiden watched a documentary about climate change. He felt concerned and wondered what he could do to help.

Text-to-Self

Text-to-Text

Text-to-World

3) Ethan loved \_\_\_\_\_ it did \_\_\_\_\_s. He imagined what it would be like to live in a world with these \_\_\_\_\_ features.

Text-to-Self

Text-to-Text

Text-to-World

4) Jackson stumbled upon a stray dog while walking in the park. He felt a \_\_\_\_\_ of compassion and faced a decision: should he take it home?

Text-to-Self

Text-to-Text

Text-to-World

**PREVIEW**

## What is an Inference?

An **inference** is a conclusion you reach based on clues in the text and your own knowledge. It's like being a detective! When you make an inference, you connect the dots between what you already know and what the author is hinting at but hasn't clearly stated. This skill helps you understand the story or text more deeply.

### Example

If you read, "Sally grabbed an umbrella before leaving her house," you could infer that it's probably raining or going to rain soon. Or, if a character says, "I can't believe I forgot my lunch again," you could infer that the character is forgetful or distracted. Making inferences enhances your comprehension and makes reading more engaging and insightful.



Infer

Read the passage below by answering the questions

1) Timra hurriedly slipped on her raincoat, locking the door, avoiding eye contact with everyone. She looked like she was on edge or tense.

How is Timra feeling?

2) As the final bell rang, Jamie hesitated by the classroom door, his feet darting around and shoulders slouched, while the other students rushed out laughing and chatting.

What is Jamie thinking?

3) Vera was busy in the garden, humming a cheerful tune as she pruned flowers, completely oblivious to the dark clouds forming overhead.

What is the weather like?

4) Sasha took one look at the mountain of dishes in the sink, groaned, and grabbed her headphones to entertain her.

How is Sasha feeling?

5) Cassandra smiled as she looked at the trophy, then carefully placed it in a box filled with similar awards.

Is Cassandra a high achiever?

## What is an Inference?

**Infer**

Make 3 inferences about the sentences below.

1) Quin glanced at his watch for the third time in five minutes, his leg bouncing up and down rapidly under the table.

2) Nadia hurriedly ate during dinner, she just pushed her food around her plate, lost in thought.

3) Preston walked into the room, glanced at his piano, then turned his attention to the violin case that hadn't been opened in months.

4) Oliver counted the money in his piggy bank, then looked at the advertisement for the new video game he wanted.

5) Yara pulled her hood up, shoved her hands in her pockets, and walked faster as she passed the group of laughing teenagers.

**PREVIEW**  
INDEPENDENT  
READING  
ACTIVITY

# Independent Reading - Responses

**Day 1**

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

Name of Book \_\_\_\_\_

Before Reading: What will this book be about?  
\_\_\_\_\_  
\_\_\_\_\_

During Reading: Write down questions you have while you read.

1) \_\_\_\_\_

2) \_\_\_\_\_

After Reading: Summarize the book. What was it about?  
\_\_\_\_\_  
\_\_\_\_\_**Day 2**

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

Name of Book \_\_\_\_\_

Before Reading: What genre is this - fiction, non-fiction, funny, adventure, etc.?  
\_\_\_\_\_  
\_\_\_\_\_During Reading: Making Connections - What does this book remind you of in your life?  
\_\_\_\_\_  
\_\_\_\_\_After Reading: Make an inference - Something that wasn't stated in the book.  
\_\_\_\_\_  
\_\_\_\_\_

# Independent Reading - Responses

**Day 9**

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Making Connections - What does the book make you think about?	
Text-to-Self	
Text-to-Text	
Text-to-World	

**Day 10**

Fill in the organizer below.

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

# Independent Reading BINGO

BINGO

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

B	I	N	G	O
Summarize the book in 3 sentences	Make a prediction about what will happen next	Name the main character and describe them in one sentence	Draw a new book cover that you think fits the story	Rate the book between 1-5 and explain your rating
What's your favourite part? Describe it in 3 sentences	Write down 3 questions you would like to ask the author	Describe the setting and explain why it is important	Compare this book to another one you've read. What's similar? What's different?	Tell a friend about the book in 4 sentences
Write down an important lesson you learned from the story	Choose a favourite character and explain why in 3 sentences	<b>Free Space</b>	Draw a picture of a character from the book. What is it like?	List 3 new facts or ideas you learned from this book
Create a new ending. Write 3 sentences on how you'd end the story differently	What made you laugh or smile in the story?	Write down 3 new vocabulary words you learned and their meanings	Write a diary entry pretending you are a character from the book	Identify the main problem in the story and how it was solved
Would you recommend this book to a friend? Why or why not?	Draw your favourite scene from the book and label it	Write about a moment in the story that surprised you and explain why	If you were in the story, what would you have done differently?	Share a favourite quote and tell why it stood out to you

# Block 2: Cultural Text Forms

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

## Indigenous Art – Inuit Story

### The Magical Inuksuk: A Journey in Inuit Block Printing

Once upon a time in the snowy Arctic landscapes of Nunavut, a young Inuit girl named Taliriktug and her grandfather Angakkuq were exploring the tundra. Taliriktug was intrigued by the ancient inuksuk that stood like sentinels across the land.

"Grandfather, can we make something as meaningful as an inuksuk?" Taliriktug asked. "We may not carve stone, but we can tell stories in another way. Let's create an Inuit block print!"

Back at home, Angakkuq gathered the materials needed: a wooden block, ink, and fabric. Taliriktug was anxious to learn the process. They would use traditional symbols to create their culture.

She decided to depict an inuksuk on her wooden block. Angakkuq carved the design while Taliriktug watched closely. When the carving was complete, they applied ink to the wooden block.

"Press it firmly onto the fabric," Angakkuq instructed. Taliriktug did as she was told, and when they lifted the block, a beautiful inuksuk image appeared on the fabric. Taliriktug girl felt a wave of pride and happiness.

"This is incredible, Grandfather! But what do we do with it?" Angakkuq looked thoughtful, "Inuit block prints can be displayed or used in clothing. They pass on stories and traditions."

Just then, a neighbour, Kuupik, entered and admired the block print. "This tells the story of the inuksuk and their importance as guiding landmarks," he said.

Taliriktug felt her heart swell with pride. She had not only created art but had also captured the essence of her culture and its storytelling tradition, all through a single block print.



**Pre-Reading**

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

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**During Reading**

Read the text but this time slower. How did it help with comprehension?

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**Comprehension Check**

Is the statement true or false?

1) Taliriktug and Angakkuq were explorers.	True	False
2) They use ink and a flat block of wood to make their block prints.	True	False
3) Taliriktug was not interested in inuksuks.	True	False
4) Taliriktug decides to depict a polar bear on her wall.	True	False
5) Angakkuq is Taliriktug's mother.	True	False

**Draw**

Draw a pattern you would like to create with Inuit block prints.

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## Indigenous Dance – Métis Story

### Visualizing

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

### The Echoing Fiddles: A Métis Jigging Adventure

In a small Métis community named Riverbridge, two young friends, Anawon and Élodie, were eagerly preparing for the upcoming Festival du Voyageur. They especially looked forward to the evening jigging competition, a dance that is an integral part of their culture.

Anawon, whose family has jigged for generations, felt a little nervous. "I want to continue the tradition, but what if I don't know the steps?" he confided in Élodie.

"Don't worry, you'll be great!" she encouraged him. As they made their way to the community hall for practice,

There, they met the instructor, Mrs. Lavallee. She was a renowned Métis jigger and extremely supportive. "The key to jigging is to listen to the music and feel it," she explained. "Watch the fiddlers carefully. Their tunes will guide your steps."

For days, Anawon and Élodie practiced hard. Mrs. Lavalée taught them intricate steps, from the "Red River Jig" to the "Sash Shuffle." They also learned about the significance of the dance in Métis history, as a form of storytelling and community gathering.

Finally, on the day of the Festival du Voyageur, Anawon and Élodie arrived at the hall, dressed in vibrant Métis sashes and hats. The hall was packed, and the fiddlers were in full swing. Anawon felt a surge of confidence as he

Remembering Mrs. Lavalée's advice, Anawon let the fiddles guide him. He stepped forward, and the crowd with their footwork perfectly in sync with the music.

When they finished, the audience erupted in cheers. Anawon felt his worries melt away, replaced by immense pride. He realized that he was not just dancing; he was a part of a living tradition, keeping the vibrant culture of the Métis alive.

## Indigenous Rituals – Spiritlake Story

### The Journey Within: A Sweat-Lodge Experience

In the small Indigenous community of Spiritlake, lived a young boy named Kitchi and his elder cousin Nahawi. Kitchi was always curious about the traditions and practices of his ancestors. One day, Nahawi decided to take him to a sweat-lodge ceremony, a sacred event in the culture meant for purification and spiritual growth.

As they entered the small, dome-shaped lodge made of willow branches, Kitchi felt a mixture of excitement and nervousness. The lodge was dimly lit, and the air was thick with the scent of cedar. The ceremony leader, Makya, greeted them warmly and spoke about the Four Directions and what they represented. Makya explained,



Inside the dark, confined space, they sat on benches. Makya placed hot stones in the centre pit and sprinkled them with water, creating steam that filled the air. He then began chanting prayers as the heat intensified.

Kitchi felt overwhelmed at first, but soon, his mind began to clear. The lodge spoke of the Four Directions—East for beginnings, South for growth, West for wisdom, and North for wisdom. "Each direction offers a lesson," Makya said.

Throughout the ceremony, participants sang songs and shared stories. Nahawi spoke about the importance of respecting Mother Earth, while Kitchi listened intently, feeling a deep connection with his community and ancestors.

As the lodge's flap opened, allowing the fresh air to rush in, Kitchi felt a profound sense of renewal. Though the ceremony was intense, he felt that he had gained insight into his own life and the lives of his ancestors. It was as if he had embarked on a spiritual journey, one that would remain etched in his soul forever.

## Before Reading

Predicting: What will this story be about?


## Comprehension Check

Is the statement true or false?

1) Mahwahwah conducts the ceremony.	True	False
2) The man Directly presents different animals in the ceremony.	True	False
3) The ceremony uses the use of stones and water to create steam.	True	False
4) The sweat-lodge was built in a circular structure.	True	False
5) Nahawi is Kitchi's elder and he went into the sweat-lodge to the ceremony.	True	False

## You Choose

Choose a reading comprehension strategy that helps you understand the text - Preview, Making Predictions, Ask Questions, Making Connections, Summarize, Evaluate The Text, Making Connections.


Why did you choose this strategy?


How did it help you understand the text?


# Block 3: Reading Letters

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

## Letters – Voice in Letter Writing

Room 204, Maple Leaf Middle School  
45 Cedar Street  
Toronto, Ontario



Dear Ms. Johnson,

I wanted to take a moment to tell you how much I am enjoying learning about formal letter writing in our English class. At first, I thought it might be a bit boring, but it's actually a lot of fun. The way you explained the structure and the purpose behind each part of a formal letter made it so easy to understand.

I think your lessons were really helpful to me. I can use them to write to important people like my respected mayor of my city or the Prime Minister of Canada. Maybe if I write my letter well, they will listen to what I have to say!

Thank you for making formal letter writing so interesting and engaging. I look forward to writing many more to you in the future.

Sincerely,  
Christina Roberts

45 Maple Drive  
Toronto, Ontario  
P3Q 3N7

Hey Samantha,

Check out this informal letter I'm writing you. It's friendly and casual, just like we are having a chat.

I hope you're doing great! I have to tell you about this new book series I started reading. It's all about time travel and mysteries, and it's so captivating. I finished the first book in just two days!

Have you ever wondered what it would be like to time travel? Imagine going back to the time of dinosaurs or meeting famous people from history. I think that would be so epic.

Oh, and guess what? Our school is hosting a science fair next month. I'm thinking of doing an experiment related to plants. Got any cool ideas?

Write back soon!

Your friend,  
Alex

P.S. Did you like my little dinosaur doodle?



## True or False

Is the statement true or false?

1) The letters both come from the same address.	True	False
2) The letter from Christina talks about the structure of a formal letter.	True	False
3) The book series Alex is reading is about time travel and mysteries.	True	False
4) Both letters are formal in tone.	True	False
5) Alex is considering doing a time travel experiment for the science fair.	True	False

## Question

Answer the questions below.

