



Preview - Information



Thank you for your interest in this product. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Slides Lessons.
- ✓ A selection of worksheets included in the workbook.

When you make a purchase, you will receive a folder that contains the .pdf workbook file and a link to where you can make a copy of the Google Slides Lessons unit to your Google Drive.

Thank you for shopping with us. Please let us know if you have any questions at:

rob@supersimplesheets.com



Google Slides Lessons Preview





Ontario Language Curriculum Foundations of Language – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

Week 1 - Vocabulary List
Find 20 words in the word search and circle each one. Look at the word list to help you!

irrevocably	employee	freestyle
unfriendly	unfriendly	unfriendly
hunting	unfriendly	feels
unfriendly	unfriendly	unfriendly
unfriendly	treasure	earliest
unfriendly	unfriendly	unfriendly

Prefix Un-

Decide if the word uses the Prefix Un- and makes sense.

Word	Makes Sense?	Word	Makes Sense?
Uncertain		Unkind	
Unfriendly		Unsafe	
Uncle		Uniform	
Under		Unique	
Until		Unclear	
Unfinished		Unfair	
Unimportant		Unhappy	
Unit		Unison	
Unusual		Unicorn	

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Fluency Readings

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

 <input type="checkbox"/> The worker felt weary but determined.	 <input type="checkbox"/> The path seemed unattainable to hikers.
 <input type="checkbox"/> The employee felt weary after work.	 <input type="checkbox"/> The claim was unsubstantiated and faulty.
 <input type="checkbox"/> The thief used a police version.	 <input type="checkbox"/> The suspect bore charges of treason.
 <input type="checkbox"/> The hike left us weary afterward.	 <input type="checkbox"/> The decision received unanimous support.
 <input type="checkbox"/> The spy tried to sweeten up secrets.	 <input type="checkbox"/> The artist removed the false version.
 <input type="checkbox"/> The employee arrived at the railroad train.	 <input type="checkbox"/> The music grew deafening very quickly.



Ontario Language Curriculum Foundations of Language – Grade 8

Prefix Dis-

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

Diswrite	Disorganize	Dawn
Disagree	Discomfort	Discover
Discontinue	Dislike	Disagree
Disappear	Diswalk	Disagree
Disagree	Disagree	Disagree

Sentence Form

Drag the phrases from the box to create a sentence.

- 1) Because it rained,
- 2) After he finished his homework,
- 3) Since it was cold,
- 4) Although she was tired,
- 5) When the bell rang,
- 6) If I finish my chores,
- 7) While he was cooking,
- 8) Before we left home,
- 9) Since I missed lunch,
- 10) Although he was scared,
- 11) When the sun set,

I ran quickly.
It ate a big snack.
The sky turned orange.
We wore our jackets.
He entered the cave.
The students lined up.
He played outside.
We stayed inside.
She set the table.
He helped her friend.
We checked the weather.

Word List

Circle each one. Look at the word list to help you!

matrilineal	nonessential	panacea
integrated	essential	derive
aromatic	controller	narrative
retroactive	aerial	archetype
maternal	correlative	gender
impressed	caricature	berserk
		germinate



Workbook Preview



Grade 8 – Language

A. Literacy Connections and Applications

Throughout Grade 8, in connection with the learning in strands B to D, students will:



Preview of 111 pages from this product that contains 446 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

14 – 15, 57 – 58, 100 – 101, 143 – 144, 186 – 187

Grade 8 – Language

B1. Oral and Non-Verbal Communication



	Curriculum Expectations	Pages
B1.1	Effective Listening Skills evaluate and use various effective listening skills to enhance comprehension, including paraphrasing, asking open-ended questions, making relevant responses in group discussions, and reflecting on what has been said, and use these skills in formal and informal contexts and for various purposes	238 – 244
B1.2	Listening Strategies for Comprehension select and use a variety of listening strategies before, during, and after listening to analyze and comprehend information communicated orally and non-verbally, seek clarification, and identify relevant evidence to support a response appropriate to the context	245 – 252
B1.3	Speaking Purposes and Strategies analyze the purpose and audience for speaking in formal and informal contexts, and select and adapt speaking strategies to communicate clearly and coherently	253 – 273
B1.4	Oral and Non-Verbal Communication Strategies identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and evaluate and compare the effectiveness of these strategies in supporting understanding or communication, including how their use may vary across cultures	274 – 279
B1.5	Word Choice, Syntax, and Grammar in Oral Communication use precise and descriptive word choice, including domain-specific vocabulary from various subjects, and cohesive and coherent sentences during formal and informal communication, to support audience comprehension	280 – 285

Grade 8 – Language

B2. Language Foundations for Reading and Writing



	Curriculum Expectations – Overall Expectations	Pages
B2.1	Word-Level Reading and Spelling: Using Morphological Knowledge use consolidated 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, 227
B2.2	Vocabulary demonstrate an understanding of a wide variety of words, acquire and use explicitly taught vocabulary flexibly in various contexts, including other subject areas, and use consolidated morphological knowledge to analyze and understand new words in context	14 – 15, 19, 22, 26, 29, 33, 36, 40, 43, 47, 50, 54, 57 – 58, 62, 65, 69, 72, 76, 79, 83, 86, 90, 93, 97, 100 – 101, 105, 108, 112, 115, 119, 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, 204 – 205, 208, 212, 215, 223, 226, 234
B2.3	Reading Fluency: Accuracy, Rate, and Prosody read a variety of complex texts fluently, with accuracy and appropriate pacing, to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading	20, 27, 34, 41, 48, 55, 63, 70, 77, 84, 91, 98, 106, 113, 120, 127, 134, 141, 149, 156, 163, 170, 177, 184, 192, 196 – 197, 203, 206, 210, 213, 217 – 222, 224, 228 – 233, 235

Grade 8 – Language

B3. Language Conventions for Reading and Writing



	Curriculum Expectations	Pages
B3.1	Syntax and Sentence Structure use their knowledge of sentence types and forms to construct increasingly complex sentences that connect and communicate ideas accurately and effectively	17 – 18, 24, 31, 38 – 39, 45, 52, 60 – 61, 67 – 68, 117 – 118,
B3.2	Grammar demonstrate an understanding of the functions of parts of speech in sentences, refine their understanding of grammar, and use this knowledge to support comprehension and communicate meaning clearly and precisely	25, 32, 46, 53, 74 – 75, 81 – 82, 88 – 89, 95 – 96, 103 – 104, 110 – 111, 124 – 125, 131 – 132, 153, 167 – 168, 174 – 175
B3.3	Capitalization and Punctuation use and refine their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, when reading and writing	138 – 139, 146 – 147, 154, 160 – 161, 181 – 182, 189 – 190

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.

SCIENCE OF READING - OVERVIEW

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

In grade 8, the focus in the curriculum is on decoding and understanding affixes (prefixes and suffixes).

Therefore, our reading program will be broken down into 30 weekly word lists that align with the expectations in the grade 8 foundations of language curriculum. Each week, teachers will focus on one affix and two letter blend sounds.

The other words in the word list will align with the vocabulary overall expectation, which states tier 2 and tier 3 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. These words have high utility for students and will be the focus of explicit vocabulary instruction. **Tier 3 words** are words used in specific subject matter. Students will work with these words to improve their vocabulary.

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

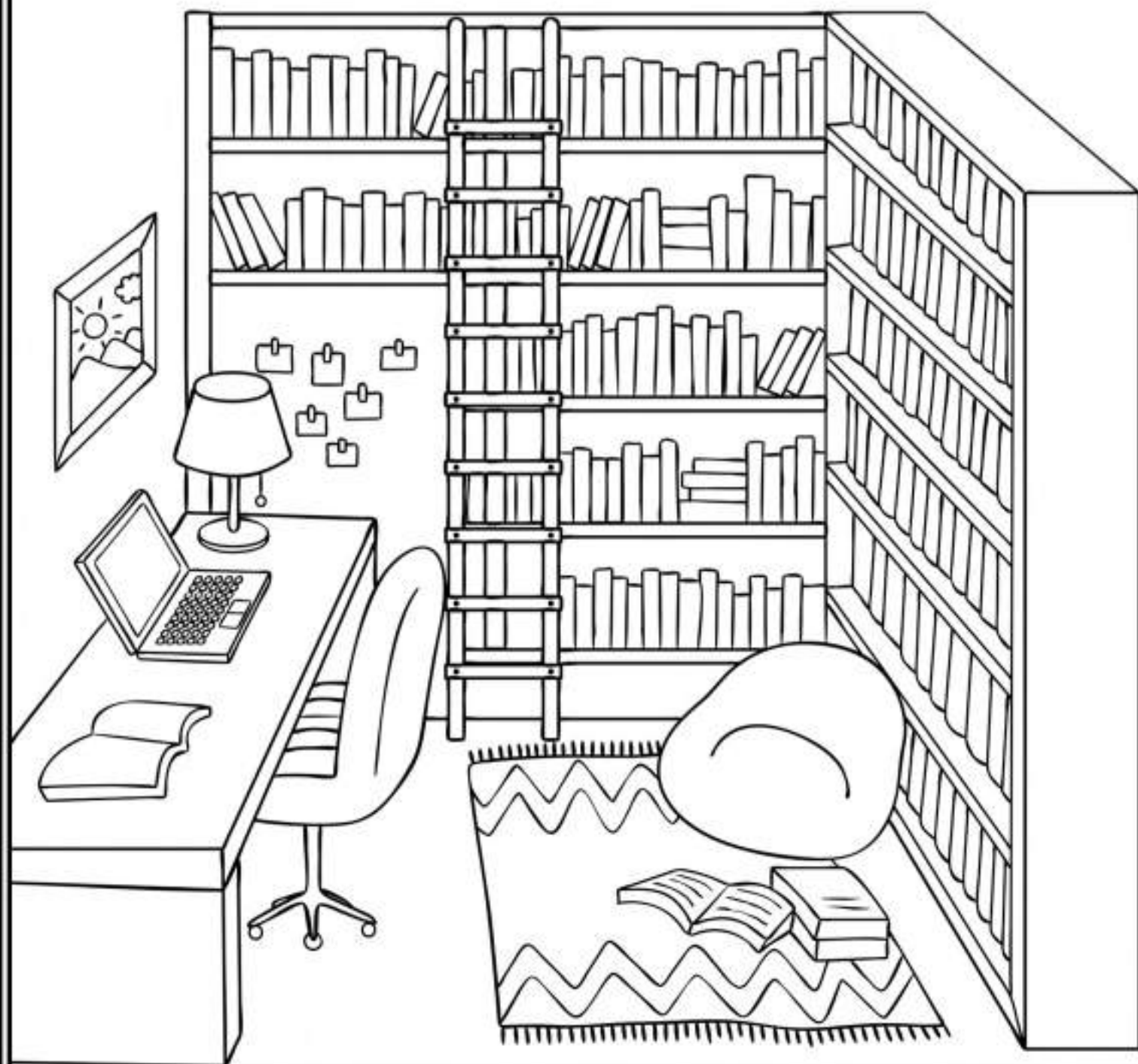
Week	Lesson 1	Lesson 2
1	Identify Sentence Fragments	Correct Sentence Fragments
2	Sentence Form: Simple Sentences	Parts Of Speech: Nouns, Verbs, Adjectives, And Adverbs
3	Identify Run-on Sentence	Parts Of Speech – Interjection, Conjunction, Preposition
4	Correct Run-on Sentence	Independent Clauses
5	Sentence Form: Compound Sentences	Coordinating Conjunctions
6	Intro To Subordinating Conjunctions	Sentence Form: Complex Sentences
7	Complex Sentences With Relative Clauses	Complex Sentences With Prepositional Clauses
8	Compound-complex Sentences	Compound-complex Sentences
9	Forms Of The Verb "To Be" (E.G., Am, Are, Be, Was, Being)	Linking Verbs (E.G., To Be, To Become, To Seem)
10	Perfect Tense	Relative Pronouns (E.G., The Woman <i>Who</i> Called Earlier Did Not Leave A Message.)
11	Imperative Verbs (E.G., <i>Place Your Order In The Next Five Minutes.</i>)	Interrogative Verbs (E.G., <i>Did You Break My Favourite Toy?</i>)
12	Intensive Pronouns (E.G., <i>He Himself</i> Was Responsible For His Success In Sports.)	Reflexive Pronouns (E.G., She Bought <i>Herself</i> A Mango.)
13	Proper Adjectives	Correlative Conjunctions
14	Gerunds As Nouns	Prepositional Phrases
15	Passive Versus Active Voice For Verbs	Converting Active And Passive Voice For Verbs

Reading Program - Overview

Weeks	Lessons	
16	Predicate Nouns	Predicate Adjectives
17	Adverbial Phrases	Indirect Objects (E.G., They Gave Me A Pencil.)
18	Capital Letters In Dialogue	Commas And Quotation Marks To Mark Direct Speech And Direct Quotations From Texts
19	Capital Letters In Dialogue	Commas To Set Off Nouns Of Direct Address
20	Participles	Commas To Set Off Advanced Phrases Or Clauses, Such As Appositives And Participles
21	Commas After Transitional Words Or Phrases	Commas To Set Off Conjunctive Adverbs
22	Colons To Indicate New Speakers In Script Dialogue	Colons In Formal Letters And Memo Salutations
23	Colons To Introduce A Quotation After A Complete Sentence	Colons For Introducing A List After A Complete Sentence
24	Semicolons To Separate Two Independent Clauses	Semicolons To Separate Two Independent Clauses
25	Ellipses Or Dashes To Indicate An Admission, A Pause, Or A Break	Ellipses Or Dashes To Indicate An Admission, A Pause, Or A Break
26	Commonly Misspelled Words	Commonly Misspelled Words
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

NAME: _____

FOUNDATIONS OF LANGUAGE



Week 1 - Vocabulary List

Unprecedented	Unanimous	Unscrupulous	Unparalleled	Unrelenting
Unattainable	Uninhibited	Unsubstantiated	Eavesdrop	Veneer
Weary	Deafening	Treason	Earliest	Foreseeable
Employee	Greenery	Deepen	Feeble	Freestyle

Cursive

Write the word using cursive writing.

