



Preview - Information



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Google Slides Lessons Preview





Ontario Language Curriculum Composition (Writing) – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to plan and write coherent paragraphs with a clear topic sentence, organized supporting details, smooth transitions, and a concluding sentence so we can explain one main idea clearly and build stronger essays.

Paragraph Writing Essentials

1. We start paragraphs by using a clear topic sentence.	
A. I start the paragraph with the topic sentence.	E. I start the paragraph with the topic sentence.
B. I start the paragraph with the topic sentence.	F. I start the paragraph with the topic sentence.
C. I start the paragraph with the topic sentence.	G. I start the paragraph with the topic sentence.
D. I start the paragraph with the topic sentence.	H. I start the paragraph with the topic sentence.

2. We use a clear topic sentence to explain our main idea.	
A. I use a clear topic sentence to explain my main idea.	E. I use a clear topic sentence to explain my main idea.
B. I use a clear topic sentence to explain my main idea.	F. I use a clear topic sentence to explain my main idea.
C. I use a clear topic sentence to explain my main idea.	G. I use a clear topic sentence to explain my main idea.
D. I use a clear topic sentence to explain my main idea.	H. I use a clear topic sentence to explain my main idea.

3. We use a clear topic sentence to explain our main idea.	
A. I use a clear topic sentence to explain my main idea.	E. I use a clear topic sentence to explain my main idea.
B. I use a clear topic sentence to explain my main idea.	F. I use a clear topic sentence to explain my main idea.
C. I use a clear topic sentence to explain my main idea.	G. I use a clear topic sentence to explain my main idea.
D. I use a clear topic sentence to explain my main idea.	H. I use a clear topic sentence to explain my main idea.

4. We use a clear topic sentence to explain our main idea.	
A. I use a clear topic sentence to explain my main idea.	E. I use a clear topic sentence to explain my main idea.
B. I use a clear topic sentence to explain my main idea.	F. I use a clear topic sentence to explain my main idea.
C. I use a clear topic sentence to explain my main idea.	G. I use a clear topic sentence to explain my main idea.
D. I use a clear topic sentence to explain my main idea.	H. I use a clear topic sentence to explain my main idea.

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Writing Hooks - Improving Topic Sentences

Before	After
Original Topic Sentence	Improved Topic Sentence
Original Topic Sentence	Improved Topic Sentence
Original Topic Sentence	Improved Topic Sentence
Original Topic Sentence	Improved Topic Sentence
Original Topic Sentence	Improved Topic Sentence

Write your own



Ontario Language Curriculum Composition (Writing) – Grade 8

Writing Speaker Tags

Drag the best speaker tag from the word bank to complete each sentence.

shouted	whispered	screamed	whispered	whispered
shouted	shouted	shouted	shouted	shouted
shouted	shouted	shouted	shouted	shouted

1. "I can't understand this math problem."
Meg _____ Han.

2. "Can we please go to the park now?"
"Honey, we really finished the project."
Sarah _____ Sarah.

3. "Do you think we're lost?"
Tom _____ Anita.

4. "I'm so tired of running."
"I went the biggest size."
Emily _____ Mike.

5. "Look at the rainbow!"
"Why are you so late?"
_____ (Dad)

Mountain	Desert	Rainforest

A	Mount Everest is the tallest mountain in the world.	H	The Great Basin is the second largest basin in North America.
B	The Sahara Desert is the largest desert in the world.	I	British Columbia is the second largest province in Canada.
C	Victoria is the capital of British Columbia.	J	British Columbia is the second largest province in Canada.
D	The Amazon is the largest tropical rainforest in the world.	K	The Amazon is the largest tropical rainforest in the world.
E	The Great Basin is the second largest basin in North America.	L	The Great Basin is the second largest basin in North America.
F	Victoria is the capital of British Columbia.		

Problem and Solution Match-Up

Match the problem on the left with the best solution on the right. Write the letter of the solution in the blank space.

1. Carlos and his partner have divided tasks for their history project, which is due in three days.	
2. Tasha finished her science project, and it's written and printed.	
3. Jeff can't find the best price on the internet for the laptop he wants.	
4. The science club will be 200 members, but there's a problem.	
5. Robert spilled water on a library book he borrowed.	

A	Contact the teacher before class to explain the situation and ask to help.
B	Place the book in a plastic bag and take it home to dry.
C	Compare a computer's output from a printer to the output from a scanner to see if the scanner is better.
D	Report the loss and bring evidence to get a replacement pass if necessary before leaving.
E	Ask a friend to check the book out with a library card and return it to the library.
F	Try to locate the book in the library's database.



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:



	Curriculum Expectations – Overall Expectations	Pages
A1	Transferable Skills	1, 63, 106 – 6, 120, 135, 64 – 210 –
	Preview of 140 pages from this product that contains 341 pages total.	
A2	Demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media	127 – 130, 136 – 137, 175 – 176, 207 – 209, 234 – 236, 246 – 250, 252 – 254
A3	<u>Applications, Connections, and Contributions</u> Apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations	240 – 245

Grade 8 – Language

D1. Developing Ideas and Organizing Content



	Curriculum Expectations – Specific Expectations	Pages
D1.1	<u>Purpose and Audience</u> identify the topic, purpose, and audience for various texts they plan to create; choose a text form, genre, and medium to suit the purpose and audience, and justify their choices	11 – 12, 17 – 18, 57 – 62, 69 – 72, 74 – 75, 226, 240 – 241
D1.2	<u>Developing Ideas</u> generate and develop ideas and details about challenging topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences	13 – 16, 23 – 24, 34 – 36, 42 – 43, 47 – 51, 53 – 54, 74 – 75, 81 – 87, 95 – 96, 102 – 103, 127 – 128, 134 – 135, 152 – 153, 167 – 168, 179 – 182, 188 – 189, 202 – 202, 207 – 209
D1.3	<u>Research</u> gather and synthesize information and content relevant to a topic, using a variety of textual sources and appropriate strategies; evaluate the currency, quality, bias, and accuracy of information; verify the reliability of sources; and cite the sources of all content created by others	117 – 119, 128 – 130, 139 – 142, 162 – 166, 175 – 176, 192 – 194, 242 – 250, 252 – 256
D1.4	<u>Organizing Content</u> classify and sequence ideas and collected information, selecting effective strategies and tools, and identify and organize relevant content, evaluating the choices of text form, genre, and medium, and considering alternatives	27 – 40, 47 – 55, 57 – 59, 64 – 66, 79 – 80, 88 – 89, 93 – 98, 101, 111 – 112, 143 – 151, 154 – 161, 187, 196 – 202, 214 – 218, 220 – 225, 229, 238 – 239
D1.5	<u>Reflecting on Learning</u> evaluate the strategies and tools used to develop ideas and organize content for texts of the chosen forms, genres, and media, explain which were most helpful, and suggest steps for future improvement as a text creator	26, 41, 46, 63, 73, 78, 101, 131 – 133, 171 – 174, 177 – 178, 186, 190 – 191, 195, 213, 227 – 228, 237, 251 – 255, 258

Grade 8 – Language

D2. Creating Texts



	Curriculum Expectations – Specific Expectations	Pages
D2.1	<u>Producing Drafts</u> draft complex texts of various forms and genres, including narrative, persuasive, expository, and informational texts, citing sources, and use a variety of appropriate media, tools, and strategies to transform information and communicate ideas	24, 55 – 56, 64, 74 – 75, 88 – 92, 102, 179 – 182, 192 – 194, 205 – 206, 230, 233, 255
D2.2	<u>Printing, Handwriting, and Word Processing</u> write in cursive fluently, with a personal style, and apply advanced word-processing skills to improve the accuracy and effect of texts	42 – 43, 71 – 72, 123, 125 – 126, 205 – 206, 218 – 225, 231, 260 – 273
D2.3	<u>Voice</u> establish an identifiable voice in their texts, modifying language and style to suit the text’s form, genre, audience, and purpose, and express their thoughts, feelings, and opinions about the topic clearly	19 – 56, 60 – 62, 69 – 72, 231 – 232
D2.4	<u>Point of View and Perspective</u> explain the explicit and implicit points of view, perspectives, and bias conveyed in their texts, evaluate how various audiences might respond, and suggest ways to acknowledge other perspectives	113 – 126
D2.5	<u>Revision</u> make revisions to the content, elements of style, patterns, and features of draft texts, and add, delete, revise, and reorganize sentences to improve clarity, focus, and coherence, using various strategies and seeking and selectively using feedback	25, 106 – 107, 203 – 204, 210 – 212
D2.6	<u>Editing and Proofreading</u> edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; edit digital texts using word-processing software, including spell- and grammar-checkers	43, 65 – 66, 75, 104, 169 – 170, 203 – 206, 210 – 212

Grade 8 – Language

D3. Publishing, Presenting, and Reflecting

	Curriculum Expectations – Specific Expectations	Pages
D3.1	<u>Producing Final Texts</u> produce final texts using appropriate techniques and tools, including digital design and production tools, to achieve the intended effect	45, 55 – 56, 67, 77, 108 – 109, 183 – 184
D3.2	<u>Publishing and Presenting Texts</u> publish and present texts they have created, using various media and tools, and evaluate how their choices helped them communicate their intended message	128 – 130, 136 – 137, 175 – 176, 207 – 209, 219, 234 – 236
D3.3	<u>Reflecting on Learning</u> evaluate the strategies and tools they found helpful when publishing and presenting texts, reflect on what they learned at each stage of the creative process, analyze how their texts address various topics, and suggest steps for future improvement as a text creator	17 – 18, 26, 46, 78, 110, 131 – 133, 186, 195, 213, 237, 258



Understanding Text Forms

Defining Text Forms

Text forms are the different structures and styles used in writing. Each form serves a unique purpose and follows specific conventions. Understanding these forms is essential for effective communication and comprehension.



Common Text Forms

Let's explore some key text forms:

- **Narrative:** Tells a story with characters, a setting, and a plot. Examples include novels, short stories, and biographies.
- **Expository:** Provides information or explanations about a topic, like in textbooks.
- **Descriptive:** Uses vivid descriptions to create a picture in the reader's mind.
- **Persuasive:** Attempts to convince the reader of a particular point of view.
- **Biography:** A detailed description of a person's life, including their experiences and achievements.
- **Book Review:** A critical analysis of a book, discussing its content, style, and impact.
- **Comic Strips:** Combines illustrations and dialogue to tell a story or present information humorously.
- **Letter Writing:** A form of communication between individuals, often personalized and formal.
- **Lists:** Organizes information in a simple, easy-to-follow format.
- **Instructions:** Provides step-by-step guidance on how to complete a task.
- **Argumentative:** Presents a balanced view of a topic, highlighting different perspectives.
- **Poetry:** Expresses ideas and emotions through rhythm, rhyme, and imagery.
- **Journal:** A personal record of thoughts, feelings, and experiences.
- **Report:** A structured presentation of information on a specific topic.
- **Diary:** Similar to a journal but usually more private and personal.

Why Text Forms Matter

Understanding text forms is crucial for several reasons:

- **Enhanced Reading Skills:** Recognizing the form helps in understanding the writer's purpose and the text's structure.
- **Improved Writing Ability:** Knowing various forms aids in choosing the most effective way to convey a message.
- **Academic and Professional Success:** Different contexts require different text forms, so understanding them is key for success in both school and work.
- **Better Communication:** Each form has its conventions; understanding them helps in clearer and more effective communication.

Matching

Label each text form with its description

Narrative	A) Organizes information in a simple, easy-to-follow format.
Expository	B) Offers facts and information about a specific topic.
Descriptive	C) Combines images and text in a sequence, often humorous.
Persuasive Writing	D) Aims to convince the reader of a particular viewpoint.
Biography	E) A structured, factual presentation on a specific topic.
Book review	F) Critically evaluates and analyzes a book.
Competition	G) Provides step-by-step guidance to perform a task.
Expository	H) Tells a story with characters, a setting, and a plot.
Lyric	I) Uses rhythm, rhyme, and emotion to convey ideas.
Instructional	J) Uses detailed imagery to portray a person, place, or thing.
Argumentative	K) A personal account of a person's life and achievements.
Poetry	L) Personal communication between individuals.
Journal	M) Presents different views on a topic, showing different sides.
Report	N) A private record of daily thoughts and feelings.

Questions

Answer the questions

1) What is the main purpose of biographies?

2) Which text forms are your favourite to read and write? Explain your answer.

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

Idea Development Strategies

Practice

Practice the different strategies below.

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



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

a) What's the title of your favourite video game?

b) Can you describe your favourite character in the game?

c) What is the most challenging level or part in the game, and how did you overcome it?

d) What is the best strategy you've learned from playing this game?

e) How does playing this game make you feel?

f) If you could change one thing about the game, what would it be?

Idea Development Strategies

Practice

Practice the different strategies below.

3) **Asking Questions:** Imagine your class has to create a group science project to present at the school science fair. What questions should you ask to ensure your project is interesting, educational, and stands out from the rest?

1 What is the main theme or topic of our science project?

2

3

4

5

6

4) **Talk To Others:** Discuss with a friend about a book or movie you have recently watched/read. Share your favourite parts and ideas for an alternative ending or plot twist to the story. Write down your thoughts and suggestions for the book/movie.

1

2

3

4

5

6

7

8

Activity: Power of Planning

Objective

What are we learning more about?

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

Instructions

How do we complete the activity?

Part 1: Writing Without Planning**Subject:** The Best Day Ever**Instructions:**

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

**Part 2: Writing With Brainstorming****Subject:** If You Gain Superpowers For A Day**Instructions:**

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

Activity: Power of Planning

Part 1

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

PREVIEW

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

1) Brainstorm below – If you gain superpowers for a day, What powers do you have? Brainstorm your superhero adventures and responsibilities, then write for 6 minutes about your day's experiences.

If You Gain Superpowers For A Day

PREVIEW

Personal Voice in Writing

Understanding Personal Voice in Writing

Personal voice in writing is like your unique fingerprint on your work. It's the special way you express your thoughts and feelings in words. When you read something written with a strong personal voice, it's as if the writer is speaking directly to you. Developing a personal voice means finding your own style and tone that makes your writing distinct.



Steps to Developing Your Personal Voice

Developing your personal voice isn't something that happens overnight. It's a journey of self-discovery and practice. Here are some steps to help you on your way.

- **Read Widely:** Read a variety of books and articles that expose you to different writing styles. Notice how each author has a unique way of putting words together. What do you like about their style? What don't you like?
- **Write Regularly:** Practice is key. Write often and everywhere, even if it's just a journal entry or a short story. The more you write, the more you'll see patterns in your writing that reflect your personality.
- **Experiment with Different Styles:** Don't be afraid to try new things in your writing. Experiment with different tones, sentence structures, and word choices. Notice what feels right and what feels awkward.
- **Seek Feedback:** Sharing your writing with others and getting their opinions can be very helpful. Sometimes, others can see aspects of your writing that you may not notice.

Voice vs. Formal Writing Rules

Understanding the balance between your personal voice and formal writing rules is important. In school, you'll often have to follow specific writing rules and formats. This doesn't mean you have to lose your personal voice. Even in formal writing, your choice of words, the rhythm of your sentences, and the way you structure your ideas can all reflect your personal style.

True or False

Is the statement true or false?

1) Developing a personal voice happens instantly, not gradually.	True	False
2) Experimenting with different styles is beneficial for finding your voice.	True	False
3) Seeking feedback on your writing can help develop your personal voice.	True	False
4) You can't use your personal voice in school assignments.	True	False
5) Writing regularly does not impact your personal writing voice.	True	False

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

Favourite

Write Animal

Favourite Holiday Destination

Grandparent

Alien

Scientist

Activity: Voice in Song

Objective

What are we learning more about?

To help students understand and recognize the voice in music, including the emotions conveyed, the perspective from which it is sung, and who the character of the song might be.



Instructions

How do we complete the activity?

- 1) **Choose a Song:** Pick a song you love. It can be from any genre or time period.
- 2) **Listen Carefully:** Listen to the song twice. The first time, just enjoy it. The second time, pay close attention to the lyrics and the way the singer expresses them.
- 3) **Identify Emotions:** On the back of the page, list the emotions you can pick up from the song. Is the singer happy, sad, angry, or grateful? Maybe you're feeling a mix of emotions? Jot down as many as you can identify.
- 4) **Determine Perspective:** Think about who is "speaking" in the song.
 - **First Person:** Is the song being sung from the singer's perspective? ("I feel...")
 - **Second Person:** Is the singer singing to someone directly? ("You are...")
 - **Third Person:** Is the singer talking about someone else? ("She goes...", "He said...")
- 5) **Describe the Character:** Imagine the song as a short story and the singer is the main character.
 - **Age:** How old do you think they might be?
 - **Interests:** What hobbies or activities might they enjoy based on the song?
 - **Beliefs & Values:** What are some things that seem important to them?
 - **Personality Traits:** Are they adventurous, shy, rebellious, or maybe romantic?
- 6) **Share & Discuss:** Once everyone has completed their analysis, take turns sharing your findings with the class. Discuss similarities and differences in interpretations.

Activity: Voice in Song**Instructions**

Answer the questions below.

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

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

3) Describe who you think wrote the song based on the lyrics. Complete the table below.

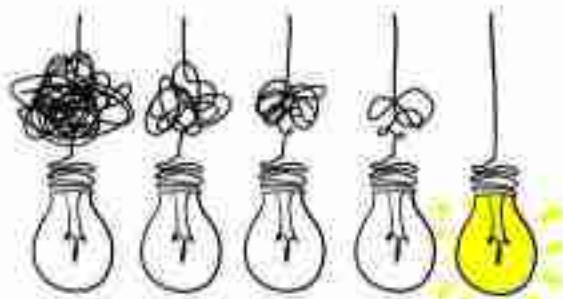
Age	
Interests - Hobbies, Activities	
Beliefs/Values - What Is Important To Them?	
Personality - Adventurous, Shy, Rebellious, Etc.	

4) **Synthesize** the information you have come up with. Describe the author of the song's voice by putting everything you learned together in a paragraph.

Exploring the Structure of Paragraphs

Paragraphs: Building Blocks of Essays

A paragraph is a unit of writing that consists of one or more sentences focusing on a single idea or topic. Understanding the structure of paragraphs is essential for creating clear and effective writing.



Key Components of a Paragraph

Every paragraph contains three main parts:

- **Topic Sentence:** The first sentence that introduces the main idea of the paragraph. It should be clear and specific to guide the reader on what the paragraph will be about.
- **Supporting Details:** The sentences that follow the topic sentence. They provide evidence, examples, facts, and statistics to support the main idea. These could include facts and statistics, expert quotes, and personal experiences.
- **Concluding Sentence:** This sentence wraps up the paragraph by summarizing the main idea or making a final statement. It should not introduce new information but should clearly link back to the topic sentence, often reinforcing the main idea.

Crafting a Coherent Paragraph

For a paragraph to be effective, it must be coherent. This means that all the sentences should work together smoothly. Transitions such as 'for instance', 'in addition', 'however', and 'therefore' can help the reader understand how your ideas connect. The order of the supporting details is also important. They should be organized logically or in order of importance to build a strong argument or description.

Remember, a good paragraph is like a mini-essay itself. It has a clear beginning, middle, and end that communicate a single, focused idea. By mastering paragraph structure, you can create writing that is powerful and persuasive.

Topic Sentence

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

Topic Sentence

It allows us to live countless lives and experience diverse emotions without ever leaving our homes. By turning pages, we can embark on grand adventures or unravel mysteries. In conclusion, fiction enriches our minds and stirs our imaginations like nothing else can.

Topic Sentence

It provides the nutrients necessary for growth and learning. Choosing fruits, vegetables, and whole grains in your diet can boost brain function and energy levels. Ultimately, making smart food choices can be the foundation for lifelong health and well-being.

Topic Sentence

It offers interactive and personalized learning experiences that were once impossible. With digital tools, information is more accessible, and collaboration is easier. Therefore, technology is not just a tool for entertainment; it's a vital part of our educational journey.

Hooks

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

Boring Version

Learning another language can be beneficial.

Your Version

Boring Version

People are making progress in space technology.

Your Version

Boring Version

Video games have changed a lot since they were first made.

Your Version

Writing Hooks – Improving Topic Sentences

Asking a Question: Begin with a question to make your readers curious.

Example: "What if you could talk to animals?"

Use an Exclamation: Start with something exciting to grab your reader's attention.

Example: "Watch out! Volcanoes are nature's explosive giants!"

Making a Bold Statement: By opening with a bold statement, you lay down a strong foundation for your readers.

Example: "Elephants are the largest land animals on Earth."

Adding an Interesting Fact: Tell an interesting fact to engage your readers.

Example: "A single tree provides a day's oxygen for up to four people."



Hooks

Rewrite the topic sentences below using the different strategies.

Original Version	The home can provide more information than the largest library.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	The Amazon Rainforest is often called the Earth's lungs.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

1) It controls thoughts, memories, and emotions, coordinating movements and bodily functions. Its network of neurons and synapses is vast, allowing us to process large amounts of information rapidly. Indeed, the brain's capabilities are what make each person unique.

a) The human brain is more complex than the most advanced computer.

b) The human brain is part of the body's nervous system.

c) People use their brains to think things.

2) Unlike fossil fuels, renewable energy production produces no harmful emissions, combating climate change. As technology improves, renewable energy becomes more accessible, promising a cleaner future. Harnessing these power sources is vital for our planet's health.

a) Wind and solar are types of renewable energy.

b) Renewable energy sources like wind and solar are changing how we generate electricity.

c) Renewable energy is different from coal and oil.

3) From landing on the moon to rovers on Mars, each mission has expanded our knowledge of the universe. The pursuit of understanding space unites people globally in wonder and discovery. Space exploration represents humanity's boundless curiosity and quest for knowledge.

a) Space exploration allows us to reach beyond Earth's atmosphere and explore the cosmos' secrets.

b) Space is very big and has many planets and stars.

c) Astronauts go to space to learn new things.

4) The pyramids, especially, showcase the Egyptians' architectural genius and their beliefs in the afterlife. Archeological studies continue to unveil the intricacies of their society, reminding us of the ingenuity of ancient cultures. The legacy of Egypt lives on as a cornerstone of historical wonder.

a) Egypt is a country with a very long history.

b) Ancient Egyptians built pyramids that have lasted for thousands of years.

c) Ancient Egypt's civilization fascinates with its pyramids, hieroglyphics, and pharaohs.

Crafting Perfect Paragraphs

The Foundation of a Paragraph: Topic Sentence

A paragraph is like a journey, and the topic sentence is the starting point. This initial sentence sets the direction, informing the reader about what the paragraph will discuss. It should be clear and focused, establishing the central idea or theme:

Building the Body: Adding Supporting Sentences

After you establish your topic sentence, it's time to build the body of your paragraph with supporting sentences. These sentences expand on your topic sentence, providing evidence, examples, or explanations. Here's how you can structure it:

Main Idea 1: Recycling Benefits the Environment

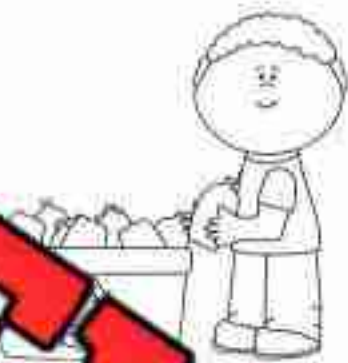
- Recycling reduces the need for new raw materials.
- It helps save energy used in manufacturing new products.
- Proper recycling can decrease pollution levels.

Main Idea 2: Regular Reading Improves Language Skills

- Reading expands vocabulary and understanding of grammar.
- It enhances imagination and creative thinking.
- Consistent reading improves overall comprehension skills.

Wrapping Up: Crafting a Concluding Sentence

Your paragraph should end with a concluding sentence. This sentence wraps up your discussion, echoing the main idea presented in the topic sentence. It should summarize the key points without introducing new information. The concluding sentence serves as a bridge to the next paragraph or as a final statement if it's the end of your piece. Think of it as sealing the paragraph, leaving the reader with a clear understanding of your main point.



Crafting Perfect Paragraphs

Supporting Details

Write 3 supporting details about the topic sentences below.

Topic Sentence	Eating a balanced diet is essential for good health.
1	A balanced diet provides essential nutrients for body growth.
2	It supplies the necessary energy for engaging in daily activities.
3	Consuming a variety of foods prevents many diet-related illnesses.

Topic Sentence	Earth rotates on its axis once every 24 hours.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Transportation has changed a lot in the last 200 years.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Regular exercise improves physical and mental well-being.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Transition Words - Supporting Details

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

Think

go _____ transition word for the supporting details.