1) Voice writing is when your words sound, like talking to a friend or a teacher. Which letter type has a voice?

2) What voice would you use to write to the people below. Different voices could be: funny, serious, fact-based, bossy, excited. Explain.

Cousin	
Local Government Official	
Favourite Author	
Classmate	
Sports Coach	
Community Leaders	
Principal	

## Letter Writing – Implicit and Explicit Perspectives

**Bias in Letters:** Bias in letter writing can make the content appear slanted or unfair. When you show bias, you're favouring one side over another, and this can affect how the reader perceives the information.

- **Explicit Perspective:** Explicit perspectives are the views that are stated directly and clearly. If you say, "I think our school's cafeteria food is awful," you are openly sharing your opinion.
- **Implicit Perspective:** Implicit perspectives are more subtle. They aren't directly stated but are suggested. For example, if you write, "Most students bring their own lunch," you're implying the cafeteria food might not be good without saying it outright.

Both types of perspectives can influence the message and tone of your letter.

### Instructions

Read any of the sentences about the food and drink at Fast Food Deluxe. Are his opinions implicit or explicit?

1) You can never go wrong with a salad.	Implicit	Explicit
2) The milkshakes are absolutely delicious.	Implicit	Explicit
3) I think their burgers are way too greasy.	Implicit	Explicit
4) The fries at Fast Food Deluxe are the best I've ever had.	Implicit	Explicit
5) Fast Food Deluxe's service is really slow.	Implicit	Explicit
6) Their food photos look nothing like what you actually get.	Implicit	Explicit
7) I love that they offer a variety of vegetarian options.	Implicit	Explicit
8) I always feel sluggish after eating at Fast Food Deluxe.	Implicit	Explicit

### Explain

How does Sam feel based on his opinions below.

1) It's interesting that they're always open late.

2) They sure give you a lot of napkins.

3) Their employees always look so tired.

## Letter Writing – Bias in Advertising

Hello Mrs. Henry,

I'm Johnny Penman, the owner of Johnny's Awesome Pens. Pens are way cooler than pencils, and I'll tell you why!

First, pens last forever. You write it, and it stays. No erasing, which makes you think more. Second, pens are clean. No smudges. Your writing will look super neat. Also, pens feel smooth. No scratchy pencil sounds, just easy writing. Don't forget, sharpening pencils takes time. Pens, you just keep going. And hey, my pens come in awesome colours. Make your writing look fun!

Let me know if you could say I'm biased. But pens are just better, trust me! Want a deal on pens?

Best,  
Johnny Penman  
Johnny's Awesome Pens



### Questions

### Answers to questions

1) Is Johnny Penman biased in his opinion about his pens? Explain.

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2) Is Jonny Penman giving you the full story, or just his own opinion?

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3) Why do you think Johnny Penman wrote this letter?

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

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## Letter Writing – Grammar Rules

- **Capitalization:** Always capitalize the first letter of a sentence. Proper nouns like names and places should be capitalized too.
- **Punctuation:** Use a comma to separate items in a list. End sentences with a period, question mark, or exclamation point.
- **Paragraphs:** Start a new paragraph for a new idea. Indent the first line of each paragraph.
- **Formal:** Use complete sentences. Avoid slang or texting language.
- **Conjunctions:** Words "and," "but," "or" can join two ideas together.
- **Spelling:** Make sure words are spelled correctly. Use a dictionary if you are unsure.
- **Subject-Verb Agreement:** The subject and verb in a sentence must agree in number (singular or plural).



### Grammar

Fix Sarah's letter by correcting grammar errors. Cross out sentences/words that do not make sense. Circle words that do not belong. Add punctuation.

Dear Jake

Hey its me, Sarah. we went on feild trip yestrday. We saw a fire station. I met  
firefighters.

A fireman show us how to use hose. it look easy but hard. they wear big suits and  
helmets. They got big red truck. it go fast to fires. fireman say it save lifes.

We also got dog at station. his name Sparky. he help find people in fire. they teach us  
bout fire safety. like dont play with matches and have fire alarm.

ok got to go now,

Sarah:

# Block 4: Narratives

## Focus

- Indigenous Storytelling – norms, sports, values, artifacts, music
- Include cultural forms of indigenous story telling, songs
- Identify narrators' point of view – First Person, Second Person, and Third Person.
- Indigenous Storywork
  - Indigenous Storywork is built on the seven values of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and synergy.
  - Read and listen to stories from First Nations, Metis, and Inuit creators.
- Literary devices – Foreshadowing, Allegory, Symbolism.
- Sequencing the events of multiple plots in a story, explaining the cause and effect

## What is Indigenous Storywork?

### Preface

This report aims to provide an understanding of Indigenous Storywork and its seven guiding principles. The concept is rooted in Indigenous cultures and offers unique ways of learning and teaching. This report is organized into three main sections for ease of understanding.

### Understanding Indigenous Storywork

Indigenous Storywork is a teaching and learning method that uses stories from Indigenous cultures to impart **wisdom** and **values**. These stories have been passed down through generations and provide a way to connect the present with the past. They focus on **values**, **traditions**, and the relationship between humans and the natural world.



### The Importance of Storywork

This approach is not just about listening; it is an **interactive** experience. Here are some reasons why it is important:

- Builds a sense of community
- Encourages critical thinking
- Enhances understanding of Indigenous culture

### Seven Principles of Indigenous Storywork

- **Respect:** Treating others the way you'd like to be treated.
- **Responsibility:** Being **accountable** – doing you're supposed to do.
- **Reciprocity:** When you get something, you give something back.
- **Reverence:** Treating something with a lot of care and importance.
- **Holism:** Everything is connected and part of a bigger picture.
- **Interrelatedness:** Everything has a relationship or connection with something else.
- **Synergy:** When people work together and achieve more than working alone.

### Glossary

- **Accountability:** Being responsible for actions or decisions.
- **Interactive:** Involving active engagement between people.
- **Morals:** Standards of good or bad behaviour.
- **Traditions:** Beliefs or customs passed down through generations.
- **Wisdom:** The quality of having good judgement based on knowledge and experience.

**True or False**

Is the statement true or false?

1) Indigenous Storywork is solely about listening to stories.	True	False
2) Indigenous Storywork encourages critical thinking among learners.	True	False
3) The report talks about eight guiding principles.	True	False
4) Indigenous Storywork aims to build a sense of community.	True	False
5) Traditions are beliefs or customs that are newly created.	True	False

**Questions**

Answer the questions below.

1) Why is Indigenous Storywork considered significant?

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

<b>Respect</b>	
<b>Responsibility</b>	
<b>Reciprocity</b>	
<b>Reverence</b>	
<b>Holism</b>	
<b>Interrelatedness</b>	
<b>Synergy</b>	

## Indigenous Storywork – Reverence & Reciprocity

### The Sacred Oak and Aponi's Gift

Once upon a time in a remote Indigenous community, lived a young boy named Kohana, who was best friends with Aponi, the community's healer. Aponi was respected for her wisdom and her deep understanding of the principle of Reciprocity—giving back to the Earth what you take from it.

Kohana was nurtured by a grand oak tree that stood tall in the forest, known as the Sacred Oak. The nation believed that this tree was the heart of their culture. Aponi's principle of Reverence taught them to treat it, and its nature, as a living entity deserving of utmost respect.



One fateful day, a storm came, damaging many homes in the community, including Kohana's. The villagers decided to cut down some trees to rebuild. Kohana suggested the grand oak, but Aponi objected.

"Reverence, Kohana. We must honor the tree. It gives us shade, keeps the soil firm, and its roots are home to our ancestors," Aponi cautioned.

Kohana understood but wondered how they would rebuild what they so urgently needed. That's when Aponi invoked the principle of Reciprocity. She led the villagers to a cluster of dead trees, which could be used without harming the living forest. The villagers thanked her and used this wood to rebuild their homes.

But Aponi knew that taking something meant giving something back. She led the villagers in a ceremony to thank the forest. They planted new saplings and offered small tokens like beads and feathers at the base of the Sacred Oak, affirming it for its protection and wisdom.

Time passed, and the saplings grew, proving that with Reciprocity and Reverence, mankind could live harmoniously with nature. Kohana became a wise leader, always guided by Aponi's teachings, and the Sacred Oak continued to stand tall, its roots running deep, just like the wisdom passed down through the generations.

As Kohana grew older, he became the community's storyteller. He retold the story of the Sacred Oak and Aponi's wisdom every season. The tale became a cherished lesson, reminding everyone of their duty to Mother Earth. The tokens at the oak's base multiplied, each symbolizing gratitude and a promise to uphold Reciprocity and Reverence. The story continued to flourish, rooted in the hearts of all who heard it.

The End

**Questions**

Answer the questions below.

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

2) What was the setting in this story?

3) What was the story about? What was the problem?

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

**Storywork Traits**

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

**PREVIEW**

## Narrator's Point of View

In literature, the narrator's point of view refers to the perspective from which a story is told. This perspective shapes how the reader experiences the events and understands the characters.

- 1. First Person:** In first-person point of view, the narrator is a character in the story and uses pronouns like "I" or "we." The reader sees the world through this character's eyes. For example, "I walked through the forest and marveled at the towering trees."
- 2. Second Person:** This is less common and uses the pronoun "you." The narrator speaks directly to the reader, making them a part of the story. For example, "You walk into a room and see a mysterious box on the table."
- 3. Third Person:** In third-person point of view, the narrator is not a character in the story but an outside observer. The narrator refers to all characters by name or as "he," "she," or "they." For example, "He walked through the forest and marveled at the towering trees."

### Instructions

Read each sentence and decide which point of view is being used.

1) I can't believe it's already 6:00.	First	Second	Third
2) You see the sunset; it's breathtaking.	First	Second	Third
3) She reads a book every week.	First	Second	Third
4) We went to the beach and built a sandcastle.	First	Second	Third
5) You find a hidden door in the wall.	First	Second	Third
6) He plays the piano with such emotion.	First	Second	Third
7) I think it's going to rain today.	First	Second	Third
8) You turn the key and the engine roars to life.	First	Second	Third
9) They danced until midnight.	First	Second	Third

### Book Hunt

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

Name of Book	Point of View

## The Eiffel Tower Adventure – Different Points of View

### First Person

Hi, I'm Talun. My sister Naira and I went on a trip to Paris to learn about the Eiffel Tower. I was amazed by the giant structure. It's made entirely of iron, which is super strong but also flexible. This means the tower can sway a little in the wind but won't break.

I felt like I was touching history when I laid my hands on the iron bars. As the elevator went to the top, my excitement grew. The view from above was amazing, giving me another layer of appreciation for the tower's engineering.



### Second Person

Imagine you're Talun and you're about to go on a trip to Paris. You decide to take a trip to Paris to learn more about the Eiffel Tower. You're amazed by its immense size. The tower is built entirely of iron – so it's incredibly robust and yet has some flexibility. This ensures the tower moves slightly in the wind without breaking.

When you touch the iron bars, it's as if you're connecting with a rich history. As the elevator takes you higher, you can feel your heart racing. At the top, you're greeted by a breathtaking view that deepens your admiration for the incredible feat of iron craftsmanship.

### Third Person

Talun and his sister Naira travelled to Paris with the goal of exploring the Eiffel Tower. Talun was struck by its grandeur. Built entirely of iron, the tower is both resilient and slightly bendable. This allows it to sway gently in the wind without any damage.

Talun felt a deep connection to the past when he touched the iron bars. As they ascended in the elevator, his anticipation grew. From the top, the panoramic view was awe-inspiring, enhancing his respect for this extraordinary iron structure.

**Questions**

Answer the questions below.

1) What is the difference between the first/second/third person stories?

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2) Which story did you enjoy the most: first-person, second-person, or third-person?

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**Visualize**

Draw and explain what you were visualizing during the stories.