Word	Trace	Write
Unprecedented	<i>Unprecedented</i>	
Unanimous	<i>Unanimous</i>	
Unscrupulous	<i>Unscrupulous</i>	
Unparalleled	<i>Unparalleled</i>	
Unrelenting	<i>Unrelenting</i>	
Unattainable	<i>Unattainable</i>	
Uninhibited	<i>Uninhibited</i>	
Unsubstantiated	<i>Unsubstantiated</i>	
Eavesdrop	<i>Eavesdrop</i>	

Week 1 - Vocabulary List

Cursive

Write the word using cursive writing.

Word	Trace	Write
Vener	<i>Vener</i>	
Heary	<i>Heary</i>	
Deafeni	<i>Deafeni</i>	
Treason	<i>Treason</i>	
Earliest	<i>Earliest</i>	
Foreseeable	<i>Foreseeable</i>	
Employee	<i>Employee</i>	
Greenery	<i>Greenery</i>	
Deepen	<i>Deepen</i>	
Feeble	<i>Feeble</i>	
Freestyle	<i>Freestyle</i>	

PREVIEW

Name: _____

16

PREFIX UN-

The prefix "un-" is used to give the opposite meaning to the word it's attached to. Think of it as a way to turn a word into its negative or reverse form.

Examples:

- Known - Something that is recognized or familiar.
- Unknown - Something that is not recognized, not familiar, or mysterious.
- Tie - To connect things together with a rope, string, etc.
- Untie - To remove the rope or string, separating the things that were connected.



Unscramble Unscramble the "un-" words using their definitions as hints.

ANSWER	UNSCRAMBLED	DEFINITION
1)	NCEA	Not easy to understand or see.
2)	NI	Remove contents from a vehicle or container.
3)	AE	Against or against nature.
4)	NEUGFRUAT	Requesting or asking for help or kindness.
5)	UUNLUSFE	Not helpful or useful.

Completion

Complete the sentences with the correct word.

A. Unanimous	B. Unrelenting	C. Unattainable	D. Unprecedented
E. Unparalleled	F. Unscrupulous	G. Uninhibited	H. Uninvited

1)	The rumor was _____ and lacked any real evidence.
2)	His _____ effort in studying led to great results.
3)	The athlete's achievement was _____ in school history.
4)	The class decision to go on a field trip was _____.
5)	Beware of _____ sellers when shopping online.
6)	He danced _____ at the party, enjoying every moment.
7)	Her talent in art is _____ in her grade.
8)	Some thought the goal was _____, but she proved them wrong.

IDENTIFY SENTENCE FRAGMENTS

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

Examples:

- Running fast toward the bus.
- Without knowing the full story.
- In the garden all day.



Complete or Fragment?

Is the sentence complete or is it a fragment?

1) In the park, spending the day.	Complete	Fragment
2) The cat jumped on the table.	Complete	Fragment
3) Laughing at the funny joke.	Complete	Fragment
4) Under the old, creaky floor a quiet sound.	Complete	Fragment
5) She read her book quietly in the corner.	Complete	Fragment
6) During the long summer vacation.	Complete	Fragment
7) The sun sets beautifully over the mountains.	Complete	Fragment
8) Beside the flowing river.	Complete	Fragment

Fragment Repair

Repair each fragment to form a complete sentence.

1) Perfect for a picnic.

2) Walking through the dense forest.

3) Heading back to our campsite.

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:

- At last!
- Beyond words!
- No turning back!

Identify Identify the sentence fragment that best conveys each given emotion

a) Boredom	b) Sadness	c) Hope	d) Anger	e) Joy
f) Curiosity	g) Disappointment	h) Surprise	i) Fear	j) Nostalgia
1.	Bright rays of sunlight.	6.	Didn't see that coming!	
2.	Remember those days?	7.	Tears fall silently.	
3.	Laughter everywhere.	8.	Can't wait!	
4.	What lies beyond?	9.	Shadows lurking!	
5.	Lost, alone.	10.	Struggling with rage!	

Write Create a correct sentence fragment from the given sentences.

Sentence	I am so excited that I can barely wait.
Fragment	Just can't wait!

Sentence	The long and stressful day is finally over.
Fragment	

Sentence	After all the effort, it turned out to be for nothing.
Fragment	

Sentence	I wonder what mysteries lie beyond the visible horizon.
Fragment	

WORD SEARCH

Word Search

Find the word bank words in the puzzle.

Unprecedented	Unanimous	Unscrupulous	Unparalleled	Unrelenting
Unattainable	Uninhibited	Unsubstantiated	Eavesdrop	Veneer
Weary	Deafening	Treason	Earliest	Foreseeable
Employ	Greenery	Deepen	Feeble	Freestyle

PREVIEW

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

Word Search

Make your own word search using 8 of the words.

Word Bank

Week 1 – Fluency Readings

Read

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

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	The park seemed to be a place of tranquility.				
2)	After a long day, the worker was home to his dog who was flaking off.				
3)	The unprecedented event was given unanimous approval.				
4)	It's risky to make decisions based on unsubstantiated claims.				
5)	The unrelenting noise in the city was almost deafening.				
6)	In the foreseeable future, such unparalleled success seems unattainable.				
7)	The unscrupulous employee decided to eavesdrop, revealing a feeble attempt at treason.				

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) Crazy events unfolding.	Complete
2) A vote was cast.	Complete
3) Her determination was non-stop.	Fragment
4) Hoping for better times.	Fragment

Identify

Identify the emotion conveyed by each fragment.

EMOTION	SENTENCE FRAGMENTS
	1) Any moment now
	2) Peace at last
	3) Never saw it coming

Week 2 - Vocabulary List

Yearning	Astonishing	Participating	Enthralling	Captivating
Exhilarating	Condemning	Diverting	Blabbering	Blatant
Blemish	Blisteringly	Blotchy	Blunder	Bracelet
Brilliant	Brouhaha	Brawny	Brute	Brotherhood

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

Answer	Word	Description
	Yearning	A) Physically strong, muscular
	Astonishing	B) Talking foolishly at length
	Participating	C) Exciting, very engaging
	Enthralling	D) Amazing, causing great surprise
	Captivating	E) Feeling part of something among a group
	Exhilarating	F) A mark and over a reaction
	Condemning	G) Fascinating, drawing into
	Diverting	H) Covered in irregular spots
	Blabbering	I) A mark or flaw, spotted or stained
	Blatant	J) Cruel person or animal
	Blemish	K) Expressing strong disapproval
	Blisteringly	L) Being actively involved
	Blotchy	M) A careless mistake
	Blunder	N) Obvious, without any attempt to hide
	Bracelet	O) Decorative band or chain for the wrist
	Brilliant	P) Strong desire for something
	Brouhaha	Q) Extremely fast, intense
	Brawny	R) Exciting, thrilling
	Brute	S) Extremely bright or clever
	Brotherhood	T) Entertaining, distracting

SUFFIX -ING



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

Examples:

- Run → Running
- Sing → Singing
- Write → Writing



Write Transform the sentences into present continuous tense using '-ing' verbs.

1) He plays football.	He is playing football.
2) They walk to school.	
3) The cat sleeps on the chair.	
4) She writes an email.	
5) The dog barks loudly.	
6) We watch a movie on Fridays.	
7) I read a book every night.	
8) You cook dinner every Sunday.	
9) The birds sing in the morning.	
10) The teacher explains the lesson.	

Write

Use the words below to create a meaningful sentence.

1. Learning	
2. Building	
3. Collaborating	
4. Investigating	

Name: _____

24

SENTENCE FORM: SIMPLE SENTENCES

A **clause** is a group of words that gives information and has a subject and a verb.
A **simple sentence** is a sentence that has one independent clause that can stand alone.
This means it has a subject and a verb and expresses a complete thought.

Examples:

- The girl walks every morning.
- She reads a book.
- Birds fly south in winter.



Write a sentence using the following to make a simple sentence.

- 1) Before lunch
- 2) After the movie
- 3) My best friend
- 4) The scariest moment
- 5) During the concert
- 6) Whenever I hear

Identify

Underline the simple sentences in the passage below.

While the morning sun peeked over the horizon, Marcus started his day. He pulled on his boots, which were still muddy from yesterday's adventure, and hurried downstairs. The aroma of pancakes filled the air, indicating his sister had been busy in the kitchen. Although he was eager to eat, Marcus remembered his promise to walk the dog first. As he leashed his eager beagle, he thought about the school project due next week. He knew that after breakfast, he would have to find a quiet spot to work. Today, like most days, promised a balance of duty and fun.

Name: _____

25

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

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

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



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

1) The committee deliberated <u>earnestly</u> on the new policy.
2) The speaker was quite <u>persuasive</u> at the debate.
3) The athlete gave a <u>flawless</u> performance.
4) He felt <u>exhausted</u> after the long day.
5) The ancient artifact was <u>dated</u> according to the museum curator.
6) They <u>navigate</u> through the city using the old map.
7) The <u>cake</u> she made was especially delicious.
8) The novel's protagonist is a <u>detective</u> .
9) She <u>recited</u> the poem from memory.
10) The <u>flowers</u> in the garden grew abundantly this year.

Write Use the words in sentences as the part of speech list.

Detective (Noun)	
Invest (Verb)	
Robust (Adjective)	
Briefly (Adverb)	

CROSSWORD PUZZLE**Crossword**

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

**Across**

2. A mark or flaw that spoils appearance.
3. A decorative band or chain for the wrist.
4. A noisy and overexcited reaction or response.
5. Very bright; exceptionally clever or talented.
6. Providing amusement or entertainment.
7. Physically strong; muscular.

Down

1. A careless or foolish mistake.
2. Very obvious and offensive.
3. Talking foolishly or excessively.
4. Covered with marks; not uniform.

Week 2 - 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

Complete the following to a simple sentence.

- | |
|-----------------------|
| 1) Across the street |
| 2) Beneath the stars |
| 3) Through the window |

Identify

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

	1) The <u>magician</u> effortlessly performed the complex trick.
	2) That ancient monument is <u>revered</u> by all the locals.
	3) During the lecture, the professor <u>elaborated</u> on the topic.
	4) The team played <u>remarkably</u> well in the championship.
	5) A <u>serene</u> lake stretched out before the hikers.

Name: _____

30

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:

- **Replay:** To play again. If you replay a video, you watch it again.
- **Rewrite:** To write again. If you rewrite an essay, you write it over to improve it.
- **Return:** To turn back. If you return a book, you bring it back after borrowing it.

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

	YES / NO		YES / NO
1) Recharge		6) Relay	
2) Rebel		7) Recreate	
3) Release		8) Realign	
4) Remark		9) Rethink	
5) Reel		10) Reveal	

Write Add the prefix 're-' to the given base words and use them in sentences.

Act	When she heard the news, she didn't know _____
Build	_____
Call	_____
Cover	_____
Turn	_____

IDENTIFY RUN ON SENTENCES

What Are Run-on Sentences?

A run-on sentence is a sentence in which two or more independent clauses (complete thoughts) are joined without proper punctuation or conjunctions. This makes the sentence confusing and hard to understand.



Example:

- She was late for school she missed the bus.
- He wanted to play football his parents wanted him to study.

Sentences

Label each sentence as correct or run-on.

Sentence	Correct / Run-On
1. The concert ended everyone left yet no one left.	
2. He practiced piano daily skills improved greatly.	
3. The experiment was a success the results were unexpected.	
4. It was cloudy and dark but the stars were still visible.	
5. The book was fascinating, spanning ancient and modern times.	

Write

Correct the run-on sentences using punctuation and conjunctions.

She wanted to go to the library she didn't have enough time.

The game was exciting everyone was cheering loudly.

He studied hard for the test he was hoping to get a high score.

Name: _____

32

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

Complete the sentences with the provided interjections.