- 1) Many students use the _____ to study _____, others prefer the quiet of their own rooms at home.
- 2) Science is my favourite subject because _____ explain _____ work. _____ It has the coolest experiments.
- 3) History class can be fascinating. _____ it often _____ us valuable insights into the present by understanding the past.
- 4) We had planned to go to the beach. _____, the sun _____ made us change our plans to indoor activities.
- 5) _____ I wake up to the sound of my alarm clock at 7:00 AM. _____ I head downstairs to enjoy a balanced breakfast, which gives me the energy I need to start the day. _____ I pack my school bag, making sure I have all my books and homework. _____ it's time to catch the bus. _____ I meet my friends on the playground before school begins, where we share stories and plan for the day ahead.

Ending With a Bang: Conclusion Sentences

Understanding Conclusion Sentences

In writing, the final statement of a paragraph is known as the conclusion sentence. This sentence plays a pivotal role in summarizing the key points and providing a clear end to the discussion. It should reinforce the main idea presented at the beginning and ensure the reader feels the topic has been adequately covered.



Elements of a Conclusion Sentence

To write an effective conclusion sentence, consider these critical components:

1. Revisiting the Main Idea:

Your conclusion should echo the paragraph's main idea, but with fresh wording.

2. Summarizing Key Points:

Quickly revisit the main points and supporting details you've discussed, which could look like this for a paragraph about the importance of teamwork:

- Teamwork encourages collaboration and communication.
- It allows for the sharing of ideas and abilities.
- Teamwork also helps to complete tasks more efficiently.

3. Leaving a Lasting Impression:

Aim to end with a sentence that reinforces your main idea and leaves the reader with something to remember. This could be a thought-provoking statement that connects back to the larger context of your essay or discussion.

Effective Conclusion Techniques

A conclusion sentence should not only summarize but also connect to the reader's own experience or the wider world. Here are some techniques to achieve this:

- **Reference the Bigger Picture:** Relate the paragraph back to larger themes or relevant real-world scenarios.
- **Call to Action:** If appropriate, end with a call to action, encouraging the reader to apply the information or engage further with the topic.
- **Reflective Question:** Pose a reflective question that relates to the main idea, prompting the reader to think deeply about the subject.

A strong conclusion sentence serves as the keystone, locking the paragraph's structure together and leaving the reader with a complete, polished piece of writing. As you develop your writing skills, giving due attention to the conclusion will ensure your paragraphs stand solid and convey your ideas effectively.

Conclusion Sentences Checklist

- Revisit the main idea.
- Summarize key points.
- Leaving a lasting impression.

True or False

Is the statement true or false?

1) The conclusion sentence is the final statement of a paragraph.	True	False
2) Summarizing key points is not necessary in a conclusion sentence.	True	False
3) Restating the main idea in the conclusion is recommended.	True	False
4) The conclusion sentence should reflect on the content of the paragraph.	True	False
5) A conclusion sentence should introduce a new supporting detail.	True	False

Think! Which conclusion sentence you think is best.

1) Dinosaurs have long fascinated us about the prehistoric world. Their massive size and variety astound us. Fossil discoveries provide insights into their existence.

- a) Dinosaurs are big reptiles that lived millions of years ago.
- b) Dinosaurs come in different sizes and shapes.
- c) In essence, dinosaurs are a window into our planet's vast prehistoric history.

2) Books have the magical ability to transport us across space and through time. They introduce us to extraordinary characters and epic adventures, all within the comfort of our own imaginations.

- a) The power of a well-told story can inspire, educate, and entertain, leaving invaluable treasures in our lives.
- b) Books are found in libraries and bookstores.
- c) Some books are hardcover while others are paperback.

3) Cooking is a delightful art that blends taste and creativity. It allows individuals to combine ingredients in endless variations to create dishes that delight the senses. The act of cooking and sharing meals is a cherished ritual that strengthens bonds and cultivates community.

- a) Cooking involves heating food to make it edible.
- b) Thus, cooking is not just a daily chore but a celebration of culture and connection.
- c) Professional chefs cook in restaurants.

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

Describe your dream vacation destination.	Explain the process of photosynthesis.
Debate the necessity of nightly homework.	Describe the life cycle of a butterfly.
Write about an inspiring person in your life.	Discuss the benefits of learning a foreign language.
Explain how computers change learning.	Describe a traditional family celebration.
Discuss the impact of the moon landing.	Write about the role of pets in a family.

1) What is your topic?

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

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

PREVIEW

Write

Plan your paragraph by brainstorming about your topic below.

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

1:

2:

3:

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

PREVIEW

Edit

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

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

Edit

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

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

Assignment - Paragraph Writing

Write

Write your paragraph below.

PREVIEW

Rubric - Paragraph Writing

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

Teacher Comments

Mark

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

Essay Writing – Thesis Statements

A **thesis statement** is a single sentence that tells readers the main point your paper is going to make. It's like a roadmap guiding the reader through your essay, showing what you're going to talk about. For example, a thesis statement might be, "School uniforms should be required because they promote equality, reduce distraction, and save money.*"

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

Topic	Main Ideas
Environmental Conservation	1) Reducing waste is critical to protecting natural habitats. 2) Conservation initiatives help combat climate change. 3) Public awareness and participation are key to conservation.
Thesis Statement	
In this essay, I will discuss the importance of reducing waste to protect habitats, the role of conservation to fight climate change, and the importance of public involvement for success.	

Topic	Main Ideas
The Benefits of Team Sports	1) Team sports encourage physical fitness and health. 2) Participating in team sports teaches valuable social skills. 3) Being part of a team can boost self-esteem and confidence.
Thesis Statement	

Topic	Main Ideas
The Impact of Reading for Pleasure	1) Reading for pleasure can boost literacy skills. 2) It allows for the exploration of different cultures and ideas. 3) Leisure reading can be a form of stress relief.
Thesis Statement	

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

Topic	Main Ideas
The Influence of Social Media	1) Social media can connect people across distances. 2) It has a significant impact on public opinion and trends. 3) There are growing concerns about privacy and misinformation.

Thesis Statement

Topic	Main Ideas
Animal Extinction and Conservation	1) Habitat loss is a major cause of animal extinction. 2) Conservation programs are essential to protect endangered species. 3) Public awareness is crucial for the success of conservation efforts.

Thesis Statement

Topic	Main Ideas
The Role of Art in Society	1) Art can communicate powerful messages and emotions. 2) It contributes to the economy through various industries. 3) Art education can foster creativity and innovation.

Thesis Statement

Essay Writing – Thesis Statements

Brainstorm

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

Topic	Main Ideas
Can Video Games Help Education? (3 reasons why)	1)
	2)
	3)
Thesis Statement	

Topic	Main Ideas
Is Plastic Packaging Good or Bad for the Environment?	1)
	2)
	3)
Thesis Statement	

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

Essay Writing – Thesis Statements

Think

Circle the best thesis statement below for the topic provided

Topic: The Role of Drones in Modern Society

- a) Drones are the new birds, except they're louder, and they don't sing.
- b) Drones have emerged as a transformative technology, altering surveillance, delivery systems, and recreational activities, while presenting new challenges to privacy and airspace.
- c) In the future, drones might be the preferred method of transportation for ants.

Topic: Fashion and Sustainability

- a) Fast fashion is like a fast-food restaurant, and you always end up with too many fries.
- b) If clothes could walk the runway, they would be their marathon.
- c) Fast fashion is contributing to environmental degradation, unethical labour practices, and the growing movement towards sustainable clothing alternatives.

Topic: The Role of Public Libraries in the Digital Age

- a) Public libraries provide vital internet access, digital literacy programs, and serve as community centers for sharing innovative technology and information.
- b) Libraries are just like jungles, but instead of trees, there are books, and librarians are really quiet librarians.
- c) Libraries are important places where people go to learn about new things, allowing them to educate themselves about the things they are interested in.

Topic: The Influence of Advertising on Youth Consumption

- a) Ads are like magic spells – they convince you that you need a new pair of shoes every week.
- b) Advertising significantly impacts youth consumption patterns, often shaping desires and lifestyle choices from an early age.
- c) Advertising is a growing industry using targeted marketing strategies, the promotion of consumerist values, and the creation of brand loyalty from an early age.

Essay Writing - Globalization

Introduction

Globalization, a process of interaction and integration among people, companies, and governments worldwide, has significantly reshaped our world. It affects various aspects of daily life, economy, and culture. In this essay, we will explore how globalization has simplified international trade, its influence on cultural changes, and its impact on the environment and labour markets.



Main Idea 1: International Trade

One of the most notable effects of globalization is the ease of international trade. By reducing trade barriers and tariffs, globalization has allowed goods and services to flow more freely across borders. This increased trade has led to economic growth in many countries, offering consumers a wider range of products at lower prices. Moreover, it has enabled businesses to expand globally, increasing competition and innovation. However, this also means local industries often face stiff competition from international companies, which can lead to job losses in certain sectors.

Main Idea 2: Cultural Exchange and Homogenization

Globalization has greatly encouraged cultural exchange, allowing people to share and experience diverse traditions, languages, and arts. This exchange enriches societies, fostering greater understanding and appreciation. However, globalization can also lead to cultural homogenization, where dominant global cultures overshadow and diminish local cultures and traditions. This phenomenon can result in a loss of cultural diversity, as global influences often overpower unique local customs and practices.

Main Idea 3: Environmental and Labour Market Impact

Globalization's impact on the environment and labour markets is significant. The increase in industrial activity and international trade has led to environmental challenges, including pollution and habitat destruction. Additionally, globalization has affected labour markets, often leading to the relocation of jobs to countries where labour is cheaper. While this can benefit developing countries by creating jobs, it often results in lower wages and poor working conditions. Balancing economic growth with environmental sustainability and fair labor practices remains a critical challenge in the era of globalization.

Conclusion

In conclusion, globalization is a complex and multifaceted phenomenon with both positive and negative impacts. While it has simplified international trade and encouraged cultural exchanges, it also poses challenges to cultural diversity, environmental sustainability, and fair labour practices. As the world becomes increasingly interconnected, it is crucial to address these challenges thoughtfully, ensuring that globalization benefits everyone.

True or False

Is the statement true or false?

1) Globalization affects international trade and does not influence cultures.	True	False
2) Increased industrial activity due to globalization contributes to pollution.	True	False
3) Globalization can cause job relocations to countries with cheaper labour.	True	False
4) Cultural exchange is a negative consequence of globalization.	True	False
5) International trade due to globalization results in economic growth.	True	False

Question

Answer the questions below.

1) What do you find most interesting about the essay?

2) Write the thesis statement of the essay below.

3) Is the conclusion of the essay in line with the thesis statement? Explain.

4) Describe the structure of the essay. How many paragraphs does it have? How are they organized?

Essay Writing

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

Topic: Renewable Energy

Introduction

Renewable energy, often hailed as the future of global power, has become increasingly important in our battle against climate change. In this essay, we will explore the multifaceted role of renewable energy in shaping a sustainable future, see how it impacts climate change, its potential to replace fossil fuels, and the specific challenges and benefits associated with solar and wind energy.

Main Idea 1: Impact on Climate Change

Main Idea 2: Replacement of Fossil Fuels

Main Idea 3: Challenges and Benefits of Solar and Wind Energy

Solar and wind energy, two of the most prominent forms of renewable energy, have unique benefits and challenges. Solar energy is abundant and sustainable, offering a clean power source, especially in sunny regions. Wind energy harnesses natural wind patterns to produce electricity, contributing to energy diversification. However, both face challenges such as the need for large land areas, variability in energy production, and initial setup costs. Overcoming these obstacles is essential for maximizing their benefits.

Conclusion

In conclusion, renewable energy presents a promising path towards a sustainable and environmentally-friendly future. Its significant role in mitigating climate change, potential to replace fossil fuels, and the specific attributes of solar and wind energy illustrate its importance in our energy landscape. While challenges remain, the continued development and support of renewable energy technologies are pivotal in our journey towards a cleaner, more sustainable world. By making these changes, we'll leave a healthier planet for future generations.

Essay Writing

Sample Ideas

Sample Ideas		
Robotics in Future	Fashion Evolution	Terry Fox's Marathon
Ocean Acidification	Social Media Influences	The Klondike Gold Rush
Genetic Engineering	Teen Fitness Routines	Louis Riel and the Métis
Climate Change Impacts	Video Gaming Culture	The Quebec Referendum
Sustainable Agriculture	Music Genres' Popularity	Residential School Legacy

Instructions: Choose one topic and answer the questions below

1) Choose 3 topics that you find interesting and list three main ideas about each.

Topic	Main Ideas
Example: Renewable Energy	<ul style="list-style-type: none"> How will renewable energy impact climate change? Can renewable energy replace fossil fuels entirely? What are the challenges and benefits of solar and wind energy?
1)	
2)	
3)	

Essay Writing

Write

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

Introduction - Include a thesis statement

PREVIEW

Main Idea 1

PREVIEW

Main Idea 2

Main Idea 3

Conclusion

PREVIEW

Formal Versus Informal Letters

Understanding Formal Letters

Formal letters are essential in professional and official communications. They follow a specific structure and tone to convey messages in a respectful and clear manner. Often, they are used for applications, complaints, or official requests.



Key Components:

- **Sender's Address and Date:** Located at the top right corner.
- **Recipient's Address:** Placed on the left, below the sender's address.
- **Salutation:** Starting like "Dear Sir/Madam" if the recipient's name is unknown.
- **Body:** This is where the main message is written. It's divided into paragraphs, each focusing on a specific point.
- **Closing:** Ends with phrases like "Sincerely" followed by the sender's signature and name.

Formal letters avoid casual language, slang, and contractions (like "can't" or "won't"). They are straightforward, polite, and to the point, emphasizing clarity and professionalism.

Exploring Informal Letters

Informal letters, on the other hand, are personal and casual. They are typically sent to friends, family, or acquaintances and have a relaxed tone.

Characteristics:

- **Personal Tone:** Informal letters can use everyday language and personal anecdotes.
- **Flexible Structure:** While it still has an address, date, salutation, and closing, the format is less rigid.
- **Expressive Content:** These letters often express personal feelings, updates, and stories. They can include jokes, idioms, and casual phrases.

Unlike formal letters, informal letters allow for a more creative and personal expression. They do not adhere strictly to rules of format and language, making them more free-flowing and expressive.

In summary, the main difference between formal and informal letters lies in their purpose and tone. Formal letters are structured and professional, used in official or business contexts, while informal letters are personal, relaxed, and used in casual communications. Understanding when to use each type is an important skill in both personal and professional life.

Formal Versus Informal Letters

True or False

Is the statement true or false?

1) Formal letters are typically used for personal communications.	True	False
2) Informal letters strictly follow a specific structure and format.	True	False
3) The sender's address in a formal letter is at the bottom left.	True	False
4) Formal letters always require the sender's signature at the end.	True	False
5) Informal letters allow the use of slang and everyday language.	True	False

Think

Which type of letter or email is given in the example.

Subject: Hey, About Math Homework

Hey Alex,

Hope you're doing well! I'm a bit stuck on our math homework. Question 5 is super confusing. Can you help me out with it after school today?

Thanks a bunch!

Mia

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

Dear Principal Johnson,

I am writing to express my interest in joining the school's debate team. I have participated in similar activities before and believe I can contribute significantly. I look forward to your favourable response.

Yours sincerely,

Ethan

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

Hey Chris,

Guess what? I finally got that video game we talked about! It's awesome. We should totally play it together this weekend. Let me know if you're free.

Catch you later,

Jordan

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

Subject: Inquiry on Science Project

Dear Mr. Thompson,

I am seeking additional information regarding our science project's presentation requirements. Your assistance would be greatly appreciated.

Sincerely,

Jamie Parker

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

Informal Email Writing - Interjections

Yay!	Ugh!	Wow!	Grrr!	Eek!	So,	Well,
Ohi	Ouch!	Yippeee!	No!	Yikes!	Ah!	Whoa!

Think

Add an appropriate interjection and describe the voice used.

Subject: Eek! That Creepy Noise Again!

Hey Alex,

_____ I hear that eerie sound coming from the attic last night? _____, it was _____ too spooked to check it out alone. _____, I didn't sleep a wink. Can you come over?

Trembling,
Taylor

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

Subject: Sob! My Broken Skateboard

Hey Sam,

_____! My skateboard snapped in two. _____ It's been my trusty sidekick. _____, all those memories of skating at the park. _____ maybe it's time for an upgrade? Could use some cheering up.

Sorrowfully,
Drew

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

Subject: Yippeee! Surprise Party Details!

Hello Ava,

_____! We've got the biggest surprise party for Casey coming up. _____, she's going to be so shocked! _____, can you believe we've kept it a secret this long? _____, it's going to be epic!

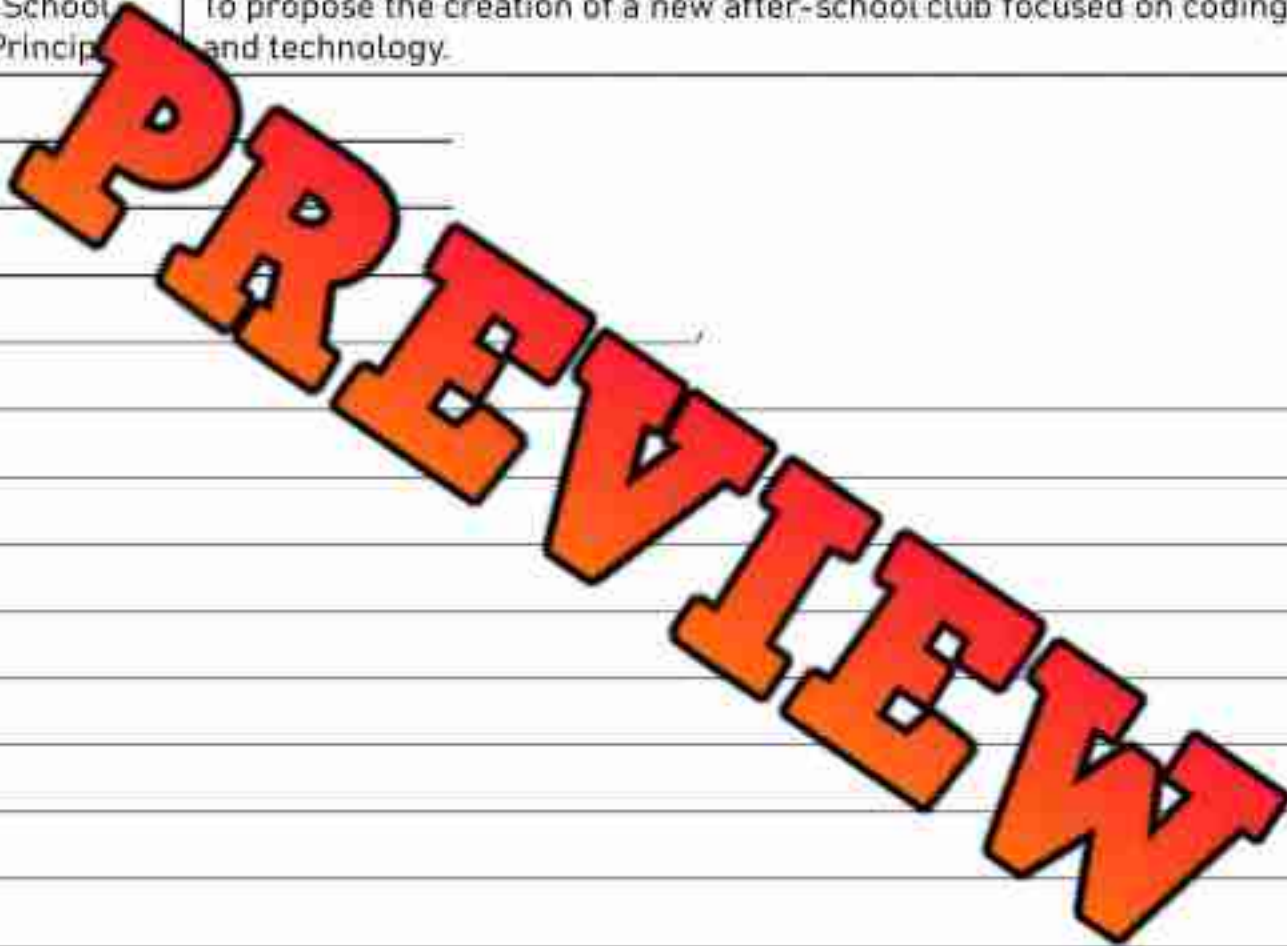
Buzzing with excitement,
Eli

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

Formal Letter Writing

Write

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

Audience	Purpose
School Principal	To propose the creation of a new after-school club focused on coding and technology.
	

Intro to Narrative Writing

Essentials of Narrative Writing

Narrative writing is a type of creative writing that tells a story. This story can be real or imaginary, and it is usually told from a specific point of view. The main purpose of narrative writing is to entertain the reader by sharing experiences, adventures, or imagined worlds.



Parts of a Narrative

A narrative typically has three key parts:

1. **Beginning:** The setting and characters are introduced. It sets the scene and provides background information. Here, the writer often presents a problem or situation to draw the reader's attention.
2. **Middle:** This part of the story is where the main events happen. Characters face challenges or go on adventures. The middle builds suspense and develops the plot, leading the characters toward the end of the story.
3. **End:** The conclusion of the narrative where problems are resolved, and the story comes to a close. The ending should leave the reader with a sense of completion.

Tips for Effective Narrative Writing

Good narrative writing involves several key elements.

- **Clear Plot:** Make sure your story has a clear beginning, middle, and end. Organize your plot so that each part flows smoothly into the next.
- **Detailed Descriptions:** Use descriptive language to create vivid images in the reader's mind. Describe the setting, characters, and actions in detail.
- **Show, Don't Tell:** Instead of just telling the reader about the events, show them through actions, thoughts, and dialogues.
- **Character Development:** Create interesting and believable characters. Let your characters grow and change throughout the story.
- **Engaging Dialogue:** Use dialogue to reveal your characters' personalities and move the story forward.
- **Consistent Point of View:** Stick to one point of view throughout your story. This helps the reader stay connected and engaged.

Remember, the key to good narrative writing is to capture the reader's imagination and take them on a journey through your story.

True or False

Is the statement true or false?

1) Narrative writing is only used for telling real-life stories.	True	False
2) The beginning of a narrative introduces the setting and characters.	True	False
3) A good narrative does not need a clear beginning, middle, and end.	True	False
4) The middle of a narrative is where the main events occur.	True	False
5) Detailed descriptions are not important in narrative writing.	True	False

Question

Answer the questions below.

1) What are the main parts of narrative writing?

2) **Idea generation.** Generate 2-3 story ideas you could write that are inspired by your interests. Consider how you might use them in these activities.

Example: Chelsea, an aspiring athlete, must overcome a setback in a competition.

Think

Write the beginning, middle, and end for the story idea below.
Beginning: Setting/characters, **Middle:** Main problem, **End:** Solving the problem**Story Idea:** During a thunderstorm, Lily discovers her cat can control the weather with its purrs.

Beginning

Middle

End

Narrative Writing - Setting

Describe

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

See	
Feel	
Hear	
Taste	
Smell	



Use your notes above to write a paragraph form.

Analyze

The setting below has been written about a picnic. Describe the setting using your 5 senses: sees, feels, hears, tastes, and smells.

Anna looks around at the cheerful picnic scene, her friends' laughter filling the air. She hears birds chirping in the distance, harmonizing with the rustle of leaves. The grass beneath her feels soft and cool, a gentle touch against her skin. She tastes the sweet juice of an apple, fresh and crisp. Fingers graze the rough texture of the picnic blanket, anchoring her in this moment of joy.

See	
Feel	
Hear	
Taste	
Smell	

Narrative Writing - Characters

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

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

Practice Describe two characters for a story you could write.

1) What is your character's name?

2) What does your character look like?

3) Describe your character's personality.

5) Draw your character.

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

Narrative Writing - Characters

Analyze

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

Mia wears her hair in two braids that dance as she moves. Her warm smile and kind eyes make her friends feel at home. She is the one who can solve the riddle in the middle of the treasure hunt, her favourite when quizzing her friends. Plus, her ability to recall facts makes her a star player at trivia games.

Name	
Look	
Personality	
Special Trait or Talent	

Ben's freckles stand out under his short, sandy hair. He's always ready with a joke, but when it comes to building model airplanes, his serious side comes out. His models fly higher and longer than anyone else's. He dreams of becoming a pilot and soaring through the skies himself one day.

Name	
Look	
Personality	
Special Trait or Talent	

Lily's long, straight hair often hides her face as she stands over her science experiments. She's shy but shines when she starts talking about plants and flowers. Her garden at home is full of blooms that she's grown herself. She has a gentle touch with animals too, often found nursing injured birds back to health.

Name	
Look	
Personality	
Special Trait or Talent	

Narrative Writing - Plot

Constructing the plot of your story is an essential step in developing an engaging narrative.