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**PREVIEW**

## Advantages/Disadvantages of Points of View

### First Person

In our Mi'kmaq village, the drumbeats of our ancestors resonated in the air and the teachings of the Great Spirit flowed through generations. Father Louis, a Jesuit with determined eyes and a cross hanging from his neck, arrived one day. "I've come to share the good word of Jesus," he said. Curious, I approached him. As we talked, he eagerly shared tales of a man named Jesus and his teachings, saying it was the true path. I was torn, I shared the spirits of our lands, hoping to build a bridge between our worlds.



### Second Person

As you watch the sun dip below the horizon, Father Louis approaches, sharing stories from the Bible. Each day, he becomes more persistent, urging you to embrace Christianity. You, being curious, listen and learn, but you know his main mission is to convert. You teach him about the sacred rituals, dances, and the vast expanse of the land. However, there's a lingering sadness. With each passing day, you notice that fewer of the village's youth are participating in the sacred dances. You often find Father Louis in his prayers.

### Third Person

The Mi'kmaq village started to show visible changes. Jesuits, with their unwavering goal to convert, introduced schools to teach Christianity, gradually suppressing Indigenous spiritual practices. The Mi'kmaq youth began wearing crosses, and the age-old rituals started to fade. Father Louis, though he respected some of the Mi'kmaq traditions, firmly believed that salvation lay only in Christianity. Elders of the Mi'kmaq community felt the pain deeply, witnessing the erosion of their rich spiritual heritage. Yet, amidst this transformation, pockets of resistance and preservation emerged, with elders passing down sacred stories and practices in secret, hoping to keep their ancestral beliefs alive.

**Analyze**

Read the versions of the short story and describe the benefits/drawbacks of each point of view

**Advantages of the Point of View**

First Person	Second Person	Third Person

**Disadvantages of the Point of View**

First Person	Second Person	Third Person

**Reflect**

Which story is your favourite version? Explain why.

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## Foreshadowing

**Literary devices** are special techniques that writers use to make their stories or poems more interesting and engaging. They help us understand the message better and make reading a richer experience.

- **Foreshadowing:** This is when the writer gives little hints or clues about what will happen later in the story. It's like a puzzle piece that makes sense when you see the whole picture. For example, if a character keeps mentioning how much they dislike the rain, and then picks up an umbrella even though it's sunny, you might guess that it's going to rain later in the story. This creates suspense and keeps readers eager to find out if you guessed right.



Think \_\_\_\_\_ Read \_\_\_\_\_ Write \_\_\_\_\_  
Read the passage below and foreshadow what will happen next.

Jared found an old, ornate key in his grandmother's attic. It had a label that said, "For the brave." Jared's curiosity led him to discover a locked chest in the corner of the attic that no one could ever open.

Feeling a mix of excitement and a little bit of fear, Jared decided to take the key and head towards the chest. As he approached, he noticed that the chest had the same symbol as the key: a brave lion. Jared's heart pounded as he realized this was a moment that could change everything.

Foreshadow - What do you think will happen next? Explain why.

Lucy found a treasure map tucked inside an old book at the library. The map showed a path leading from the school playground to a mysterious "X" in the nearby forest. Lucy noticed that the book's last checkout date was 10 years ago, on the same date as today. Feeling a strange sense of destiny, she folded the map and tucked it into her backpack.

As she walked home, she couldn't help but think about the legends of hidden treasure that were told about the very same forest. Lucy knew that tomorrow would be an adventure she'd never forget.

Foreshadow - What do you think will happen next? Explain why.

## Scavenger Hunt: Foreshadow

**Scavenger Hunt**

Find books and read their titles then foreshadow what might happen.

Book Name	Foreshadow
"The Midnight Forest"	The title suggests an adventure or mystery that will likely unfold in a forest setting, possibly involving secrets or danger revealed at midnight.
"The L... E..."	The title implies a quest or journey to find a powerful key, possibly unlocking immortality or some vast, cosmic secret.

**PREVIEW**

## Allegory

An **allegory** is a story in which everything stands for something else. It's like a hidden message wrapped in a tale. The characters, actions, and even places can represent real-world issues or moral lessons. It's a way for writers to talk about complex subjects in a simpler form.



### Example:

For example, the story "The Lion, the Witch, and the Wardrobe" is not just about children exploring a magical land; it's also an allegory for good versus evil and sacrifice. In the story, the lion represents goodness and sacrifice, similar to figures in religious stories. So when you read an allegory, you're not just enjoying a good story; you're also discovering deeper meanings.

### Think

Read the story below and write what is the allegory in the story.

In the tiny village of Littleville, two boys, Jammy and Sammy, found a golden carrot. Jammy wanted to share it with the poor people in need, but Sammy wanted to keep it all for himself. "We'll be rich!" Jammy cheered. Sammy disagreed, "It's not about being rich; it's about doing what's right."

In the end, they decided to share the golden carrot. The village flourished, and even Sammy realized happiness came from helping others, not hoarding wealth.

Allegory – What moral lesson or issue does the story teach? Explain.

In a far-off land, a sunflower and a dandelion grew side by side in a lush meadow. The sunflower always boasted about its beauty, tall height, and how people took photos beside it. The humble dandelion, however, was content and focused on offering food to bees and other small creatures.

One day, a fierce storm hit the meadow, uprooting the tall, proud sunflower, but the lowly dandelion, with its deep roots, remained unharmed and continued to serve the ecosystem.

Allegory – What moral lesson or issue does the story teach? Explain.

## Symbolism

**Symbolism** is a literary device where an object, character, or action represents something more than its literal meaning. It is used to convey deeper messages, ideas, or themes in a story. For example, a heart symbol often represents love or emotion. In literature, symbols can make the story richer and offer layers of meaning for keen readers to discover.

One well-known example is the green light in F. Scott Fitzgerald's "The Great Gatsby." The green light is not just a physical beacon; it symbolizes Jay's dreams and aspirations, especially his desire for a future with Daisy. This adds complexity and depth to the narrative.



Think: Read the passage below and identify examples of symbolism.

In the heart of the bustling city stood the Grand Clock, with hands that had never moved. Citizens often looked at it with a second glance. However, young Mia noticed that whenever someone performed a selfless act, a soft chime echoed from the Grand Clock. She observed that although it didn't tick forward, the clock had its own way of marking moments of true kindness.

**Symbolism** – Write examples of symbolism used in the passage.

In the small town of Larkspur, every resident owned a beautifully crafted hourglass, gifted to them on their tenth birthday. Mia's hourglass, filled with silver sand, always sat on her windowsill. As years went by, she noticed something peculiar: whenever she felt time was moving too quickly or moments were slipping away, the sand seemed to flow faster. But on days when she truly cherished every moment, the grains appeared to drift down leisurely. As life's challenges grew, Mia began to understand the true weight and meaning of her hourglass.

**Symbolism** – Write examples of symbolism used in the story.

## Sequencing the Plot of a Story – Multiple Plots

Sequencing the plots of a story means arranging the events in the order they happen. It's like putting the pieces of a puzzle together so the story makes sense. You start with the beginning, move to the middle where the action heats up, and then reach the ending. It helps you understand the story better.

### Read

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

A) Sarah was amazed. The cookies were turning out perfectly, each one golden brown. She scribbled down the process in her baking journal, as Oliver added a pinch of cinnamon.

B) Meanwhile, Oliver rolled out the pie dough smoothly, and the smell of apples and cinnamon filled the kitchen. People passing by stopped to take a sniff.



C) By afternoon, the cookie jar was full to the brim, and both young bakers couldn't help but feel they had made something special today.



D) In a cozy town square, Sarah the Baker, Oliver the Pie-Maker, and Emma the Cake Designer set up for a baking contest, setting up their stations and hoping to win over the judges.

E) On the other side, Emma was meticulously frosting her three-layer cake, focusing on each swirl of frosting, which showcased her skills.

F) Eventually, a crowd of eager tasters and judges gathered around the harmonious efforts of the three bakers. Each dish was a hit, and the air buzzed with the delightful synergy of cookies, pies, and cakes.

G) As the clock neared the contest's end time, Emma delicately placed her cake, while Oliver pulled the pie from the oven and Sarah presented her cookies on a beautiful platter.

H) Sarah carefully measured flour, sugar, and chocolate chips, eager to make her famous cookies that everyone loved.

### Sequence

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

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

## Sequencing the Plot of a Story

A) Leo's eyes widened as he watched the erupting volcano in the science experiment. The baking soda and vinegar mimicked real lava flow! Quickly, he grabbed his tablet to record the reaction.

B) Leo was a geology whiz. He loved learning about rocks, minerals, and natural disasters. His room resembled a miniature museum, filled with rock specimens and maps of tectonic plates.



C) "Great observation, Leo!" exclaimed Mrs. Patel, his science teacher. "Be sure to note how the reaction simulates a real volcanic eruption." With a nod, Leo started typing notes on his tablet.

D) A week later, Leo shared his findings to the geology club. His peers listened attentively as he described chemical reactions and crystal formations. Filled with pride, Leo realized he had contributed valuable information to the club and was one step closer to his dream of becoming a geologist.



E) During the final moments of the experiment on his tablet, Leo noticed some crystals forming in another experiment and he was eager to share these observations with his peers.

F) The next day, Leo and Mrs. Patel discussed his recordings and notes. "This is excellent. You capture the chemical reactions well," said Mrs. Patel. "You're truly a budding geologist!"

G) Earlier, when Leo arrived at the school's science lab, he felt a little nervous and a little anxious. But the moment the volcano erupted in the experiment, all his worries disappeared.

H) Leo was part of the school's geology and environmental science club. They were doing a series of experiments to understand volcanic eruptions better.

### Sequence

Write the order of the story using the letters for each paragraph. Then draw what you visualized when you read the story.

Plot Sequence	

## Narrative Writing - Cause and Effect

In stories, cause and effect means that one event happens because of another. The "cause" is why something happens, and the "effect" is what happens as a result.

For example, if it rains (cause), then people might use umbrellas (effect).  
Or, a character tells a lie (cause), and loses a friend (effect).

This helps make the story more realistic and engaging.



**Instructions:** Is the underlined part of the sentence the cause or effect?

1) An <u>astronaut</u> lost his mom, so <u>he got grounded</u> .	Cause	Effect
2) Nadia helped her friend with <u>homework</u> , and her friend was grateful.	Cause	Effect
3) Chiara practiced <u>playing piano</u> every day, so she became really good at it.	Cause	Effect
4) <u>It was Maggie's birthday</u> , so she got lots of presents.	Cause	Effect
5) Brian stayed up late watching <u>TV</u> , so he was tired the next day.	Cause	Effect
6) <u>Karen was kind to everyone</u> , and she had many friends.	Cause	Effect
7) The teacher was sick, so the class had a <u>substitute teacher</u> .	Cause	Effect
8) The <u>soccer game was postponed</u> due to heavy rain.	Cause	Effect
9) It was snowing, so <u>school was cancelled</u> .	Cause	Effect

**Think**

Think of either the cause or effect that matches below.

Cause	Effect
There was heavy rainfall,	
	she became the highest achiever.
They were late for the flight,	
	so, I didn't go to school today.

## Biodiversity Story – Cause and Effect

### The Circle of Fish in Ahmik Bay

In Ahmik Bay, two Indigenous friends, Nodin and Kaya, were worried about the fish population. Because too many boats were fishing in their bay, the number of fish had decreased dramatically. Nodin and Kaya decided it was time to act, knowing that if the fish disappeared, their community would suffer greatly.



Nodin, a young boy, started researching sustainable fishing methods. When he told the community his new information, the community listened and was inspired to make changes. A new set of fishing rules was set, focusing on quotas and specific fishing areas.

Kaya, who was good at speaking, took charge of educating the fishermen. She created flyers and gave talks about the importance of respecting fishing limits. In response, the fishermen started following the new rules.

Eager to make an impact, Nodin and Kaya convinced their community to invest in new, eco-friendly fishing gear. Because of this switch, fewer fish were accidentally caught in the nets.



A year later, Nodin used a video camera to film the bay's recovery. Eager to assess the results, he showed the community the footage. Because everyone followed the new rules, the fish population had increased significantly. Even the older types of fish, which had been disappearing, were making a comeback.

Kaya also noticed a positive change while checking the local market. Since there were more fish, the prices were stabilizing, which made everyone happy. Additionally, the fishermen now had consistent incomes because they adhered to sustainable practices.