1) Yay

2) Ah

3) Oops

4) Yikes

5) Ugh

Completion

Complete each sentence by writing the appropriate conjunctions

1) I wanted to go swimming, _____ the pool was too deep.

2) She studied hard for her exams _____ scored high marks.

3) We can watch a movie _____ play a game.

4) He's not only intelligent _____ also very kind.

5) It was raining, _____ we decided to stay indoors.

Search

Underline the prepositions used in the story below.

In the morning, the birds chirped from above the trees. Below them, a gentle stream flowed beside a winding path. Through the mist, a deer peered out, standing near a patch of wildflowers. Amid the tranquility, children played around the old oak tree, while their laughter echoed across the field, under the vast, open sky.

Word Sudoku

Sudoku

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

SHODDY	SHROUD	CHURN
REFURBISH	CHRONICLE	SHANTY

	SHODDY	SHROUD	CHURN		
CHURN	SHROUD	CHRON	SHAN		
SHODDY		SHROUD	CHRON	SHANT	
REFURBISH			SHODDY	SHROUD	CHURN
	REFURBISH	SHODDY	CHURN		SHANTY
		CHURN	REFURBISH	SHODDY	SHROUD

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)	The company was able to reconstruct and refurbish its building, reimagining its design.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
2)	The company decided to retrain its employees, reconfiguring their roles to meet their needs.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
3)	Caught, the charlatan was sheepish as he realized that his shoddy products had failed to reassure his customers.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
4)	Inside its chrysalis, the caterpillar reimagined itself, a natural chronicle of transformation.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
5)	The chauffeur, known for his chivalrous manners, reconfigured the car's seats for maximum comfort. He drove through the town, the engine quietly churning. His passengers, reassured by his expertise, relaxed and enjoyed the ride.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast

PREVIEW

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)	

Write

Correct the run-on sentences using actual punctuation.

It started to rain we didn't bring any coats.

The music was loud and energetic it made everyone want to dance.

Identify

Underline the prepositions, circle the conjunctions, and box the interjection in the passage below.

Wow, on a bright morning, under the clear sky, a dog joyfully dashed across the park. As it leapt over a log, Ugh, it stumbled, but quickly recovered, and then happily continued its playful adventure beside the shimmering lake, while the ducks swam by.

Week 4 - Vocabulary List

Abundantly	Anxiously	Serenely	Sincerely	Vividly
Innocently	Tirelessly	Viciously	Ailment	Aisle
Dainty	Frail	Aimless	Vain	Jaywalk
Payday	Mayonnaise	Decaying	Portrayal	Grayscale

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

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

8) _____

9) _____

10) _____

PREVIEW

Name: _____

37

SUFFIX -LY

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

Examples:

- ✓ Quick (adjective) becomes Quickly (adverb) - She ran quickly.
- ✓ Careful (adjective) becomes Carefully (adverb) - She carefully placed the vase.

Identify

Underline the adverb used in each sentence.

- 1) The teacher explained the concept clearly in the lively class.
- 2) She sang beautifully in the dimly lit room.
- 3) He walked quickly towards his garden.
- 4) They worked tirelessly in a friendly relation.
- 5) The actor performed brilliantly in the comedy-fried movie.
- 6) The speaker spoke forcefully about the time.
- 7) She carefully selected the only jewelry from the store.



Write

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

Aggressively	_____
Skillfully	_____
Strategically	_____
Vigorously	_____
Steadily	_____

CORRECT RUN-ON SENTENCES

Run-on Sentence	Revised
The sun was hot we decided to stay indoors and play board games.	The sun was hot, so we decided to stay indoors and play board games.
My sister loves to paint she spends hours in her studio, she creates beautiful landscapes and still life paintings.	My sister loves to paint, and she spends hours in her studio creating beautiful landscapes and still life paintings.

Insert _____ message by adding periods and capital letters, as well as commas
_____ sentences.

In the small town of Newwood everyone knew each other the streets were lined with
colourful flowers and the main square featured an ancient fountain however the most
interesting part was the library it was filled with countless books and mysterious
artefacts some say it was haunted by the first librarian Mark and Lisa two
curious teenagers decided to explore the library after school they took their
flashlights and a camera their plan was to document any strange occurrences they
were not afraid of ghosts but they were surprised to find a secret room behind the
history section it was hidden behind a moving bookshelf containing old diaries
and maps which hinted at a hidden treasure in the town

Write _____
Revise the following run-on sentences using simple sentences and punctuation.

1) Jake rushed his homework to play soccer he didn't check his answers.

2) Emily loves painting she often forgets to take breaks.

3) The museum trip was exciting students loved the dinosaur fossils.

INDEPENDENT CLAUSES

An **independent clause** is a group of words that contains a subject and a verb and expresses a complete thought. It can stand alone as a sentence.

Examples:

- They went to the park.
- She reads a book every night
- The cat sleeps on the sofa



Write _____ two independent clauses from the provided compound sentences.

1) The _____ game _____, yet our team managed to score the winning goal in OT.

2) The sky turned a beautiful shade of purple _____, we stopped to admire the sunset.

Write _____ Create an independent clause from the given subject and verb.

Subject - Teacher

Verb - _____

Subject - Soccer team

Verb - defeated

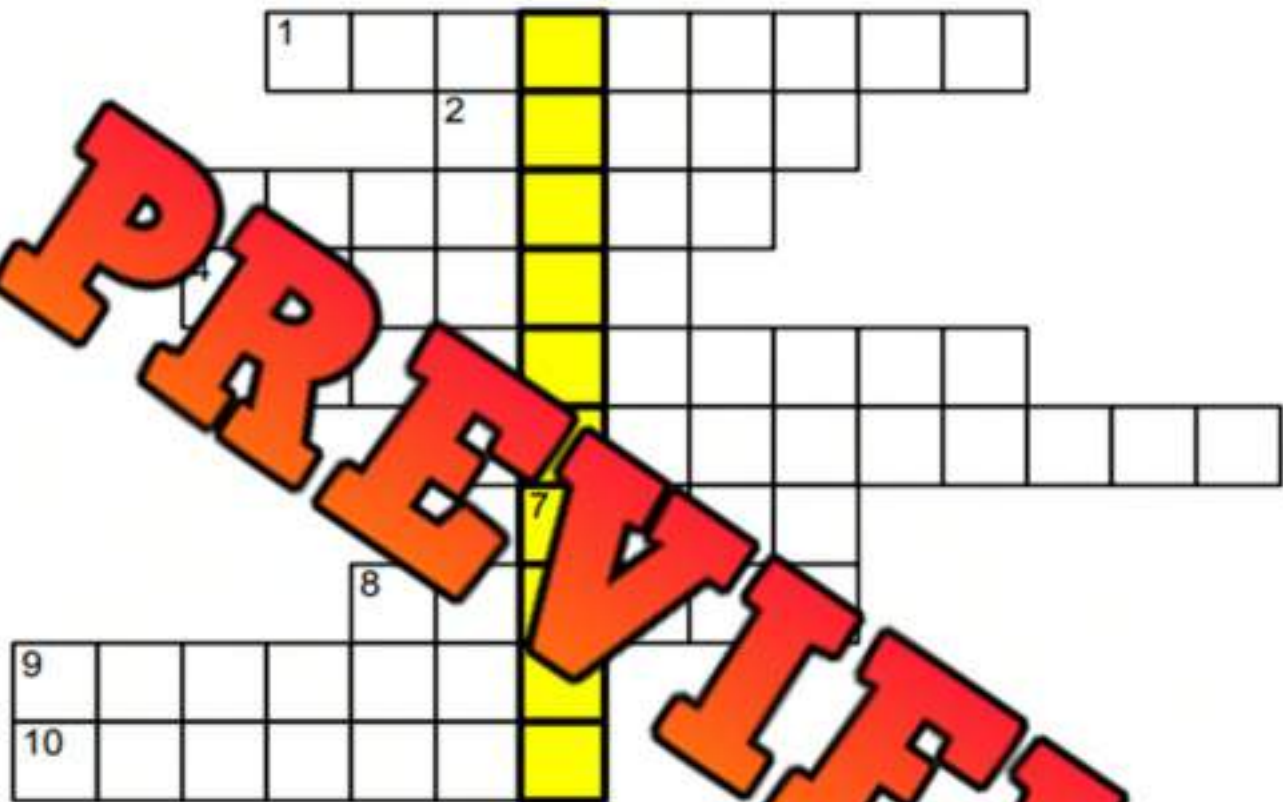
Subject - Chef

Verb - prepared

Hidden Word

Hidden Word

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



CLUES

- 1) Genuinely or true.
- 2) Weak or unhealthy.
- 3) Calm and peaceful.
- 4) The day wages or salaries are paid.
- 5) Depiction or representation of someone.
- 6) Working very hard with a lot of energy.
- 7) Excessively proud of oneself; conceited.
- 8) Small and pretty.
- 9) A sickness or illness.
- 10) Seeming like real life.

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)	I walked down the aisle anxiously, holding a daisy bouquet. The church was serene, my heart beating vividly.	Angry	Happy
2)	I watched a portrayal of a hero, vividly and so real, so profound.	Frustrated	Joyful
3)	On payday, I spent aimlessly. At home, I realized I should have	Curious	Serious
4)	I tried making mayonnaise; it was a failed attempt. I mixed ingredients abundantly, but was bland.	Surprised	Calm
5)	I dream of a serene world, flying innocently through clouds. In these dreams, I'm free from any ailment.	Worried	Determined
6)	Walking past a decaying house, I remembered old times. Its walls, viciously stripped of colour, stood vividly.	Suspicious	Relieved
7)	Today, I jaywalked innocently across the street. A car honked viciously, and I jumped back, heart racing.	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 a comma or punctuation.

1) The thunderstorm was loud it kept everyone awake at night.

2) The science project was due Ryan and Mia were still experimenting.

Write

Create an independent clause from the given subject and verb.

S - The orchestra

V - performed

Week 5 - Vocabulary List

Dismissal	Dishearten	Disengage	Dismantle	Disenfranchise
Disadvantage	Disinfecting	Disqualify	Stamina	Stockade
Stagnation	Stalwart	Stowaway	Stipulate	Spontaneous
Spectacular	Spaghetti	Sparingly	Sporadic	Spasmodic

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

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

Write

Use the following words in a sentence.

1) Dismantle	
2) Disqualify	
3) Stamina	
4) Stalwart	
5) Sporadic	

Name: _____

44

PREFIX DIS-

The prefix "dis-" often suggests a negative or opposite meaning. When added to the beginning of a word, it typically indicates the reversal of the word's original meaning, or it can mean "not" or "apart."

**Examples:**

- **Dislike:** "Like" means to enjoy; "dislike" means not to enjoy.
- **Disappear:** "Appear" means to be seen; "disappear" means to vanish.

Matching Match the following "dis" word to its definition.

1.	Disqualify	A) Declare unfit to participate.
2.	Dishearten	B) Cause to lose hope or enthusiasm.
3.	Disinfect	C) Try to destroy bacteria.
4.	Dismantle	D) A favorable circumstance or condition.
5.	Disenfranchise	E) Remove legal right.
6.	Disadvantage	F) Remove someone from service or employment.
7.	Disinfecting	G) Detach or separate from attachment.
8.	Disqualify	H) Take apart or destroy truth.

Write Write a sentence using the words below to show their different meanings.

Arm	
Disarm	

Place	
Displace	

Colour	
Discolour	

Name: _____

45

COMPOUND SENTENCES

A **compound sentence** is a type of sentence that combines two independent clauses (complete thoughts) using a coordinating conjunction (for, and, nor, but, or, yet, so). Each clause in a compound sentence could stand alone as a simple sentence, but they are joined to show a relationship.

Completion

Write a coordinating conjunction to complete the compound sentences.

- 1) The sun was setting, _____ the sky turned orange.
- 2) She was very tired, _____ she still finished her homework.
- 3) He loves to play basketball, _____ he also enjoys soccer.
- 4) It started to rain, _____ we took shelter under a tree.
- 5) We could go on the boat, _____ we could play outside.
- 6) She forgot her umbrella, _____ she got wet.
- 7) The teacher was strict, _____ he wanted the best for his students.
- 8) She doesn't like math, _____ does she like drama.

Write

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

- 1) The experiment was successful,

- 2) The team can't seem to score the puck,

- 3) The ancient ruins were discovered,

- 4) The author released a new book,

Name: _____

46

COORDINATING CONJUNCTIONS

Coordinating conjunctions are words that join two parts of a sentence that are similar, like two independent clauses, words, or phrases. They help to show the relationship between these parts.

"FANBOYS" is an acronym for seven common conjunctions: **For, And, Nor, But, Or, Yet, So**. When connecting two independent clauses (complete thoughts) using a FANBOYS conjunction, place a comma before the conjunction.

Example: 1) She plays piano, and she can sing. 2) Do you want tea, or do you want coffee?

Complete! Complete the sentences using "FANBOYS".