- **Start with an Idea:** Consider the core concept of your story. Will it be an action-packed adventure, a gripping mystery, or a tale filled with humour?
- **Build Characters:** Develop characters by determining their ambitions and the challenges they must overcome.
- **Plan the Beginning:** Set the stage by detailing the time and location of your story. Introduce characters and outline their objectives.
- **Create Conflict:** Illustrate how your characters encounter obstacles and forge relationships as they strive to achieve their goals.
- **Develop the End:** Conclude your story by resolving the characters' quests. Ensure that the conclusion ties seamlessly with the narrative you've created.

Practice

Read the story below. Then fill in the organizer.

In the vibrant city park, Jenna discovered a tiny, lost kitten with big, sad eyes. She took it home, naming it Sparkles and giving it a warm bed. At school, Jenna couldn't stop worrying about Sparkles being lonely. She rushed back and found Sparkles missing! After searching everywhere, Jenna found her cuddled in an old shoe, safe and sound. The shoe was a remnant of Jenna's grandfather, a gentle soul who'd have loved Sparkles too. Jenna decided to adopt another rescue kitten to keep Sparkles company, honouring her grandfather's legacy of kindness. Together, they were a happy, purring duo.

Beginning	Middle	End

Creative Writing – Narrative Practice

First Person

In first-person writing, the narrator uses "I" or "we" to tell the story, sharing their personal experiences. Example: "I went to the park."

Second Person

In second-person writing, the narrator addresses the reader as "you," creating an immersive experience. Example: "You find a mysterious letter."

Third Person

In third-person writing, an external narrator uses "he," "she," or "they" to describe characters from a broader perspective. Example: "She saw her friends at the park."

Practice

Write one story in first person, second person and third person perspective to understand how these perspectives in narrative writing. Choose a character and a setting for each story and then start writing!

Characters	Plot	Settings
Inventor	Creates a device that filters polluted air	High-tech workshop
Time Traveler	Accidentally gets sent to the past	Medieval Castle
Young Biologist	Discovers a rare species while exploring the rainforest	Amazon rainforest
Ghost Hunter	Investigates an old haunted house	Victorian mansion
Environmentalist	Fights to protect an endangered species	Nature Reserve
Fantasy Creature	Seeks to unite the different magical realms	Magical Kingdom
Medieval Knight	Defends his village from a dragon's wrath	Medieval Village
Young Philosopher	Wins an ethics debate competition	Academic Forum

First Person Story:

Name: _____

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Curriculum Connection
02.1

PREVIEW

Second Person Story:

Name: _____

PREVIEW

Third Person Story:

PREVIEW

Answer

Answer the following question

1) What perspective did you find the easiest to write from?

2) Which perspective was better able to explain the characters, plot and setting of your story?

Using Quotations in Narratives

Quotation Marks in Dialogue

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



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

Using Quotations in Narratives

Edit

Fix the mistakes below.

Original	"Will you come with me? Asked Sara"
Edited	

Original	Time is dinner," Mom asked.
Edited	

Original	"I love you," Grandma said politely"
Edited	

Original	The child whined and the
Edited	

Original	"The museum was amazing" Whispered
Edited	

Original	Sarah whispered, "And then he declared, This is the greatest our lives."
Edited	

Original	Emma said I can't believe it's already April"
Edited	

Original	Max yelled I won the match"
Edited	

Writing Using Quotations

Practice

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

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

PREVIEW

Analyzing a Short Story - Quotations

Coral Reef Wonders

Once upon a time, in a small coastal town, two friends, Mia and Leo, embarked on a snorkeling adventure to explore the vibrant world of a coral reef. Mia, bubbling with excitement, exclaimed, "Look at all the colours, Leo! It's like a living rainbow underwater!"

Leo, equally amazed, replied, "I've never seen anything like this! The coral is so diverse and full of life."

As they swam, they saw large schools of fish weaving through the coral. "Did you know," Mia began, "that these reefs are home to thousands of marine species?" Nodding, Leo added, "They're so beautiful, they're crucial for the ocean's health."

Suddenly, a bright pink fish appeared. "It's eating the algae off the coral," Leo pointed out. Mia responded gratefully, "We must protect these reefs. They're a treasure for the entire planet."

Their snorkeling adventure left them with a deep appreciation for the delicate and vibrant ecosystems of coral reefs, a world teeming with life and color.



Questions

Answer the questions below.

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

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

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

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

Writing Speaker Tags

asked	wondered	requested	mused	shared
replied	suggested	reminded	conceded	mentioned
announced	declared	bragged	mentioned	explained
hinted	boasted	inquired	urged	offered

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

- 1) "Can we start the next day?" she _____ eagerly.
- 2) "I wonder if we can see a movie tonight," he _____.
- 3) "Let's meet at the library," she said _____ with a smile.
- 4) "I suggest taking the shortcut," he _____ with a wink.
- 5) "Class is dismissed," the teacher _____.
- 6) "I declare this science fair open," the principal _____.
- 7) "I insist you try the cake," she _____.
- 8) "I'm the fastest runner here!" he _____.
- 9) "Can you help me with this problem?" she _____ softly.
- 10) "Remember to submit your essays," he _____ the class.
- 11) "I've finished my homework," she _____ to her friends.
- 12) "I propose a new club for gamers," he _____ at lunch.
- 13) "I admit, I was wrong about the math question," he _____.
- 14) "I'll share my notes with you," she _____ kindly.

Creative Writing – Quotations

Practice

Choose one suggestion from each category below and write a story that uses dialogue between characters.

Characters	Plots	Settings
Leo the Lifeguard	Rescues a swimmer from danger	Beach
Fairy Eliza	Restores colour to a fading rainbow	Enchanted forest
Detective	Solves a school mystery	Middle school
Sarah Scientist	Discovers a new planet	Space observatory
Knight Tristan	Defends freedom from dragons	Medieval castle
Baker Betty	Wins a prize	Small town bakery
Gardener Grace	Grows the best plants	Community garden
Robot Ralph	Learns the value of friendship	Futuristic city
Teacher Tom	Inspires students to achieve dreams	Classroom
Astronaut Abby	Lands on an unexplored planet	Space shuttle
Cowboy Cody	Saves the ranch from a wild storm	American West
Princess Penelope	Finds a secret passage in the castle	Royal palace

Name: _____

PREVIEW

Success Criteria – Narrative

Analyze

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

Checkmate in the Park

In the heart of the bustling city, a group of students gathered around an old chessboard in the park.

"I beat you last time in ten moves," Jamal boasted confidently, setting up his pieces with a flourish. "You're on!" Maya replied, her eyes twinkling with challenge.

As the game progressed, onlookers began to gather. "She's got him on the run," a bystander whispered. Maya moved a knight across the board.

"No way, Jamal's setting a trap!" another boy called excitedly. "Checkmate," Maya announced with a smirk, her hand resting on the king.

Jamal leaned in, scrutinized the board, and then admitted, "You've got me. Well played." "You underestimated the power of the queen," she teased with a friendly nudge.

As they reset the pieces, an old man who had been watching chimed in. "You kids give me hope for the future!"

Their laughter filled the air, mixing with the city sounds. For them, the park was more than just a game; it was where friendships were forged and lessons learned, far from the classroom.

1)

2)

3)

4)

5)

6)

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Chef Oliver	Invents a new recipe for a cooking show	TV studio kitchen
Daisy the Dolphin	Solves the mystery of the coral reef	Ocean reef
Wizard Willow	Casts a spell to save her enchanted forest	Enchanted woodland
Detective Drake	Tracks down a missing royal crown	Bustling medieval city
Fran the Frog	Organizes a pond Olympics	Lily pad pond
Engineer Emma	Builds a bridge to connect two cities	Mountainous terrain

Plan

Choose one of the ideas above and plan it out in more detail.

1) Describe the basic plot idea

2) What characters are involved in this plot?

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

Plan

Fill in the organizer below.

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

1

2

3

4

5

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

6) What is a good title for your story?

Name: _____

Assignment – Narrative Writing

Rough Draft

Write the rough draft of your narrative below.

PREVIEW

Edit

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

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

Edit

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

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

Rubric – Story Writing

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

Comments

Mark

Activity: Being Persuasive

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

-
- Time for class



Instructions

How do we complete the activity?

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

Prompts

Debate the prompts below.

- 1) Should schools require uniforms for all students?
- 2) Is technology more beneficial or harmful to students' learning?
- 3) Is it better to have year-round schooling with shorter breaks throughout the year?
- 4) Should students have a say in what they learn in school?
- 5) Is it important for schools to offer arts and music education?
- 6) Should junk food be banned from school cafeterias?
- 7) Are group projects more effective than individual assignments for learning?
- 8) Is it better to read printed books or digital books for school assignments?

Reflect Answer the questions below after you debate

1) What part of your argument was hard for you?

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

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

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

Persuasive Writing - Opinions

Opinion

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

	Topic	Opinion - Yes or No?
1)	Is online learning as effective as traditional in-class learning?	
	Reason 1	
	Reason 2	
	Reason 3	
2)	Should schools cut the amount of screen time for students?	
	Reason 1	
	Reason 2	
	Reason 3	
3)	Should cities have more public parks?	
	Reason 1	
	Reason 2	
	Reason 3	
4)	Is space exploration worth the cost?	
	Reason 1	
	Reason 2	
	Reason 3	

PREVIEW

Persuasive Writing - Research

Research in persuasive writing is crucial. It helps you gather evidence to support your arguments effectively.

For example, when persuading your friends that chocolate ice cream is the best flavour, research helps you find reasons like its taste and popularity. You can collect information from books, interviews, or personal taste tests.



This evidence strengthens your argument, making it more convincing. Without research, you rely solely on your words, but with it, you have solid proof, making your writing more powerful.

Research _____ in the _____ to learn more about the topics.

Topic	Which province had _____?
1) Before you start researching, decide on an opinion _____ below. If you're unsure, ask some of your classmates what they think and listen _____ you can formulate an opinion.	
2) Now you'll need to find research about why the province _____ chose _____ best. You might want answers to these questions below.	
Sports Teams In The Province	
Average Temperature	
Average Snowfall	
Average Rainfall	
Famous Landmarks	

Persuasive Writing - Research

Research

Fill in the table below to learn more about the topics.

Popular Sports	
Notable People	
Attractions	
Average Income Does The Province Rank In Canada?	
Average House Price By Province - Rank In Canada	
3) What else did you find that makes this province special?	
4) Talk to classmates and teachers about why they like the province you picked. Write down 4 things you find out.	
1)	
2)	
3)	
4)	

Persuasive Writing - Research

Plan

Fill in the table below to plan your paragraph about your research topic.

1) What is the main idea of your paragraph?

2) Write a topic sentence for your paragraph.

3) What facts do you think are most convincing? Write them below.

4) Write a closing sentence.

Write

Write a paragraph about what you think is the best.

PREVIEW

Understanding Bias in Persuasive Writing

Analyze

Read the opinions below and answer the questions.

Winter is, without question, the best season of the year. The crisp, cold air is invigorating, unlike the oppressive heat of summer. Snow transforms the world into a magical wonderland, something no other season can claim. Skiing, snowboarding, and building snowmen are joys unknown to the dreariness of other seasons. People often praise summer, but they forget the discomfort of sweating and the annoyance of bugs. Winter, with its cool breezes and beautiful snowflakes, is clearly superior.

1) What is the author's opinion?

2) What reasons did they give? List 3.

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

Cats are undoubtedly the superior pet choice for anyone who values independence and grace. Unlike dogs and other pets, cats are self-sufficient and dignified. They embody elegance and grace in their way into your heart. Dogs may be loyal, but cats choose their humans, making their affection far more meaningful. In the world of pets, cats are the clear rulers. Their sleek coats and mysterious allure.

1) What is the author's opinion?

2) What reasons did they give? List 3.

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

Version 1: Activity – Finding Bias in Writing

Tough Job

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



Dear Principal Spielberg,

I hope this letter finds you well. I am writing with a revolutionary idea that I firmly believe will transform our school into the most talked-about educational institute in the country. Imagine, for a moment, a school where every classroom is a giant trampoline! Yes, you heard that right, a trampoline in every room.

Bouncing while learning would not only make classes the most fun ever, but it would also keep us physically fit! About it: history lessons while somersaulting, solving math problems mid-air, and learning literature while hopping around. It's a perfect combination of learning and fun.

Some might say this idea is impractical, but I believe it's a stroke of genius. Our school would become instantly famous, and students all over would wish they were part of our amazing bouncing classrooms.

I eagerly await your enthusiastic approval of this fantastic proposal.

Yours sincerely,
Chris Mathews

1) What is the author's opinion?

2) What reasons did they give? List 3.

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

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

Write your response letter back to Chris.

PREVIEW

Include:

- A greeting
- Topic sentence
- Body with main points



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

Activity – Finding Bias in Writing**Think**

Write the bias each person might have below

Situation: School hours are extended by two hours to provide extra academic support and tutoring for all students.

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

PREVIEW

Assignment – Persuasive Essay Writing

Imagine you have the power to change one rule at your school. Now, pick one rule you'd passionately like to change. In this persuasive writing challenge, you're going to argue why your chosen rule should be altered or abolished. Convince your readers with strong arguments, creative thinking, and maybe even a touch of personal experience. Are you ready to be a change-maker? Let's see what you've got!

Planning

Fill in the graphic organizer below.

1) Jot down a list of rules you might consider for this assignment! Think about all the rules you have at your school. Address codes to lunchtime regulations.

2) Which rule do you really want to change? Write it down.

3) List three main arguments for why this rule should be changed.

4) Write your thesis statement here.

Research

Answer the questions below

Think about the rule change you want made. What facts or statistics might help you be more persuasive? For example, if you want longer recesses, find statistics stating that longer recesses improves academic performance. Look for at least one stat for each of your main ideas.

Main Ideas	Statistics

Writing

Write your thesis statement and 5-_____aph es _____ following format.

Introduction with Thesis Statement at the End

Reflection

Fill in the graphic organizer below.

1) What do you think will be the counterarguments? What might others say to oppose your rule change? How can you persuade them against this viewpoint? Write the counter argument in the first row and then write how you will persuade them against that argument.

1)

2)

3)

PREVIEW

2) Is your opinion biased? Why do you think your opinion is biased?

3) How might your own experiences have influenced your choice?

4) Who might disagree with your choice and why?

5) Are you representing the opposing side's argument accurately or oversimplifying it?

6) Why is it important to consider other perspectives? Is it okay that other people have different opinions and perspectives?

PREVIEW

Rubric – Persuasive Writing Assignment

Criteria	Exemplary (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Structure	Essay has a clear five-paragraph structure, including introduction, conclusion, and three body paragraphs.	Essay follows a five-paragraph structure with minor deviations.	Essay loosely follows the five-paragraph structure but lacks clear division.	Essay does not follow the five-paragraph structure.
Introduction & Thesis	Introduction is engaging, provides context, and presents a clear thesis.	Introduction provides context and includes a thesis statement but may lack engagement.	Introduction and thesis statement are present but lack clarity or relevance.	Introduction is missing, incomplete, or fails to include thesis.
Conclusion	Conclusion effectively summarizes main ideas and restates the thesis without being repetitive.	Conclusion summarizes main ideas and restates the thesis but with less effectiveness.	Conclusion is present but doesn't summarize main ideas or may simply repeat the thesis.	Conclusion is missing or fails to summarize the main ideas or relate to the thesis.
Main Ideas & Statistics	Each main idea is supported by relevant, accurate statistics and clearly connects to the thesis.	Main ideas are supported by statistics, but some may be less relevant.	Some main ideas lack clear statistics or relevance to the thesis.	Main ideas are not clearly stated or supported by statistics.
Persuasive Elements	Uses a variety of persuasive techniques effectively to strengthen the argument.	Uses some persuasive techniques effectively, but the argument lacks balance.	Uses persuasive techniques, but they are not effectively or misapplied.	Lacks persuasive elements or are not effectively used to strengthen the argument.
Grammar & Mechanics	The writing is free of grammatical and spelling errors, enhancing readability and flow.	There are minor grammatical or spelling errors, but they do not impede readability.	Grammatical and spelling errors are noticeable and may impede readability.	Frequent grammatical and spelling errors.

Comments

Mark

Synthesizing – Letters to the Mayor

Synthesize

Pretend you are the mayor. You have received 3 different letters. Read each letter and synthesize the information, forming one opinion.

Dear Mayor Robinson,

I hope this message reaches you in good spirits. I'm Kyle, an eighth grader at Riverside Middle School, and I'd like to discuss the topic of public art in our community. In our social studies class, we learned about the importance of art in society. Public art makes our city vibrant and inspiring! Murals, sculptures, and installations could transform dull spaces into places of pride and conversation. More art in public places means more creativity and community connection. I hope you'll consider making our town a canvas for local artists.

Warm wishes,
Kyle Patel

Dear Mayor Robinson,

Greetings! I'm Layla from Westview Secondary, and I've been thinking a lot about public art. While art is important, shouldn't we focus on more pressing issues? Problems like potholes and potholes seem more urgent. I understand that art can beautify our town, but many of my classmates agree that the budget might be better spent on practical improvements. I believe fixing what's broken is a form of community care that precedes public art. Maybe there's a way to be struck?

Sincerely,
Layla Hernandez

Hello Mayor Thompson,

My name is Ethan, and as a student at Greenfield Middle School, I'd like to share my thoughts on public art in our city. Some say it's essential, while others prefer spending on infrastructure. I've noticed that empty walls and unused spaces could be perfect for art, but they could also be used for community bulletin boards or urban gardens. Art is powerful, but so is a community's practical needs. Could we find a way to combine both art and function?

Best regards,
Ethan Smith



Synthesis

After reading all three letters, write a letter in response to everyone.
Synthesize the 3 letters and form an opinion that you can tell all three people.

PREVIEW

Step-by-Step Treehouse Drawing

Instructional Writing

Follow these steps to draw a treehouse

Step 1: Outline the Tree Trunk and Branches: Sketch a textured tree trunk. Add thick branches extending upward to support the treehouse.

Step 2: Create the Treehouse Base: Draw a large, tilted rectangle on the branches for the treehouse floor, suggesting a wooden platform.

Step 3: Complete the Walls and Roof: Draw vertical lines for walls on the base and a pointed roof with slanted lines.

Step 4: Add a Door and Windows: Place a rectangular door with a circle for a knob and square windows on the walls.

Step 5: Design a Ladder or Stairs: To access the treehouse, add a rope ladder or wooden stairs spiraling around the trunk.

Step 6: Draw Surrounding Foliage: Surround the tree with leaf clusters for a lush look, blending some with the tree's branches.

Step 7: Final Details and Shading: Add small details like a flag, a branch-hung tire swing, or a window telescope. Shade for depth and texture.

Writing a How-To-Guide

Plan

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

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

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

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

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

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

PREVIEW

Title:

Introduction

Materials

Instructions

Tips/Notes/Cautions/Warnings

PREVIEW

Informational Reports: The Essentials

Abstract

This section offers a brief overview, summarizing the key elements of an informational report. It serves as a concise summary, giving readers a quick glimpse into the report's content, including its purpose, structure, and essential components.



Introduction

Here, the topic and purpose of the report are introduced. The introduction outlines the significance of the topic, the objectives of the report, and previews the **structure** and main points that will be explored in detail in the body of the report.

Body

The body contains the main information about the topic, organized into sections for clarity and ease of use.

Headings and Subheadings

Headings signal the start of a new section, introducing a major topic within the report. Subheadings further divide the content into specific subtopics, helping to organize the content in a logical and readable manner.

Lists

- **Numbered Lists:** Present sequential or ordered information, such as steps in a process.
- **Bulleted Lists:** Display related items without a specific order, useful for categorizing information.

Appendices

Appendices offer supplementary material that is relevant but not essential to the main discussion in the body of the report. This may include detailed data, charts, tables, or extended research findings.

Conclusion

The conclusion synthesizes the main findings and arguments from the report, providing a closing overview. It emphasizes the significance of the information presented and may suggest implications or recommendations based on the report's **analysis**.

Glossary

- **Analysis:** The detailed examination of the elements or structure of something.
- **Structure:** The arrangement or organization of items within a larger framework.

References

- "Effective Communication in Reports," by L. Johnson, Academic Publishing, 2020.
- "Structuring Information for Clarity," by M. Rodriguez, Global Education Review, 2019.

True or False

Is the statement true or false?

1) The abstract provides a detailed explanation of each section.	True	False
2) An introduction in a report outlines the main points covered.	True	False
3) Subheadings are used to introduce major sections in a report.	True	False
4) Numbered lists in a report show items in a specific order.	True	False
5) Appendices contain the main arguments of the report.	True	False

Question

Answer the questions below.

1) What is the purpose of an informational report?

2) Describe each of the following parts of a report below.

Abstract	
Headings/ Subheadings	
References	
Appendices	
Conclusion	

**Headings
Practice**

Think of a topic, like "Solar System," and write down two possible headings you could use and 2 subheadings for each heading.

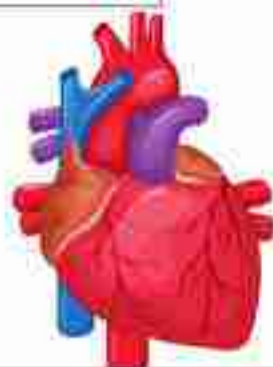
Heading	Subheading	Subheading

Heading	Subheading	Subheading

Writing a Report – Circulatory System

Objective

What are we learning more about?



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

Instructions

How do we complete the activity?

- 1) Read the facts below.
- 2) Pick one fact to write under 1 of 3 main headings: Functions of the circulatory system (F), parts of the circulatory system (P), and diseases of the circulatory system (D).
- 3) On the next page, write an introduction for the report. Then you'll need 3 headings for the body of your report. You'll also need an introduction, a conclusion. You don't need to use all the facts for your report, so you can choose the ones you like best.

Facts

Organ: _____
Fact: _____

Blood, composed of cells and plasma, transports nutrients and oxygen.

Hypertension, or high blood pressure, strains the heart and arteries.

The circulatory system delivers oxygen and nutrients to cells efficiently.

Capillaries are tiny vessels where blood exchanges oxygen with tissues.

This system plays a key role in regulating body temperature and pH.

Hormones are distributed from glands to body parts via the circulatory system.

Veins return depleted blood back to the heart for reoxygenation.

It aids the immune system by transporting white blood cells to fight infections.

Arteries carry oxygen-rich blood from the heart to the body.

Coronary artery disease reduces blood flow to the heart, causing chest pain.

It efficiently removes carbon dioxide and other wastes from the body's tissues.

Stroke occurs when blood flow to a brain part is interrupted or reduced.

The heart pumps blood, divided into four chambers for circulation.

Heart failure is the heart's inability to pump blood effectively.

Atherosclerosis involves plaque buildup in arteries, leading to heart attacks.

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

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

Heading #1

Fact 1

Fact 2

Fact 3

Heading #2

Fact 1

Fact 2

Fact 3

Heading #3

Fact 1

Fact 2

Fact 3

Conclusion – Summarize the report in just a few sentences:

Name: _____

PREVIEW

Name: _____

PREVIEW

How To Research Effectively

Understanding Effective Research Techniques

Research is a key skill that helps us discover new information, solve problems, and learn about topics in depth. When you research effectively, you gather reliable and relevant information that enhances your knowledge and understanding. Let's explore some important techniques to make your research more effective.

Firstly, identify your research topic or question. This gives you a clear goal and helps you stay focused. If you're researching "The impact of plastic on marine life," your goal is to find information specifically on this topic.

Finding Sources

A crucial part of research is finding sources that are credible and reliable. Here are some tips:

- Use academic databases: These databases provide access to scholarly articles and papers.
- Check the author's credentials: Ensure the author is knowledgeable about the subject.
- Look at publication dates: Some information changes rapidly, so look for recent information to get current perspectives.
- Evaluate the source's purpose: Understand if the source aims to inform, persuade, or entertain.

Remember, not all information found, especially from the internet, is accurate or trustworthy. Always cross-check facts and data from multiple sources.

Good Searches	Bad Searches
Photosynthesis process steps	What are the newest things found on Mars?
Causes of World War I	What are the main ideas in Shakespeare's Hamlet
Mount Everest climbing history	How and Why did the French Revolution happen

Organizing Your Findings

Once you gather information, organize it systematically. Create notes and summaries of what you've learned. This will help you understand the topic better and make it easier to refer back to the information later. Good organization also makes it easier to present your findings clearly, whether in a written report or a presentation.



Think

Is the search good or bad?