The community elders recognized Nodin and Kaya's efforts with a special ceremony, highlighting the importance of respecting nature. More neighboring communities started to inquire about Ahmik Bay's successful turnaround, leading to wider adoption of sustainable practices. For Nodin and Kaya, the journey was not just about saving the fish but about preserving their community's way of life. Due to their actions, the community was now committed to a more sustainable future.

The End

**Cause/Effect**

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

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

Too many boats were fishing

If the fish disappeared

The community listened

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

he started researching sustainable fishing methods.

the community listened and made changes.

the fishermen started to follow the rules.

**Think**

Write any causes or effects you can think of from the story.

**Plots**

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



**PREVIEW**

# Block 5: Persuasive Texts

## FOCUS

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

## Persuasive Writing Advertisement

 **Unlock the Power of Words: Join the Ultimate Persuasive Writing Class!** 

### Why This Class Is a Must

- Master the art of persuasion to get what you want.
- Elevate your grades in English and other writing-heavy subjects.
- Learn lifelong skills that will help in real-world situations like job interviews and debates.

### Boost Your Writing

- **Argumentation**: Learn how to make your point convincingly.
- **Boost Confidence**: Feel more secure when expressing your opinions.
- **Critical Thinking**: Develop the ability to evaluate situations and form well-reasoned arguments.
- **Effective Communication**: Avoid misunderstandings by getting your message across clearly.

### Skilled Instructors

Our certified teachers have years of experience in helping students improve their writing. They'll give you step-by-step guidance to make sure you succeed!

### Course Highlights

- Structuring your essay for maximum impact.
- Using solid evidence to support your arguments.
- Crafting engaging introductions and conclusions.


### Special Features

- Individualized feedback on assignments.
- Interactive lessons to keep you engaged.
- Techniques to excel in any writing exams.

### When & Where

Classes kick off next month! They're all online, so you can join from your home, school, or anywhere with internet.

### Limited Seats Available

Hurry and sign up today to grab your spot. This is a golden opportunity to turn your writing into your superpower! 

 **Sign Up Now and Shape Your Future With Words!** 

**True or False**

Is the statement true or false?

1) One benefit of persuasive writing is that it boosts confidence.	True	False
2) The course is only for students who are bad at writing.	True	False
3) The course teaches techniques to excel in writing exams.	True	False
4) The class will help you improve your grades in Math.	True	False
5) The class offers individualized feedback on assignments.	True	False

**Questions**

Answer the questions below.

1) What is persuasive writing?

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

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

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

Social Worker	
Politician	
Negotiator	
Public Relations Specialists	

## Persuasive Writing – Multiple Perspectives

### ⓐ Why Smartphones Shouldn't Be Allowed at Recess

Did you know that 82% of middle schoolers own smartphones? While they can be useful, studies suggest that using phones during recess can negatively affect academic performance. Researchers indicate that 20 minutes of face-to-face interaction boosts social skills and mental well-being. Plus, the Public Health Agency of Canada recommends at least one hour of physical activity per day for children, and recess is a perfect time to get moving. Smartphones can be a roadblock to both these crucial aspects of hanging up.

### ⓑ Why Smartphones Should Be Allowed at Recess

I think smartphones should be allowed during recess. To me, recess is a break time and kids should be free to do what they enjoy. Sometimes, sharing a cool picture or a funny video with a friend can make recess even more fun. It's just a modern way of hanging out. If we can play and have fun during recess, why not check our phones too? After all, it's about having a bit of freedom and making our own choices during our break. That's just how I feel.

### Think Critically

Answer the questions below.



1) Which text is more persuasive? Explain your answer.

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2) Which text uses facts? Do facts help the author be more persuasive?

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3) Which text uses opinions and emotions? Do you think being emotional is persuasive?

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## Inferences - Persuasive Writing Advertisement

### 🌟 SuperSmoothieMaker: Transform Your Mornings! 🌟

#### 👉 Why Choose SuperSmoothieMaker?

- 🌈 **Variety of Colours:** Match your kitchen with our range of stylish colors!
- 🧼 **Easy to Clean:** All parts are dishwasher-safe.
- 🛠️ **Durable:** Built with top-quality materials to last for years.

#### 📊 Facts

- 🏆 **Customer Satisfaction:** Our users absolutely love it!
- ⏱️ **Saves Time:** Makes a smoothie in less than 3 minutes!
- 🥦 **Packed with Nutrition:** Blends fruits and vegetables perfectly, retaining all the good stuff!

#### 🏆 Awards and Recognition

- 🏆 "Best Kitchen Appliance 2023" - Kitchen Magazine.
- 🌟 5-Star reviews from over 1000 satisfied customers.

#### 📺 Special Offer

- 🛒 Buy now and get a free recipe book full of delicious ideas!
- 📦 Free shipping for orders made in the next 24 hours!

#### 💡 Testimonials

- "My mornings are so much easier, and I'm getting my daily fruit! — Julia, Student
- "The SuperSmoothieMaker is a game-changer. Quick, efficient, and easy to clean." — Mr. Clark, Teacher

#### 🕒 Limited Time Offer

For a limited time, use code SCHOOL20 to get a 20% discount on your SuperSmoothieMaker! Don't miss out on this fantastic deal.

#### 🛒 Order Now

Why settle for boring breakfasts? Transform your mornings and your health with SuperSmoothieMaker! Click the "Buy Now" button and get ready to change your life!

👉 Don't Wait! Make Your Mornings Super with SuperSmoothieMaker! 📺



**PREVIEW**

**Local Inferences**

Make inferences based on the sentences below.

Durable: Built with top-quality materials to last for years.

98% Customer Satisfaction: Our users absolutely love it!

Transform your life and your health with SuperSmoothieMaker!

Packed with Nutrients: Blends fruits and vegetables, retaining all the good stuff!

**PREVIEW**

**Global Inferences**

Make 4 inferences based on the entire advertisement.

## Inferences – Implicit or Explicit Evidence

**Explicit Evidence:** Explicit evidence is information that is clearly stated and easy to find in a text.

- **Example:** If a story says, "Sara is a doctor," we know for sure what Sara's job is.

**Implicit Evidence:** Implicit evidence is information that is not directly stated, and you have to figure it out yourself.

- **Example:** If a story describes Sara wearing a white coat and helping sick people, but does not say she is a doctor, you would use those clues to understand that she probably is a doctor.

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

**Example - Evidence** The sign says "No Parking."

**Inference** \_\_\_\_\_

**1) Explicit Evidence** John successfully passed his driving test on his very first attempt.

**Inference** \_\_\_\_\_

**2) Explicit Evidence** The delicious pie is made of apples.

**Inference** \_\_\_\_\_

**3) Explicit Evidence** On weekdays, the store closes its doors at 5:00 p.m.

**Inference** \_\_\_\_\_

**4) Explicit Evidence** The meeting is scheduled to take place in Conference Room A.

**Inference** \_\_\_\_\_

**5) Explicit Evidence** Her favourite subject is definitely history.

**Inference** \_\_\_\_\_

**6) Explicit Evidence** She scored the highest marks in her entire math class.

**Inference** \_\_\_\_\_

## Cohesive Ties in Persuasive Writing – Transition Words

**Cohesive ties** in persuasive writing are elements that link sentences and paragraphs together, making the text flow smoothly. They help readers follow the argument by indicating the relationship between ideas.

**Transition words** are a type of cohesive tie that guide readers through the text. Examples of transition words include "however," "furthermore," "moreover," "for instance," and "consequently." These words signal whether you're adding to an idea, contrasting concepts, or explaining cause and effect.

**Instruction:** Circle the transition words in the text.

In today's interconnected world, diversity, inclusion, and accessibility are very important.

Starting with **diversity**, think of a box of crayons. Some of us might be the bright colours, and sharing fun tales. Others could be deeper shades, making up the

Moreover, some friends might speak different languages at home. Celebrate neat holidays we don't know about. Consequently, all these things make school special, just like every crayon makes a picture perfect.

Furthermore, let's chat about **inclusion**. Imagine if you got that crayon box and someone said you could only use one colour. That wouldn't be fun, right? Inclusion is about making sure everyone feels important. So, when we do group work, we listen to everyone's ideas. Or in gym, we play games where everyone can join. However, it's not just about having many types of students. It's making sure we all feel good being here.

Lastly, we have **accessibility**. This means everyone can join in, no matter what. For example, have you seen the ramps for friends who use wheelchairs? Or tools for buddies who find reading tough? These things ensure that everyone can take part in school stuff.



**Grammar**

Answer the questions below.

1) What is a transition word? Why do we use them?

2) List as many transition words as you can below.

**Questions**

Answer the questions below.

1) What do the terms below mean?

Inclusion

Diversity

Accessibility

2) Why is inclusion important?

3) Why is diversity important?

3) Why is accessibility important?

**PREVIEW**

# Block 6: Expository Texts

## Focus

- ✓ Cause and effect
- ✓ Compare and contrast
- ✓ Problem and solution report – not part of the order of the report
- ✓ Diversity, inclusion, and accessibility
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Synthesizing
- ✓ Five Paragraph Essays – Reading Thesis Statements
- ✓ Blog Post – Test Patterns and Text Features

## Comprehension – Text Features in Reports

### Preface

This report aims to educate students about the significance of the Amazon Rainforest, often referred to as the Earth's lungs, and its unparalleled **biodiversity**. The goal is to instill an understanding of the forest's vital roles in climate regulation and sustaining diverse forms of life.



### The Amazon Forest: Earth's Breathing Mechanism

The Amazon rainforest serves a critical function in controlling the world's climate. Stretching across several countries and covering 6.7 million square kilometres, this vast forest acts like a natural air purifier for the planet.

### Climate Balance: Absorbing and Releasing Carbon Dioxide

The Amazon's trees absorb carbon dioxide and release oxygen. This interaction keeps our atmosphere balanced. Without the Amazon, we'd have increased carbon dioxide levels, escalating the climate crisis.

### The Circle of Life: Amazon's Rich Biodiversity

The Amazon is a hotspot of biodiversity, home to an astonishing variety of plants and animals. Specifically, the forest accommodates:

- Approximately 390 billion individual trees from 16,000 species
- Over 2,200 types of fish
- Nearly 1,300 bird species
- More than 400 mammal species
- Around 2.5 million distinct insects

### The Human Factor: Threats and Conservation

Human activities like **deforestation** and illegal mining are endangering the Amazon Rainforest. The loss of this vital **ecosystem** not only affects local biodiversity but also contributes to global warming.

### Glossary

- **Biodiversity:** The variety of different types of life found in a particular habitat.
- **Carbon Dioxide:** A **greenhouse gas** contributing to climate change.
- **Climate Crisis:** A term used to describe global warming and its disastrous impacts.
- **Deforestation:** The action of clearing a wide area of trees.
- **Ecosystem:** A community of living organisms interacting with their environment.
- **Escalating:** The increase of something.
- **Greenhouse Gas:** A gas that traps heat in the atmosphere, contributing to climate change.



**Text Forms**

Answer the questions below.

1) What main headings are used in the report?

2) Did the list help you understand the information? Explain.

3) Use the words from the list necessary in a sentence.

Escalating

Biodiversity

Climate  
Crisis**Summarize**

Determine the main idea and supporting details of the report.

1) What is the main idea of the report?

2) Write 4 supporting details about the main idea.

# Problem and Solution Report

## Preface

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

## The Vanishing Act: Understanding the Aral Sea Crisis

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

The Cause: Water Use in Irrigation Systems Used for Large-scale Agriculture, Have Drained Significant Amounts of Water from the Aral Sea. As a result, the sea's water level has dropped, leading to ecological disasters and threatening local communities who rely on the sea for livelihood.

## Solutions: Pathways to Restoration

### Solution 1: Water Conservation in Agriculture

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

### Solution 2: Legal Measures and Policy Changes

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

## Glossary

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

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



## Text Forms

Answer the questions below.

1) What main headings are used in the report?

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

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

## Evaluate

Evaluate the report based on the features used.

1) Was this report easy to understand?