1	She studied _____ her efforts paid off in the exam.
2	The cake _____ delicious _____ no one ate it.
3	The team played well _____ they lost the match.
4	He forgot his password _____ he couldn't log in.
5	The book is long, _____ it's really interesting.
6	You can either stay here, _____ we can come with us to the museum.
7	She didn't hear the alarm, _____ she heard her parents calling.

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.

Dismissal	Dishearten	Disengage	Dismantle	Disenfranchise
Disadvantage	Disinfecting	Disqualify	Stamina	Stockade
Stagnation	Stalwart	Stowaway	Stipulate	Spontaneous
Spectacle	Spaghetti	Sparingly	Sporadic	Spasmodic

**Word Scramble**

Unscramble the word.

GNTAADDVEIAS		ATAIGONNST	
FEDICINITNSG		TUOSNPSOENA	
TTAWLRSA		SIFQYLDIAU	
ATWYOSWA		TANMSAI	
TATSLUEPI		CKASEOTD	
GNTAADDVEIAS		ATAIGONNST	

Week 5 – Fluency Readings

Read

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

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	As a result, he felt disheartened.				
2)	The mechanic had to shut the engine before the ship.				
3)	Despite his stamina, the runner had the disadvantage of a sporadic spurt.				
4)	The stalwart guard watched the stockade, vigilant against any stowaway.				
5)	In the debate, she stipulated her points with spectacular clarity.				
6)	The growth of the town stagnated, disenfranchising many of its residents.				
7)	Their spaghetti dinner was a spontaneous event, enjoyed sparingly but memorably.				

PREVIEW

Week 5 - 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)	

Completion

Write a coordinating conjunction to complete the compound sentences.

- 1) You can play golf, _____ you can go swimming.
- 2) The dinner smelled good, _____ no one was hungry.
- 3) She studied hard for the test, _____ she passed with flying colours.
- 4) I enjoy reading books, _____ I also like listening to audiobooks.
- 5) He enjoys painting, _____ his sister prefers drawing.
- 6) The museum was fascinating, _____ we spent the whole day there.
- 7) The car wouldn't start, _____ would the car's battery turn on.

Week 20 - Vocabulary List

Efficiency	Ferocity	Generosity	Melancholy	Rhapsody
Scarcity	Testimony	Eccentricity	Intuition	Suitability
Buildup	Liquidate	Recruit	Ambiguity	Discontinue
Fatigue	Sequel	Virtue	Residue	Misconstrue

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

Word	Description
Efficiency	A) Moral goodness or quality.
Ferocity	B) Rapid increase in something.
Generosity	C) Kindness or giving nature.
Melancholy	D) A feeling of deep sadness.
Rhapsody	E) Excessive praising of something.
Scarcity	F) Hiring or enrolling someone.
Testimony	G) Strong natural feeling.
Eccentricity	H) Limited availability.
Intuition	I) Evidence or proof.
Suitability	J) Clearing debts or obligations.
Buildup	K) Unusual, odd behavior.
Liquidate	L) Following work in a series.
Recruit	M) Harshness or aggression.
Ambiguity	N) Mistakenly interpret or understand.
Discontinue	O) Feeling of deep sadness.
Fatigue	P) Extreme tiredness.
Sequel	Q) Giving nature; kindness.
Virtue	R) Remainder or leftover part.
Residue	S) Doing things effectively.
Misconstrue	T) Excessively praising something.

SUFFIX -Y

When added to a noun, suffix -y turns the noun into an adjective that describes something as having the qualities or characteristics of that noun.

Examples:

- **Salty:** From "salt," it describes something that tastes of or contains salt.
- **Sleepy:** Derived from "sleep," it describes feeling tired and in need of sleep.



Identify

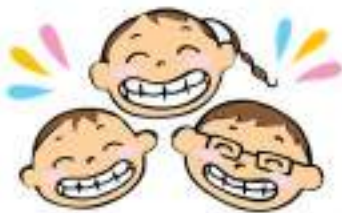
Circle the noun which can take "-y" as a suffix and write the adjective form

- | | | |
|-----|--------|---|
| 1) | cloud | A cloud in the sky was shaped like an animal. |
| 2) | rust | Most of the ground sparkled in the morning sun. |
| 3) | rest | A good night's sleep is essential for feeling rested. |
| 4) | smoke | Smoke rose into the air, creating a hazy cloud. |
| 5) | storm | The storm was so strong that it knocked down trees. |
| 6) | cheer | Her cheer brought a smile to everyone's faces. |
| 7) | gloom | The gloom in the room lifted when they started telling jokes. |
| 8) | cancel | We canceled the picnic due to the heavy rain. |
| 9) | enjoy | They enjoyed a picnic in the park. |
| 10) | grass | The grass in the park was soft and inviting. |

Completion

Write suitable "-y" adjectives for each sentence.

- | | |
|----|---|
| 1) | The _____ puppy wagged its tail happily. |
| 2) | After the rain, the flowers looked _____. |
| 3) | The _____ cat stretched lazily on the sofa. |
| 4) | His _____ joke made everyone laugh. |
| 5) | The _____ child skipped down the street. |



PARTICIPLES

Participles are verb forms that can function as adjectives. They describe or provide more information about a noun in a sentence. Participles often end in "-ed" or "-ing" and are used to add detail and clarity to writing.



Examples:

- Broken glass littered the sidewalk. - The barking dog alerted us to the intruder.

Write Describe the nouns using participles to add detail and vividness to your sentences.

Noun	Sentence Using Participles
City	The city with its towering skyscrapers, never slept.
Forest	
Waterfall	
Meadow	
Aircraft	
Library	

Identify

Underline the participles used in the passage below.

Amidst the bustling city streets, people rushed to their destinations, some carrying briefcases, others chatting animatedly on their phones. The bright neon signs, illuminating the crowded sidewalks, added a sense of excitement to the evening.

As I walked past a small park, I noticed children playing on the swings, their laughter echoing through the air. Nearby, a street performer played a soothing melody on his guitar, attracting a small audience.



COMMAS TO SET OFF ADVANCED PHRASES

Commas are used to set off advanced phrases or clauses, such as appositives and participles, in a sentence.



- **Participle Phrase:** A participle phrase consists of a participle (a verb form ending in "-ing" or "-ed") and its modifiers. Example: "Hiking in the mountains, Sarah discovered a hidden waterfall."
- **Appositive:** An appositive is a noun or noun phrase that renames or explains another noun. Example: "My friend, an accomplished musician, performed at the concert."
- **Clause:** Clauses are used to set off non-essential clauses that provide extra information. Example: "The movie, which won several awards, was a box office hit."

Comma

Put commas in the advanced phrases and identify whether it is appositive (A), participle phrase (B), or clause (C).

	1) The scientist who won the Nobel Prize made an important discovery.
	2) The cat pouncing on the mouse is a predator.
	3) The movie which was filled with thrilling scenes was exciting.
	4) The singer known for her powerful voice is a soprano.
	5) The rain drenching everyone in its path is pouring.
	6) The car a sleek sports car is fast.
	7) The book which has a beautiful cover is on the shelf.

Write

Expand these simple sentences with appositives, participles, or clauses to add depth and complexity.

The girl sang a song.	The talented girl, with a melodious voice, sang a song.
The book is interesting.	
He ran in the race.	
The tree swayed in the wind.	

CROSSWORD PUZZLE**Crossword**

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

**Across**

2. Extreme tiredness or exhaustion.
5. Accumulation or growth over time.
6. Instinctive knowledge or insight.
7. Fierce and aggressive behavior.
9. Follow-up or continuation.
10. Moral goodness or excellence.

Down

1. Enlist or hire for a purpose.
3. Uncertainty or vagueness.
4. Insufficiency of amount or supply; shortage.
8. Remnant or leftover substance.

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)	Striving for efficiency, I cut down on wasted time. My generosity shone through in a fiercely competitive world.	Witch	Opera Singer
2)	The melody of my melody stirred deep emotions. Perhaps feelings.	Robot	Alien
3)	In a world of scarcity, my hero's testimony stood out, despite her misunderstood eccentricity and intuition.	Cowboy	Detective
4)	Carefully evaluating her suitability, I decided to recruit her, feeling the tension build up in the room.	Farmer	Zombie
5)	Discontinuing the project left us fatigued and uncertain, lost in ambiguity about the future.	Old Wise Man	Captain
6)	Reading the sequel, I admired the author's virtue in carrying the story's message of hope, with an exciting residue from the first book.	British Aristocrat	News Anchor
7)	Misconstruing intentions happens, but I strive for understanding, guided by generosity and clarity.	Valley Girl	Announcer

Week 20 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Write

Describe the nouns using participles to describe them. Write your sentences.

Noun	Sentence Using Participles
Ocean	
Garden	
Beach	

Comma

Put commas around the advanced phrases and identify whether it is appositive (A), participle phrase (PP), or clause (C).

	1) My friend a talented artist painted a beautiful mural on the school wall.
	2) The hikers exhausted from their long hike decided to rest by the campfire.
	3) My aunt a wise and experienced storyteller entertained us with her tales.

Week 21 - Vocabulary List

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

Miscalculate	Misinformation	Misinterpret	Misrepresent	Misbelief
Misspeak	Misunderstanding	Mistrial	Writhing	Wreckage
Wretchedly	Wrapped	Wrestling	Wrongness	Knurled
Knickerbocker	Kneadable	Knuckling	Knitwear	Knavish

Instructions Fill in the blanks using the vocabulary list above.

1	Wearing _____ trousers was fashionable.
2	They found _____ near the shore.
3	_____ strength and skill.
4	The _____ of the _____.
5	The snake was _____ on _____ in pain.
6	The court declared a _____.
7	A simple _____ escalated quickly.
8	He lived _____ in solitude after being _____.
9	_____ often leads to confusion.
10	The _____ handle improved grip.
11	The gift was beautifully _____.
12	Did I _____ in the meeting?

SKINAHV	RMIASIILT	AKBNEEALD	AEPMSKIS	LTWRGENSI

PREFIX MIS-

What Does The Prefix MIS- Mean?

The prefix "MIS" is used to change the meaning of a word. It means "wrong" or "badly."

Misunderstand: This means to not understand something correctly or to get it wrong.

Mistake: A mistake is when you do something wrong or incorrectly.

Misbehave: When someone misbehaves, it means they are not behaving in a good way.

Word Meaning

Match the meaning of the words below.



1. Misreport	A) To give an inaccurate account of something
2. Mislead	B) To guide someone in the wrong direction
3. Misunderstand	C) To not understand something correctly
4. Mismatch	D) To put someone with incorrect information
5. Misjudge	E) To form an incorrect opinion about someone
6. Mismanage	F) To handle or control something incorrectly
7. Misinterpret	G) To form an incorrect opinion about someone
8. Misinform	H) To put someone with incorrect information
9. Mismatch	I) To not understand something correctly
10. Misreport	J) To handle or control something incorrectly

Write

Write meaningful sentences using the provided words.

Misspeak	
Mistrial	
Misbelief	
Miscalculate	

Name: _____

160

COMMAS AFTER TRANSITIONAL WORDS OR PHRASES

Commas after transitional words or phrases are used in writing to help your sentences flow smoothly. When you start a sentence with a transitional word or phrase, you usually put a comma after it. This helps the reader understand that you're moving from one idea to another.

Examples:

- However, she decided to go for a walk.
- For instance, many animals hibernate during winter.
- Therefore, we must start our project early.



Write the given transitional words in the blank and correct comma placement.

_____ is important to understand the impact of recycling on our environment. _____, recycling paper reduces the need for deforestation, which in turn helps in protecting animals. _____, not all materials are easily recyclable. _____, we should be careful about what we use and throw away. _____, recycling saves energy and reduces greenhouse gas emissions, which combat climate change. _____, each of us plays a crucial role in this process. _____, reducing our carbon footprints can lead to significant changes. _____, by recycling responsibly, you contribute to a healthier and more sustainable planet."

Write Use the given transitional words to create sentences, insert commas after.

First	
Similarly	
In addition	
Nevertheless	

COMMAS TO SET OFF CONJUNCTIVE ADVERBS

Conjunctive adverbs are words that connect one part of a sentence to another and often show how the two parts are related, like showing contrast or adding information. When you use a conjunctive adverb in the middle or at the beginning of a sentence, you usually put commas around it to make your sentence clear.

Examples

- I studied hard for the exam, however, I found it quite challenging.
- He is very smart, nonetheless, he doesn't do well on tests.



Instructions: Join each pair of sentences using a conjunctive adverb and correctly place commas around it.

The players were exhausted.

They lost the match.

The cake looked delicious.

It tasted even better.

They arrived late at the airport.

They missed the flight.

I didn't hear the alarm.

I was late for school.

The movie was sold out.

We decided to go bowling instead.

She loves playing the piano.

She also excels in singing.