1) Please give me information on the Roman Empire history	Good	Bad
2) World's fastest animals	Good	Bad
3) What are some healthy foods to give me more energy in the morning?	Good	Bad
4) Elements in the periodic table	Good	Bad
5) I need to find out how the water cycle operates	Good	Bad
6) Tectonic plates and earthquakes	Good	Bad
7) I'm looking for famous American Civil War battles	Good	Bad
8) Renewable energy sources	Good	Bad
9) What's the process of making paper?	Good	Bad
10) Great Wall of China history	Good	Bad

Questions

Answer the questions below

1) Why is research important according to the reading?		
2) What are some examples of reliable sources mentioned in the reading?		
3) Is the description of the website below trustworthy? Yes, or no?		
1) An established news organization's website for current events.	Yes	No
2) Social media posts from unverified and non-expert accounts.	Yes	No
3) The official website of a reputable NGO, providing reports and research on global issues.	Yes	No
4) A website selling health supplements with exaggerated health claims.	Yes	No
5) A YouTube video from an unqualified individual promoting pseudoscience.	Yes	No

How To Research: Online Treasure Hunt

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

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



Instructions

How do we complete the activity?

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

How To Research: Online Treasure Hunt

Research

Find answers to the questions below.

Question	Answer	Source - Website Name
1. Who was the first woman to win a Nobel Prize?		
2. What is the viscosity of blood?		
3. Where was a confederation of states?		
4. Who discovered penicillin?		
5. What is the phobia of spiders known as?		
6. What is the currency of Japan?		
7. Who is known as the father of geometry?		
8. What galaxy is Earth located in?		
9. What is the chemical symbol for gold?		
10. What year was the telephone invented?		
11. What is the largest internal human organ?		
12. What is the hardest natural substance?		

PREVIEW

Report Writing – Introductions

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

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



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

Did you know that octopuses have three hearts? Why do these sea creatures need so many? This essay explores the extraordinary anatomy of the octopus, uncovering the secrets behind its complex circulatory system and how they support its survival in the ocean's depths.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

The Golden Gate Bridge deals with a lot of engineering. This essay will explore the engineering principles behind this iconic structure, including its design and the materials that contribute to its resilience.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

Did you know that honey bees are highly important for our environment? Their contribution is essential and pivotal in the intricate process of food production, a process upon which the sustenance of the human population and various ecosystems heavily rely. In this extensive essay, we aim to thoroughly examine and discuss in great detail the myriad aspects of honeybee behavior. This includes their social structure within hives, their role in the larger context of the ecosystem, the intricate nature of their interaction with both their immediate environment and the broader natural world. Additionally, we will delve into the multifaceted challenges that honeybees currently face, ranging from environmental threats to man-made issues, and how these challenges impact their population and, by extension, the broader ecological balance.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

Report Writing – Introductions

Write

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

Topic: How to play hide and seek

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

Topic: A day in the life of a student

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

Activity – Finding Diagrams/Pictures/Charts

Objective

What are we learning more about?

We are learning how to find and select visuals that will help readers understand the information in our reports.

Materials

What is needed to complete the activity?

- Computer
- PowerPoint or Google Slides
- Prompts on separate page



Instructions

How do we complete the activity?

- 1) Choose a Topic: Select one of the prompts provided in the separate section of this activity. Make sure to understand the topic before you begin.
- 2) Research Visuals: Using safe search methods and keywords, find images, charts, diagrams, or pictures that help explain or illustrate the subject.
- 3) Create a Slide Presentation: Open PowerPoint or Google Slides and create a new presentation.
- 4) Write the Prompt: On the first slide, write the topic you have chosen as the prompt.
- 5) Add the Visual: On the same slide, insert the visual (chart, diagram, picture) that you found to supplement the topic. Make sure it is clear, and appropriately sized to fit the slide.
- 6) Include a Description: Beneath the visual, explain how the visual relates to the topic. Share what the visual shows and why it is important.
- 7) Continue this for 5 different prompts.

Activity – Finding Diagrams/Pictures/Charts

Prompts

Find visuals that go with these topics below.

Question

Buoyancy

Hydra

Cells

Oil Spills

Desalination

Mitosis

Solar Energy

Water Cycle

Coral Reefs

Fluid Art

Rube Goldberg Machines

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What is a Problem-Solution Report?

The Essence of Problem-Solution Reports

A problem-solution report is a structured approach to identifying and addressing issues. It is a valuable document that details an existing problem and provides clear, actionable solutions for it.

Breaking Down the Problem

The first step in a problem-solution report is to break down the problem. This involves:

- The nature of the problem
- Why it occurred
- The causes and contributing factors
- Any previous attempts to address the issue



Developing Solutions

After the problem has been thoroughly analyzed, the next step is to develop solutions. Each solution should include:

- A detailed description of the proposed action
- Resources required for implementation
- Potential obstacles and how they could be overcome
- A plan for how the solution will be implemented

Evaluating Solutions

It's important to assess the solutions based on several factors:

- Effectiveness in solving the problem
- Cost and resources required
- Time needed to implement
- Potential impact on those affected

Ensuring Success

The final component of a problem-solution report involves setting criteria for success. This should explain how success will be measured, including:

- Short-term and long-term indicators of improvement
- Methods for collecting data and feedback
- Adjustments and follow-up actions for ongoing evaluation

By incorporating these elements, the report provides a comprehensive guide for tackling the identified problem with well-thought-out solutions.

Problem and Solution Report

Think

For the problems below, write 2 solutions that could solve the problems

Community Clean-Up: Brainstorm ways to encourage people in your neighborhood to participate in regular community clean-up days to keep parks and streets tidy.

Local Library Usage: Come up with ideas to increase the number of people visiting and using the local library's resources.

Energy Conservation: Develop ideas for a campaign to help families reduce energy usage in their homes, aiming to save money and protect the environment.

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Problem and Solution Report

Brainstorm

Write a list of problems related to the themes below

Theme: Parks

Theme: Local Business

Theme: Social Media

Theme: Electricity Consumption

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Problem/Solution Report – Success Criteria

Understanding Air Pollution

Air pollution is a serious environmental issue that affects both our health and our planet. It occurs when harmful substances, including gases, dust, and chemicals, are released into the air, making it unsafe and unhealthy to breathe. These pollutants can come from various sources, such as cars, factories, and even natural events like wildfires.

Solution 1: Switch to Renewable Energy Sources

One effective solution to reduce air pollution is to switch from fossil fuels (coal and oil) to renewable energy sources. Renewable energy comes from natural sources that are constantly replenished, such as solar power, wind power, and hydroelectric energy. Switching to these sources means fewer harmful emissions are released into the air, leading to cleaner and healthier air quality. This switch can be achieved by installing solar panels on homes, encouraging the use of wind turbines, and promoting hydroelectric power plants.

The challenges with switching to renewable energy include the cost, amount of space required, and lack of consistent availability. These systems will cost a lot to setup and in the case of solar and wind, they take up a lot of space. In addition, the Sun doesn't always shine, and the wind doesn't always blow.



Solution 2: Planting More Trees

Pros:

- Trees absorb carbon dioxide, a major air pollutant.
- Increasing green spaces can improve overall air quality.
- Trees also provide shade, reduce heat in urban areas, and improve aesthetics.

Cons:

- Requires space and suitable climate conditions for growth.
- Needs regular maintenance and care.
- Might not be feasible in highly urbanized areas with limited space.

Evaluating The Solutions

Before implementing these solutions, we should test the CO₂ levels in the air. After implementation, we can check CO₂ levels monthly and compare the results to determine how effective our solutions have been on solving the problem.

Conclusion

In conclusion, tackling air pollution is crucial for our health and the health of our planet. By switching to renewable energy sources and planting more trees, we can make significant strides towards cleaner air. It's important for everyone to work together and take action to ensure a healthier environment for generations.

Questions

Answer the questions below.

1) What is the problem in the report?

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

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

4) Why is it important to have a plan to solve the problem?

Analyze

After reading the report, jot down 5-7 things you learned. Discuss with your classmates to make a list of 8 criteria that a solution must meet.

1)

2)

3)

4)

5)

6)

7)

Assignment – Writing a Problem/Solution Report

Write

Plan your report by filling in the graphic organizer below.

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

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

3) How can we evaluate the solutions you proposed?

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

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Solution Heading:

6) Evaluation of Solutions - How do you know if the solutions are working?

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

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Rubric – Problem and Solution Report

Criteria	Great (4)	Good (3)	Okay (2)	Needs Work (1)
Introduction	Clear start with a reason for the report.	Tells us what the report is about.	Brief mention of the topic.	Hard to tell what the report will be about.
Problem	Explains the problem in detail and tells us why it's important.	Describes the problem with some details.	Mentions a problem but lacks details.	Not clear on what the problem is.
Solutions	Gives strong ideas to solve the problem with clear explanations.	Has good ideas to help with the problem.	Gives some ways to help, but not much detail.	Ideas to fix the problem are missing or not clear.
Evaluation of Solutions	Includes clear evaluations of solutions.	Offers methods to assess solutions, with less detail.	Mentions evaluation of solutions but lacks specific methods.	Does not mention how to evaluate solutions.
Conclusion	Wraps up the report neatly reminding us of the problem and solutions.	Ends the report about the problem.	Gives a short ending to the report.	Doesn't wrap up the report or misses main points.
Flow/Coherence	Everything is in order and it's easy to follow from start to end.	Mostly smooth with a few jumps in the story.	Some jumps in the story.	Jumbled or hard to understand how it's organized.
Details	Uses lots of examples and reasons to make points clear.	Gives some examples to help us understand.	Has few examples or reasons.	Missing examples and reasons to support the report.

Teacher Comments

Mark

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

What is a Haiku?

What is a Haiku?

A haiku is a short poem that originated in Japan. It's known for its simplicity and ability to capture a moment or image in just a few words. A traditional haiku has three lines. The first line has five syllables, the second line has seven syllables, and the third line goes back to five syllables. This structure creates a rhythm that is unique to haikus. These poems often focus on nature, the seasons, or moments of beauty or insight.

Morning Song

Gentle morning light
Birds singing in harmony
Daybreak comes alive.

Falling Leaves

Leaves fall in silence, (5)
Autumn's crisp, golden blanket, (7)
Nature's quiet dance. (5)

Write

Finish the Haiku poems below.

Topic: Winter Night

Line 1

Snowflakes gently fall.

Line 2

Line 3

Moonlit peace prevails.

Topic: Summer Day

Line 1

Sun heats the sand dunes,

Line 2

Waves crash with a rhythmic beat,

Line 3

How to Write a Rhyming Poem

Basics of Rhyming Poetry

Rhyming poetry is a form of writing where words at the end of lines have similar sounds. This type of poem is enjoyable to read and write because the rhymes create a musical rhythm. Using rhymes shows the reader how creative the author is as they have the ability to not only express and share feelings, but also do it with rhyming words.



Steps to Write a Rhyming Poem

1. Choose a Rhyme Scheme:

- AABB: Lines 1 and 2 rhyme together, and lines 3 and 4 rhyme together.
- ABAB: Lines 1 and 3 rhyme, and lines 2 and 4 rhyme.
- ABCB: Only lines 2 and 4 rhyme.

2. Select Words to Rhyme: Think of words that fit your theme and list their rhyming pairs. For example, if your theme is 'stars', you might list 'stars', 'cars', etc.

3. Plan Your Lines: Start writing your lines, keeping in mind your chosen rhythm. Try to make each line similar in length for a consistent flow.

4. Revise for Meaning and Flow: Once you've written your poem, read it aloud to help you hear if the rhythm flows smoothly and if the meaning is clear.

Tips for Writing Rhyming Poems

- Keep the language simple and clear.
- Focus on the rhythm as much as the rhyme.
- Don't force a rhyme; it's okay to change words to make a better rhyme.
- Use a thesaurus or rhyming dictionary for more word ideas.
- Practice makes perfect, so keep writing different types of rhymes.

Sampling Rhyming Poem

In the sky, stars twinkle bright (A)
Their dance enchants the quiet night (A)
Each a story, old and grand (B)
In the vast, mysterious land (B)

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Light			
Dream			
Hear			
Stars			
Blue			
Cloud			
Mountain			
River			

Write

Finish the poem below using rhyming words.

AABB Poem

Beneath the moon so big and bright, (A)

Stars shimmer with a gentle light, (A)

In dreams where adventures blend, (B)

ABCB Poem

In a world where dreams take flight, (A)

Adventures wait beyond the moon, (B)

Underneath the wide blue sky, (C)

B

The sun sets low in the

As birds fly around, they see

They say high to people, not shy, (A)

AABB Poem

Through the fields, the wild winds blow, (A)

Carrying whispers soft and low, (A)

What is a Limerick Poem?

What is a Limerick Poem?

A limerick is a type of poem known for its humour and playful rhythm. Originating in Ireland, these poems have become popular worldwide for their quirky and often nonsensical nature. They are short and easy to remember, making them a favourite among all ages, especially for those who enjoy a good laugh through words.

Limerick Structure

- **Lines:** Limericks consist of five lines in total.
- **Rhyme:** The rhyme pattern follows AABBA. This means the first, second, and fifth lines rhyme with each other, and the third and fourth lines have their own rhyme.
- **Form:** Limericks do not follow a specific rhythm or meter. The first, second, and fifth lines typically have ten syllables, while the third and fourth lines are shorter, with five or six syllables.
- **Content:** Limericks are humorous, witty, or nonsensical.
- **Tone:** Lighthearted and playful, often intended for laughter or amusement.

Examples of Limericks

The Dancing Cat of Spain

There once was a cat from Spain,
Who loved to dance in the rain.
With a purr and a twirl,
She'd leap and swirl,
In her world without any pain.

Comedian Frog

Frog had a very loud croak,
And he made the bank folk
Laugh like a rabbit in pain,
He'd jump and
And everyone laughed.



Write

Finish the Limerick poems below.

Topic: The Bear with a Flair

Line 1	There once was a bear with a flair,
Line 2	For combing his thick, shaggy hair.
Line 3	With a brush and a bow,
Line 4	He'd steal the show,
Line 5	

What is a Limerick Poem?

smug	leap	dance	yummy	slide
stance	hungry	small	pride	tall
tug	peep	chance	all	funny

Write

Use the word bank words to fill in the limericks below

Line 1 There once was a goat, always, _____,

Line 2 Who wore shirts, finding them quite _____,

Line 3 Who ate chevrons _____,

Line 4 He'd _____,

Line 5 In a field, he'd _____.

Line 1 A penguin who loved to _____,

Line 2 Seized every possible _____,

Line 3 With a flap and a _____,

Line 4 He'd waddle with _____,

Line 5 The star of the ice in his _____.

Line 1 A squirrel, curious and _____,

Line 2 Loved to climb trees, both big and _____,

Line 3 With a scamper and _____,

Line 4 From branch to branch, he'd _____,

Line 5 Watching the world, enthralled by it _____.

Writing an Acrostic Poem

Write

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

Word	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4
Sleep	Deep	Keep	Creep	Sheep
Night	Flight	Light	Bright	Height
Star	Glory	Quarry	Worry	Gory
Invention	Creation	Station	Relation	
Thought	Fought	Sought	Ought	

D

R

E

A

M

S

The Adventure of Storytelling Structure

Crafting a Story: From First Page to Last

A good story has a clear structure that helps it flow and keep the reader engaged. The path of a story is made up of three main parts: the beginning, the middle, and the end.

- **The Beginning:** The beginning introduces the characters, setting, and the main problem or situation. It sets the stage for the story.
- **The Middle:** In the middle, the story develops through a series of events and challenges. Characters face obstacles and make important decisions.
- **The End:** The end resolves the story. It's where the main problem is solved, and we see how the characters have changed or what they've learned.

Write the beginning, middle, and end of three stories below and draw a comic strip for it.

Beginning	Middle	End
Enters local bike race	Struggles to finish	Sprints to victory
Plans a surprise party	Friends start to forget	Successful surprise party
Kitten appears at door	Struggles to find a home for it	Friends kitten a home
Auditions for school play	Forgets lines during rehearsal	Successful performance on stage
Builds a treehouse	Argues over club rules	Friends playing in treehouse

Writing Comic Strips – Cake Time

Instructions

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

Panel 1:

Setting: Kitchen at home. Emma stands in front of an oven, holding a recipe book.

Dialogue: Emma says, "Hmm, how long to bake?"

Onomatopoeia: "Tick tock" from the kitchen clock.

Panel 2:

Setting: Emma reaches for the recipe book and oven timer. Emma's hand reaches for the oven knob.

Dialogue: Emma exclaims, "Oh, 20 minutes it is!"

Onomatopoeia: "Ding!" as she sets the oven timer.

**Panel 3:**

Setting: Emma proudly takes a freshly baked cake from the oven.

Dialogue: Emma says, "Look at my cake!"

Onomatopoeia: "Ding!" as the timer rings.

PREVIEW

Researching Skills - Plagiarism

What's Plagiarism?

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

DO NOT
COPY

Avoiding Plagiarism:

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

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

Original Passage: "Our solar system consists of the Sun, eight planets, and their moons, along with comets, asteroids, and other celestial bodies. It's part of the Milky Way galaxy. The planets orbit the Sun, which is a star that provides light and heat to Earth."

Paraphrasing The solar system includes eight planets and their moons, as well as comets, asteroids, and other celestial objects. It belongs to the Milky Way galaxy. These planets orbit around the Sun, a star that offers light and warmth to our planet.

Summarizing The solar system, part of the Milky Way, contains eight planets, and various celestial bodies, all providing light and heat to Earth.

Quoting "Our solar system consists of the Sun, eight planets, and their moons, along with comets, asteroids, and other celestial bodies."

Original Passage: "Photosynthesis is a process used by plants and other organisms to convert light energy, usually from the Sun, into chemical energy. This process uses sunlight, carbon dioxide, and water to produce oxygen and glucose, a type of sugar that plants use for energy."

Paraphrasing

Summarizing

Quoting

Researching Skills - Plagiarism**Practice**

Paraphrase, summarize, and quote the passages below.

An ecosystem is a community of living organisms in conjunction with the nonliving components of their environment, interacting as a system. Ecosystems can be as large as a desert or as small as a tree.

Paraphrasing

Summarizing

Quoting

Earth's lithosphere is divided into several large, solid pieces called tectonic plates. These plates float on the semi-fluid asthenosphere beneath them. The movement is responsible for many Earth's features and events, including earthquakes and volcanoes.

Paraphrasing

Summarizing

Quoting

Researching Activity – Note Taking

Instruction

While your teacher reads the biography below, copy down notes on the next page. When you write notes, use point form, not full sentences and do not worry about spelling.

Introduction

Tecumseh, a renowned leader of the Shawnee people, stands out in history as a symbol of Indigenous resistance and unity against U.S. expansion. Born in March 1768 in the Ohio Valley, he rose to prominence as a fearless warrior and a persuasive orator, opposing American encroachment into Indigenous territories.

**Early Life**

Tecumseh, whose name translates to "Shining Star" or "Panther Across The Sky," was born into the Shawnee First Nation during a period of great upheaval and conflict. His father, Puckeshinwa, a respected warrior, led battles against white settlers when Tecumseh was just a child. This early experience instilled in him a deep commitment to defending his people and their ancestral lands.

Formation of a Confederacy

Tecumseh grew up during a period of constant displacement and warfare for his nation. As a young warrior, he envisioned a united Indigenous front to effectively resist the encroachment of European settlers on their lands. His extensive travels across the Midwest and the South helped him forge alliances with various tribes, and his compelling speeches and charismatic leadership drew many to join his confederacy.

Struggle Against American Expansion

Tecumseh opposed the Treaty of Fort Wayne in 1809, where Indigenous lands were ceded to the U.S. government. He argued that no single nation had the right to sell land, which was a common resource. He rallied First Nations to resist, leading to increased tensions.

The War of 1812

With the outbreak of the War of 1812, Tecumseh allied with the British against the United States. He played a crucial role in several battles, including the Siege of Detroit. His leadership and strategy significantly aided the British war effort.

Death and Legacy

Tecumseh was killed in the Battle of the Thames on October 5, 1813. His death marked the end of Indigenous resistance in the Ohio Valley. However, his vision, bravery, and quest for justice left an enduring legacy, symbolizing the struggle for Indigenous rights and sovereignty.

Researching Skills - Bibliography

Exploring Bibliographies

A **bibliography** is a detailed list of references used in preparing written work – in essence, it's a list of all the sources from which you have borrowed words or ideas. When you are working on a project or an essay, it is crucial to acknowledge the sources of the information that you use to support your arguments. This not only gives proper credit to the authors but also enables others to find the information that you found.



Steps to Writing a Bibliography in MLA Format

When you finish writing an essay or a project, you'll need a bibliography to list the sources where you got your information. In the MLA (Modern Language Association) format, here's how to compile a bibliography:

- 1) Collect Information: Write down important details from each source, such as the author's name, the volume title, the publisher, and publication date.
- 2) Choose MLA Format: This format is used for literature and arts papers. Your teacher will tell you if MLA is the correct format to use.
- 3) Organize Sources Alphabetically: Sort the entries by the author's last name. If a source doesn't have an author, alphabetize by title.
- 4) Write the Entries: For MLA, list the author's last name, first name, title of the work, the publisher, and the date.
- 5) Cite Websites Carefully: For online sources, include the author's name, title, the website title, the date of publication, and the URL.

Sample MLA Bibliography Entries:

- "Climate Change Effects." National Geographic. 2022.
www.nationalgeographic.com/climatechange.
- Rowling, J.K. Harry Potter and the Philosopher's Stone. Bloomsbury, 1997.
- "Understanding Photosynthesis." Science for Kids, 2023,
www.scienceforkids.org/photosynthesis.

Finalizing Your Bibliography:

- Double-check each entry for proper punctuation, capitalization, and italicization.
- Verify that all URLs are accurate and do not include hyperlinks.
- Ensure your list is in alphabetical order and follows the MLA formatting rules.

Researching Skills - Bibliography

Practice

Organize the information below in a bibliography.

For a Book

- Author's Name: Brian Cox
- Title of the Book: The Wonders of the Universe
- Publisher: HarperCollins
- Publication Date: 2011

For a Book

- Author's Name: Sylvia Earle
- Title of the Book: The World Is Blue: How Our Fate and the Ocean's Are One
- Publisher: National Geographic
- Publication Date: 2009

For a Website

- Author's Name: Rebecca Princeton
- Title of the Webpage: "The Wonders of the Solar System"
- URL or Web Address: www.spaceexplore.com/solarsystem
- Date Accessed: 2023-02-05

For a Website

- Author's Name: Rebecca Princeton
- Title of the Webpage: "The Wonders of the Solar System"
- URL or Web Address: www.spaceexplore.com/solarsystem
- Date Accessed: February 5, 2023

Bibliography

Activity Title: Partner Biography Research

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

Activity Title: Partner Biography Research

Research

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

Who will you research more about?

Early Life: Fact # 1	Source Information	
	Author	
	Title	
	Website	

Achievements: Fact #1	Source Information	
	Author	
	Title	
	Website	
	Date	

Achievements: Fact #2	Source Information	
	Author	
	Title	
	Website	
	Date	

Success Criteria – Biography

Analyze

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

Biography – Sir John A. Macdonald

Preface

Sir John A. Macdonald's pivotal role in the formation of the Dominion of Canada and his enduring legacy as the country's first Prime Minister make him a central figure in Canadian history.

Introduction

Sir John A. Macdonald, a statesman and visionary leader, is celebrated in Canada as a founding father of the nation. Born on January 10, 1815, in Glasgow, Scotland, he later immigrated to Canada, where his leadership and determination shaped the course of the country.



Early Life

Macdonald's family moved to Montreal, Quebec, when he was just a boy. His early exposure to the complexities of colonial politics and his career laid the foundation for his future political success.

Achievements

Defining Moment: The Confederation of 1867

Sir John A. Macdonald's most significant achievement was his unwavering dedication to the idea of confederation. He played a pivotal role in uniting the provinces of Canada, forming the Dominion of Canada on July 1, 1867. His leadership as the first Prime Minister set the stage for the growth and prosperity of the new nation.

Key Facts

- Date of Confederation: July 1, 1867
- First Prime Minister of Canada
- Leader of the Conservative Party

Legacy

Sir John A. Macdonald's legacy as a visionary leader and the architect of Canada's confederation endures today. His contributions to the nation's development, including the construction of the Canadian Pacific Railway and his dedication to unity, continue to shape the identity of Canada.

Bibliography

Smith, Donald. Sir John A. Macdonald: Father of the Dominion. Toronto: McClelland & Stewart, 2017.

Assignment – Biography

Plan

Choose someone famous and learn more about them and their life. On the next page, write down the information you'll need to write your bibliography

1) Who will be the subject of your biography?

2) Tell me facts about their early life. – when they were born, where they were born, what they did, where they were, who their family was, did they live in poverty, etc.

3) Share 3-5 facts about their achievements and why they are famous. How are they known for? What did they achieve? Why are they remembered?

PREVIEW

4) Describe their later life and what they'll be remembered for. When did they pass away or are they still alive? Where did they live?

5) Provide 1-2 paragraphs reflecting personality.