 Very Easy Easy Neutral Somewhat difficult Very difficult

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

## Essays – Text Features

### What is an Essay?

An essay is a short piece of writing that discusses, explains, or argues a specific topic. Unlike stories or articles, essays usually focus on presenting a point of view, often the author's own. They are used in various professional fields and school assignments.



### Essay Text Features

Essays include several text features that provide organization and clarity. These include:

- **Headings and Subheadings:** These guide the reader through the essay and major topics.
- **Introduction and Conclusion:** "Bookend" the essay, introducing the topic and summarizing the main points.
- **Thesis Statement:** Usually found at the beginning, this sentence outlines the main argument or point of the essay.
- **Paragraphs:** These are the "building blocks" of the essay, with one focusing on a single idea that supports the thesis.

### Types of essays

Different purposes and subjects call for different types of essays. Some common

assigned types are:

- **Narrative Essays:** These tell a story, often personal, to make a point.
- **Descriptive Essays:** Focus on providing vivid details about a subject to create a picture in the reader's mind.
- **Chronological Essays:** Events or points are laid out in the order they occur.
- **Cause and Effect Essays:** Explains why something happened and the outcome.
- **Compare and Contrast Essays:** Discusses similarities and differences between subjects.
- **Expository Essays:** Aim to explain or clarify a topic in a straightforward manner.
- **Argumentative Essays:** Present an argument on a specific issue, providing evidence to back up the claim.

**True or False**

Is the statement true or false?

1) Headings and subheadings are used to distract the reader in an essay.	True	False
2) A thesis statement is usually found in the conclusion of an essay.	True	False
3) Chronological text pattern lays out events in the order they occur.	True	False
4) An essay can only be organized using one specific text pattern.	True	False
5) Expository essays aim to tell a personal story to the reader.	True	False

Match \_\_\_\_\_ from the essay topic to the type of essay that would be used

Type of Essay	Essay Topic
Narrative	Compare cats and dogs to decide which is a better pet.
Descriptive	Write about your first day at a new school.
Expository	Describe the best place to relax.
Argumentative	Explain why recycling is important for our planet.
Compare and Contrast	Argue why students should do homework.

**Think**

Think of topics you would want to write about for \_\_\_\_\_ essay type

Type of Essay	Essay Topic
Narrative	
Descriptive	
Expository	
Argumentative	
Compare and Contrast	

## Compare and Contrast Essay – Arch or Beam Bridge

### Comparing Engineering Marvels: Arch Bridge vs Beam Bridge

#### Introduction

Bridges are essential for connecting places separated by water, valleys, or other obstacles. Two of the most commonly used bridge designs are arch bridges and beam bridges. This report aims to compare and contrast these two types of bridges to help you understand their unique features and uses.

#### Essential Components: What Makes Them Stand?

Both arch and beam bridges serve the fundamental purpose of providing a passageway over a gap, but their structural designs are quite different.

- **Arch Bridges:** An arch bridge is a curved structure that distributes the weight of the bridge and any load on it to the piers at each end. The arch shape naturally allows the bridge to bear heavy loads.
- **Beam Bridges:** Simpler in design, they consist of a horizontal beam supported by piers. The weight of the bridge and any load on it is transferred to the supporting piers.



#### Advantages and Limitations: What Works Where?

Arch bridges and beam bridges have their own set of advantages and disadvantages:

- **Longevity:** Arch bridges often last longer and require less maintenance.
- **Load Capacity:** Beam bridges can usually handle less weight in comparison to arch bridges.
- **Construction Time:** Beam bridges are quicker and cheaper to build.
- **Aesthetic Appeal:** Arch bridges usually offer more visual appeal.



#### Making the Choice

The decision to build an arch bridge or a beam bridge depends on many factors like the location, purpose, and available resources. If you want a bridge that lasts a long time and looks beautiful, an arch bridge usually wins out. However, if speed of construction and cost are important concerns, a beam bridge may be the better option.

#### Conclusion

By understanding these factors, along with the characteristics, strengths, and limitations of each bridge type, engineers and decision-makers can choose a bridge design that best meets their needs.

## True or False

Is the statement true or false?

1) Arch bridges have a curved structure that helps distribute weight.	True	False
2) The aesthetic appeal is usually greater in beam bridges.	True	False
3) Speed of construction is a big concern when building an arch bridge.	True	False
4) Beam bridges are generally more expensive and take longer to build.	True	False
5) Arch bridges require more frequent maintenance than beam bridges.	True	False

## Evaluate

Answer the following questions.

1) Identify one text feature that was used in the essay. Write it down.

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2) Which text features were used in the text and how do they help you understand better?

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## Compare

Create a table to compare the differences between arch and beam bridges.

Arch Bridges	Beam Bridges

## Cause and Effect Essay – Deforestation

### The Domino Effect: Understanding Deforestation

#### Introduction

**Deforestation** is a serious environmental issue that has far-reaching consequences. The central theme of this report is that deforestation not only impacts the trees that are removed but also has a ripple effect on the whole ecosystem and even humans.

#### What Causes Deforestation?

Deforestation is primarily caused by human activities. Below are some leading causes:

- **Agriculture:** Clearing land for crops and livestock.
- **Logging:** Harvesting trees for paper and furniture.
- **Urban Development:** Expanding cities and towns.



#### Unveiling the Consequences

- **Environmental Impacts:** When large areas of forest are cleared, several harmful outcomes occur, such as:
  - **Soil Erosion:** Trees help to hold the soil together.
  - **Loss of Biodiversity:** Many plant and animal species lose their habitats.
  - **Climate Change:** Forests absorb carbon dioxide, a greenhouse gas, that causes climate change.

#### Social and Economic Repercussions

Forests are not just a collection of trees; they are important for human societies. Deforestation can result in:

- **Decreased Livelihood:** Many people depend on forests for their livelihood, including indigenous communities.
- **Water Issues:** Forests play an important role in the water cycle. Their loss can result in water scarcity in the area.

#### Conclusion: Final Insights

By understanding the causes of deforestation, we can try to find solutions that go beyond replanting efforts and aim to resolve the underlying causes. This is essential for the sustainable management of our planet's resources and the long-term well-being of all its inhabitants.

## True or False

Is the statement true or false?

1) Deforestation is a natural event that is not caused by humans.	True	False
2) Agriculture is one of the leading causes of deforestation.	True	False
3) The loss of forests has no impact on climate change.	True	False
4) Trees play a role in preventing soil erosion.	True	False
5) Urban development is a leading cause of deforestation.	True	False

## Evaluate

Answer the following questions.

1) List two causes of deforestation mentioned in the essay.

\_\_\_\_\_

\_\_\_\_\_

2) Name two environmental impacts/effects of deforestation.

\_\_\_\_\_

\_\_\_\_\_

3) What social and economic repercussions are discussed?

\_\_\_\_\_

\_\_\_\_\_

4) Do you think the essay effectively argues its thesis statement? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

5) How easy was it is to understand the report due to the text features?

 Very easy Easy Neutral Somewhat difficult Very difficult

## Five Paragraph Essay – Thesis Statement

In an essay, a **thesis statement** makes it clear what the essay will discuss. In 5-paragraph essays, the following will be presented:

- 1) **Introduction:** first paragraph that includes the thesis statement
- 2) **Body paragraph 1:** discusses the first main point
- 3) **Body paragraph 2:** discusses the second main point
- 4) **Body paragraph 3:** discusses the third main point
- 5) **Conclusion:** wraps up the essay by restating the thesis using different words.



The thesis statement in a 5-paragraph essay is easy to find. It will introduce the 3 main points so that the reader knows exactly what the essay will be about.

**Find** Underline the thesis statements in the introductions to the 5-paragraph essays

1) Playing a team sport is a journey of winning or losing. It's a journey where you learn to work with others, discover your strengths and weaknesses, learn discipline, and experience the joy of achievement. In the following paragraphs, we'll explore the benefits of teamwork, discipline, and personal growth in the world of team sports.

2) Reading is more than just looking at words on a page. It's a gateway to other worlds, a way to learn new things, and a chance to walk in someone else's shoes. In this essay, we'll explore the adventures found in books, the knowledge they provide, and the empathy they foster.

3) Nature is like a colourful tapestry with many threads woven together. Whether you hike in the woods, visit to a beach, or gaze at the stars reveals something new. This essay will touch on the beauty of nature, the lessons it teaches, and the peace it brings to our souls.

4) Art is a language spoken without words. Through paintings, sculptures, and music, artists share stories, emotions, and ideas. Let's embark on a journey where we'll look at the storytelling aspect of art, the emotions it evokes, and the innovative ideas it presents.

5) Pets are more than just animals; they are family. They bring joy to our days, teach us responsibility, and offer unconditional love. In this piece, we'll discuss the happiness pets bring, the duties they teach us, and the bond of friendship they offer.

## Five Paragraph Essay – Thesis Statement

**Write**

Read the first part of the introductions below and then write the thesis statement. You will need to think of 3 points related to the topic.

1) Gardening is not just about planting seeds and watching them grow. It's a journey of discovery, patience, and creativity. In this essay, \_\_\_\_\_

2) The universe is a mysterious realm of wonders. From twinkling stars to distant planets, space offers endless opportunities for exploration. This essay will \_\_\_\_\_

3) Beneath the surface of the ocean lies a world teeming with life and beauty. From colourful coral reefs to majestic whales, the underwater realm is both vibrant and vital. This essay will explore \_\_\_\_\_

4) Math is more than just numbers and equations. It's a language that describes the patterns and rhythms of the universe. \_\_\_\_\_

## What is Synthesizing?

### Understanding Synthesizing

**Synthesizing** is a higher-level thinking skill that you use to combine various pieces of information. This process helps you arrive at a deeper understanding of a subject. To simplify, think of it like making a smoothie with different fruits: each piece of information is like an individual fruit, and synthesizing is the blending of all these fruits into a new, blended mixture.

### Key Steps to Synthesizing Information

Before you can synthesize effectively, you need to gather accurate information from reliable sources. Here are the steps to achieve good synthesis:

1. **Read and Understand:** First, read your sources carefully. Highlight key ideas.
2. **Take Notes:** Write down important points as you read.
3. **Compare and Contrast:** Look for similarities and differences between sources.
4. **Make Connections:** Link new information to what you already know or have learned.
5. **Formulate an Opinion:** After considering all sources, form your own viewpoint.



### Why Synthesizing is Important

Synthesizing is a valuable skill not only in school but also in everyday life. Here is why it is important:

- **Enhances Learning:** It helps you understand the subject better.
- **Builds Critical Thinking:** It requires you to evaluate various kinds of information before coming to a conclusion.
- **Helps in Decision Making:** You make better choices when you look at all angles of an issue.

### When To Use Synthesizing

- Writing essays
- Solving math problems
- Making daily decisions
- Working on science projects

### Conclusion

In summary, synthesizing is like being a detective: gathering clues, piecing them together, and solving a mystery. By practicing this skill, you'll not only become a better student but also a more informed person.

**Synthesize**

Answer the questions below.

1) **Comparative Synthesis:** How is the process of synthesizing information similar to making a smoothie? Why do you think the author used this analogy?

2) **Evaluation:** Is it important to compare and contrast information from different sources to help you form an opinion?

3) **Critical Thinking:** How do synthesizing information and critical thinking help you make better decisions? Can you give an example?

4) **Reflection:** Why do you think the author compares synthesizing information to making a smoothie? Do you agree with this comparison? Why or why not?

**PREVIEW**

**Word Search**

Find the synthesizing related words.

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> combine     | <input type="checkbox"/> fuse       |
| <input type="checkbox"/> integrate   | <input type="checkbox"/> connect    |
| <input type="checkbox"/> merge       | <input type="checkbox"/> understand |
| <input type="checkbox"/> blend       | <input type="checkbox"/> critical   |
| <input type="checkbox"/> incorporate | <input type="checkbox"/> thinking   |

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

## 5-Paragraph Essay – Social Media

### The Influence of Social Media on Youth

In today's digital age, social media plays a significant role in the lives of young people. It offers a platform for connection, expression, and discovery. While social media has its benefits, such as building friendships and learning about the world, it also has potential downsides like cyberbullying and the pressure to be perfect. This essay will explore the positive effects made through social media, its role as a source of information, and the challenges of negativity.