Word Sudoku

Sudoku

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

Mistrial	Wrapped	Knitwear
Misspeak	Knurled	Writhing

Wrapped			Mistrial		Writhing
Knitwear			Knurled		Misspeak
	Writhing		Knitwear	Wrapped	
	Knitwear	Knurled		Mistrial	
			Writhing	Knitwear	Knurled



Week 21 – Fluency Readings

Read

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

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	Turning the wheel was difficult to turn.				
2)	She missed the timing by a few minutes, which led to a misunderstanding.				
3)	Wrapped in his knickerbocker, he was wrestling with the kneadable dough.				
4)	They miscalculated the amount of knitwear needed, leading to a surplus.				
5)	Misinformation caused them to misinterpret the instructions, resulting in a knavish trick.				
6)	Amidst the wreckage, the figure was writhing wretchedly, regretting the misbelief that led to this mistrial.				
7)	Knuckling down, he realized the wrongness in his approach, which had grossly misrepresented the situation.				

PREVIEW

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)	

Write

Use the given transitional words to write the sentences with commas after.

Furthermore

As a result

Instructions

Combine each pair of sentences using a conjunctive adverb and correctly place commas around it.

She studied hard for the test.

She scored the highest in her class.

He forgot his umbrella.

He got soaked in the rain.

Week 22 - Vocabulary List

Stigmatize	Mesmerize	Hypnotize	Neutralize	Pasteurize
Prioritize	Scrutinize	Synchronize	Mausoleum	Plausible
Restaurant	Authentic	Auxiliary	Claustrophobic	Awkward
Awestruck	Jawbreaker	Sawmill	Lawsuit	Awaken

Write 10 sentences using all 20 words. You'll need to use 2 words per sentence.

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

PREVIEW

SUFFIX -IZE

The suffix "-ize" often turns nouns or adjectives into verbs, meaning "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 Form: Add the suffix '-ize' to each base word and use it in a sentence.

Base Word	-ize	Sentence
Terror	Terrorize	The villain in the movie loved to <i>terrorize</i> the townspeople.
Magnet		
Moisture		
Equal		
Custom		

Identify Identify the meaning of each "-ize" word.

Answer	Words	Meanings
	1. Optimize	a) To make an educated guess or theory
	2. Monopolize	b) To introduce machines or automatic devices
	3. Mechanize	c) To make ineffective or harmless
	4. Authorize	d) To control completely, excluding others
	5. Neutralize	e) To combine parts to form a whole
	6. Maximize	f) To give official permission or approval
	7. Synthesize	g) To increase to the greatest possible amount or degree
	8. Hypothesize	h) To make as effective or functional as possible

Name: _____

168

COLONS IN FORMAL LETTERS AND MEMO SALUTATIONS

In formal letters and memos, a colon is often used in the salutation or greeting before the body of the letter or memo. This is a bit more formal than using a comma and is common in business and professional writing.

Example

Dear Mr. Smith:

Thank you for your inquiry about our products...



Matching Match each "Salutation" with the most appropriate "Context" from the list

Salutations	Contexts
1. To: Mathematics Department:	<input type="checkbox"/> Inviting a guest speaker for the event.
2. Dear Science Fair Coordinator:	<input type="checkbox"/> Discussing theme ideas for the yearbook.
3. To: Yearbook Committee Members:	<input type="checkbox"/> Updating on travel budget for the game.
4. Dear School Board:	<input type="checkbox"/> Proposing a new curriculum change.
5. To: All Soccer Team Parents:	<input type="checkbox"/> Proposing a change in school policy.
6. Dear Lead Librarian:	<input type="checkbox"/> Announcing a council election.
7. To: Prospective Graduation Speakers:	<input type="checkbox"/> Requesting additional equipment.
8. Attention: All Student Council Members:	<input type="checkbox"/> Inquiring about volunteer opportunities.

Write Write salutations/greetings for memos/letters that have audiences listed below

	Audience	Salutation/Greeting
1)	Principal	
2)	Movie Theatre Manager	
3)	Mayor	
4)	Class Parents	
5)	Soccer Team	

Hidden Word

Hidden Word

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



CLUES

- 1) Examine closely and thoroughly.
- 2) Induce trance-like state; fascinate.
- 3) Heat food to kill harmful organisms.
- 4) Treat something as more important.
- 5) Captivate attention; hypnotize.
- 6) Filled with awe; very impressed.
- 7) Providing additional support or help.
- 8) Seemingly reasonable or probable.
- 9) Legal action by one person.
- 10) Hard, large candy.

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)

Write

Write salutations/greetings for memoranda for the purposes below

	Audience	Salutation
1)	All School Teachers	
2)	Trampoline Park Manager	
3)	Student Council	

Write

Take out dialogues from the story and write them in a script format.

In the school library, Jamie found Taylor looking puzzled at a computer screen. "What's wrong?" Jamie asked. Taylor sighed, "I can't find the answer." Jamie peered over Taylor's shoulder, "Let me help."

Week 30 - Vocabulary List

Think

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

Environmentalist	Industrialist	Opportunist	Pessimist	Psychiatrist
Receptionist	Surrealist	Pragmatist	Dignify	Cognizant
Designate	Malignant	Campaign	Indignant	Prolonging
Belong	Unchanging	Stringent	Dredging	Exchanging

Complete

Complete the words by adding gn or ng.

1) _____	Beni_____	11) I_____oble
2) Da_____ling		12) Sli_____ing
3) Ensi_____		13) Lo_____evity
4) E_____ulf	9) _____	14) Ri_____let
5) Si_____ify	10) Desi_____	Ali_____ing

Pictionary

With a partner, draw a picture that represents a noun word from the list. Have your partner try to guess the word. Play a second round after.

Name: _____

227

SUFFIX -IST

The **suffix "-ist"** is used to form nouns that describe a person who specializes in a particular field of study, or profession, or is a follower of a certain belief.

For example:

- Biologist - a person who studies biology.
- Dentist - a person who practices dentistry.



Identify Underline all -ist words in the passage then match it with its definition.

In a small village nestled amidst lush forests, there lived an idealist named Maya. She was a florist, and her true passion lay in advocating for environmentalism.

Her neighbor, a realist and a scientist, often debated with her about practical approaches to conservation. A minimalist, admired her dedication but preferred a simpler lifestyle. A pessimist, known for his pessimist views, doubted the impact of individual efforts. Meanwhile, a journalist was documenting these dynamics, intrigued by the interaction of different ideologies.

Maya often visited the herbalist, seeking remedies to stay healthy. The town's cyclist, an environmental activist, shared his views on sustainable transportation. At the heart of the community was a philanthropist, supporting various causes including Maya's environmental projects.

-ist words from the passage	Definition
1)	<input type="checkbox"/> Reports news and events
2)	<input type="checkbox"/> Expects negative outcomes
3)	<input type="checkbox"/> Chases idealistic goals
4)	<input type="checkbox"/> Advocates for social change
5)	<input type="checkbox"/> Arranges and sells flowers
6)	<input type="checkbox"/> Sees world realistically
7)	<input type="checkbox"/> Donates to charitable causes
8)	<input type="checkbox"/> Prefers simplicity

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
James	Look at the stars, aren't they amazing?
Lei	I've never seen so many stars before! The city lights usually hide them.
Keith	It's the perfect night for a campfire story. The fire's warmth, the stars above, it's ideal for a tale.
Riley	Do you know a good ghost story? Something thrilling and chillin'?
Casey	I think ghost stories are too scary, especially in the woods. Can't we stick to some s'mores recipes?
Keith	How about the legend of the haunted forest? It's a classic story told around campfires for generations.
Lei	Oh, I love that! It's so suspenseful and intriguing, with twists and turns.
Casey	I'll pass on the ghost stories. Can we just have roast marshmallows instead?
Riley	Marshmallows sound great, but I'd like to hear the story too! Maybe we can do both at the same time?
James	Alright, I'll start. Once upon a time, in a dark forest, a mysterious shadow was seen lurking between the trees...
Lei	Wait, this forest? Are you sure that's a good place to tell a ghost story in the same place we're at?
Casey	I agree with Taylor, maybe choose a different setting, like a cave or a remote cabin in the woods. Perhaps a far-off adventure?
Riley	No, let's hear it! A good ghost story is exactly what this night needs.
Keith	Okay, but if I can't sleep tonight, I'm blaming you, Alex. You better be ready for some midnight reassurance.
James	Years ago, a mysterious figure was seen wandering these woods. Cloaked in darkness, it moved silently, almost like a wisp of smoke.
Lei	That's just an old camp tale to scare us, right? There's no truth to these ghost stories, surely?
Keith	Who knows? Some say the figure still wanders the forest, forever lost, forever searching for something unknown.
Riley	Let's stick to the marshmallows and forget the ghosts. We can make epic s'mores and share real-life adventure stories!
Casey	Agreed. Let's make the best s'mores ever and enjoy the night! We can tell stories of our own adventures and fun times.

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	Wow, this book fair is amazing! So many books, so little time.
Bailey	I know, right? I'm on the lookout for the latest fantasy series.
Charlie	Fantasy's cool, but have you guys seen the science fiction section? It's out of this world!
Dana	Charlie! I'm more into mysteries myself. Anyone seen any good ones lately?
Eli	Speaking of mysteries, has anyone seen the limited edition of "The Whispering Shadows"?
Alex	Eli, that's the book I've been talking about! But I heard it's really hard to find.
Bailey	Let's split up and search for it. We can meet back here in 15 minutes.
Charlie	Great idea! And I found a stand with free hot chocolate.
Dana	Deal! Don't forget to check out the comic section. We're here to explore, after all.
Eli	Time's ticking, team. Let the hunt begin!
Alex	Look at this rare comic collection! I've never seen anything like this before!
Bailey	Over here, there's a whole section on biology. The illustrations are stunning!
Charlie	Guys, check this out! A signed copy of "Galactic Guardians"!
Dana	Anyone having luck with "The Whispering Shadows"? No luck in the detective section.
Eli	No luck here either. But there are so many other treasures.
Alex	True, it's not just about one book. There's so much to discover here.
Bailey	Yeah, I've already found three books I can't wait to read.
Charlie	And I found the snack stand! Does that count?
Dana	Only if you're sharing, Charlie!
Eli	Wait, what's that over there? Is that... "The Whispering Shadows"?
Alex	It is! Eli, you found it!
Bailey	Eli, you're our book fair hero!
Charlie	Looks like we owe you hot chocolate, Eli. Well done!
Dana	This calls for a celebration. Let's grab those hot chocolates and share our finds!
Eli	Best book fair ever! Let's make this a tradition.

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
Jamie	It's time to settle this once and for all: What's the best ice cream flavour?
Taylor	Easy, it's obviously chocolate. Rich, creamy, and classic.
Morgan	Okay, Taylor! Vanilla is the best. It's the perfect base for any topping.
Alex	Both wrong! Strawberry is the best. It's like a burst of summer in every
Casey	Oh, I think about forgetting about mint chocolate chip. It's refreshingly cool with
Jamie	Let's see, I'm not sure about this. Why do you think chocolate is the best, Taylor?
Taylor	Chocolate is loved by everyone, and it goes well with everything.
Morgan	But vanilla is so versatile! You can pair it with fruits, syrups, even chocolate!
Alex	Strawberry is naturally sweet. I like having dessert and a fruit bowl in one!
Casey	Mint chocolate chip is unique. It's not just sweet, it's also zesty and energising.
Jamie	Hmm, all compelling points. But what about the different mix-ins?
Taylor	Chocolate with fudge swirls or brownie pieces are pretty
Morgan	Vanilla with caramel swirls or nuts? Perfect!
Alex	Strawberry chunks in strawberry ice cream - it's so delicious!
Casey	The crunchy chocolate chips in mint ice cream make every bite interesting.
Jamie	Okay, let's talk about pairings. What goes best with your flavour?
Taylor	Chocolate ice cream with a warm brownie? Unbeatable!
Morgan	Vanilla with apple pie is a classic combo.
Alex	Strawberry ice cream with a fresh waffle cone is a dream.
Casey	Mint chocolate chip with chocolate syrup. It's like a double treat!
Jamie	Tough decision! Each flavour seems to have its own special qualities.
Taylor	I guess it's about personal preference. Chocolate is still my favourite.
Morgan	I stand by vanilla. It's simple yet sophisticated.
Alex	Strawberry for me. It's just so fresh and delightful.
Casey	And I'm all about mint chocolate chip. Guess there's no clear winner, just favourites!

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
Sam	I can't believe we're finally going on our trip to Canada! The excitement is unreal!
Jordan	I've heard so much about the stunning landscapes and vibrant cities. Where do you think we should go?
Riley	It should be Niagara Falls. It's a breathtaking sight!
Harper	And we should also explore the Rocky Mountains. The views are supposed to be incredible.
Taylor	Don't forget about Toronto. The CN Tower and the museums are must-sees!
Sam	Imagine seeing a game of hockey in Canada! It's their national sport, after all.
Jordan	I'm looking forward to trying poutine. I've heard it's a Canadian delicacy.
Riley	Oh, and maple syrup! We should definitely try authentic Canadian maple syrup.
Harper	I'm most excited about seeing the Great Horned Owl. We're lucky enough to catch them!
Taylor	Let's not forget to pack warm clothes. Canada can be quite chilly, especially in the winter.
Sam	True. Also, we should learn some basic French phrases since we'll visit Quebec City.
Jordan	Agreed. It'll be respectful and fun to use a bit of French there.
Riley	What about wildlife? I'd love to see a moose or maybe even spot a beaver!
Harper	We should definitely be respectful of wildlife and keep a safe distance.
Taylor	How about canoeing? Canoeing in a Canadian lake sounds like a dream!
Sam	That's a great idea! It would be an adventure to remember.
Jordan	And let's not forget to take lots of photos. This is going to be an epic trip!
Riley	Absolutely! This trip is going to be a mix of nature, culture, and adventure.
Harper	Canada, here we come! Let's make the most of this incredible journey!
Taylor	Agreed. It's going to be an unforgettable experience. Let's make amazing memories!