6) Now that you know more about the person you are writing about, write a preface that explains why you chose them. Explain why they are important and why your audience will learn if they read the biography.

PREVIEW

Name: _____

Sources of Information – Author, Title, Website, Date Accessed

PREVIEW

Biography – Bibliography

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

PREVIEW

Edit

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

Criteria	<input type="checkbox"/>	<input type="checkbox"/>
Interesting Introduction		
At Least 5 Facts/Statistics		
Early Life - Shares when they were a kid and growing up.		
Achievements - Shares the big things they did or made.		
Later Life - Write about what they did when they were older.		
At least 1 quote that reflects their personality		
Picture of the person		
Preface - is informative and grabs attention		
Optional - Bibliography - list of websites/books		

Edit

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

Criteria		
Interesting Introduction		
At Least 5 Facts/Statistics		
Early Life - Shares when they were a kid and growing up.		
Achievements - Shares the big things they did or made.		
Later Life - Write about what they did when they were older.		
At least 1 quote that reflects their personality		
Picture of the person		
Preface - is informative and grabs attention		
Optional - Bibliography - list of websites/books		

Rubric – Biography Writing

Criteria	Excellent (4)	Good (3)	Needs Improvement (2)	Unsatisfactory (1)
Interesting Introduction	It makes me want to read more!	It's a bit interesting.	It doesn't grab my attention much.	It doesn't grab my attention.
At Least 5 Facts/ Statistics	More than 5 facts, really detailed!	Exactly 5 true things shared.	Less than 5 facts, needs more.	Less than 5 facts.
Early Life	Great details when they were a kid.	Tells a bit about them growing up.	Doesn't say much about them being a kid.	Doesn't talk about early life.
Achievements	Talks about the big things they did.	Talks about some big things.	Leaves out big achievements.	Leaves out most achievements.
Later Life	Lots of details about what they were like when they were older.	Some details about their later years.	Doesn't talk about their later years much.	Doesn't talk about older years.
At Least 1 Quote	At least one perfect quote that fits.	One quote is there.	Quote doesn't fit.	No quotes included.
Bibliography	Variety of sources used and cited properly.	Multiple sources and cited properly.	Some sources used but not cited properly.	One source used and not cited.

Teacher Comments

Mark

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

Cursive Writing Activities

Cursive Writing Activities

Practice

Trace the cursive letters below

Handwriting practice row 1: Cursive uppercase 'A's and lowercase 'a's.

Handwriting practice row 2: Cursive uppercase 'B's and lowercase 'b's.

Handwriting practice row 3: Cursive uppercase 'C's and lowercase 'c's.

Handwriting practice row 4: Cursive uppercase 'D's and lowercase 'd's.

Handwriting practice row 5: Cursive uppercase 'E's and lowercase 'e's.

Handwriting practice row 6: Cursive uppercase 'F's and lowercase 'f's.

Handwriting practice row 7: Cursive uppercase 'G's and lowercase 'g's.

Handwriting practice row 8: Cursive uppercase 'H's and lowercase 'h's.

PREVIEW

Cursive Writing Activities

Practice

Write the letters in cursive in each of the boxes

U

u

V

v

W

w

X

x

Y

y

Z

z

PREVIEW

Cursive Writing Activities

Practice

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

Stars shine brightly.

Flowers bloom beautifully.

Adventures await us.

Patience brings rewards.

Creativity sparks innovation.

PREVIEW

Cursive Writing Activities

Practice

Trace the cursive stories below.

Reading books allows us to explore
distant lands, learn from history,
and fuel our imaginations.

Exploring dense forests reveals a
rich world teeming with exotic
creatures, from colorful parrots to
elusive jaguars.

Ancient civilizations left behind awe-
inspiring monuments, such as the
Pyramids of Egypt, shrouded in
mystery.

Cursive Writing Activities

Questions

Answer the questions below using cursive writing

What's your full name?

Which colour do you like the most?

When were you born?

How's the weather?

What's your school's mascot?

Where's your dream vacation?

What's your all-time favourite movie?

What's your dream career?

PREVIEW



Google Slides Lessons Preview





Ontario Language Curriculum Reading Comprehension – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

What are Reading Comprehension Strategies?

We are learning to understand different reading comprehension strategies so we can explain how readers use them to make connections, ask questions, infer meaning, predict outcomes, and visualize ideas while reading.

Story Sorting Cards | Text To Text | Text To World | Text To Self

Read each short passage carefully. Decide if it is Text-to-Text, Text-to-World, Text-to-Self, or more than one category.

1) The author describes a busy morning of a school bus driver to give everyone a better understanding of the job and the challenges she faces.	
2) The author explains the importance of recycling for the planet, it is one of the ways that we can help the environment.	
3) In the story, the author explains how she learned to ride a bicycle. She describes the challenges she faced and how she eventually learned to ride.	
4) The author describes a family's vacation to a beach. She talks about the fun activities they did and the beautiful scenery.	
5) The author tells about a family's vacation to a beach. She describes the fun activities they did and the beautiful scenery.	
6) A person who lives in a city describes the challenges of living in a crowded area. They talk about the noise, the traffic, and the lack of space.	
7) The author tells about a family's vacation to a beach. She describes the fun activities they did and the beautiful scenery.	
8) The author describes a family's vacation to a beach. She talks about the fun activities they did and the beautiful scenery.	

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

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

Bill looked up at the windows of the train that sped through the countryside. Inside, the passengers looked quietly at the steady rhythm of wheels rolling under the train's heavy wheels. Lighters flashed across the dark faces, and the lights flickered for a moment. A big gust of air blew into the train, carrying a faint, strange glow from the tracks of the distance. The conductor's voice called out from the front of the train, "Please fasten your seatbelts. The train is about to enter a curve."

Bill looked out the windows. The train was moving fast. The lights were flashing. The train was moving fast. The lights were flashing. The train was moving fast. The lights were flashing.

Consolidation – The Train Through the Storm

- 1) Making Connections** – (1) What text or experiences, images, or other does this scene remind you of? (2) Why do you think people often react to storms in such a way with mystery or fear?
- 2) Questioning** – (1) What question would you ask the conductor after the train hit the storm? (2) Why do you think they would help you understand what might happen next?
- 3) Visualizing** – Describe what you "see" with "your" eyes in this scene using three sensory details.
- 4) Predicting** – (1) What do you think will happen next? (2) Which do you think the train will face: the train will stop, or the train will continue?
- 5) Inferring** – Based on the clues in the text, what do you infer about how Bill is feeling? Give evidence of text that supports your idea.



Ontario Language Curriculum Reading Comprehension – Grade 8

Exploring Cultural Elements

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

1) The villagers meeting each other at the local language store shows which cultural element?

2) The story of legends, traditions, and the chief represent which cultural element?

3) When Grandma baked and played music often, work, what cultural element is shown?

4) The role of the school, including those without books, demonstrates which element?

5) The shared custom of taking bread and showing gratitude at night reflects which element?

Values	Social Hierarchy	Language	Taboo	Customs	Traditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Hierarchy	Traditions	Language	Taboo	Customs	Traditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language	Customs	Language	Taboo	Customs	Traditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taboo	Traditions	Language	Taboo	Customs	Traditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Customs	Traditions	Language	Taboo	Customs	Traditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exploring Cultural Elements

Read the text and answer the questions. Drag and drop the correct answer to the box.

Our first inference club visited the city's Innovation Centre, and it was incredible! We learned the design lab, which has some engineers working there, and working rooms. The girls presented how every part of the club is working together. We took part in a virtual reality program that showed how robots work. It was amazing! We also learned the 3D printing, and we were able to see how they work. Our teacher explained us that technology makes things easier. I learned that much about how every invention is made.

From: [] To: []

Date: []

Subject: []

Class: []

Teacher: []

Making Inferences from a Letter

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

Sentence	Rating
1) Lena writes expressing her opinions when she finds a proposal.	☆☆☆☆
2) Aaron and Lena often do presentations together.	☆☆☆☆
3) Lena is being forced to join the debate club.	☆☆☆☆
4) Lena feels a mix of nervousness and excitement about her new challenge.	☆☆☆☆
5) Lena joined the club only because her teacher made her.	☆☆☆☆
6) The debate club helps students become better public speakers.	☆☆☆☆
7) Lena is overconfident and thinks she doesn't need practice.	☆☆☆☆
8) The letter shows that Lena values personal growth and trying new experiences.	☆☆☆☆



Ontario Language Curriculum Reading Comprehension – Grade 8

Is It Satire or Not?

Some sentences are written in a serious way, while others use satire to make a point. Look at each statement from the story and decide.

Satire
 Not Satire

Characteristic	Answer
1) The mayor declared the town perfect every morning on television.	
2) Citizens smiled exactly 12 times a day because of a government rule.	
3) People were sent to a "Joy Refresher Workshop" for frowning.	
4) The town library was empty because reading made people "too serious."	
5) The mayor banned rain because it ruined people's hair.	
6) Tourists visited, took photos, and never came back.	

Cause-and-Effect Match-Up

Match each cause on the left to its correct effect on the right. Then, discuss why each pair makes sense before drawing your lines.

Cause	Effects
Vehicles burn fossil fuels.	A. More people suffer from asthma and fatigue.
Factories release smoke and chemicals.	B. Air pollution continues in industrial regions.
Governments set laws to reduce emissions.	C. Smog builds up in cities.
Industries rely on fuel-based production.	D. Cleaner air and healthier citizens.

Number	Description
1	1) Use written words to describe characters and settings.
2	2) Require imagination to picture events.
3	3) Use visuals, sound, and music to tell the story.
4	4) Tell stories that explore themes and emotions.
5	5) Can take hours or days to finish.
6	6) Can inspire imagination well.
7	7) Show emotions instantly through acting and imagery.
8	8) Help people connect through shared experiences.
9	9) Usually last only a few hours.



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:



	Curriculum Expectations – Overall Expectations	Pages
A1	Transferable Skills	
	Preview of 130 pages from this product that contains 318 pages total.	
A2	Demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media	163 – 168, 174 – 175, 216 – 218
A3	Applications, Connections, and Contributions 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	39 – 52, 68 – 75, 154 – 162, 216 – 218

Grade 8 – Language

C1. Knowledge about Texts



	Curriculum Expectations – Specific Expectations	Pages
C1.1	Using Foundational Knowledge and Skills to Comprehend Texts read and comprehend various complex texts, using knowledge of words, grammar, cohesive ties, sentence structure, and background knowledge	56 – 58, 64, 98 – 99, 109 – 110, 141 – 144
C1.2	Text Features analyze and evaluate the characteristics of various text forms and genres, including cultural text forms, and provide evidence of how they help to communicate meaning	54 – 58, 98 – 99, 109 – 110, 112 – 113, 116 – 119, 121 – 134, 146 – 162, 204 – 215
C1.3	Text Patterns compare the text forms, such as a resolution in a letter to the editor, and evaluate their effectiveness, including infographics, associated with different genres, including cultural texts, and evaluate their effectiveness in reaching readers, listeners, and viewers to understand the meaning	112 – 113, 127 – 134, 141 – 144, 183 – 184, 186 –
C1.4	Visual Elements of Texts evaluate how images, graphics, and visual elements communicate, and contribute to meaning in a variety of texts	203, 206 – 209
C1.5	Elements of Style identify various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre	168 – 179
C1.6	Point of View analyze the narrator's point of view, including limited, omniscient, or unreliable, in a variety of texts, explain how it is communicated, and suggest alternative points of view, giving reasons	76 – 84
C1.7	Indigenous Context of Various Text Forms read, listen to, and view a wide variety of text forms by diverse First Nations, Métis, and Inuit creators to make meaning through Indigenous Storywork about First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences	68 – 75

Grade 8 – Language

C2. Comprehension Strategies



	Curriculum Expectations – Specific Expectations	Pages
C2.1	Prereading: Activating Prior Knowledge identify and explain prior knowledge from various sources, including personal experiences and learning in other subject areas, and explain how they can use to make connections and understand new texts	12 – 13, 26 – 27, 31 – 37
C2.2	Prereading: Identifying the Purpose for Reading, Listening, and Viewing identify and explain purposes for engaging with texts, select texts from a variety of sources that are suitable for the purposes, and explain why they selected them as appropriate	12 – 13, 18 – 19, 31 – 37, 114 – 119
C2.3	Monitoring of Understanding: Making Predictions make predictions using prior knowledge and textual information, pose questions to confirm their predictions, and revise or refine their understanding as in	12 – 13, 16 – 17, 26 – 27, 31 – 37
C2.4	Monitoring of Understanding: Ongoing Comprehension select suitable strategies, such as rereading, asking questions, and consulting reference materials, to monitor and confirm their understanding of complex texts and solve comprehension problems	12 – 13, 18 – 19, 28 – 29, 31 – 37, 65 – 66
C2.5	Monitoring of Understanding: Making Connections connect, compare, and contrast the ideas expressed in texts and their knowledges and lived experiences, the ideas in other texts, and the world around them	17, 31 – 37
C2.6	Summarizing: Identifying Relevant Information and Drawing Conclusions summarize and synthesize the important ideas and supporting details in complex texts, and draw effective conclusions	12 – 13, 18 – 19, 31 – 37
C2.7	Reflecting on Learning explain and compare how various strategies, such as visualizing, making predictions, summarizing, and connecting to their experiences, have helped them comprehend various texts, and set goals for future improvement	20 – 23, 28 – 29

Grade 8 – Language

C3. Critical Thinking in Literacy



	Curriculum Expectations – Specific Expectations	Pages
C3.1	Literary Devices analyze literary devices, including irony, satire, and allusion, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience	85 – 90, 146 – 162, 180 – 182
C3.2	Make Inferences make local and global inferences, using explicit and implicit evidence, to explain and support their interpretations about various texts	24 – 25, 61 – 63, 103 – 108, 120, 183 – 184
C3.3	Analyzing Texts analyze various texts, including literary and informational texts, by evaluating, synthesizing, and sequencing relevant information and forming conclusions	91 – 96, 121 – 126, 135 – 140, 191, 194 – 197, 214 – 215
C3.4	Analyzing Cultural Elements of Texts analyze cultural elements, including norms, values, and taboos, by investigating the meaning of these elements and making connections to their lived experiences and cultural contexts, considering how the inclusion of these elements contributes to the meaning of the text	39 – 52, 120
C3.5	Perspectives within Texts analyze explicit and implicit perspectives communicated in various texts, evaluate any evidence that could suggest bias in perspectives, and suggest ways to avoid any such bias	57 – 60, 100 – 103, 175
C3.6	Analysis and Response analyze how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, respond to the insights and messages conveyed, and identify different positions presented	110, 114 – 115
C3.7	Indigenous Contexts compare the ways in which historical periods, cultural experiences, and/or socio-political conditions and events have influenced two or more texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations, and how they relate to current lived experiences	39 – 52, 163 – 168
C3.8	Reflecting on Learning assess the effectiveness of the critical thinking skills they used when analyzing and evaluating various texts, and set goals to improve their use	100 – 104, 107 – 108

Block 1: Reading Comprehension Strategies - Basics

Focus

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

Understanding Reading Comprehension

What is Reading Comprehension?

Reading comprehension is the ability to understand and process the information that you read. Effective comprehension strategies can help you become a better reader. These strategies are tools you can use before, during, and after reading to grasp the content more fully.

Strategies for Reading Comprehension

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



1. Before Reading: Preparing to Read

- **Preview the Text:** Look at the title, headings, and any illustrations or graphs.
- **Set a Purpose:** Decide why you are reading.
- **Connect to Prior Knowledge:** Think about what you already know about the topic.

2. During Reading: Active Engagement

- **Ask Questions:** As you read, ask questions like "who is the character?" and "what?"
- **Visualize:** Create mental images of what you are reading.
- **Make Inferences:** Use context and knowledge to understand deeper meanings.
- **Making Predictions:** Use clues from the text to guess what will happen next.

3. After Reading: Reflecting on the Text

- **Summarize:** Summarize what you've read in your own words.
- **Evaluate:** Judge the text's ideas or the quality of the story. Decide what was well done and what could be improved.

By applying these strategies, you can improve your reading comprehension skills and become a more effective reader. Remember, comprehension is a skill that improves with practice, so keep reading!

True or False

Is the statement true or false?

1) It's helpful to set a purpose before you begin reading.	True	False
2) Visualizing can help you understand the text during reading.	True	False
3) Asking questions while reading can clarify confusing points.	True	False
4) Evaluating the text is a strategy used during reading.	True	False
5) Making inferences is not a reading comprehension strategy.	True	False

Question

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

Matching

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

Answer	Strategy	Description
	Preview	A. Picture in your head while you read.
	Make Predictions	B. Look at the title, headings, and any illustrations.
	Ask Questions	C. Decide why you are reading the text.
	Make Inferences	D. As you read, ask questions like "Why did the character do that?"
	Summarize	E. Think about what you already know about the topic.
	Evaluate	F. Use context and knowledge to understand deeper meanings.
	Activate Prior Knowledge	G. Use clues from the text to guess what will happen next.
	Set a Purpose	H. Judge the text's ideas or the quality of the story. Decide what was well done and what could be improved.
	Visualize	I. Summarize what you've read in your own words.

Making Connections

Making connections is like using a map to navigate through stories and articles. When you connect what you read to your own life, other things you've read, or big world events, it's like putting a pin on that map. It marks the spot and makes it easier for you to return to and remember.



- **Connection to Text**

Think about what you read in stories or information. If a character is facing a challenge, compare it to another character who went through something similar. This can help you understand the story's events and characters better.

- **Connection to Self**

Link the story to your own life. If you have been learning something new, like you did in hockey or gymnastics, you'll understand the story better.

- **Connection to World**

Connect the story to the world. If you're reading about a forest being cut down, think about how that fits into the world issue of climate change.

Making Connections

Make connections to the story you read in the previous page.

1) At the new school cafeteria, Julian sat at the farthest table, his eyes rolled across the noisy room while he kept his sandwich untouched.

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

Comprehension Practice – Making Connections

Riverside Tales: The Story of Population Distribution

Once upon a time, in a scenic town cradled by a gentle river, lived a boy named Ethan. Ethan's house was one of many in a neat row along the riverbank. Each morning, he would wake up to the soothing sound of water gently lapping against the shore. His community was a perfect example of linear population distribution, where homes and buildings stretched along the river, following its course.

Ethan's friend, Liam, lived in a different part of town. His neighbourhood, known as Maple Grove, was a subdivision with a clustered population distribution. In Maple Grove, houses were grouped together in a subdivision, creating a sense of a close-knit community. The streets were lined with maple trees, and children often played in the numerous parks scattered throughout the area.



One day, while Ethan and Liam were playing video games, they decided to visit their friend Ava, who lived in a rural area. Ava's home was different from both Ethan's and Liam's. It stood alone, surrounded by open fields and a dense forest. This was a scattered population distribution, common in rural areas where houses are spread out over large distances.

As they biked towards Ava's house, Ethan noticed the differences in the landscapes. Along the river, houses were aligned like pearls on a string. As they reached Maple Grove, the houses huddled together like a family. As they pedalled through the countryside, the vast open spaces between houses gave them a sense of freedom and tranquility.

Upon reaching Ava's house, they were greeted by her golden retriever, Max, who barked happily. Ava showed them around her family's farm, where they grew various crops and raised a few animals. She explained that living in a scattered population area meant fewer neighbours and more space, but it also meant longer trips to school and the supermarket.

As the day went by, the three friends discussed the advantages and disadvantages of living in different types of population distributions. Ethan liked the beauty and accessibility of living by the river, Liam enjoyed the community feel of his subdivision, and Ava loved the peace and space of the countryside.

That evening, as they watched the sunset from Ava's porch, they realized that no matter where they lived, their friendship was the bridge that connected their different worlds. They promised to always make time for adventures, exploring each other's neighbourhoods and learning about the diverse ways people can live.

Pre-Reading

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

While Read

As you read, stop and make connections to your life.

Text-To-Text: How does the story remind you of in your life?

Text-To-World: What does the story remind you of what is happening around the world?

Text-To-Text: What does the story remind you of about another text you have read?

After Reading

Summarize the main idea of the story and list the supporting details.

Main Idea	<hr/> <hr/>
Supporting Detail	<hr/> <hr/>
Supporting Detail	<hr/> <hr/>
Supporting Detail	<hr/> <hr/>

Comprehension Practice – Questioning

Understanding Confederation

Canadian Confederation was a process that brought together several colonies in British North America into one nation, Canada, in 1867. Here's what it involved:



- The union of Ontario, Quebec, Nova Scotia, and New Brunswick.
- Creating a central government for the whole country.
- Allowing provinces to keep their own government for local matters.

Conferences that Led to Confederation

Three major conferences were held during the creation of Confederation. They are as follows:

1. Charlottetown Conference (1864): British Columbia talks about uniting the colonies.
2. Quebec Conference (1864): Leaders agreed on the resolutions, which were rules for the new country.
3. London Conference (1866): Finalized the plan and sent it to Britain for approval.

Legislation and Unification

The British North America Act was passed by the British Parliament, laying the foundation for the new country, stating:

- How the government would work.
- The powers of the provinces versus the federal government.
- The establishment of important political institutions, such as the Senate and the House of Commons.

This act officially came into effect on July 1, 1867, marking the birth of Canada as a self-governing country within the British Empire. This day is now celebrated as Canada Day, a national holiday. The path to Confederation was a complex journey, involving negotiation, compromise, and vision for a united future.

Pre-Reading

Read the title and write what you already know about the formation of the Canadian Confederation.

During Reading

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

1)	
2)	
3)	

After Reading

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

What is an Inference?

An **inference** is a conclusion reached based on evidence and reasoning. It is a bit like using clues to solve a mystery. When you make an inference while reading, you are piecing together information from the story to draw a conclusion that the author hasn't directly told you.



Example

If a story describes a girl gazing out the window at a grey sky and clutching her umbrella, you can infer that it is probably going to rain, even though it's not stated. Another example: if a character is described as shaking and they have tears in their eyes, you might infer that they are sad or upset. These conclusions come from your own thinking, combining the clues with your own knowledge and experience.

Infer the missing information below by answering the questions.

1) Jessica stepped into the hallway and saw the empty dog leash dangling from the open gate. Just then, a familiar dog on a leash ran down the park down the street.

What do you think happened?

2) Jordan peered at the snow outside before turning back to the books on his desk, while the clock ticked louder as if to remind him of the time.

What is Jordan thinking?

3) The classroom was still, the teacher's desk set with a hot cup of coffee and papers next to a waiting red pen.

What is going to happen?

4) Marcus' heart sank when the teacher told them to clear their desks and to get ready for the test.

Do you think Marcus is prepared?

5) Lucas waited at the bus stop, his breath visible in the cold air, and his hands shoved deep into his coat pockets.

What is the weather like?

Comprehension Practice – Visualizing

October 5, 2023
To: Uncle Jack
24 Mapleview Drive
Paris, France

Dear Uncle Jack,

I hope this letter finds you in good health and high spirits. I've recently embarked on an intriguing journey with my students here in Canada, exploring the rich tapestry of our nation's history, particularly the Indigenous perspectives during the time of Confederation.

Confederation is a significant chapter in Canadian history, marking the union of colonies into a single nation. However, it's crucial to acknowledge that this event wasn't celebrated by all the Indigenous peoples, who had been living on these lands for thousands of years. Confederation brought uncertainty and concern. Their voices were seldom heard in the discussions that shaped the nation.

Indigenous leaders were wary of the intentions of the British colonies and their agreements. Many Indigenous communities were not included in the formal talks and agreements that led to the formation of Canada. Their rights to land, governance, and their own sovereignty were often overlooked by the colonial leaders.

Despite the treaties that were meant to ensure their rights, many Indigenous peoples found these agreements were not always honored. This has led to a long-standing effort for recognition and reconciliation, which continues to this day.

I am teaching my students to look at history from multiple angles, respecting and learning from the diverse stories that make up our past. It's an enlightening experience for us all and a lesson in the importance of inclusive dialogue and mutual respect.

Please give my best to Aunt Marissa and the cousins. I look forward to our next chat where we can further learn from these discussions.

Warm regards,

Christopher Birkin

Pre-Reading

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

While Reading

Draw 2 different pictures of what you are visualizing while

--	--

PREVIEW

After Reading

Make inferences based on the question below

What can you infer about the influence of Confederation on Indigenous peoples from the letter?

PREVIEW
INDEPENDENT
READING
ACTIVITY

Independent Reading - Responses

Day 1

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

Name of Book _____

Before Reading: What will this book be about?

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

1) _____

2) _____

After Reading: Summarize the book. What was it about?

_____**Day 2**

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

Name of Book _____

Before Reading: What genre is this - fiction, non-fiction, funny, adventure, etc.?