Firstly, social media platforms like Instagram, Snapchat, and TikTok allow youths to connect with friends and make new ones. They can share experiences, chat with pals from school, or even bond with people who share hobbies from different parts of the world. Especially during times when staying in touch is difficult, these platforms provide a virtual space to stay in touch.

Secondly, social media acts as a window to the world. Young people can learn about different cultures, discover news, or even pick up a new hobby. For instance, many have learned to cook, dance, or craft through short tutorial videos on platforms like YouTube. It's a modern way to explore interests and grow.

However, social media is not without its challenges. There is a pressure to present a "perfect" life, leading to comparisons and sometimes low self-esteem. Cyberbullying is also a concern, where some might face negative comments or be made to feel left out. It's crucial for young people to remember that online life isn't always an accurate reflection of reality and to talk to someone if they feel overwhelmed.

In conclusion, while social media offers many opportunities for connection and learning, it's essential to use it mindfully. By focusing on the positives, being genuine, and standing up against negativity, the youth can navigate the digital world confidently and safely.

**Questions**

Answer the questions related to the text features/forms/patterns

1) What is the title of the essay? What does it tell you about the essay's main topic?

2) How many paragraphs does the essay contain? Which paragraph introduces the main points?

3) Does the essay use a formal or informal tone? Provide an example from the text.

4) Thesis statement: Write the thesis statement below.

5) Does the essay present both sides of the argument?

6) Write 3 ideas for essays you might be interested in writing about.

**PREVIEW**

## Blog Post – Listing Information

### The Power of Sleep: 10 Reasons To Get Enough Sleep

#### Introduction

Hey, students! We often hear that sleep is important, but do we know why? The thesis of this blog post is simple: getting enough sleep is not just about feeling less tired; it affects our well-being in many ways.



#### Top 10 Reasons to Get Enough Sleep

1. **Boosts Memory:** A good night's sleep can improve your memory and help you recall information learned during the day.
2. **Enhances Mood:** Lack of sleep can make you grumpy and **irritable**. Adequate sleep makes you more pleasant to be around.
3. **Improves Concentration:** You're more focused when you're tired. Sleep helps you pay better attention in class.
4. **Fights off Illness:** Sleep strengthens your immune system, helping your body fend off viruses and bacteria.
5. **Promotes Healthy Growth:** For those still growing, sleep releases **growth hormones**.
6. **Aids in Weight Management:** Poor sleep can interfere with your metabolism and could lead to weight gain.
7. **Enhances Physical Performance:** Whether it's gym class or a weekend sport, you'll perform better after a good night's sleep.
8. **Reduces Stress:** It's easier to manage stress and make rational decisions when you're well-rested.
9. **Supports Heart Health:** Good sleep can lead to a healthier heart by reducing stress and lowering blood pressure.
10. **Improves Creativity:** Believe it or not, sleep can spark your creativity. Your brain connects new ideas while you rest, leading to a boost in imagination.

#### Conclusion

Getting sufficient sleep isn't a luxury, it's a necessity for a healthy, balanced life. Not only does it refresh your body and mind, but it also contributes to a more **productive** and joyful day ahead. So, don't underestimate the power of sleep; it's more beneficial than you might think!

**Text Forms**

Answer the questions below.

1) What main headings are used in the blog post?

2) Blog posts often include a list rather than paragraphs. Why do you think that is?

**Synthesize**

Size necessary for the bolded words in the blog post.

**Evaluate**

Evaluate the blog post by answering the following questions.

1) Did you like the blog post? What did you like/not like?

2) Do you trust this information? What might make you trust it more?

**PREVIEW**

# Block 7: Poetry

## FOCUS

- ✓ Literary devices: Imagery, Foreshadowing, Symbolism
- ✓ Reading Comprehension Strategies: Visualizing
- ✓ Making inferences based on implicit meaning in a variety of poems.
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups
- ✓ Haiku, Limerick, Acrostic, Cinquain, Rhyming Poems

## Types of Poems

**Poetry** is a captivating way to express emotions, tell stories, or describe nature and experiences. Within the umbrella of poetry, there are many different types. Today, we're going to focus on four specific types: Haiku, Limerick, Acrostic, and Cinquain. Each of these has unique rules and characteristics.

### Short But Sweet: The Haiku

**Haikus** are traditional Japanese poems about nature with three lines. The first line has 5 syllables, the second line has 7 syllables, and the third line has 5 syllables.



Morning dew on grass  
Glistening in the sun's first light  
Day has now begun

### Spell It Out: The Acrostic

In an **Acrostic** poem, the first letter of each line spells out a word or message. The lines can be short or long, but they all spell out the word they spell.

Rain  
Evening  
Soft  
Time



### Laughter Lines: The Limerick

**Limericks** are humorous poems with five lines. The first, second, and fifth lines rhyme with each other, while the third and fourth lines have a separate rhyme. The rhythm is key here.

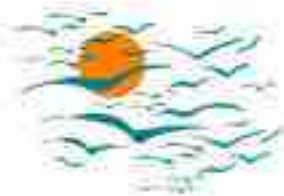


There once was a frog from the  
Who ate all the flies he could take  
He jumped very high  
Touched the blue of the sky  
And splashed down without a mistake

### The Five-Line Story: The Cinquain

**Cinquains** have five lines with a pattern to the number of syllables, for example, the first line has 2 syllables, the second line has 4 syllables, the third line has 6 syllables, the fourth line has 8 syllables, and the fifth line has 2 syllables. The pattern can vary but there is a pattern in each. They often describe a subject or tell a short story.

Sunset  
Bold and flaming  
Sinking, fading, ending  
The day's last sad fiery farewell  
Twilight



**Paraphrase**

Rewrite the rules for each poem in your own words.

Acrostic	<hr/> <hr/> <hr/>
Haiku	<hr/> <hr/> <hr/>
Limerick	<hr/> <hr/> <hr/> <hr/> <hr/>
Cinquain	<hr/> <hr/> <hr/> <hr/> <hr/>

**Visualizing**

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

Haiku	Cinquain
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

## Haiku Poetry – Temperature Zones

### Haiku Poetry – Temperature Zones

Temperature zones are different regions on Earth that experience similar climate and weather patterns. These zones are categorized into four types: Tropical, Temperate, Polar, and Dry. Each zone has its own unique characteristics, weather, and plant and animal life.

Haikus focus on nature and are a great way to capture the essence of different environments including temperature zones. Let's explore haikus for each temperature zone:



Rainforest so green  
Monkeys swing from tree to tree  
Dancing on every beam



Four seasons on the foot  
Nature's endless beauty  
The cycle never ends



Icebergs standing tall  
Penguins slide into the sea  
Sunlight fades to night



Desert sun so fierce  
Cacti stand like lone sentries  
Sand as far as eyes



Haikus provide a compact way to describe nature's nuances. With just a few words, they can evoke vivid imagery and deep emotions, helping us connect with different aspects of the Earth. They're like little snapshots that capture the soul of a place, letting us travel there in our imagination. This makes haikus an effective way to communicate the unique beauty and challenges of each temperature zone.

**Inferences**

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

1) "Life in every beam"

2) "Four seasons face the landscape"

3) "Sunlight fades"

4) "Sand as far as eyes"

**Visualizing**

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

Haiku 1	Haiku 2	Haiku 3	Haiku 4

## Limerick Poem – Symbolism

### Limerick Poetry – Acid-Base Reactions

Acid-base reactions are fascinating chemical changes that occur when an acid and a base interact. In your kitchen, this can happen when baking soda (a base) reacts with vinegar (an acid). The reaction creates carbon dioxide gas, resulting in a fizzy eruption! This is the same science behind some volcanoes and even soda pop.

### Symbols in Limericks

Limericks use humour and rhyme to convey a point, but here we'll also use symbols to deep understanding. The "dancing bubbles" can symbolize the effervescence of a reaction, and "Mr. Vinegar" and "Miss Baking Soda" represent the acid and base, respectively.



**Limerick for Baking Soda**  
In the kitchen, quite bold,  
Miss Baking Soda, new  
When paired with some heat,  
Her rise can't be beat,  
Her magic in pastries is true.

### Limerick for Vinegar

Mr. Vinegar, tart and divine,  
Stands for acid, in this tiny rhyme.  
With fizz and a pop,  
He'd dance till he'd drop,  
With bases, he mixes sublime!"



### How Limericks Add to Understanding

Limericks make learning about acid-base reactions entertaining and memorable. They personify the substances, making them relatable and easier to understand. The symbolism enriches the experience by adding layers of meaning that extend beyond the literal interaction of baking soda and vinegar.

**Questions**

Answer the questions below.

1) What is symbolism?

2) List two examples of symbolism you can find.

1)

2)

3) **Inferences:** Make inferences about the poems. What do they mean?

When paired with some heat,  
Her rise can't be beat,

With fizz and a pop,  
He'd dance till he'd drop,

**Questioning**

Write 2 questions you had about the poems

1)

2)

## Cinquain Poems – Critical Thinking

### Cinquain Poetry – Australia's Sparkling Treasures: Opal Mines and Gemstones

Australia is famous for its opal mines. **Opals** are unique stones because they can display all the colours of the rainbow in a shimmering play of light.

#### Cinquain Format

There is another form of cinquain poem that doesn't use syllables. It starts with a single word, which serves as the **subject** or **title**. This is followed by **two adjectives** that describe the subject. The third line consists of **three verbs** that relate to the subject. The fourth line delves deeper, capturing a **feeling** or deeper meaning about the subject in a four-word phrase. The poem concludes with a **single** word, which can be a **synonym** of the subject or a word that states its essence.

Opal

Mystical, radiant

Glowing, shifting, entrancing

Dreams of desert rainbows

Gem

Ruby

Ruby

Bright, fiery

Dazzling, igniting, warming

Passion's vivid shiny flame

Crimson

Topaz

Topaz

Golden, clear

Gleaming, setting, enchanting

The sunset's lasting glow

Radiance

Sapphire

Sapphire:

Deep, regal

Shining, enduring, calming

Night's royal embrace

Blue

Emerald

Emerald

Lush, vibrant

Shimmering, captivating, shining

Heart of verdant forests

Jade

Diamond

Diamond

Brilliant, hard

Reflecting, cutting, enduring

Stars bound to earth

Eternal



**Critical Thinking**

Answer the questions below.

1) Which stones or colours have symbolic meanings?

2) What emotions does the "Diamond" poem make you feel? Happy, sad, excited, calm, scared, silly, confused, surprised, nervous, creative, etc. Explain.

3) Which poem did you like the best?

**You Choose**

Choose a reading comprehension strategy to help you understand the text - Preview, Making Predictions, Ask Questions, Make Connections, Summarize, Evaluate, Making Connections, Synthesizing

Why did you choose this strategy?

## Rhyming Poems – Critical Thinking

### Rhyming Poetry – All About Alloys

Alloys are a blend of two or more metals or a metal and a non-metal. They're designed to have properties that pure metals don't have, like more strength, better corrosion resistance, or lighter weight.

### Rhyme Time: Alloys in Verse

Rhyming poems can make the subject more engaging and help us remember unique features of an alloy. Rhyming poems can follow an AABB pattern where line one rhymes with line two and line three rhymes with line four. Or it can follow a ABAB pattern. Another pattern found in children's books is ABCB, where the first three lines do not rhyme but the last line rhymes with the second line.

### Steel

Steel is real, no jest,  
In buildings, it plays a part,  
Stronger than all the rest,  
A marvel of human art.

### Bronze

Bronze in a statue's form,  
Shines brilliant in sun and storm,  
Ancient world yet still so grand,  
Created by a sculptor's hand.



### Brass

Brass has a golden hue,  
In trumpets and knobs, it's nothing new,  
It resists rust, a noble task,  
In its shine, we often bask.



### Pewter

Pewter, you see the  
In old tankards and jars,  
With tin as your major nose,  
Your low melting point is really great.



### Solder

Solder, oh so fine,  
A blend of lead and tin,  
Connecting wires, you always shine,  
You make sure electricity's in.



### Nichrome

Nichrome, in kitchens we find,  
In toasters and ovens, you find near,  
Resistant to heat, never rare,  
It won't break, so don't fear.



**Critical Thinking**

Answer the questions below.