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
Max	Alright team, today's the day we make a difference. We're going to plant trees in our community park!
Ava	Excited! Planting trees is such an important step for the environment.
Leo	Let's grab our saplings and gardening gloves. Each of us can plant at least five trees.
Ella	Great! Also, we need water jugs and shovels. We need to make sure these trees get enough water.
Noah	Don't forget to put mulch around the base to retain moisture and nutrients for the saplings.
Max	First things first, we need to clear any weeds from the planting spots. We need clean soil.
Ava	I've read that we should space the plants properly. It's crucial for their growth.
Leo	Absolutely, Ava. About 2 meters apart should be the right distance.
Ella	I'll start digging the holes. Remember, the holes should be as wide as the saplings' roots.
Noah	And not too deep. The roots should be just below the surface.
Max	Good work, everyone. Let's gently place the saplings in the holes and cover them with soil.
Ava	I'll water the saplings. It's important they get enough water right from the start.
Leo	I'll spread the mulch around the base. Not too close to the stem, though.
Ella	This feels so rewarding. We're contributing to our community and the planet!
Noah	Yeah, and think of how these trees will benefit wildlife and provide shade in the future.
Max	Every tree we plant today is a step towards a greener future.
Ava	Imagine coming back here years from now and seeing a thriving grove!
Leo	That's the spirit! Every tree counts. We're making a real impact.
Ella	It's amazing what we can accomplish when we work together for a good cause.
Noah	Absolutely, let's keep this up! Today trees, tomorrow... who knows what else we can improve!

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.











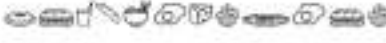











Read each sentence once. Count the number of mistakes (stumbled over words, mispronounced, etc.) you made in the provided column.

		No. of Mistakes
1	Bluebirds blithely babble and babble.	
2	Gentle giants gather golden grains.	
3	The student studied the starry sky studiously.	
4	Clever cats craft cunning plans with caution.	
5	The thunderous theatre throng thoughtfully thinned.	
6	Delighted ducks dived deep into the dewy pond.	
7	Lively learners like lengthy library lessons.	
8	Precise painters portray picturesque prairies perfectly.	
9	Bold bakers bake batches of buttery biscuits.	
10	The thoughtful therapist thought through the theory thoroughly.	

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	ANSWER	CODE	ANSWER
			
			
			
			
			
			
			
			
			
			

PREVIEW

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) Explores and studies the Earth's composition.
	2) Creates visual art, expressing beauty and emotion.
	3) Skillfully performs music on the piano.

Reading

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

	Sentence	No. of Mistakes
1	The surrealist painted a dream on the canvas.	
2	The receptionist organized campaign flyers with care.	
3	Volunteers dredged the pond, mindful of the ecosystem.	

ORAL
COMMUNICATION
UNIT

Activity: Story Circle Paraphrase

Objective

What are we learning more about?

To enhance students' listening comprehension and paraphrasing skills, fostering effective communication and critical thinking.



Materials

What do we need for our activity?

- ✓ A selection of engaging short stories or narratives
- ✓ A circle of chairs or a seating arrangement conducive to a group discussion
- ✓ Writing materials (notebooks/paper) for each student
- ✓ A timer (optional, for time management)

Instructions

How do we complete the activity?

- 1) Story Selection:** Choose an engaging story suitable for the grade 8 level. The story should be complex enough to challenge the listening comprehension and paraphrasing skills.
- 2) Seating Arrangement:** Arrange the students in a circle to ensure equal participation and active listening.
- 3) Listening Phase:** Read the story aloud to the class. Encourage students to listen attentively, without taking notes.
- 4) Paraphrasing Round:** Starting with a student, ask them to paraphrase a section of the story in their own words. Then, move to the next student to paraphrase the next section, and so on.
- 5) Group Reflection:** After completing the circle, discuss how the story was received through paraphrasing. Highlight the differences between the original and the paraphrased version.
- 6) Round 2:** Complete another round by reading another story, giving more students a chance to participate.
- 7) Optional Time Challenge:** To add an element of fun, you could time each student's paraphrasing session, encouraging concise yet accurate paraphrasing.

Story

The Mysterious Island Adventure

In the small coastal town of Seabreeze, a group of friends, Alex, Jordan, Mia, and Sam, discovered an ancient map hidden in the attic of Alex's grandfather's house. The map depicted a small, uncharted island not far from their town, marked with an intriguing symbol of a treasure chest.

Filled with curiosity and a sense of adventure, the friends decided to embark on a journey to find the island. They prepared their supplies, making sure to include a compass, a first aid kit, and enough food and water for a day. As they set sail on Alex's grandfather's boat, the sea was calm and the sky clear, promising a smooth journey.

As they approached the island, they found that it was covered in dense forest, with tall trees and thick brush. The friends anchored the boat and made their way to the shore, where they began to explore. The map led them to a series of clues, each more challenging than the last. They solved riddles inscribed on ancient stones, navigated through a labyrinth of paths, and deciphered a cryptic message written in an old journal they found hidden beneath a large tree.

Finally, after hours of searching, they arrived at the location marked on the map. To their surprise, instead of a treasure chest, they found a weathered box containing a series of letters and photographs. The letters were written by a sailor who had been stranded on the island decades ago. Through his adventures, the friends learned of his struggles, the animals he befriended, and the happiness he found in his solitude, surrounded by nature.

The friends sat together on the island, reading the letters and looking at the photographs. They realized that the true treasure was not gold or silver, but the stories and experiences of this lone sailor. They decided to leave the box on the island, as a hidden treasure for future adventurers to discover.

As the sun began to set, they made their way back to their boat, their hearts full of new stories and memories of their own adventure. They realized that sometimes, the journey and the discoveries along the way are more valuable than the destination itself.

Story

The Secret of the Whispering Woods

In the heart of the Whispering Woods, a legendary old oak tree stood, known to the locals as the Keeper of Secrets. The tree was said to possess the power to grant a single wish to those who were brave enough to venture into the heart of the woods at midnight under the full moon.

Four friends, Lily, Ethan, Zoe, and Carlos, who had grown up hearing tales of the Whispering Woods, decided to find out if the legends were true. They were all driven by their own desires. Lily wished to find a cure for her ailing grandmother, Ethan hoped to become the best athlete in his school, Zoe dreamed of becoming a famous artist, and Carlos sought wisdom to help his family overcome their struggles.

As midnight approached, the friends ventured into the woods, guided only by the light of the full moon. The deeper they went, the more the woods seemed to come alive, with soft whispers floating through the trees. In the silence of the night, they soon realized, the whispers were the woods sharing the secrets of their lives. They had come before them, both their triumphs and their failures.

Finally, they reached the old oak tree. It was grand and imposing, with branches stretching out like arms ready to embrace them. As they approached the tree and whispered their wishes into its bark, they felt a strange energy.

But instead of granting their wishes, the tree revealed the true nature of each of them. Lily saw her grandmother, surrounded by family, reminding her that love was the greatest medicine. Ethan saw himself losing a race but learning a lesson from his friends, teaching him the value of sportsmanship. Zoe saw a gallery of her art, not famous but deeply meaningful to those who viewed it. Carlos saw his family, not wealthy but rich in happiness and togetherness.

The friends left the woods that night with no magical solutions to their wishes, but with a deeper understanding of themselves and what truly mattered in their lives. They realized that the tree's real gift was not granting wishes, but offering wisdom and insight.

The Whispering Woods, with its ancient oak tree, continued to stand as a testament to the power of self-discovery and the magic of believing in something greater.

Activity: Open-Ended Question Challenge

Objective

What are we learning more about?

To develop students' skills in formulating and responding to open-ended questions, fostering critical thinking, effective communication, and active listening.



Materials

What do we need for our activity?

- ✓ A set of cards with various topics written on them (e.g., environment, technology, current events)
- ✓ Timer (optional, to manage discussion time)
- ✓ Notepads and pens for student notes
- ✓ A comfortable space for group discussion

Instructions

How do we complete the activity?

- 1) Group Formation:** Divide the class into small groups of students.
- 2) Topic Selection:** Each group randomly selects a card. This will be the focus of their discussion.
- 3) Question Formulation:** Students in each group take turns formulating open-ended questions about the topic. For example, if the topic is environment, a question might be, "How do individual actions contribute to environmental issues?"
- 4) Discussion and Response:** After a question is posed, other group members discuss and provide thoughtful answers. Encourage students to listen actively and build on each other's ideas.
- 5) Rotation and Repetition:** After a set time for each question (e.g., 5 minutes), another student poses a new question. Repeat until each student in the group has asked at least one question.
- 6) Group Sharing:** At the end of the activity, each group shares a summary of their most engaging questions and discussion points with the class.

Journal Page

Option 2: With Prompts

Taking Care of Our Environment

How Technology Affects Our Lives

Being Inclusive and Kind

Keeping Our Minds Sharp

Dreaming About the Future

Doing the Right Thing

Exploring Great Stories

Adventures and Travels

Social Media and Us

Learning from Different Cultures

PREVIEW

Examples Below is a list of example open-ended questions about the topic climate change

- | |
|--|
| How do you think climate change will affect our community? |
| What can individuals do to reduce their carbon footprint? |
| Why is it important to learn about climate change? |
| How does climate change impact different parts of the world? |
| What are some interesting facts you've learned about climate change? |
| What are some examples of renewable energy sources, and how can they help? |
| In what ways can we contribute to fighting climate change? |
| What role do you think technology will play in addressing climate change? |
| How can we balance economic growth with environmental protection? |
| What are the consequences of inaction on climate change issues? |

Question Planning Use the following open-ended questions to guide your discussions

1) What topic did your group get?

2) Write 5 different questions about your topic. Do not ask a question that is already asked to the group before you get a chance to ask.

1

2

3

4

5

Activity: Two Truths and a Lie - Listening Edition

Objective

What are we learning more about?

To enhance students' listening skills, attention to detail, and ability to identify verbal cues and subtle differences in storytelling. This activity encourages active listening, critical thinking, and interaction among students.



Materials

What do we need for our activity?

- ✓ Notepads and pencils for each student.
- ✓ A stopwatch or timer (to keep track of time).
- ✓ A comfortable, quiet space conducive to listening and speaking.

Instructions

How do we complete the activity?

- 1) Introduction:** Explain to the class that they will be playing "Two Truths and a Lie - Listening Edition". The goal is to tell two truths and one lie in a way that challenges the listeners to identify the lie.
- 2) Preparation Time:** Give students a few minutes to write down their two truths and one lie. Remind them to make their lie believable and their truths not too obvious.
- 3) Presentation:** Students take turns sharing their two truths and one lie. Encourage them to speak clearly and maintain a consistent tone to make it challenging for listeners.
- 4) Guessing Phase:** After each presentation, allow the other students to discuss and decide which statement they believe is the lie. They should explain their reasoning.
- 5) Reveal and Discussion:** The presenting student reveals which statement was the lie and discusses why they chose it. Discuss as a class what verbal cues or storytelling elements led them to their conclusions.
- 6) Rotation:** Continue until all students have had a chance to present.

Activity: Debate Club

Objective

What are we learning more about?

To foster critical thinking, active listening, critical thinking, and respectful argumentation skills among students. This activity will encourage students to articulate their viewpoints on a topic while considering opposing perspectives.

Materials

What do we need for our activity?

- ✓ List of debate topics (appropriate for Grade 8 students).
- ✓ Timer or stopwatch.
- ✓ Scoreboard (optional for scoring debates).
- ✓ Notepads and pens for each team.
- ✓ Microphone and speaker (optional, for larger classes).



Instructions

How do we complete the activity?

- 1) **Topic Selection:** Select a debate topic that is current and engaging for Grade 8 students. It could be a current event, a dilemma, or a school-related issue.
- 2) **Team Formation:** Divide the class into teams of 2-4 students. This could be in pairs; for larger classes, groups of 3-4.
- 3) **Preparation Time:** Give each team time to research their topic and prepare their arguments. Encourage them to think of both sides of the argument.
- 4) **Debate Structure:** Set a structure for the debate. For example, each team has an opening statement, 3 arguments, followed by rebuttals, and a closing statement.
- 5) **Conducting the Debate:** Start the debate. Ensure each team adheres to the time limits. Encourage clarity in speech and respect for opposing views.
- 6) **Evaluation:** Optionally, you can score the debates based on clarity of argument, use of evidence, and presentation skills.
- 7) **Feedback and Discussion:** After the debate, provide feedback on their performance. Discuss what worked well and what could be improved.