_____During Reading: Making Connections - What does this book remind you of in your life?

_____After Reading: Make an inference - Something that wasn't stated in the book.

Independent Reading - Responses

Day 9

Fill in the organizer below.

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

Day 10

Fill in the organizer below.

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

Independent Reading BINGO

BINGO

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

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

Block 2: Cultural Text Forms

- Songs from different Indigenous communities
- Adjusting reading rate for comprehension
- Cultural elements – norms, values, social hierarchy, past times, language, and taboos.
- Making connections to these cultural elements
- Visualizing different cultural text forms

Inuit Story - Language

Whispers of Inuktitut

In the cool, vast stretches of the Arctic, a small Inuit community thrived, their language, Inuktitut, was a song composed of the land's deep silences and the ice's melodies. Within this community lived a young girl named Ava, whose spirit was as bright as the Aurora Borealis.

Ava's father, whom she lovingly called Aataa, looked out the window into the old way of life. One morning, as the dawn broke over the ice, Aataa greeted Ava with a warm smile, "Nattiq," breath a cloud in the crisp air, a smile on his face, feeling the word melt in her heart as it accompanied the soft snow.



As they walked by the ice floes, Aataa pointed towards a seal peeking through an ice hole, saying, "Nattiq." Ava watched as the sleek animal dove back into the water and decided 'nattiq' must be the Inuit word for seal, the dog's swift shadow.

Handing her a soft piece of clothing, Aataa explained, "Parka." Ava felt the warmth of the garment and understood it was the parka that shielded them from the biting wind.

When the northern lights danced across the sky, Aataa whispered, "Arsaniq." Ava, her eyes wide with wonder, decided that 'arsaniq' described the vibrant lights that painted the heavens, narrating stories of the land.

Throughout the day, Ava learned more words, each a key to unlock the stories and wisdom of her people. "Anaanaga," Aataa called her, which she guessed meant 'my child', hearing the love in his voice.

That night, as the stars shimmered like a silver tapestry above, Ava realized that these words were treasures, rich with history and life, linking her to the land and her ancestors. With each Inuit word, she felt her heritage come alive, a heritage that she was now a part of, and would one day pass on, like the eternal ice beneath her feet.

The End

Before Reading

Answer the questions below before reading

1) Why are you reading this text?

2) What do you think this text will be about? How do you know?

Comprehension

Write the statement true or false?

1) Ava's community is located in the temperate west region.	True	False
2) Ava's grandfather is affectionately called by her story.	True	False
3) Ava encounters a polar bear on her way with Aataa.	True	False
4) The garment given to Ava by Aataa is meant for summer.	True	False
5) Ava and Aataa watch a rabbit during their time together.	True	False

Answer

Write what you think these words from the Inuktitut language mean from the story.

Aataa	
Ullaakkut	
Nattiq	
Atigi	
Arsaniq	
Anaanaga	

Indigenous Social Hierarchy

The Circle of the Community

In a time before tall buildings and bustling streets, there was a thriving Indigenous community by the great river. Within this community, each person had their role and purpose.



Kai, with bright eyes, was learning about the roles that wove his people together. His father, a skilled hunter named Rowan, took him on a walk through the village to share the wisdom of the days.

They first gathered the Elders in a circle, their voices rich with stories of old. "The Elders hold our hearts steady with their knowledge," Rowan explained. Kai nodded, understanding that respect was very important.

Next, they watched the healers tend to herbs. "We use plant wisdom to keep us well," said Rowan. Kai smiled at the healers, appreciating their gentle strength.

As they passed a group of artisans, hands were busy weaving. Rowan said, "Artisans craft the beauty you see all around, preserving our culture." Kai felt pride in the intricate art that represented his community's skills.

Then came the warriors, standing tall. "They protect us, ensuring our village's safety," his father remarked. Kai looked up to their bravery and discipline.

Lastly, they observed the council, a group of leaders discussing village matters. "They make decisions for the well-being of all," Rowan stated. Kai sensed the weight of responsibility they carried.

Kai learned that everyone, from the youngest child learning the traditions to the most skilled hunter providing for the community, played an essential role. The social hierarchy was not about power but about harmony and contributing to the community's survival and prosperity. As the day closed, Kai understood that he, too, would find his place in the circle, adding his voice to the song of his people.

Pre-Reading

What do you know about social hierarchy? Do you think Indigenous groups have a social hierarchy?

Draw

What you were visualizing while reading the story.

--

PREVIEW

Comprehension Check

Is the statement true or false?

1) Kai's father, Rowan, was a fisherman in the village.	True	False
2) Healers in the community used animal wisdom to treat illnesses.	True	False
3) Warriors are responsible for the community's protection.	True	False
4) The council is the most powerful group in the hierarchy.	True	False
5) The hierarchy is all about power in indigenous communities.	True	False

Indigenous Taboos – Métis Story

Visualizing

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

The Teachings of Grandmother Willow

In the tranquil community of Willow Bend, where the rivers sing and the land speaks, lived the Métis people, guardians of a rich and intertwined culture. At the heart of this community stood a magnificent willow tree, under which the children would gather to hear stories from an elderly Métis woman known as Grandmother Mabel.

One breezy afternoon, as the leaves whispered secrets of old, Grandmother Mabel called upon the children. A bright-eyed girl named Miinan, eager to absorb the wisdom of her elders, stepped forward. "Today," Grandmother Mabel began, "I will teach you about our sacred ways, the taboos that have kept our people strong."

She told them of the river, their lifeblood, which should never be overfished or polluted. "It's a living vein of our Mother Earth," she said. "To take too much fish or to pollute the river was a taboo, a grave disrespect to the spirit of water that sustains us all."

Grandmother Mabel spoke of the bison, once abundant and now cherished. "We honour the bison in our beadwork and stories. To waste any part of this noble creature is forbidden," she imparted, explaining that such an act would be a taboo, a breaking of the circle of gratitude.

The elder _____ red the taboo of breaking _____ bond. To break it is to fracture the _____ which our community is built." Miina _____ weight _____ words, understanding the _____ star _____

As the sun began to set, casting long shadows beneath the willow, Miinan and the other children had learned much. They now knew that taboos were more than rules; they were threads in the fabric of their collective spirit, woven through generations. With each story, the children's hearts grew deeper roots into the beautiful tapestry of Métis culture.

Block 3: Reading Letters

PREVIEW

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

Letters – Voice in Letter Writing

November 5, 2023
To: Principal Bennett
678 Oak Street
Toronto, ON



Dear Principal Bennett,
I am writing to share how much I enjoy learning about formal letter writing in class. It's interesting to understand the elements of a professional letter and to practice a new, more formal way of communicating.
I feel more prepared for future academic and professional tasks by trying to know how to properly address and conclude a letter, and I'm excited to see how you will use this in your curriculum.
Thank you for producing such a great curriculum.

Sincerely,
Jamie Lee

November 5, 2023
To: Alex
123 Pine Crescent
Calgary, AB



Hey Alex,
What's up? We started learning how to write informal letters in English class, and guess what? It's pretty cool to write stuff in an old-school way. It's way more personal than a text, and you can actually see someone's personality in their handwriting!

We don't have to be super formal or anything, which is nice. It's like writing to a pen pal, remember when we talked about that? I think you'd like it too. We should try sending letters to each other for fun!

Write back soon!

Cheers,
Jordan

P.S. I'm sending you a drawing of that superhero we will create together next time. Get your coloured pencils ready!

True or False

Is the statement true or false?

1) Both letters are written in a formal tone.	True	False
2) The letter to the friend is meant to be casual and personal.	True	False
3) The informal letter to the friend suggests exchanging letters for fun.	True	False
4) The formal letter to the principal is signed with just a first name.	True	False
5) A postscript is included in the formal letter to the principal.	True	False

Question

Answer the questions below.

1) Voice writing is when words sound, like talking to a friend or a teacher. Which letter type has a voice?			
2) What voice would you use to write to the people below. Different voices could be: funny, serious, fact-based, bossy, excited. Then circle if it would be a formal or informal letter.			
Favourite Author		Formal	Informal
Grandparent		Formal	Informal
City Mayor		Formal	Informal
Favourite Music Band		Formal	Informal
Gym Trainer		Formal	Informal
A Journalist		Formal	Informal
Pen Pal		Formal	Informal

Letter Writing – Bias in Advertising

Hello Mrs. Benjamin,

I'm Jamie Scribble, the head of Jamie's Jumbo Journals. Journals are the ultimate choice over apps for keeping memories, and here's why!

Firstly, journals never run out of batteries. You open them up, and they're ready to go. No charging needed, ever. Secondly, journals are private. No worrying about passwords or hackers. Your secrets are safe. Plus, journals are reliable. No glitches or updates to deal with, just smooth page turning. Also, writing by hand makes memories stick better, right? Not so much. And look at this – my journals have cool stickers for every memory. Memories pop!

So I might sound a tad partial. But journals beat apps any day! Want to give them a try? Give me a ring!

Cheers,

Jamie Scribble

Jamie's Jumbo Journals



Questions

Answers to questions

1) Is Jamie Scribble biased in his opinion that his journals are the best? Explain.

2) Is Jamie Scribble giving you the full story, or just his own opinion?

3) Why do you think Jamie Scribble wrote this letter?

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

Letter Writing – Inferences

Bay Street, Toronto
October 2, 2023

Dear Cousin Frederic,

I trust you're doing great over in Vancouver. With school back in session, we've hopped right into the history of our great nation. And as you tell me, I'm completely jazzed about the unit on the Canadian Pacific Railway. Honestly, it's a mind-blowing tale of ingenuity that literally united our country.



Mr. Spence, our history teacher, is all fired up when he talks about the railway stretching from coast to coast. He gets that sparkle in his eye narrating how each spike and tie brought the Canadian nation together. It's like we're reliving the binding of east to west with every lesson.

When he recounts the last spike being driven at Craigellachie, our class erupts with the same spirit as if we're witnessing the event in person. He's convinced us that the railway didn't just carry goods, but it carried the dreams and connections of every Canadian.

Let's face it, if you're poring over maritime history in Vancouver, you're missing the train on this one. There's no saga quite like the one that brought us together by thousands of miles of steel track. Makes me wish I could go back in time to see and witness the first transcontinental train roll out.

To top it off, we're building our very own classroom railway model. I'm even planning a trip to a historical train station! Learning this way makes history come into life, and my pride in our heritage is steaming more than ever.

And for a bit of extra fun, our school's fall festival will have a railway theme. What better way to celebrate and honour the ingenuity and persistence of those who laid down the tracks of our nation?

As Thanksgiving is around the corner, I'm reminded of last year's festivities. Hoping you'll have a blast as well! Do pass my hellos to Aunt Samantha and Uncle Benedict.

Riding the rails of history,
Harper

P.S. Do you like my train sketch?

Letter Writing – Inferences

Local Inferences

Make inferences from the sentences below.

"It's a mind-blowing tale of iron and steam that literally united our country."

"When the last spike being hammered in at Craigellachie, our class erupts with the spirit of those witnessing the birth of modern Canada."

"Learning this way makes history come alive. Our pride in our heritage is steaming more than ever."

Global Inferences

Make four inferences from the entire

Email Writing – Questioning

Subject: Proposal for a Student-Run Recycling Program

Dear Principal Patel,

I hope this message finds you well. I am reaching out to discuss a matter of environmental responsibility and student engagement that has come to my attention. As we aim to cultivate civic-mindedness within our student body, I believe it is crucial to introduce a student-run recycling program at our school.

Currently, our school's recycling efforts are minimal and often overlooked. The bins are present, but there is little to no emphasis on their importance, resulting in a significant portion of recyclable materials ending up in regular waste bins. This presents an opportunity for an educational experience and a chance to contribute positively to our community's environmental health.

The introduction of a student-run recycling program would encourage our students to take active roles in environmental stewardship. It would involve them in the regular collection, sorting, and proper disposal of recyclable materials. Furthermore, this program could be integrated into our science curriculum, providing practical lessons about sustainability and the impact of waste on our planet.

To ensure the success of this program, we would need to establish a committee of students, guided by a faculty member, to oversee the program. Additionally, educational workshops on recycling could be offered, providing our students with the knowledge they need to make informed decisions about waste management.

I am confident that with your support, this initiative could greatly enhance our school's commitment to environmental consciousness and provide our students with a sense of ownership and pride in their school community.

Looking forward to discussing this further.

Warm regards,

School Coordinator Jessica

Email Writing – Questioning**Pre-Reading**

Preview the text by reading the subject, greeting, and signature.
Write 3 questions you have.

1)

2)

3)

While Reading

Read the text and write 3 questions you have.

1)

2)

3)

After Reading

After you have finished reading the email, write 3 questions you still have.

1)

2)

3)

Block 4: Narratives

Focus

- Indigenous worldviews – norms, values, social hierarchy, past time, language, taboos
- Include cultural forms – oral traditional story telling, songs
- Identify narrators' point of view – omniscient, or unreliable
- Indigenous Storywork
 - Indigenous Storywork is built on the values of respect, responsibility, reciprocity, reverence, interrelatedness, and synergy.
 - Read and listen to stories from First Nations, Metis, and Inuit creators.
- Literary devices – Irony, Satire, and Allusion
- Sequencing the events of multiple plots in a story, explaining the cause and effect

What is Indigenous Storywork?

Introduction to Indigenous Storywork

Indigenous Storywork is an educational tradition amongst Indigenous peoples, teaching wisdom through storytelling. It's a practice where stories aren't just for amusement; they're living lessons involving the audience actively, and bridging the past with the present.



Seven Principles of Indigenous Storywork

Each of the Seven Principles of Indigenous Storywork is a vessel for teaching the following principles:

- 1) **Respect:** Emphasized by characters who treat others and their environment with care, showing children the importance of being respectful.
- 2) **Responsibility:** Illustrated by heroes who hold their duties, demonstrating the importance of being accountable for their actions.
- 3) **Reverence:** Taught through stories that inspire awe and deep appreciation for life's mysteries and the natural world.
- 4) **Reciprocity:** Shown in exchanges and acts of kindness that benefit all, highlighting the balance of giving and receiving.
- 5) **Holism:** Portrayed in stories that include emotional, physical, and spiritual aspects, teaching the interconnectedness of life's facets.
- 6) **Interrelatedness:** Revealed in tales that connect people with nature, emphasizing the bonds between all living things.
- 7) **Synergy:** Demonstrated in collective triumphs, showcasing how unity can lead to greater achievements than individual efforts.

How Stories Are Shared

Indigenous stories are traditionally spoken by elders, often during ceremonies and depicted in art forms, ensuring the preservation and continuation of cultural wisdom.

The Importance of Storywork

Storywork is vital in Indigenous cultures, nurturing community ties and educating the young about cultural ethics and life's lessons. It's a dynamic process that evolves with each generation, enriching Indigenous heritage.

True or False

Is the statement true or false?

1) Indigenous Storywork is solely for entertainment purposes.	True	False
2) Respect is taught through characters' interactions with nature.	True	False
3) Responsibility in stories is demonstrated by the villain's actions.	True	False
4) Reciprocity in stories highlights the benefits of sharing.	True	False
5) Synergy is about individual success over collective efforts.	True	False

Questions

Answer the questions below.

1) What is Indigenous Storywork? Why is it important?	
2) Paraphrase the 7 principles by rewriting them in your own words in one sentence each.	
Respect	
Responsibility	
Reciprocity	
Reverence	
Holism	
Interrelatedness	
Synergy	

Indigenous Storywork - Narrative

The Circle of the Cedar Tree

Long ago, in a lush valley surrounded by whispering woods, there was a thriving Indigenous community known for their cedar trees. Among them lived a young girl named Aiyana. She had a spirit as pure as the sparkling streams and a heart full of respect for all living things.



One day, the community's wise elder, Grey Owl, called Aiyana to him. "Aiyana," he said, "the time has come for you to take on the responsibilities that come with being a part of our community. I am giving you a small, perfectly round cedar seed. These cedar trees stand tall because they are nurtured with respect, cared for with responsibility, and their growth is intertwined with our lives."

Aiyana accepted the seed, knowing the promise made. She planted it near the river, where the land was fertile and the water clear. She was told to sing. With each day, Aiyana visited the seed, watering it with love and whispering words of encouragement. She learned to respect the seed's pace, never rushing, understanding that growth takes time.

As moons passed, the seed sprouted into a small sapling. Aiyana's sense of responsibility grew with it. She guarded the sapling from the harsh winter winds and the heavy rains. She spoke to it of the community's stories, the traditions, and the values, making it a part of their shared history.

Eventually, the sapling grew into a magnificent cedar tree. The community gathered around, marveling at its beauty and strength. Aiyana shared her journey, explaining how her respect and responsibility, along with the tree's interrelatedness to their lives, helped it flourish.

The cedar tree became more than just a tree; it was a testament to the principles that Aiyana held dear. It provided wood for their homes, leaves for their medicines, and a gathering place for the community. In return, they honoured it, a circle of gratitude and life that would go on for generations.

And so, Aiyana's story became a legacy, teaching others the importance of living with respect, fulfilling responsibilities, and acknowledging the interrelatedness of all life, just like the circle of the cedar tree.

Questions

Answer the questions below.

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

2) Why are stories like this told by elders to the younger kids in Indigenous communities?

3) Why are stories like this more effective than just plain explanations?

Storywork Traits

What Indigenous Storywork traits did you see in this story? How were these three traits used?

Narrator's Point of View

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

1. **First Person:** The first-person point of view involves the narrator being a part of the story, often as the main character. This view uses pronouns like "I" and "we." For example, "I couldn't believe what I was seeing as I entered the ancient castle."
2. **Second Person:** The second-person point of view directly addresses the reader as "you," making them the subject of the story. It's less common in fiction. An example is, "You stepped slowly, feeling the lock click open."
3. **Third Person:** The third-person point of view means the narrator is not a character in the story and describes characters by their names or as "he," "she," or "they." For example, "The boat crashed against the shore, lost in thought."

Instructions

Read the sentences and decide which point of view is being used.

1) Every morning, I jog past the village.	First	Second	Third
2) You find a hidden door in your room, ajar.	First	Second	Third
3) He watched the sunset, feeling a sense of profound peace.	First	Second	Third
4) I felt the rain on my face and I smiled widely.	First	Second	Third
5) You think you see a shadow move, but it's gone now.	First	Second	Third
6) When I opened the book, its secrets spilled out like water.	First	Second	Third
7) Oliver thought he was alone, until he heard the footsteps.	First	Second	Third
8) Emma looked at the map, her heart racing with excitement.	First	Second	Third
9) With each step, you feel the floorboards creak beneath you.	First	Second	Third

Book Hunt

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

Name of Book	Point of View

Eco-Friendly Homes – Different Points of View

First Person

Hi, I'm Jenna. My friend Lena and I have been working on a project for school about eco-friendly homes. We visited this incredible house on Maple Street. It was made of sustainable materials like bamboo and recycled steel. What fascinated me the most was the rainwater harvesting system they had installed. It felt empowering to see how each choice made a difference to the environment.

As I walked through the house, I could feel the fresh air and the presence of the living plants in every corner. Combining nature and modern living, we were greeted by a lush green garden, which was irrigated by rainwater and provided fresh produce for the household.



Second Person

Imagine you're Jenna, and alongside your friend Lena, you're exploring an eco-friendly house for your school project. You stand in front of a house constructed from bamboo and reclaimed steel. You're intrigued by its rainwater harvesting system, feeling a sense of pride in witnessing sustainable living in action.

As you move through the space, the air feels pure, permeated by the scent of plants thoughtfully around you. You make your way to the rooftop and discover a garden, serving as both insulation and a source of food.

Third Person

Jenna and her friend Lena were on a mission to understand eco-friendly living for a school assignment. They visited a house on Maple Street, notable for its construction from sustainable materials. Jenna was particularly impressed by the home's system for collecting rainwater.

The air inside was crisp and clean, a testament to the indoor plants dotting the home. When they climbed to the roof, they found a garden oasis that served multiple purposes: insulation for the home and a bounty of fruits and vegetables.

Questions


Answer the questions below.

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

2) Which is your favorite version? Explain why.

Visualize

Draw and explain what you were visualizing while reading the stories.

	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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PREVIEW

Narrator's Point of View - Types

Types of Narrators

In literature, the **narrator** is the voice that recounts the story. There are three primary types of narrators that readers can encounter, each with its distinctive style and influence on the story.

Omniscient Narrators

An **omniscient** narrator has an all-knowing point of view. They can see every character's thoughts and every event.

• Example:

A classic example is in "Charlotte's Web" by E.B. White, where the narrator knows the characters' thoughts and feelings, from the humble pig, Wilbur, to the wise old spider. The omniscient viewpoint allows the reader to understand the full scope of the story.

Limited Narrators

Limited narrators offer a more focused perspective. They only know the thoughts and feelings of one character—or at most, a few.

• Example:

For instance, in the "Harry Potter" series by J.K. Rowling, the story is primarily told from Harry Potter's viewpoint, providing a direct connection to his experiences and limiting the information to what he knows. This approach keeps the reader engaged and often increases suspense.

Unreliable Narrators

Unreliable narrators present a story with a questionable truth. They may be biased, misled, or intentionally deceptive.

• Example:

Holden Caulfield in "The Catcher in the Rye" by J.D. Salinger is a well-known unreliable narrator. His personal biases and emotional state colour his storytelling, which compels readers to question his version of events and seek the underlying truth.

Narrative Importance

The type of narrator used in a story shapes our experience as readers. It affects how much we know about the plot and characters, and it can influence our connection to the story. Understanding the different types of narrators helps us appreciate and interpret the tales we read more deeply.



Analyze

Read each passage below carefully. Determine which type of narrator is being used: omniscient, limited, or unreliable. Write your answer in the space provided and explain why you chose that type of narrator based on clues from the text.

1) "Everyone thinks they know the story of the haunted mansion, but they have it all wrong. I've seen what lies within, the shadows that move when they shouldn't, and the lights that flicker without reason. But, of course, maybe that's just what I want to believe, what makes my tales at the campfire more interesting."

Type of Narrator

2) "I walked down the street, familiar with the school feeling different today. Maybe it was the overcast sky or perhaps the fact that I'd done my homework for the first time. I couldn't tell if the glances of people were of judgment or if I was just imagining things."

Type of Narrator

3) "The morning sun peeked through the curtains, touching the edge of the bed where Michael lay asleep. In his dream, he was back in the forest, the leaves whispering secrets he couldn't quite hear. Downstairs, his sister Jenna was already up, her mind racing with the anticipation of the day's plans."

Type of Narrator

Narrator's Point of View - Types

Omniscient Narrator

The Greenwood village fair was filled with laughter and the sweet smell of treats. Clara, who helped in her family's bakery, stood by her apple pie, her hands covered in flour. She bit her lip, hoping the judges would love her pie.

Not far away, Frederick, who also entered the contest, watched her. He secretly thought Clara's pie was the best, even better than his own. The judges, Mrs. Abigail and Mr. Barnaby, tasted each pie. Mrs. Abigail, who knew a lot about baking, loved Clara's pie. Mr. Barnaby, who just loved sweets, thought Frederick's was better. Both judges agreed that Clara's pie was superior.



Limited Narrator

I stood there in my floury apron, watching the judges taste my apple pie. I kept peeking at Frederick's pie, which looked as good as mine, and I had a knot in my stomach. I really wanted to win. The judges, Mrs. Abigail and Mr. Barnaby, tasted them carefully.

Mrs. Abigail's face didn't give away anything, but I noticed she seemed to be enjoying all the pies. I tried to guess what they thought about mine, but they had to tell me. The whole fair was buzzing around me, but all I could think about was my own decision.

Unreliable Narrator

You see, at the Greenwood fair, it seemed like my pie had its own spotlight, while Frederick's pie just sat there, looking ordinary. I'm sure the judges had already made up their minds. Mrs. Abigail, she's tough on everyone, and Mr. Barnaby, well, he just loves anything that's sweet.

They should just give me the prize already. But you know how these things go, sometimes it feels like they're just guessing. I mean, my pie is clearly the winner – at least that's what I think, but what if the judges don't see it?

Analyze

Read each passage again and answer the following questions. Think about how the narrator's point of view changes the way the story is told and how it influences your understanding of the events.

Passage 1

How can you tell this passage is told from an omniscient narrator's perspective?

What might the story look like from Clara's limited point of view? Explain one reason why this might affect the story's impact.

Passage 2

What words and phrases indicate this passage is told from a limited narrator's perspective?

How would the story differ if it were told from the omniscient narrator's perspective? Give one reason how this could affect the reader's experience.

Passage 3:

What elements in the passage show that the narrator might be unreliable?

If this story were told by a limited narrator, what information or details might be different?

Irony

Literary devices are special techniques that writers use to make their writing more interesting and to help readers understand their stories and messages better. Think of them like the secret ingredients in your favourite dish that make it taste amazing.