1) In "Bronze," the phrase "Resilient in sun and storm" is used. What does this tell you about the durability of bronze?

2) Which poem has AABB, ABAB, or ABCB rhyming patterns?

ABAB

ABCB

3) Which poem does the poet use the

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

Quote

Explain

**Visualizing**

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

Nichrome

Brass

# Identifying Poems and Literary Devices

## Instructions

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

Raindrop on a leaf,  
Umbrella for a small ant,  
Nature's simple gift.

Poem Type

Literary Devices Used

Symbolism  
Foreshadow

A moon in the sky shining bright,  
Claimed it was the sole source of light.

A symbol of pride,

It couldn't quite hide,

The sun would reclaim at first light.

Poem Type

Literary Devices Used

Symbolism  
Foreshadow

Hyperbole  
Rhyme

Storm clouds dark and looming,  
Dark and looming,  
Brewing and forewarning,  
Anxiety in the air,  
Danger.

Poem Type

Literary Devices Used

Symbolism  
Allegory

Foreshadow  
Simile

...es that dance and sway,  
...ns life's harsh ordeal,  
Raging ...

Raging ...

... does

... e

Literary Devices Used

Symbolism  
Foreshadow

Allegory  
Idiom

A river, like a twisting, turning tale,  
Its water smooth, suddenly a gale.  
Each bend and twist, a flow in stream,  
An allegory of life's complex dream.

Poem Type

Literary Devices Used

Symbolism  
Foreshadow

Allegory  
Rhyme

Spilled the beans too fast,  
Secrets can't be kept for long,  
Cat's out of the bag.

Poem Type

Literary Devices Used

Symbolism  
Foreshadow

Allegory  
Idiom

**Activity: Understanding "Blind Justice" by Lee Maracle****Objective**

What are we learning more about?

To read and dissect the poem "Blind Justice" by Lee Maracle, gaining a deeper understanding of its themes and messages.

**Instructions**

How do we complete the activity?

**Introduction**

- Introduce Lee Maracle as an Indigenous poet from Canada. Explain that her poem "Blind Justice" deals with the law is not always fair to everyone.

**Reading the Poem (10 minutes)**

- Hand out printed copies of the poem "Blind Justice" to students ahead of time. Or find the poem online/on YouTube. Have students read the poem twice silently to familiarize themselves with its content.

**Stanza by Stanza Dissection (20 minutes)**

For each line or stanza, ask questions like:

- What do you think this line means?
- How does this line make you feel?
- Are there any words you don't understand?

Have students write their answers in the blanks on the next pages. They can jot down things that come to mind when you ask these questions. Then they can share their answers as you go through each stanza.

Name: \_\_\_\_\_

148

Curriculum Connection  
AZ.63.1

Reflection

Write your thoughts about each stanza below.

Stanza 7:

Stanza 8:

Stanza 9:

Stanza 10:

Stanza 11:

Stanza 12:

**PREVIEW**

# Block 8:

# Book Reviews

**PREVIEW**

- ✓ Bias in book reviews – identify explicit and implicit perspectives
- ✓ Reading comprehension strategy: inferencing
- ✓ Voice: word choice, word patterns, and sentence structure
- ✓ Literary devices in reviews – Allegory, Symbolism, Foreshadowing

## Implicit and Explicit Perspectives – Book Reviews

When you read book reviews, you'll notice that the reviewer's opinion can be shared in two different ways: explicit and implicit perspectives. Here's what they mean and how you can spot them.

### Explicit Perspectives:

When a book reviewer clearly states their opinion, that's an explicit perspective. For example, "I loved the characters in this book; they felt real and relatable."



### Implicit Perspectives:

Sometimes a reviewer's feelings are hinted at, not clearly said. This is called an implicit perspective. For example, "The book's setting was beautiful, but the characters were uninteresting." This reviewer talks only about the book's setting and avoids discussing the characters. You might think that the reviewer found the characters uninteresting.

**Perspectives** Determine if the perspective is implicit or explicit in the sentences below?

1) The book kept me on the edge of my seat from start to finish.	Implicit	Explicit
2) Not a page-turner by any means.	Implicit	Explicit
3) This book is a must-read for everyone.	Implicit	Explicit
4) It left me thinking long after I had finished the last chapter.	Implicit	Explicit
5) It's hard to put down.	Implicit	Explicit
6) The pages seemed to turn themselves.	Implicit	Explicit
7) The dialogue felt natural and engaging.	Implicit	Explicit
8) It's one of the best books I've read this year.	Implicit	Explicit

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

1) May require some patience to get through.

2) The pages seemed to turn themselves.

## Implicit and Explicit Perspectives – Book Reviews

### Book Review: "The Quest for Avalora"

"If you're in the mood for an unforgettable adventure, then "The Quest for Avalora" is the book for you. This story sweeps you into a fantastical world where three friends, Leo, Stella, and Theo, embark on a daring quest to find the lost city of Avalora. Right from the first chapter, the book grabs your attention with its intricate plot and well-developed characters.

The author expertly uses descriptive language to paint vivid pictures of enchanted forests, magical creatures, and hidden treasure. Each of the three friends brings a unique skill to the table, making them easy to relate to and root for. What sets this book apart is the author's focus not just about the adventure but also about the bonds of friendship and the power of teamwork.

This is a great read for all ages, and the characters and adventures they go on. I think this is a truly top-notch book!

Rating: ★★☆☆



Perspectives

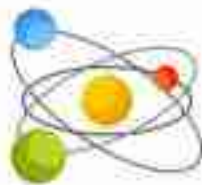
Answer the quest

1) Write 3 explicit perspectives from the book review. These are perspectives that are stated.

2) Write 3 implicit perspectives that don't say exactly how they feel about the book, but they give hints.

**Movie Review: "The Marvels of the Solar System " - Rating 10/10**

Oh my goodness, this is the best movie ever! As a space lover, I'm telling you, no other film comes close. The special effects? Astounding! They made Jupiter look so realistic that I felt like I was flying by it. The narrator? His voice was like honey for the ears. I couldn't imagine learning about space from anyone else. And the soundtrack? Absolutely magnificent. Learning about space is the best! There is no reason to watch any other movie! A perfect 10/10!



1) Why is this a biased review? What is the author's bias? Give examples from the text.

2) Did the author state their bias? Did they say if you like \_\_\_\_\_, you'll like this movie?

3) Why is it helpful to state bias when writing a review?

**Book Review: "The Magical Quest of Elara"**

Wow, "The Magical Quest of Elara" is literally the best book ever written. My nickname is Stella SpellBound and believe me, you can't miss a book about Elara. Elara is the coolest heroine and her adventure had me hooked from the very first page. The magic? So awesome! The bad guys? Super scary but in a good way. You'll be missing out big time if you don't read this masterpiece. Clearly, it's a 10/10!



1) Did the author make their bias clear? What do you think is their bias?

2) Do you find this review helpful in deciding if you would like this book? Explain.

## Activity: Detecting Bias in Online Reviews

### Objective

What are we learning more about?

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



4/5

### Instructions

How do we complete the activity?

- 1) Choose a Product or Place:**  
Choose a product on Amazon or a location on TripAdvisor that you're interested in, such as a toy, book, gadget, hotel, or a tourist spot.
- 2) Reading Reviews:**  
Spend some time reading reviews for your chosen product or location. Aim to read a mix of positive and negative reviews. As you read, think about the reviewer's perspective.
- 3) Detecting Bias:**  
While reading, look for any signs of bias in the reviews. Bias might be shown in many ways:
  1. Personal experience affecting the whole review (e.g., "I lost my luggage, so the entire vacation was horrible.")
  2. Over-generalization based on one instance (e.g., "My bag broke within a day. All products from this brand are terrible!")
  3. Clear personal preferences influencing the review (e.g., "I hate books, so I hated this book.")
  4. External factors affecting the review (e.g., "It rained during our trip, so this amusement park is the worst.")
- 4) Quoting & Analyzing:**  
On your paper, quote snippets from reviews that you believe show bias.
  1. Write the quote on the backside of this paper
  2. Then explain the bias.
- 5) Class Discussion:**  
Once everyone has had a chance to analyze several reviews, come together as a class. Each student can share a biased review snippet they found and discuss why they believe it's biased. This will help reinforce the understanding of bias and allow for collaborative learning.

**Research**

Fill in the table below.

Quote From Review

Describe The Bias

Quote From Review

Describe The Bias

Quote From Review

Describe The Bias

**PREVIEW**

## Our Voice in Review Writing

### What is Voice in Writing?

In review writing, "voice" refers to the unique style and tone used by the reviewer to convey their thoughts and feelings about the subject. It is the personal touch that distinguishes one reviewer's work from another's. Voice can manifest through the use of specific vocabulary, sentence structure, and even humour or seriousness.

For example, a reviewer with a playful voice might use informal language and jokes, while another with a more serious voice might opt for a formal and analytical style.

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

A) I really liked all the animals in the movie, especially the monkeys! They were so funny, jumping from branch to branch. The birds were pretty kewl too. Can we go to the zoo now? I wanna see them in real life! Bye!

B) I absolutely adored 'Nature's Wonders'. Captivating scenery is something I think all children should see. This movie is a perfect blend of education and entertainment. I think it's a perfect film to show in schools. Beyond its educational value, it's just mesmerizing to watch. A real triumph!

C) I mean, it was okay, I guess. Probably more of some other kid's thing. But, I have to admit, the graphics and camera work were pretty cool.

D) That was a solid documentary. It strikes a good balance between informative and sheer entertainment. The cinematography was top-notch and the narration was engaging. I learned a few things and was entertained throughout. I wouldn't mind watching this again on a lazy weekend.

1) Which family member wrote which review?

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

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

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## Understanding Symbolism in Review Writing

In writing about books, using symbolism and metaphors can make our words stronger. For example, if we call a book "a rollercoaster," it means the story has exciting ups and downs. Another example of symbolism is calling a challenging situation in a book "a stormy sea," which means it's tough and uncertain.

### Review

Read the symbolism in the excerpts below and answer the questions.

1) The story was like a gentle stream.

What  
It Means

Why Is It  
Symbolism?

How Does It  
Improve  
Writing?

2) The main character's challenges were like climbing a steep mountain.

What It  
Means

Why Is It  
Symbolism?

3) The mystery in the book was like a locked treasure chest, waiting to be opened and discovered.

What It  
Means

Why Is It  
Symbolism?

Do You Like  
This  
Symbolism?  
Explain.

## Literary Devices in Reviews

Literary devices in reviews are special ways of using words to make the review more interesting and to help explain how you feel about the book, movie, or music. They make your points stronger and catch the reader's attention.

1. **Foreshadowing** is like a hint or clue about something that will happen later in the story. It's like when a character finds a mysterious key, and you know it'll be important later on.
2. **Allegory** is when characters or events in the story stand for something else, like an idea or emotion. Think of it as a longer, story-based symbol.
3. **Symbolism** is using an object, character, or event to represent something more than itself. A key can symbolize love.

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

### Movie Review: "The Lost Key" - 4/5 stars

"The Lost Key" is an exciting adventure movie that keeps you on the edge of your seat! The story is about a group of kids, including the brave Zoe, who find a mysterious key in their school library. The key has strange powers, and the moment they find it, weird things start to happen. Books float, doors open, and a secret door appears!

This movie is filled with lots of suspense and magic. Some of the special effects are really cool, especially when the kids use the key to unlock the door. But here's the interesting part: they find an old diary right before using the key, and the diary mentions a "price to pay" for unlocking secrets. This made me wonder what will happen to them in the sequel, as this part really felt like a clue or foreshadowing.

If you like mysteries and adventures, you should definitely watch "The Lost Key." Just be prepared for a cliffhanger ending!

**Foreshadow** – What can you foreshadow from the review? What might happen in the movie? Explain why you think so.

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# Block 9:

## Graphic Texts

**PREVIEW**

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

## Understanding Comics

### Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

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

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3) **Global Inference:** Make an inference based on the entire comic. (ex – Mr. Duck isn't a very good pet owner as he overfeeds his pet).