Topics

Cut out the topics below and let groups decide which side they will debate

Debate Topic	Perspective 1	Perspective 2
1. School Uniforms	For School Uniforms	Against School Uniforms
2. Homework	Support Homework	Oppose Homework
3. Technology in Schools	Technology Use	Against Technology Use
4. Animal Testing	Support Animal Testing	Oppose Animal Testing
5. Climate Change Responsibility	Responsibility of Governments	Responsibility of Individuals
6. Social Media for Teens	Support Social Media Use	Against Social Media Use
7. Year-Round Schooling	For Year-Round Schooling	Against Year-Round Schooling
8. Space Exploration Funding	Support Funding Space Exploration	Against Funding Space Exploration
9. Plastic Packaging Ban	Support Plastic Packaging Ban	Against Plastic Packaging Ban
10. Mandatory Community Service in Schools	For Mandatory Service	Against Mandatory Service

Researching

Answer the questions below

1) What topic are you debating? What is your perspective?

2) Research arguments that support your perspective. Then decide on 3 you will use in the debate. Write the arguments below, and include any facts/statistics you can to support your argument.

Argument 1

Argument 2

Argument 3

PREVIEW

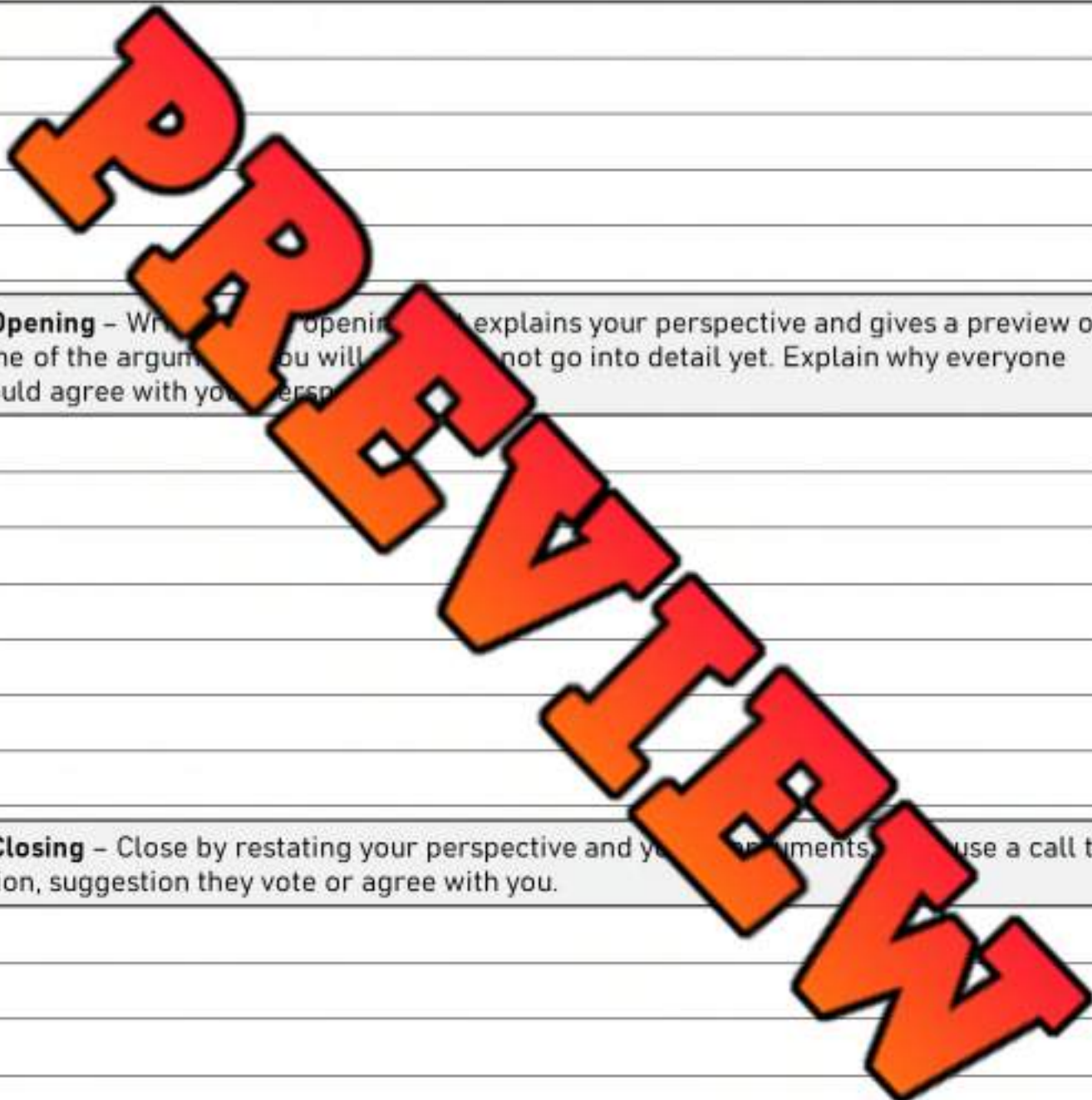
Researching

Answer the questions below

3) **Rebuttals** – Think of some arguments you believe your opponent will make. Then write how you will argue against these arguments. Write your ideas below.

4) **Opening** – Write an opening that explains your perspective and gives a preview of some of the arguments you will use. Do not go into detail yet. Explain why everyone should agree with your perspective.

5) **Closing** – Close by restating your perspective and your arguments. Use a call to action, suggestion they vote or agree with you.



Activity: Role-Playing Scenarios

Objective

What are we learning more about?

To enhance students' adaptability and communication skills by engaging in role-plays that require them to tailor their speaking strategies to various contexts and audiences.



Materials

What do we need for our activity?

- ✓ Scenario cards with different contexts and audiences described - provided
- ✓ Props or costumes (optional) to use in the role-play.
- ✓ A timer or stopwatch.
- ✓ A space in the classroom for where students can perform without disturbance.

Instructions

How do we complete the activity?

- 1) Preparation:** Prepare a set of scenario cards before class. Each card should describe a specific situation and audience. For example, one might say "Explain the importance of recycling to a group of kindergarteners" while another could be "Persuade your peers about the benefits of exercise." Cut out the cards provided.
- 2) Divide Into Pairs or Small Groups:** Students work in pairs or small groups. Each group draws a scenario card at random.
- 3) Planning:** Give students some time (e.g., 10-15 minutes) to plan their role-play based on the scenario they have drawn. They should consider the audience and context in their communication approach.
- 4) Performing the Role-Play:** Each group takes turns performing their role-play in front of the class. Limit each performance to a few minutes (e.g., 5 minutes) to keep the activity engaging and concise.
- 5) Feedback:** After each performance, allow for a brief feedback session from peers and the teacher, focusing on how well the group adapted their speaking strategy to the context and audience.
- 6) Reflection:** Conclude the activity with a class discussion about the different approaches to communication.

Role Play Scenarios

Cut out the scenarios below

Scenario	Audience
Explain the importance of recycling	Kindergarten students
Persuade _____ about the benefits of daily exercise	Classmates
Teach _____ about a historical event	A group of seniors
Discuss the effects of _____	Younger children
Present a new _____ to a group of investors	Business professionals
Argue in favour of _____ school uniform policy	School board members
Report on a recent scientific discovery	TV news audience
Conduct a tour of a famous _____ park	Tourists
Debate the need for space exploration	Scientists
Advocate for animal rights	Pet owners
Discuss the importance of healthy eating	Parents
Explain how to play a complex board game	Family members
Present a plan for a community garden	Local community members
Role-play a job interview	Recruitment officers
Campaign for a 'Green School' initiative	School staff
Teach a lesson about internet safety	Peers
Advocate for more arts funding in schools	Local government representatives
Give a weather report as a meteorologist	General public
Explain the process of photosynthesis	Science fair attendees
Discuss the importance of cultural diversity in communities	Community leaders

Reflection

Answer the questions below after you complete your role-play

1) **Adaptation Strategies:** How did you adapt your communication style for your assigned audience and situation?

2) **Challenges:** What challenges did you encounter in trying to communicate effectively in your role-play?

3) **Learning from Peers:** What did you learn from watching other groups' performances?

4) **Importance of Audience Awareness:** How does understanding your audience influence the way you communicate?

5) **Personal Growth:** How do you think activities like this can help you improve your communication skills in real-life situations?

Activity: Guest Speaker Analysis

Objective

What are we learning more about?

To enable students to critically assess and understand various public speaking techniques and the effectiveness of these techniques in communication, through the analysis of a guest speaker's presentation.

Materials

What do we need for our activity?

- ✓ Notepad and pen for each student.
- ✓ A set of criteria for analysis (a sample is provided)
- ✓ A guest speaker (can be a community member, teacher, or professional)
- ✓ Recording equipment (if the presentation can be recorded and replayed)



Instructions

How do we complete the activity?

- 1) **Preparation:** Before the guest speaker's presentation, provide students with a set of criteria for analysis. The next page has examples of criteria you can use.
- 2) **Presentation:** Have the guest speaker deliver the presentation. Encourage students to take notes during the presentation, focusing on the provided criteria. They can use the provided note taking sheets.
- 3) **Analysis:** After the presentation, divide students into small groups. Each group discusses the speaker's performance based on the provided criteria. They share their observations and then fill in the reflection questions together.
- 4) **Group Feedback:** Each group shares their analysis with the class, providing examples from the presentation to support their observations.
- 5) **Class Discussion:** Lead a class discussion, synthesizing the groups' feedback and providing your insights as a teacher. If the presentation was recorded, replay key parts to highlight specific points.

Criteria

Use the criteria below to analyze and evaluate the guest speaker

Criterion	Description
1. Clarity of Speech	Evaluate how clearly and articulately the speaker communicated their ideas.
2. Engagement	Assess how well the speaker connected with the audience (e.g., eye contact, asking questions).
3. Use of Visual Aids	Consider the effectiveness of any visual aids (e.g., slides, handouts) in enhancing the presentation.
4. Structure of Presentation	Analyze the organization of the presentation (e.g., introduction, body, conclusion).
5. Voice Modulation	Observe the speaker's use of pitch, tone, and volume to emphasize key points.
6. Body Language	Note the speaker's non-verbal communication and its impact on the message (e.g., gestures, posture).
7. Use of Examples	Evaluate the use of examples and stories to illustrate key points.
8. Audience Interaction	Assess how the speaker involved the audience through interactive elements.
9. Subject Knowledge	Consider the depth and accuracy of the speaker's knowledge on the topic.
10. Overall Impact	Reflect on the overall effectiveness and memorability of the presentation.

Notes

Write notes as you think of them using each of the criteria

Criterion	Notes
1. Clarity Speech	
2. Engagement	
3. Use of Visual Aids	
4. Structure of Presentation	
5. Voice Modulation	

PREVIEW

Notes

Write notes as you think of them using each of the criteria

Criterion	Notes
6. Body Language	
7. Use of Examples	
8. Audience Interaction	
9. Subject Knowledge	
10. Overall Impact	

PREVIEW

Reflection Questions

Discuss the questions as a group and answer them together

Clarity of Speech and Structure: How did the speaker's clarity of speech and the structure of their presentation contribute to your understanding of the topic?

Engagement Techniques: Which engagement techniques used by the speaker were most effective in keeping you interested?

Voice Modulation and Body Language: How did the speaker's voice modulation and body language affect your perception of the presentation? Can you give examples of how these elements positively or negatively impacted you?

Use of Examples and Audience Interaction: Discuss how the use of examples or stories helped in relating to the topic. Also, reflect on the speaker's interaction with the audience. Did this interaction make the presentation more engaging?

Subject Knowledge and Overall Impact: Evaluate the speaker's knowledge of the subject. How did this expertise (or lack thereof) influence the overall impact of the presentation on you? Would you consider this presentation memorable? Why or why not?

Activity: Impromptu Speeches

Objective

What are we learning more about?

To improve students' public speaking skills, focusing on coherence and communication, by giving short, impromptu speeches on randomly assigned topics.



Materials

What do we need for our activity?

- ✓ A hat or bowl
- ✓ Slips of paper with topics written on them (ensure topics are age-appropriate and diverse)
- ✓ Timer or stopwatch
- ✓ Notepads and pens/pencils (optional for note-taking before speaking).

Instructions

How do we complete the activity?