Irony is a literary device where words are used in a way that their intended meaning is different from the actual meaning of the words. It's like saying, "Oh, great!" when you actually mean something is not great at all. It's important because it can add a twist of humour or help to highlight differences between appearances and reality.

For example, if a fire station burns down, that's ironic because you wouldn't expect a place that is supposed to catch on fire itself. Or in a story, if a character says "I just love doing housework!" when they actually don't, that's also irony. It helps us see the difference between what is said and what is really meant.

Think

Read the passage below and find examples of irony.



Jamie spent weeks reading a book called "How to Win Friends," but somehow, he still had no one to sit with at lunch. He was in a bad mood all week because the weather report insisted it would pour, yet not a drop of rain fell. On the day he forgot his coat, the skies opened up during his walk home. Finally, his cat, Chaos, won a 'Best Behaved Pet' award the very day she tore apart the cushions in their couch.

List 3 examples of irony used in the passage.

In a small town, there lived a baker named Julien who didn't like sweets at all. Julien decided to enter a baking contest, hoping to win with his savoury bread. However, during the contest, he accidentally swapped the salt with sugar, resulting in a surprisingly sweet bread. In the end, Julien won the contest for the best sweet treat. He boasted to everyone that he proved savoury was better, before learning that his bread was actually sweet.

List 3 examples of irony used in the passage.

Satire

Satire is like using humour, exaggeration, or ridicule to point out the problems with people's behaviour or society's issues. It's like when you draw a funny cartoon to show what's wrong with a rule at school. Satire is important because it makes serious topics easier to talk about and can make people think differently about them.

For example, the TV show "The Simpsons" uses satire by showing the silly side of a regular American family to comment on bigger issues in society. Or "Shrek" pokes fun at traditional fairy tales while also showing the problems with how they portray real life. It's like telling a joke with



Think Read the story below and identify the examples of satire used in the story.

In the town of Perrie, there was a road that was always green. Mrs. Prim prided herself on her roses, never noticing the traffic jams. For Mr. Bigwig, promised to cut traffic by adding more lanes; soon, the road was a super highway in eight lanes instead of four. And at Central School, a rule was made to be silent so students could study in peace, but the intercom announcements reminding everyone to be silent were so frequent, nobody could concentrate at all.

List 3 examples of satire used in the passage.

At Sunnydale Middle School, the 'No Gum Chewing' policy was championed by Principal Popper, who constantly smacked his gum during announcements. The new 'High-Tech Learning Initiative' meant every student received a tablet, but they were only used to prop open the old, creaky windows in the computer lab. And during 'Fitness Fridays,' the gym was closed for staff meetings, leaving the kids to jog around the cafeteria, dodging flying later tots and dodgy fruit salads.

List 3 examples of satire used in the passage.

Scavenger Hunt: Satire

Scavenger Hunt

Find books and find examples of satire in them.

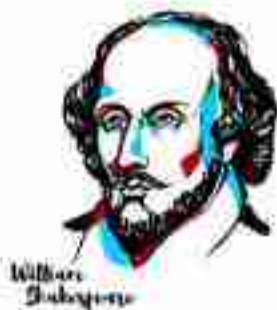
Book Name	Satire
The Simpsons	The character Homer Simpson satirizes the typical American father with his lazy, clumsy, and often ignorant behaviour, which is an exaggerated reflection of societal stereotypes.
Diary of a Wimpy Kid (by Jeff Kinney)	This popular book series satirizes middle school life through the eyes of the protagonist, Greg Heffley. It humorously portrays the struggles and awkwardness of adolescence, such as dealing with bullies, popularity contests, and the challenges of growing up.

PREVIEW

Allusion

An **allusion** is when a writer mentions something or someone from history, literature, politics, or culture, and it's like a secret wink to those who recognize it. It's important because it can add deeper meaning or emotions without explaining a lot.

For example, if I write, "He was a real Romeo with the class," it alludes to Romeo from Shakespeare's "Romeo and Juliet," suggesting that he is romantic or lovesick. Or saying "She has the patience of Job," refers to the biblical character known for his patience. It's a quick way to paint a picture and give a hint about a person or situation.



Think Read the passage below and identify examples of allusion.

Alex zoomed through the neighborhood on his bike, feeling like Hermes with his winged sandals. He passed by the park where she was known as the girl who cried wolf—no one believed her anymore. Racing against time, he didn't want to face the wrath of his mother, a real Athena when it came to her wisdom and strategic warfare when it came to tardiness. As he pedaled, he thought of an Odyssean adventure at school that day, minus the cyclops, of course.

List 3 examples of allusion used in the passage.

In Ms. Green's garden, the tomato plants had grown as tall as Jack's beanstalk, reaching for a sky that looked straight out of a Van Gogh painting. Nearby, Charlie hoped to find a golden ticket hidden among the zucchinis. Each bloom seemed to whisper secrets like the ones at the heart of The Secret Garden, promising magic in every leaf. When the school bell tolled, it was a call to adventure, perhaps to uncover a mystery worthy of Sherlock Holmes himself.

List 3 examples of allusion used in the passage.

Sequencing the Plot of a Story – Multiple Plots

Sequencing the plot of a story means putting all the events in the order that they happen, from first to last. It's like following a path through a forest from the beginning to the end, making sure you don't skip any parts or take any shortcuts.

Read

Read the story below and try to put the multiple plots in order.

A) "You did it!" exclaimed Arlo, her younger brother, as he ran to greet her. Kira's pumpkin had won the first prize at the festival.

B) Neve had selected the largest pumpkin from their patch. She had tended to it all summer and now it was time to see if her hard work would pay off.

C) Later, the street and the bustling marketplace was quiet. Kira knew she had to hurry home because her mother noticed she was late.

D) Then, she set off at a sprint, clutching her prize—a hand-carved wooden medallion—in her pocket.

E) Finally, her mother kissed her forehead in a sign of the affection and care of the adventure Kira had just experienced. As she lay in bed, Kira couldn't help but think about the day's memories.

F) Firstly, after breakfast, Kira felt a flutter of excitement in her stomach. Today was the festival, and she had been looking forward to it for weeks.

G) As she hustled home, she tripped on a loose cobblestone. She tumbled but managed to catch herself before she fell. Her heart raced as she glanced back and saw her brother had noticed.

H) After much anticipation, Kira presented her pumpkin at the judging table. She could hardly watch as the judges examined her entry.

I) Early that morning, the festival arrived with the sound of music drifting through Kira's window. She sprang out of bed and dressed quickly.



Sequence

Write the order of the story using the letters for each paragraph.

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

Narrative Writing - Cause and Effect

In narrative writing, **cause** and **effect** is a relationship where one event (the cause) makes another event happen (the effect).

For example, if a character forgets their umbrella (cause), they might get soaked in a sudden rainstorm (effect). Another example is if a student studies diligently (cause), they may receive high marks on their test (effect).



These connections help to explain why things happen and make the story more coherent for the reader.

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

1) Because Dana overslept, she missed her morning school bus.	Cause	Effect
2) The plants wilted, so we gave them water for a week.	Cause	Effect
3) A blizzard hit the area, so the school was cancelled.	Cause	Effect
4) The audience laughed because of his hilarious joke.	Cause	Effect
5) The soccer game was postponed due to heavy rain.	Cause	Effect
6) Lia told the truth, so her parents trusted her even more.	Cause	Effect
7) He forgot his coat, thus he shivered in the chilly weather.	Cause	Effect
8) Mark shared his lunch with Anna, and they became fast friends.	Cause	Effect
9) The power went out, which resulted in a night of board games.	Cause	Effect

Think

Think of either the cause or effect that matches below.

Cause	Effect
We planted a tree,	
	a bee stung Kyle.
The alarm didn't go off,	
	they lost the game.

Freshwater Ecosystems – Cause and Effect

The Ripple Effect

In the heart of Cedar Valley, Willow Creek wound its way through the land, a vital freshwater ecosystem that was more than just a stream. Because the creek flowed freely, it provided essential hydration to the fields, leading to bountiful harvests each year.



When a young boy named Finn, a diligent and observant boy with a keen interest in nature, noticed that the beavers built their dams, it created a habitat which became homes to frogs and newts, causing the biodiversity in the creek to increase.

Due to the clean water flowing through the creek banks flourished, which attracted various insects, providing ample food for fish. This meant that the fish population grew healthy and strong. Because the fish thrived, they became a vital food source for the local bear population, which helped maintain the ecosystem balanced.

During the autumn months, when leaves fell into the creek, they decomposed and became nutrients for the aquatic plants, resulting in lush and vibrant water environments.

The creek's health was put to the test when a proposal for a new road arose. If the creek was redirected, Finn understood that the fields would dry up, causing crops to fail, which would lead to a shortage of food for the community.

Finn, equipped with his observations and knowledge, spoke at the town meeting. His compelling explanation of the consequences swayed the town's people to reconsider the road's design, thus preserving the creek's natural path.

As a direct result of the town's decision, the fields remained fertile, and Willow Creek continued to sustain not just the land but the community's way of life. The choice to save Willow Creek allowed the children of Cedar Valley, like Finn, to grow up understanding the irreplaceable value of their local freshwater ecosystem.

This understanding promised that the creek would be cherished and protected for many years, ensuring that the whispers of the flowing water would be heard by future generations.

The End

Cause/Effect

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

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

The creek flowed freely

The beavers built their dams

Because these fish thrived,

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

resulting in lush underwater environments.

a shortage of food for the community.

Willow Creek continued to sustain not just the land but the community's way of life.

Think

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

Plots

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

PREVIEW

Block 5: Persuasive Texts

FOCUS

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

Persuasive Writing Advertisement

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🌟 Top Reasons to Enroll

- Develop the power to influence and inspire through your words.
- Improve your English marks and excel in assignments across all subjects.
- Gain skills for life that will shine in interviews, presentations, and more.

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- **Clear Communication** Learn the art of convincing others with clarity and logic.
- **Your Voice Matters** Be bold and assertive with your viewpoints.
- **Sharpen Your Mind** Test your ability to think critically and debate effectively.
- **Clear Communication** Express yourself clearly and be understood as you intend.

👩‍🏫 Our Expert Educators

Our team of experienced teachers will guide you to success with personalized advice and proven writing strategies. Don't miss out on the opportunity to reach your full potential!

📋 Workshop Features

- Learn how to organize your thoughts to make a strong impression.
- Discover how to back up your opinions with credible evidence.
- Master the skills to write captivating openings and powerful conclusions.

🌟 Exclusive Workshop Perks

- Receive personal feedback to refine your writing skills.
- Enjoy lively, interactive lessons that will keep you motivated.
- Gain tips and tricks to outshine in any writing task or exam.

📅 Session Schedule

Join us starting next month! Access our virtual classroom from the comfort of your home, school library, or your favourite study spot—anywhere you can connect to the internet.

🚀 Reserve Your Seat Now

Spaces are limited! Don't miss your chance to transform your writing into a persuasive force. 🌟

✍️ Register Today and Begin Your Journey to Becoming a Persuasive Powerhouse! ✍️

True or False

Is the statement true or false?

1) The workshop is exclusively for improving English grades.	True	False
2) Persuasive writing is useful for winning arguments.	True	False
3) Persuasive writing can lead to misunderstandings.	True	False
4) The workshop includes individualized assignment feedback.	True	False
5) Persuasive writing helps you to express your opinions confidently.	True	False

Questions

Answer the questions below.

1) What is persuasive writing?

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

Original Word	Option 1	Option 2	Option 3	Option 4
Fast				
Hard				
Strong				
Important				
Smart				

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

Real Estate Agent	
Advertising Executive	
Recruitment Consultant	
Copywriter	

Persuasive Writing – Thinking Critically

Hey there! I'm Neuton Nate, and I'm basically the biggest science geek you'll meet. If you haven't joined my club, ScienceSquad, you're practically living in the dark ages! ScienceSquad is the most epic after-school program that, trust me, you have to be part of. It's the smartest way to spend your free time, hands down.

Why am I hyping it up so much? Picture this: ScienceSquad is like having a backstage pass to the coolest science experiments every single week. You'll get to create volcanic eruptions, launch rockets, and even make slime that glows in the dark! It's not just fun; it's mind-blowing.



ScienceSquad isn't just about the 'wow' factor; it's your fast track to becoming a genius. It attracts all the best and brightest kids who are future scientists and engineers. Spark discussions about space, debate over black holes, and brainstorm robot battles. It's like being part of a club where everyone speaks the language of Einstein.

And if you're still on the fence about the price of your buck, listen up. For the small fee of \$15 a session, ScienceSquad gives you access to high-end equipment and experiments that would cost a fortune elsewhere. It's practically a giveaway, and it's the investment of a lifetime for your future.

So, what's the holdup? Don't miss out. Sign up now and be part of the revolution where we make science the coolest thing since the invention of the wheel!

Think Critically




Answer the questions.

- Who wrote the persuasive text?
- Is the author biased? Do they have a reason for having a strong opinion?
- When deciding to pay for this, what factors should you consider?
- Why would it be wise to wait and think critically before paying for something like this?




Inferences - Persuasive Writing Advertisement

The Ultimate ReadRover E-Reader: Ignite Your Imagination!

Why Pick ReadRover?

-  **Colourful Covers:** Show off your style with our range of vibrant cover designs!
-  **EyeCare Display:** Protects your vision even during the longest reading marathons.
-  **Long-Lasting Battery:** Dive into stories for weeks on a single charge.

Astonishing Facts



-  **Customer Satisfaction:** Our customers rave about their ReadRover experience!
-  **Instant Access:** Download new books in seconds!
-  **Massive Selection:** Over one million titles at your fingertips.

Accolades and Awards

-  "Top E-Reader for Young Adults 2023" – *Library Today Magazine*.
-  Thousands of 5-Star reviews from readers everywhere.



Exclusive Promotion

-  Buy now and receive a year's subscription to our top YA novels!
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— Sofia, Avid Reader
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— Mr. Bennett, Educator

Time-Sensitive Offer

For a magical period, apply the promo code BOOKWORM30 to snatch a 30% discount on your ReadRover! Act fast – it's a page-turner!

How to Order

Why stick with the mundane task of flipping pages? Elevate your reading with ReadRover! Tap the "Buy Now" button and begin your literary adventure today!

 Hurry! Unleash Your Love for Reading with ReadRover! 

Local Inferences

Make inferences based on the sentences below.

Long-Lasting Battery: Dive into stories for weeks on a single charge.

Thousands of 5-Star reviews from book lovers everywhere.

Protects your eyes during longest reading marathons.

99% Reader Satisfaction: Our customers love about our reader experience!

Global Inferences

Make 4 inferences based on the entire page.

PREVIEW

Inferences – Implicit or Explicit Evidence

Explicit Evidence: Explicit evidence is like a clear sign pointing to a fact.

• **Example:** if a character says, "I love playing soccer," it's explicit evidence they enjoy the sport.

Implicit Evidence: Implicit evidence is more like a hidden clue you have to figure out.

• **Example:** Imagine a story describes a character always wearing a soccer jersey and talking about last night's game; we infer they like soccer. It's not said directly, but that's implicit!



Instructions: The evidence provided is explicit, meaning it's directly stated. Form an inference based on the information provided based on this clear evidence.

Example - Evidence The sign in front of the library says, "Closed for Two Weeks."

Inference I can't go to the library because it's closed for two weeks or I need to find somewhere else to park.

1) Explicit Evidence Alex won the race.

Inference

2) Explicit Evidence The temperature was -10 degrees Celsius this morning.

Inference

3) Explicit Evidence Joshua was the group member who held the door open for everyone.

Inference

4) Explicit Evidence Our math homework is due on Wednesday, according to the board.

Inference

5) Explicit Evidence The sign in front of the library says, "Closed for Two Weeks."

Inference

6) Explicit Evidence Mrs. Greene wrote "Excellent work!" on the top of Marina's essay.

Inference

Inferences - Persuasive Writing Letter

Dear Students,

I trust this message finds you well and ready to embrace an initiative close to my heart and critical to our future: conserving water. As the principal of our school, I am passionate about leading our community in sustainability efforts, and water conservation is a key aspect of this.

Let's start with some straightforward facts: Environment Canada's statistics are eye-opening; they state that the average Canadian uses about 329 litres of water each day. When we apply this to our school setting, consider the water consumed not just in washrooms but also for activities like irrigating our sports fields.

You've likely noticed recent installations and upgrades around the campus, such as the new water-efficient faucets that are specifically designed to efficiently fill reusable water bottles. This is a small step to reduce plastic waste and encourage our students and staff to rethink their daily habits.

Furthermore, the new plantings we've introduced were chosen randomly. They were chosen because they require less water, but also teaches us about the beauty and resilience of native plant species that are adapted to our climate.

The 'Turn Off the Tap' signs in the bathrooms, serving as a reminder that we each have a responsibility towards water preservation. It is estimated that a dripping tap can waste over 9,000 litres of water a year.

Why does all this matter? Freshwater is a precious resource, and while Canada has a significant amount of it, not all regions are as fortunate. By taking action, we are reminding ourselves to be conscientious citizens of a global community where water affects billions.

Moreover, if we were to cut down our school's water usage by even 10%, we could save thousands of litres each year. Just imagine the impact of those savings on both the environment and our utility expenses, which could be redirected to educational resources and extracurricular activities.

In conclusion, I urge you to join me in this vital mission. Every effort counts, from the individual choice to use a refillable water bottle to the collective action of maintaining our gardens responsibly. Together, we can make a significant difference and ensure that our school is a beacon of environmental stewardship.

With anticipation of your support,

Principal Mr. Garner

Local Inferences

Write an inference from the evidence below.

Explicit Evidence	"The average Canadian uses about 329 litres of water each day"
Inference	

Explicit Evidence	"It is estimated that a single dripping tap can waste over 9,000 litres of water a year."
Inference	

Implicit Evidence	"Here, the plants you see were not chosen randomly"
Inference	

Implicit Evidence	"The 'Turn Off the Tap' signs in bathrooms as a reminder that we each have a responsibility to conserve water."
Inference	

Global Inferences

Make 3 inferences based on the entire letter.

Block 6: Expository Texts

Focus

- ✓ Cause and effect essays - text forms and example essay
- ✓ Compare and contrast essays - text forms and example essay
- ✓ Problem and solution report - text form: the order of the report
- ✓ Diversity, inclusion, and accessibility themes -
- ✓ Five-paragraph essays and thesis statements
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Synthesizing

Reports – Text Features

Introduction to Reports

A report is a structured form of writing that is designed to inform its reader about a particular topic. It is often used to present the findings of an investigation or study, and to outline facts clearly and concisely. Typically, reports are divided into sections with headings and subheadings, which makes the information easier to locate and understand.



Key Text Features of Reports

Reports use many text features that help to organize the content and make it accessible to readers.

- **Titles:** These immediately inform the reader about the subject of the report.
- **Headings and Subheadings:** Break up the text into manageable sections and highlight the main points of the report.
- **Paragraphs:** A report is divided into paragraphs, each covering a new idea or piece of information.
- **Bullets and Numbered Lists:** These present information in a clear and ordered way.
- **Table of Contents:** Found at the beginning, it lists the titles of sections and the page numbers where they can be found.
- **Icons:** Small, symbolic images used to draw attention to specific points.
- **Preface:** A short introductory section that describes the scope, purpose, and background of the report.
- **Glossary:** Located at the end, it provides definitions of terms used that might be unfamiliar to the reader.
- **Bibliography:** Also at the end, it lists the sources and references used in the creation of the report.
- **Infographics:** Visual representations of information, such as charts or diagrams, that help to explain data more clearly.

Why Text Features Are Important

Text features play a crucial role in the effectiveness of a report. They structure information logically and draw attention to key points. They further enhance comprehension by presenting key information in an easily digestible format. This organization not only highlights important information but also improves the report's accessibility, allowing readers to quickly skim through and grasp the main ideas.

By understanding and utilizing these text features, students can both write and comprehend reports more effectively. These tools are essential for presenting information in a way that is informative, clear, and engaging.

True or False

Is the statement true or false?

1) Icons in reports are used to highlight important information.	True	False
2) Infographics are used to complicate the information in a report.	True	False
3) Bullet points make information easier to understand and remember.	True	False
4) A report is always written without sections or headings.	True	False
5) A glossary contains definitions of complex terms.	True	False

Scavenge Hunt: Find a fiction book and look for examples of the text features from the list below. Write down the name of the book and the page number on which it can be found.

Text Form	Book Name	Page Number
Heading and Subheading		
Paragraphs		
Bullets and Lists		
Table of Contents		
Icons		
Preface		
Glossary		
Bibliography		
Infographics		

Problem and Solution Report

Preface

This report is designed to educate students about the critical environmental issue of plastic pollution. It highlights the severity of the problem and presents viable solutions that could significantly reduce the impact of plastics on our planet.

The Plastic Problem: A Global Crisis

Plastic pollution is a pervasive and growing issue that affects land, waterways, and oceans worldwide. Every year, millions of tonnes of plastic waste enter our environment, causing harm to wildlife, ecosystems, and potentially human health.

The Core Issue: Excessive Plastic Waste

Our reliance on plastic products has led to an overwhelming amount of waste that our current disposal methods cannot manage. Much of this plastic ends up in natural habitats, where it can take hundreds of years to decompose.



Solutions: Strategies for Reduction

Solution 1: Recycling and Reusing Initiatives

Encouraging recycling and reusing plastic materials can significantly reduce the amount of new plastic produced and discarded. Establishing more community recycling programs and educating citizens on the importance of recycling are crucial steps.

Solution 2: Alternative Materials and Legislation

Developing and using biodegradable materials as alternatives to traditional plastics could reduce pollution. Additionally, the introduction of laws to limit single-use plastics, like plastic bags and straws, can drive change toward more sustainable options.

Through knowledge and action, we have the power to address the issue of plastic pollution and protect our planet for future generations.

Text Forms

Answer the questions below.

1) What main headings are used in the report?

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

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

Evaluate

Evaluate the report based on the features used.

1) Was this report easy to understand?

 Very Easy Easy Neutral Somewhat difficult Very difficult

2) How did the layout of the report help you understand it?

Cause and Effect Report

Introduction to the Issue

In today's educational landscape, digital devices are ubiquitous in the lives of Grade 8 students. While these devices can be powerful tools for learning, they also introduce distractions that can significantly impact students' academic performance and well-being.

The Root Cause: Digital Intrusion

Digital distractions primarily originate from the constant presence of smartphones, tablets, and laptops. These devices provide easy access to games, social media, and messaging apps which can divert attention away from educational tasks.

- Social media notifications
- Online games and videos
- Text messages and calls



Effects on Learning

The presence of digital distractions has several negative effects on students:

- Decreased Focus

Regular interruptions from digital devices can break concentration, making it harder for students to follow lessons and understand complex material.

- Lowered Academic Performance

The disruption in focus can lead to poorer academic outcomes, as students might find it difficult to complete assignments or prepare for exams effectively.

- Impact on Mental Health

Excessive screen time and the need to constantly respond to notifications can increase stress levels and negatively affect students' mental health.

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This cause-and-effect report has outlined the ways in which digital devices can distract students, potentially hindering their academic and personal growth.

Evaluate

Evaluate the report based on the text features used.

1) Describe the cause and then write the effects of the cause.

Cause

Effect

Effect

Effect

2) Were the cause and effects clearly written in the report? Explain.

3) Create a glossary of these words from the report.

Ubiquitous

Intrusion

Concentration

Disruption

4) Give the report a suitable title.

5) How did the bibliography add to the authenticity of the report?

Inferencing Practice

Inference

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

Respecting the Potlatch: A Vital Indigenous Tradition

Hello, I'm Cedar Song from the Kwakwaka'wakw Nation. The potlatch ceremony is a cultural tradition for many Indigenous peoples on the Northwest Coast of North America.

Cultural Importance and Custom

The potlatch is held to commemorate special occasions such as births, weddings, and significant events. It's a time of giving, feasting, and storytelling, where wealth is distributed in the form of gifts. This event, often held in the winter, is a fundamental way of strengthening community bonds and passing down traditions.

Exploring Indigenous Storytelling Through Hieroglyphs

My name is Soaring Eagle, and I'm from the Anishinaabe people. I am excited to share about the use of hieroglyphs, a unique aspect of Indigenous language and culture. Hieroglyphs for us involve using symbols to record significant events on various materials like birch bark.

In our Mi'kmaq communities, hieroglyphs are a form of writing; they are a bridge to our past. Every symbol has a purpose, whether to record an event, illustrate life lessons, or portray elements of the natural world. These symbols help keep our customs and collective wisdom alive for future generations.

Understanding Indigenous Language Through Cree Syllabics

My name is Whispering Pines, and I'm part of the Cree Nation. In our community, we use syllabics to write down our language, capturing our thoughts and stories. These symbols reflect the sounds of the Cree language and are written to match how we speak.