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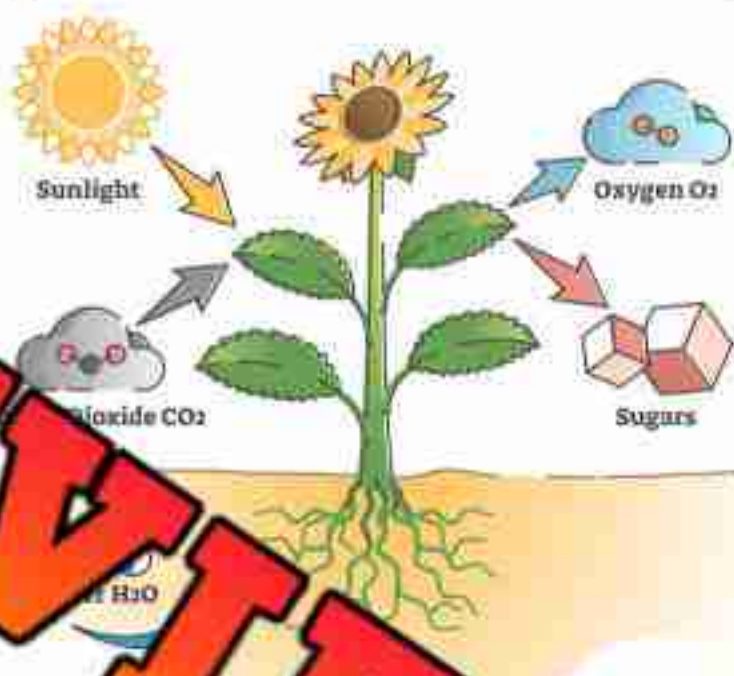
## Text Features in Infographics

**Examine**

Read the infographic and answer the questions.

**Infographics** are visual tools that help present information or data in an easy-to-understand way. Instead of reading long paragraphs, you can quickly grasp the main points through pictures and short texts. Features used in infographics include:

- **Icons:** Small pictures that represent a concept or idea.
- **Charts:** Graphs and tables that show numbers and trends.
- **Colour Coding:** Different colours to highlight important information.
- **Headings:** Big, bold titles that tell you what each section is about.



1) Give the infographic a title.

2) What do plants take in during photosynthesis?

3) What do plants give out during photosynthesis?

4) Were you able to learn a lot from this infographic? Was this easier to understand than a paragraph? Explain.

## Reading Maps – Text Features

### Reading a Map Made Easy

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

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



## Reading Maps – Text Features

### Questions

Answer the questions below.

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

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

3) How do you identify cities on a map?

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

### Think

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

Province	Territory	City
Ontario	Yukon	Edmonton
Alberta	Nunavut	Johns
Manitoba	NWT	Victoria

# Block 10:

## Biographies

**PREVIEW**

- ✓ Biographies about important historical figures
- ✓ How images, graphics, and visuals contribute to meaning in a text
- ✓ Reading Comprehension Strategies: Summarizing, visualizing, and making connections
- ✓ Text Patterns in Biographies – glossary, index, preface, captions, timelines, headings, etc.

## Biography – Viola Desmond

### Viola Desmond: A Canadian Heroine of Civil Rights

#### Preface

This biography will introduce you to a remarkable Canadian woman—Viola Desmond. Viola wasn't an astronaut or a scientist, but she was a fearless **advocate** for **civil rights**. She stood up against racial **segregation** in Canada and became a symbol of courage and justice. In this biography, you'll learn about her early life, her brave stand, and her enduring impact on Canada.

#### Early Life and Ventures

Viola Desmond was born on July 6, 1914, in Halifax, Nova Scotia. She trained as a beautician because, due to racial **discrimination**, she wasn't allowed into Canadian beauty schools. She eventually started her own beauty line and even opened a beauty school, making education more accessible to Black Canadians.

#### A Brave Stand

In 1946, Viola made headlines when she refused to leave the "whites-only" section of a movie theatre in New Glasgow, Nova Scotia. She was arrested and fined, but her act of **defiance** shone a light on the unfair practice of racial segregation in Canada.

#### Lasting Impact

Viola Desmond's courage didn't just stop at a movie theatre. Her story inspired the civil rights movement. Her story became an important part of Canadian history, leading to discussions about civil rights and ultimately changes in laws. Her legacy continues to inspire Canadians to fight against inequality and injustice.

#### Timeline

- **1914**: Born in Halifax, Nova Scotia
- **1937**: Opened her own beauty school
- **1946**: Stood against racial segregation in a theatre
- **1965**: Passed away, but her legacy lived on
- **2018**: Became the first Canadian woman to appear alone on a \$10 bill

#### Glossary

- **Advocate**: A person who publicly supports a cause.
- **Civil Rights**: The rights of individuals to be treated equally under the law.
- **Defiance**: Open resistance against authority.
- **Discrimination**: Treating someone unfairly based on their race, gender, or other characteristics.
- **Segregation**: The practice of keeping people separated based on race or ethnicity.



Viola Desmond

**Prereading**

Before reading, answer the questions below.

Prediction: After reading the title and headings, make 2 predictions about Viola Desmond.


**During Reading**

Stop and write questions about what you are reading.

1	
2	
3	

**Questions**

Answer the questions below.

1) What is a glossary? Why are they helpful when reading a non-fiction book?


2) How does the picture of Viola Desmond help you understand her better?


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


## Biography – Tecumseh

### Tecumseh: A First Nation Leader Who United Nations

#### Early Life

Tecumseh was born in 1768, near Springfield, Ohio, in the United States. He was a member of the Shawnee nation. His father died in battle when he was young, and this loss deeply affected him. From a young age, Tecumseh knew he wanted to make a difference for his people.



Tecumseh

#### Uniting Nations

Tecumseh was a strong and **charismatic** leader. He believed that First Nations needed to unite to protect their lands from **European settlers**. In his vision, he travelled widely, **recruiting** warriors from many nations and forming **alliances**.

#### Lasting Impact and Legacy

Tecumseh's dream of a united First Nation wasn't fully realized, but his vision and leadership left a lasting impact for a significant part of North American history, inspiring future generations to work toward justice for **Indigenous** peoples. His life and teachings are still studied and honored today.

#### Timeline

- **1768:** Born near Springfield, Ohio
- **Early life:** Affected by the loss of his father in battle
- **1800s:** Began efforts to unite First Nations
- **1813:** Died in the **Battle of the Thames**, but his legacy continued to inspire

### Glossary – Fill in the Glossary Below

**Before Reading**

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


**During Reading**

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


**After Reading**

Answer the questions.

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


2) Summarize the text - Who was Tecumseh and what is his legacy?


# Warren Buffett: The Great Philanthropist

## Warren Buffett's Early Life

Warren Buffett was born on August 30, 1930, in Omaha, Nebraska. As a child, he showed an early knack for numbers and was already thinking about ways to invest money.

## Seeds of Ambition

Even with humble beginnings, Buffett was eager to learn about business. He bought his first stock at the age of 11 and delivered newspapers to earn extra money.

## Investing Success and Philanthropy

Warren Buffett is best known for being one of the world's most successful investors. He is the chairman of **Berkshire Hathaway**, a company that owns various other businesses.

## Wisdom Through Writing

Buffett is not only a successful investor but also a prolific author and speaker, sharing his knowledge on investment strategies and the importance of **ethical business practices**.

## Giving Back

Besides accumulating wealth, Buffett has committed to donate the majority of his fortune to charitable causes. He co-founded the Giving Pledge with Bill Gates, encouraging wealthy individuals to give away a large part of their wealth to charity.

## The Oracle Speaks

Buffett has been known as the "**Oracle of Omaha**" for his sharp insights into investing. Through his annual letters and interviews, he imparts wisdom that has guided both new and experienced investors.

## Timeline

- 1930: Born in Omaha, Nebraska
- 1941: Bought his first stock
- 1951: Earned a Master's degree in Economics from Columbia University
- 1965: Took control of Berkshire Hathaway
- 2010: Co-founded the Giving Pledge with Bill Gates

## Glossary

- **Investing:** The act of putting money into assets with the hope of achieving a profit.
- **Philanthropy:** The desire to improve the well-being of others through charitable donations.
- **Berkshire Hathaway:** A conglomerate holding company headed by Warren Buffett.
- **Oracle of Omaha:** A nickname for Warren Buffett due to his investment expertise.
- **Ethical Business Practices:** Conducting business in a manner that is morally right.



Warren Buffett

**Text Features**

Answer the questions below.

1) Write the headings used in the biography.

2) Write the subheadings used in the biography.

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

**Timeline**

Make a timeline by drawing a graphic organizer and labeling the important events in Warren Buffet's life.

## Organizing a Biography

**Read**

The report below has been organized incorrectly. Reorder the headings, sub-headings, preface, and index by writing the letters in the correct order.

### Alexander Graham Bell: The Voice Across Distances

#### A) Wires and Waves: The Voice of Innovation

The contributions of Alexander Graham Bell have resonated across time and space, revolutionizing the way we communicate. His ingenuity and vision opened up new vistas for humanity, making him a trailblazer in the world of telecommunications.

#### B) Early Years and Childhood Fascination

Step into the young life of Alexander Graham Bell, whose childhood interests in sound and language set the stage for his groundbreaking discoveries.



#### C) Preface

Have you ever wondered how the telephone was made? Alexander Graham Bell, a brilliant inventor and scientist, transformed his thoughts and ideas through sound. This biography will introduce you to the man who made voice communication across distances possible.

#### D) The Sound of Youth

Alexander Graham Bell was born on March 3, 1847, in Edinburgh, Scotland. Growing up, he was engrossed in the study of sound, influenced by his parents, Melville and Eliza, who were both experts in speech and elocution. Bell's passion for understanding sound led him on a quest for knowledge that would ultimately shape the future.

#### E) Connecting Worlds: The Invention of the Telephone

Learn about the critical steps that led Bell to invent the telephone and how his invention has shaped our modern world.

#### F) The First Hello

On March 10, 1876, Alexander Graham Bell made history. Using his invention, the telephone, he spoke the first words ever transmitted electronically: "Mr. Watson, come here. I want to see you." This marked the beginning of a new era in human communication.

#### G) Beyond the Telephone: Other Contributions

While the telephone may be his most famous invention, Bell's curious mind led him to explore other areas as well. He conducted research in flight, renewable energy, and even founded the National Geographic Society. His work extended beyond one invention, adding multiple layers to his legacy.

**Order**

List the letters in order from which paragraph/part should go first, to which should go last. (A to G)

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**Critical Thinking**

Answer the questions below.

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

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2) Did the preface help you understand the rest of the biography? Explain.

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**You Choose**

Choose a reading comprehension strategy to help you understand the text - Preview, Making Predictions, Ask Questions, Make Connections, Summarize, Evaluate, Activate Prior Knowledge, Main Ideas.

Why did you choose this strategy?

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How did it help you understand the text?

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# Biography Research Assignment

## Objective

What are we learning more about?

Choose a person from the list provided and read an online biography about them. You will summarize their life focusing on their early life, achievements, and later life. Then, create a timeline of major events in their life.

## Instructions

How do we complete the activity?



- Pick a Person: Choose a person from the list your teacher gave you.
- Research Time: Use the internet or tablet to read a biography about the person you chose.
- Jot Down Notes: As you read, jot down notes about their early life, achievements, and later years.
- Write a Summary: After reading, write a brief summary about the person's early life, achievements, and later life. Use your notes to help you.
- Create a Timeline: On a piece of paper, draw a timeline and mark significant events in the person's life using coloured pencils or markers.

## Options

Individuals you could choose to research:

Socrates
Ada Lovelace
Beethoven
Thomas Edison
Maya Angelou
Indira Gandhi
Eleanor Roosevelt
Michelangelo

Helen Keller
Pablo Picasso
Cesar Chavez
George Orwell
Neil Armstrong
Vincent van Gogh
J.K. Rowling
Jane Austen

Joan of Arc
Mark Zuckerberg
Barack Obama
Jackie Robinson
Coco Chanel
Stephen Hawking
Benjamin Franklin
Alan Turing

Name: \_\_\_\_\_

**Research**

Write jot notes as you read more about the person.

**Early Life**

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**Achievements**

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**Later Life**

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**PREVIEW**