- 1) Preparation:** Write down a variety of topics on slips of paper. These topics could range from simple subjects like 'My favorite hobby' or 'My favorite day of my life' to more abstract ones like 'If I could fly' or 'The importance of recycling'. Place all the slips in a hat or bowl.
- 2) Random Selection:** Each student draws a topic slip from the hat. They then have a few minutes (e.g., 3-5 minutes) to think about what they want to say. If desired, students can jot down a few notes to help guide their speech.
- 3) Giving the Speech:** Set a time limit for each speech (e.g., 1-2 minutes). Students take turns to stand up and give their impromptu speech. Encourage them to speak clearly and coherently, and to stay on topic.
- 4) Feedback:** After each speech, allow for a brief feedback session. Peers and the teacher can offer constructive feedback focusing on the clarity of the speech, the coherence of the ideas presented, and the speaker's confidence and body language.
- 5) Reflection:** At the end of the activity, lead a discussion about the experience of speaking without preparation.

Speech Topics

Cut out the speech topics below

My Favourite Sport and Why

What Happiness Means to Me

A Book That Inspired Me

My Favourite Animal and Why

My Favourite Family Tradition

A Challenge I Overcame

The Best Day

My Favourite Game and What I Learn From It

What Makes a Good Leader?

What I Would Do With a Million Dollars

My Favourite Hobby

My Favourite Subject in School

A Subject I Enjoy and Why

A Place I'd Love to Visit

The Most Interesting Place I've Visited

My Dream

My Favourite Movie and Its Impact on Me

The Best Advice I've Ever Received

What I Want to Be When I Grow Up

My Favourite Food and Drink

My Role Model and Why

A Person in History

The Importance of Teamwork

My Favourite Outdoor Activity

My Favourite Season and Why

What Friendship Means to Me

A Time I Helped Someone

My Aspirations for the Future

My Favourite Memory

The Importance of Being Honest

Reflection

Answer the questions below after you finish your speech

1) Personal Experience: How did you feel before, during, and after your speech? Were you nervous, excited, or confident?

2) Preparation: What strategies did you use to quickly organize your thoughts about the topic?

3) Communication Skills: In what ways did you communicate your ideas effectively? Where do you see room for improvement?

4) Peer Feedback: What did you learn from the feedback you received from your peers and teacher?

5) Listening Skills: How did listening to others' speeches help you in understanding different ways of communicating and expressing ideas?

Activity: Emotion Charades

Objective What are we learning more about?

The objective of this activity is to enhance students' understanding and interpretation of non-verbal cues associated with different emotions. This will improve their ability to read social skills, crucial for effective communication and empathy development.



Materials What do we need for our activity?

- ✓ Cards with different emotions written on them – provided
- ✓ A timer or stopwatch
- ✓ A space suitable for movement

Instructions How do we complete the activity?

- 1) **Preparation:** Prepare cards with various emotions written on them. Ensure there's a good mix of basic and complex emotions – provided on page.
- 2) **Setting Up:** Divide the class into two teams. Each team takes turns sending a representative to perform the charade.
- 3) **Performing the Charade:** The representative randomly selects a card and must act out the emotion without using any verbal cues.
- 4) **Guessing the Emotion:** The rest of the team has one minute to guess the emotion being portrayed. If the team guesses correctly, they earn a point.
- 5) **Switching Roles:** After each turn, the other team gets a chance to perform.
- 6) **Continuing the Game:** The game continues until each student has had at least one turn or all the emotion cards have been used.
- 7) **Concluding the Activity:** Tally the points and discuss the experience as a class.

Emotions

Cut out the emotions below

Basic Emotions	Complex Emotions
Happiness	Amusement
Anger	Confusion
Surprise	Frustration
Sadness	Embarrassment
Disgust	Curiosity
Excitement	Pride
Boredom	Jealousy
Calmness	Anxiety
Relief	Sympathy
Disappointment	Contentment
Loneliness	Humility
Love	Shyness
Hate	Guilt
Gratitude	Envy
Eagerness	Respect
Awe	Compassion
Tiredness	Melancholy
Shyness	Optimism
Impatience	Indignation
	Serenity

Activity: Cultural Communication Exploration

Objective

What are we learning more about?

To explore and understand the diversity of non-verbal communication across different cultures, and to foster students' global awareness and appreciation for cultural differences.

Materials

What do we need for our activity?

- ✓ Internet access for research
- ✓ Presentation materials (e.g., PowerPoints, posters, or digital presentation software)
- ✓ Writing materials (notepaper and pens/pencils).



Instructions

How do we complete this activity?

- 1) **Introduction:** Introduce the concept of non-verbal communication and its importance in different cultures. Explain that gestures, facial expressions, body language, and other non-verbal cues can have significant meanings in one culture to another.
- 2) **Research Phase:** Divide the class into small groups. Assign each group a specific culture or allow them to choose one. Each group conducts research on the non-verbal communication norms of their selected culture. Encourage them to look for information on gestures, personal space, eye contact, and body language.
- 3) **Preparation of Presentations:** Each group prepares a short presentation of their findings. They can use creative methods like role-playing, PowerPoints, posters, or digital presentations to illustrate the differences in non-verbal communication.
- 4) **Presentation:** Allocate time for each group to present their findings to the class. Encourage other students to actively participate by asking questions.
- 5) **Class Discussion:** After all presentations, lead a class discussion on the importance of understanding cultural differences in communication, especially in our globalized world.

Cultures Allow students to choose from these cultures or have them pick their own

Culture
Japanese
Brazilian
Italian
Kenyan
Indian
Chinese
Egyptian
Russian
First Nation – Your Choice
Inuit
Métis
Australian
French
South African
Mexican
Thai
Saudi Arabian

Research

Answer questions below to help guide your research

1) What is the name of the culture you are researching?

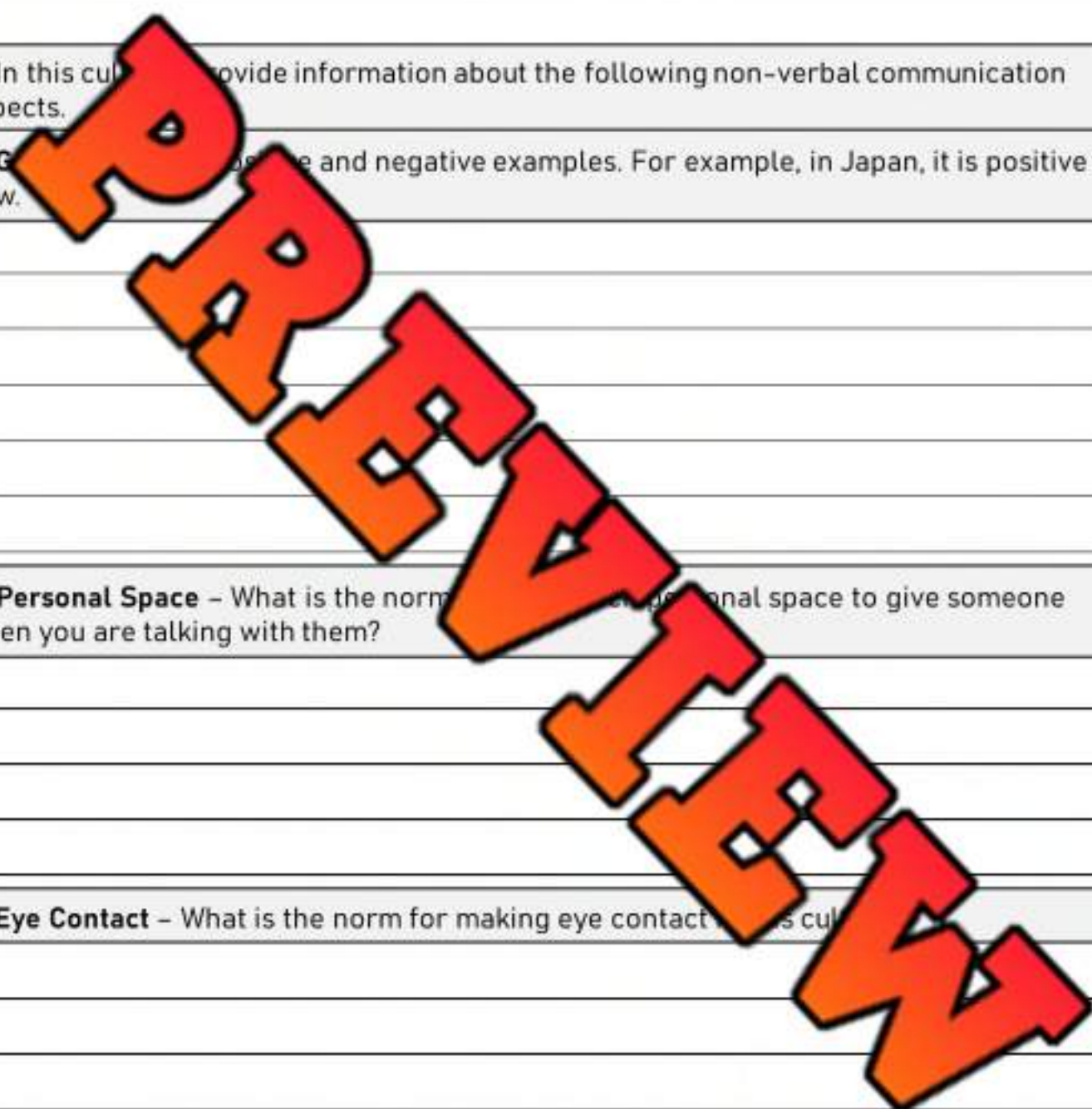
2) In this culture provide information about the following non-verbal communication aspects.

a) **Gestures** – Provide positive and negative examples. For example, in Japan, it is positive to bow.

b) **Personal Space** – What is the norm for giving personal space to give someone when you are talking with them?

c) **Eye Contact** – What is the norm for making eye contact in this culture?

d) **Body Language** – Both positive and negative examples.



Reflection

Answer the questions below after you finish your research

1) **Cultural Differences:** What was the most surprising difference in non-verbal communication you learned about another culture?

2) **Understanding:** How might understanding these differences reduce misunderstandings in cross-cultural interactions?

3) **Personal Experience:** Reflect on a time when you experienced or observed a cultural misunderstanding. How might knowledge of non-verbal cues have helped in that situation?

4) **Global Significance:** Why is it important to be aware of non-verbal communication differences in today's global society?

5) **Personal Application:** How will you apply what you have learned about non-verbal communication in your future interactions with people from different cultures?

Activity: Vocabulary Scavenger Hunt

Objective What are we learning more about?

To enhance students' understanding of vocabulary related to a topic by creating and participating in a scavenger hunt that utilizes these terms.



Materials What is needed for our activity?

- ✓ Envelopes or bags to contain and hold the clues.
- ✓ Access to the school grounds or an outdoor area for hiding and finding clues.

Instructions How do we complete this activity?

- 1) **Group Formation:** Divide the class into five students each.
- 2) **Brainstorming Vocabulary:** Each group selects a topic they are currently learning about, for example, ecosystems, and brainstorm a list of vocabulary words related to their chosen topic.
- 3) **Selecting Vocabulary Words:** From their list, each group selects five vocabulary words that they want to focus on for their scavenger hunt.
- 4) **Writing Clues:** Groups write clues for their selected vocabulary words. Each clue should creatively use the vocabulary word and lead to a location where the next clue can be found. For instance, a clue for "photosynthesis" might lead students to a plant in the school garden.
- 5) **Hiding Clues:** Groups hide their clues in various locations. This can be done in several ways to maintain fairness and secrecy.
 - a) The teacher collects and hides all the clues.
 - b) Send one representative from each group to hide clues while the rest of the class remains in the classroom.
 - c) Groups hide their clues one at a time to avoid other groups seeing their locations.
- 6) **Scavenger Hunt:** Once all clues are hidden, have groups exchange their first clue so they can begin the scavenger hunt.

Example

Here is an example of clues you could use for ecosystem vocabulary.

Vocabulary

Photosynthesis	Symbiosis
Habitat	Predator
Food Chain	Herbivore
Biodiversity	Ecosystem
Decomposition	Carbon Cycle

Clues

Seek a place where photosynthesis is taking place, where plants turn sunlight into a satisfying reaction. (Any area with green plants - Photosynthesis)

Find a habitat, a home for a small animal, look under rocks or near the school wall. (Under rocks, logs, or other natural shelters - Habitat)

Observe a food chain, nature's dining table, where one creature is both eater and food in the blink. (Around a bird feeder or a garden - Food Chain)

A spot where biodiversity can be seen, in varieties of insects, or things that are green. (A diverse garden or natural area - Biodiversity)

Uncover decomposers at work, breaking down dead matter into something else instead. (Compost area or decomposing leaves - Decomposition)

Spot an example of symbiosis near, where different species exist and thrive. (Areas where insects and flowers interact - Symbiosis)

Look for a predator in its natural quest, hunting or preparing its prey. (Where birds, spiders, or small carnivores are found - Predator)

Find a herbivore's dining spot, where plants are eaten, and meat is not. (Grazing areas or where rabbits, deer, or other herbivores are spotted - Herbivore)

Discover an ecosystem, a community in balance, where living things interact, not by chance. (A pond, garden, or any self-contained natural area - Ecosystem)

Identify where the carbon cycle flows, in every breath and breeze that blows. (General outdoor area representing the atmosphere - Carbon Cycle)