Writing in syllabics is more than putting words on paper; it's a way to keep our culture and spirituality alive. Each syllabic character carries its own beat of Cree life, telling stories of the land, the sky, and the water that surround us. It's a beautiful way to express who we are and to pass down our teachings to the young ones.

Problem and Solution Letter

Dear Editor,

I am writing to address a concern that is affecting many students in our community, which is the lack of access to healthy food options in our school cafeterias. It has come to my attention that the choices available during lunch are often high in sugar and low in nutritional value, which is not conducive to the learning and health of our students.

The problem stems from the limited budget for school food programs, which results in the purchase of cheap, processed food items. Additionally, a lack of education about healthy eating habits among students, which further exacerbates the issue, makes them more likely to choose less nutritious options when available.



The solution to this problem requires a multi-faceted approach. Firstly, increasing the budget for school food programs would allow for the purchase of fresher, healthier food items. Introducing local food options can be a game changer for the health of our students. Secondly, incorporating nutrition education into the curriculum can empower students to make better food choices. Lessons on how to read nutrition labels and understanding the benefits of whole foods over processed ones would be particularly beneficial.

Moreover, schools could collaborate with local farmers or establish school gardens, which would not only provide fresh produce but also offer educational opportunities for students. Lastly, creating a student-led committee to give input on the cafeteria menu could ensure that the food is both appealing and nutritious.

These solutions, though requiring initial effort and investment, could have long-lasting positive effects on student health, well-being, and academic performance. Ensuring our students have access to nutritious food is paramount, and with the cooperation of our school community, it is an achievable goal.

Sincerely,
Professor Sandra Jules

Evaluate

Evaluate the letter based on the text features used.

1) What was the problem stated in the letter?

2) An expository letter exposes facts. Did this letter have facts? Give examples.

3) Would you recommend a problem solution report or letter? Explain.

PREVIEW**Reflection**

Answer the questions below.

1) Do you agree or disagree with the points made in the letter? Explain your reasoning.

2) How did the layout of the letter help you understand? Would it be better if the solutions were stated before the problem in the letter?

Essays – Text Features

Understanding Essays

An **essay** is a piece of writing that is usually quite short and focuses on one subject. It can discuss, explain, or present an argument about that topic. Essays are not like stories or news articles. Instead, they often share a personal viewpoint – usually the writer's own thoughts. Many people write essays at work or for school projects.

Key Features of an Essay

To help the reader understand and follow the main ideas, essays have certain features:

- **Headings and Sub-headings:** These point the reader to the main parts of the essay.
- **Introduction and Conclusion:** These parts open and close the essay. The introduction presents the topic, while the conclusion wraps up the main ideas.
- **Main Argument or Thesis Statement:** In the introduction, this sentence gives a preview of the central idea or argument of the essay.
- **Paragraphs:** Essays are made up of paragraphs. Each paragraph talks about one specific idea that helps explain or support the main argument.

Different Kinds of Essays

Depending on the purpose and topic, there are several types of essays:

- **Narrative Essays:** These essays tell a story to get a point across.
- **Descriptive Essays:** These focus on the details about a subject to help the reader imagine it as if they were seeing it.
- **Chronological Essays:** These lay out events or ideas in the order that they happened.
- **Cause and Effect Essays:** These explore the reasons why something occurred and the results that followed.
- **Compare and Contrast Essays:** These compare similarities and differences between two subjects.
- **Argumentative Essays:** These essays make a case for a particular point of view, providing evidence and reasons to support it.

True or False

Is the statement true or false?

1) Essays do not present the author's point of view.	True	False
2) Essays should have an introduction and a conclusion.	True	False
3) The main argument of an essay is called the thesis statement.	True	False
4) Descriptive essays focus on the sequence of events.	True	False
5) Argumentative essays provide evidence to support opinions.	True	False

Match the topic from the essay topic to the type of essay that would be used.

Type of Essay	Essay Topic
Narrative	Should students be allowed to do homework individually or in groups?
Descriptive	Write a story about the life of a Canadian astronaut.
Chronological	Compare the educational systems of Canada and the United States.
Argumentative	The significance of experiencing a routine festival in Quebec.
Compare and Contrast	The historical events of the 1976 Summer Olympics.

Think

Think of topics you would want to write an essay on for each essay type.

Type of Essay	Essay Topic
Narrative	
Descriptive	
Chronological	
Argumentative	
Compare and Contrast	

Compare and Contrast Essay – Educational Systems

Comparing Educational Systems: Canada vs. United States

Introduction

Education systems play an important role in shaping the future of our societies. The purpose of this essay is to look at the school systems in Canada and the United States. We'll see how they are similar and what makes them different, like who decides what schools teach, how teachers work, how students are tested, and how schools support students from different backgrounds.

Curriculum Control

The Canadian education system is governed at the provincial level, leading to significant differences in curriculum and practices across the country. In contrast, the United States education system is controlled at local state levels, with federal influence through funding and law making.



Teaching and Evaluation

Canadian teachers generally hold a Bachelor's degree and additional certification from a provincial college of teachers. In the U.S., requirements can vary widely by state, but all teachers must have a Bachelor's degree and complete a teacher education program. When it comes to student evaluation, Canadian schools tend to use various assessment methods with an emphasis on formative assessment (ongoing feedback while working), whereas U.S. schools have a stronger focus on standardized testing.

Structure and Stages

Both systems have multiple stages: elementary, middle, and high school. In Canada, elementary usually goes from Kindergarten to Grade 8, followed by middle school until Grade 12. In the U.S., elementary often runs to Grade 5, middle school up to Grade 8, and then high school concludes with Grade 12. Post-secondary institutions in both countries offer a wide range of programs, but tuition fees are typically higher in the United States.

Social Context and Inclusivity

Canadian schools often emphasize bilingualism, with French and English as official languages. They also focus on inclusivity and multiculturalism. U.S. education integrates diversity in its curriculum but also faces challenges regarding equal access to quality education across different socio-economic groups.

Conclusion

In conclusion, Both countries aim to provide quality education but differ in governance, teaching methods, and educational stages. Canada emphasizes provincial control, bilingualism, and inclusivity, while the U.S. highlights local governance, federal influence, and standardized testing.

True or False

Is the statement true or false?

1) Canadian teachers do not require a Bachelor's degree.	True	False
2) The U.S. has lower post-secondary tuition costs than Canada.	True	False
3) Canadian schools emphasize bilingualism in their curriculum.	True	False
4) Both countries offer public, private, and home-schooling options.	True	False
5) In the U.S. elementary often runs from Kindergarten to Grade 8.	True	False

Evaluate

Answer the following questions.

1) Identify one text feature used in the essay and write it down.

2) Which text features were used in the essay and how do they help you understand better?

Compare

Create a table to compare the differences between Canadian and US educational systems.

Canadian Educational System	US Educational System

Chronological Essay – Indigenous Groups

Indigenous Groups in Canada: A Brief History

Introduction

Canada's Indigenous peoples have a long and rich history that predates the arrival of Europeans by thousands of years. They are not one homogenous group but rather comprise First Nations, Inuit, and Métis, each with distinct cultures, languages, and traditions.

Pre-Contact

Before European contact, Indigenous groups thrived across what is now Canada. They lived in diverse environments, practicing hunting, fishing, and farming, with societies structured around complex systems of governance. For example, the Iroquois Confederacy, known for its sophisticated political system, was established long before Europeans arrived.

European Contact

The arrival of Europeans in the 15th century marked a significant change. Initial interactions involved trade, but as more land was taken, and populations were decimated by diseases brought by Europeans.

Treaties and the Indian Act

In the 18th and 19th centuries, various treaties were signed to define the rights and land of Indigenous peoples. Unfortunately, many of these treaties were not honoured. The Indian Act of 1876 imposed government control over many aspects of Indigenous lives.



Residential Schools and Reclamation

The late 19th and 20th centuries saw the introduction of residential schools, which aimed to assimilate Indigenous children into European-Canadian culture. This had devastating effects on Indigenous languages and cultures. It wasn't until the late 20th century that Indigenous groups began to reclaim their rights, culminating in the recognition of existing Aboriginal rights in Canada's Constitution Act of 1982.

Current Times

Today, there is a growing recognition of the injustices faced by Indigenous peoples. Efforts are ongoing to preserve Indigenous cultures and languages, and steps are being taken towards reconciliation, working towards a more equitable future.

Conclusion

The history of Indigenous groups in Canada is a tale of resilience and strength. Despite the adversities, Indigenous peoples have maintained their distinct cultures and continue to contribute to the fabric of Canadian society, aiming for a future that respects treaties and their inherent rights.

True or False

Is the statement true or false?

1) Indigenous peoples in Canada are all part of a single group.	True	False
2) The Indian Act was established in the 18th century.	True	False
3) Residential schools were intended to assimilate Indigenous children.	True	False
4) The Constitution Act of 1982 recognized Aboriginal rights in Canada.	True	False
5) European contact initially included beneficial trade relationships.	True	False

Evaluate

Answer the following questions.

1) List the three groups that comprise Canada's Indigenous peoples.

2) What was the purpose of the Indian Act in the 18th and 19th centuries?

3) In your opinion, what is the significance of acknowledging the wrongs towards Indigenous peoples?

4) How does the chronological structure of the essay help in understanding the history of Indigenous peoples in Canada?

5) How easy was it to understand the essay due to the text pattern?

<input type="checkbox"/> Very easy	<input type="checkbox"/> Easy	<input type="checkbox"/> Neutral	<input type="checkbox"/> Somewhat difficult	<input type="checkbox"/> Very difficult
------------------------------------	-------------------------------	----------------------------------	---	---

Five Paragraph Essay – Thesis Statement

In an essay, a thesis statement tells us what the essay is about. A 5-paragraph essay usually includes:

- **Introduction:** This is the first paragraph, which has the thesis statement.
- **Body paragraph 1:** Talks about the first main point.
- **Body paragraph 2:** Covers the second main point.
- **Body paragraph 3:** Goes over the third main point.
- **Conclusion:** Ends the essay by saying the thesis again but with different words.



Finding a thesis statement in a 5-paragraph essay is simple. It tells us the three main points the writer will discuss, so we know what to expect. It is written in one sentence.

Find

Below are three examples of thesis statements for essays. Underline the thesis statements below. Then, underline the three main points in the thesis statements.

1) As teenagers grow, their bodies need to develop properly and stay active. This essay will explore why it's crucial for them to prioritize nutritious meals over fast food, the benefits of balanced diets, and the impact of good eating habits on their overall well-being.

2) Social media has become a dominant force in the way we live today. In this essay, we will examine how social media platforms influence our perceptions of ourselves, their effect on mental health, and the importance of using them responsibly.

3) Canadian Confederation marked a pivotal moment in the nation's history. This essay will outline the events leading up to the formation of Confederation, the key figures involved in this process, and how it shaped the country's future.

4) The exploration of space has always fascinated humankind. In the upcoming paragraphs, we will explore the reasons behind investing in space travel, the benefits it brings to Earth, and the potential for future discoveries.

5) As the world seeks sustainable energy solutions, renewable resources are increasingly important. This essay will focus on the advantages of renewable energy sources, compare them to fossil fuels, and highlight their potential to change how we power our lives.

Five Paragraph Essay – Thesis Statement

Write

Read the first part of the introductions below and then write the thesis statement. You will need to think of 3 points related to the topic.

1) The stars above us hold many secrets. In this essay, _____

2) Have you ever wondered what different school systems in Canada and the United States? This essay _____

3) Robots might seem like science fiction, but they're part of our lives. This essay will _____

4) Music can have a deep effect on the development of teenagers. As you read this essay, you will learn _____

PREVIEW

What is Synthesizing?

The Meaning of Synthesizing

Synthesizing is like putting together a puzzle. When you synthesize information, you combine pieces from different sources to create a new, complete picture. Imagine reading several articles about a historical event. Each one provides unique details. Synthesizing involves blending all those details into one comprehensive story.



Steps to Synthesize

There are several steps you can follow to synthesize information effectively:

- **Gather Information:** Collect various pieces of information on your topic from books, articles, and other materials.
- **Identify Key Points:** Look for the main ideas in each source. What is the core message or fact presented?
- **Compare and Contrast:** Compare the main ideas with each other.
- **Connect Ideas:** Find ways to link the ideas together.
- **Create a New Understanding:** Use the combined ideas to form a new, broader understanding of the topic.

Why Synthesis Is Important

Synthesizing is crucial for several reasons:

- **Critical Thinking:** It encourages you to think deeply about what you read or learn, going beyond memorization.
- **Problem Solving:** Synthesizing helps you see the big picture, which is useful in solving complex problems.
- **Learning:** When you synthesize, you learn to recognize patterns and connections, which helps in understanding new concepts.
- **Communication:** Being able to synthesize allows you to share information in a clear and organized way, which is a valuable skill in both writing and speaking.

Building Synthesis Skills

To become skilled at synthesizing, practice is key. Here are some ways you can develop your synthesizing abilities:

- **Note-Taking:** As you read or research, write down important points. This helps you remember and organize information.
- **Questioning:** Ask questions like "What's the main idea?" or "How does this information fit together?"
- **Discussing:** Talk about what you've learned with others. Explaining your understanding out loud can help clarify your thoughts.
- **Writing Summaries:** Try to write a brief summary of the information from multiple sources, highlighting how they connect.

Synthesize

Answer the questions below.

1) **Comparative Synthesis:** How is the process of synthesizing information similar to putting together a puzzle? Why do you think the author used this analogy?

2) **Evaluation:** Is it important to compare and contrast information from different sources before giving an opinion?

3) **Critical Thinking:** How do synthesizing information and making connections help you make better decisions? Give an example.

4) **Reflection:** Why do you think the author compares synthesizing information to putting together a picture? Do you agree with this comparison? Why or why not?

PREVIEW

Word Search

Find the synthesizing related words.

- | | |
|------------------------------------|------------------------------------|
| <input type="checkbox"/> Analyze | <input type="checkbox"/> Create |
| <input type="checkbox"/> Combine | <input type="checkbox"/> Details |
| <input type="checkbox"/> Compare | <input type="checkbox"/> Develop |
| <input type="checkbox"/> Connect | <input type="checkbox"/> Ideas |
| <input type="checkbox"/> Construct | <input type="checkbox"/> Integrate |

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

5-Paragraph Essay – Comparing Lifestyles

Diverse Cultures, Diverse Lifestyles

Traveling around the world, you'll spot that people in different places do things in their own special way. This essay will cover the following: what a regular day looks like for different cultures, what's on their dinner plates, and how they party during festivals. By peeking into these parts of life, we can understand the differences between cultures.

One of the most important aspects of lifestyle is the daily routine, which includes work, leisure, and family time. In many Western cultures, there is a significant emphasis on individual achievement and career progression, which often leads to a fast-paced and structured daily schedule. Conversely, in Eastern cultures, there tends to be a stronger focus on family and community. Social gatherings and family meals playing a central role in everyday life.

Food and dietary habits are another area in which cultural lifestyles manifest. Mediterranean diets, for example, are famous for their health benefits and consist largely of fresh produce, grains, and olive oil. In stark contrast, traditional Inuit diets in the Canadian Arctic rely heavily on meat and fish, a result of the harsh environment. These eating habits are not merely preferences but are deeply rooted in the environmental conditions and historical practices of the regions.

Cultural festivities and traditions also offer a lens into the life of a community. Festivals like Diwali in India, celebrated with lights and fireworks, and the Carnival in Brazil, marked by parades and music, are integral to their respective cultures. These events are often expressions of cultural heritage and collective joy, showcasing the importance of community involvement and the preservation of tradition.

In essence, the lifestyle of a culture is a tapestry of its people's daily routines, food habits, and traditional celebrations. The contrasts between different cultures' lifestyles are as instructive as they are fascinating, offering a window into the values and priorities of societies around the world. Through understanding and respecting these differences, we can foster greater cross-cultural awareness and harmony.

Questions

Answer the questions related to the text features/forms/patterns.

1) What is the title of the essay? What does it tell you about the essay's main topic?

2) How many paragraphs does the essay contain? Which paragraph introduces the main points?

3) Does the essay have a formal or informal tone? Provide an example from the text.

4) Thesis statement: Write the thesis statement here.

5) How is a 5-paragraph essay organized?

6) Write 3 ideas for essays you might be interested in writing about.

1)

2)

3)

PREVIEW

Blog Post – Listing Information

10 Effective Strategies to Boost Your School Grades

As students, striving for better grades is a common goal. Here's a list of ten **straightforward** strategies to help elevate your academic performance:



- 1. Set Specific Goals:** Start with clear, achievable objectives for each subject. This could mean aiming for a certain percentage or mastering a specific concept.
- 2. Organize Your Time:** Use a planner to manage your time wisely. **Allot** specific hours for homework and study to balance your workload.
- 3. Create a Study Schedule:** Break your study material into manageable sections and spread your study sessions over time, avoiding last-minute **cramming**.
- 4. Active Participation:** Engage actively in class. Listen attentively, ask questions, and participate in discussions to clarify any doubts.
- 5. Effective Note-Taking:** Develop a consistent method for taking notes. Organized notes can be incredibly helpful for review before exams.
- 6. Understand, Don't Memorize:** Focus on understanding the material rather than just memorizing it. This helps you apply knowledge to different situations.
- 7. Regular Revision:** Make it a habit to review your notes regularly. This reinforces learning and helps transfer knowledge to long-term memory.
- 8. Seek Help When Needed:** If you're struggling with a topic, ask for help. This could be from teachers, classmates, or even educational videos online.
- 9. Healthy Lifestyle Choices:** Never underestimate the power of good sleep, proper nutrition, and regular exercise. A healthy body fosters a sharp mind.
- 10. Self-Assessment:** Test yourself frequently on the material you've learned. Practice with past tests, quizzes, or create your own questions for review.

Improving grades isn't about working harder, but about working smarter. Implementing these strategies can make a significant difference in your academic journey. Remember, consistency is key, so keep at it, and you'll see the results in your report card!

Text Forms

Answer the questions below.

1) Blog posts often include a list rather than paragraphs. Why do you think that is?

2) Blogs are often written to get clicks. Write a new title that is "click bait."

Synthesize

Write a thesis statement for the bolded words in the blog post.

Evaluate

Evaluate the blog post by answering the following questions.

1) Did you like the blog post? What did you like/not like?

2) Do you trust this information? What might make you trust it more?

Block 7: Poetry

PREVIEW

- ✓ Literary devices in poetry - Irony, Satire, and Allusion
- ✓ Reading Comprehension Strategies
- ✓ Making inferences based on implicit evidence in a variety of poems.
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups

Literary Devices Used in Poetry

Poetry: A World of Expression

Poetry is a unique form of writing that expresses ideas, feelings, and stories in a rhythmical and compact way. Unlike stories or essays, poetry often uses fewer words to convey more meaning. Each word in a poem is carefully chosen by the poet because it carries a lot of weight and can have many layers of interpretation. Poets use various techniques like rhythm, rhymes, and breaks in lines (called line breaks) to create a certain feel and to emphasize particular words or ideas.



Shakespeare

Literary Devices in Poetry

Poets use various literary devices to add depth and emotion to their poems. These devices help to paint a picture in the reader's mind, tug at their emotions, and make the poem memorable. Some common devices used in poetry:

- **Irony:** This is when words carry a meaning opposite to their literal meaning. For example, saying "Great news!" when something bad happens.
- **Satire:** Satire is the use of humor, irony, exaggeration, or ridicule to criticize people's foolishness or vices; particularly common in the context of contemporary politics and other topical issues.
- **Allusion:** An allusion is a brief and indirect reference to a person, place, thing or idea of historical, cultural, literary or political significance. It does not describe in detail the person or thing to which it refers.
- **Metaphor:** A direct comparison between two things that do not have something in common. For instance, "The classroom was a beehive of activity" compares a classroom to a beehive to suggest it's very busy.
- **Simile:** A comparison using 'like' or 'as' to show similarities between things. For example, "The lake was as smooth as glass".
- **Alliteration:** The repetition of the same consonant sound at the beginning of words in a line or verse. "The whispering winds were wistful" is an example.

The Structure of Poetry

The structure of a poem refers to the way it is organized and presented. This includes the length of the lines, the arrangement of the lines into stanzas (groups of lines), and the overall format on the page. Some poems have a very structured format, like a sonnet, which always has 14 lines and a specific rhyme scheme. Other poems may be more free-form, with no strict rules about length or rhyme. This freedom allows the poet to play with language in creative ways, using the structure to help express their ideas or feelings.

Understanding poetry can be like solving a puzzle. Each poem has its own unique message and beauty, waiting to be discovered. By exploring the various devices and structures poets use, you can gain a deeper appreciation of this art form.

Answer

Answer the following questions.

1) What do you think is the meaning of this metaphor "The sun is a golden artist, painting the sky with the colours of dawn and dusk."

2) Read the passage below and answer the following question:

"In her late pop song, the singer refers to dancing through life like a modern-day Cinderella. She talks about feeling stronger than Hercules during a trial."

How did the singer use allusion? Give the two examples and what they each mean.

3) Which literary device(s) is used in the lines below?

- | | |
|--|--|
| 1) The fire station burned down while the firefighters were away. | |
| 2) At 'Tony's Healthy Gym', the bestseller is the giant chocolate protein shake. | |
| 3) He was the class's Robin Hood, sharing his snacks with everyone. | |
| 4) His backpack was as heavy as a bag of bricks. | |
| 5) Her eyes were searchlights, uncovering the hidden truths. | |
| 6) Peter's puppy pounced on the pink plush pillow. | |
| 7) Her backyard garden was like Eden, but she wouldn't share the apples. | |
| 8) Our school's 'No Child Left Inside' policy includes snow days and hurricanes. | |
| 9) The English teacher was notorious for misspelling words on the whiteboard. | |
| 10) The moon was a silver coin, tossed into the night sky. | |

Types of Poems

Poetry comes in many shapes and sizes. Here are four types of poems that have unique rules and structures:

Haiku:

A haiku is a traditional Japanese form of poetry that has three lines. The first and last lines have five syllables, and the middle line has seven. Haikus often focus on nature or seasons.

Gentle morning dew,
Glistens on silent green leaves –
Daybreak whispers soft.



Cinquain:

A cinquain is a five-line poem that doesn't rhyme. Each line has a set number of syllables; two in the first, four in the second, five in the third, eight in the fourth, and two in the fifth.



Adventure books,
Open up worlds,
Taking me now,
Adventure is my
life.

Limerick:

A limerick is a funny poem with five lines. Lines one, two, and five rhyme with each other and usually have seven to ten syllables. Lines three and four rhyme with each other and have five to seven syllables.

There once was a cat from Kilkenny
Whose tail was as long as any.
It got in a knot,
Which really hurt a lot,
That silly old cat from Kilkenny.



Acrostic:

An acrostic poem uses the first letters of a word to start each line of the poem. All the lines together describe or relate to the first word or title.



Soothing waves crashing
Endless blue horizons stretch
As seagulls soar high
Salt fills the cool breeze
Onwards, the beach calls my name
Never-ending peace

Paraphrase

Rewrite the rules for each poem in your own words.

Acrostic	_____ _____ _____
Haiku	_____ _____ _____
Limerick	_____ _____ _____ _____ _____
Cinquain	_____ _____ _____ _____ _____

Visualizing

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

Haiku	Cinquain
Acrostic	

Limerick Poem – Allusion

Limerick Poetry – Rural and Urban Life

Limerick poems, with their rhythmic patterns and rhymes, are like a playful dance of words that can bring topics to life. They are excellent for creating vivid imagery and making comparisons that stick in the mind. For students, limericks can make the characteristics of rural and urban life more relatable by alluding to familiar stories, places, or characters, thereby enhancing both understanding and enjoyment.

Rural Life

In a meadow as peaceful as Yoda's home,
Where only wildlife and nature roam,
Life's calm and serene,
Like Hobbiton's scene,
And time flows as slow as honeycomb.



Urban Life

Where the city's life is as fast as Stark,
And neon lights and traffic mark,
The pace never slows,
Like a Sherlock episode,
And skyscrapers leave an indelible mark.



The limericks use cool references to things like "Yoda's home" and "Hobbiton" to show how quiet and slow life in the country can be. For the city, they mention "the heart of Stark" and "a Sherlock episode" to show how fast and lively everything is. These clever hints help paint a picture of how different life is in the country versus the city, in just a few short lines, and make it fun to remember.

Questions

Answer the questions below.

1) What is allusion?

2) List two examples of allusion you can find.

1)

2)

3) **Inferences:** Make inferences about the poems. What do they mean?

The pace never slows,
Like a Sherlock episode,

In a meadow as green as Yoda's home,
Where only wildlife and farmers roam,

Questioning

Write 2 questions you had about the poems.

1)

2)

Cinquain Poems – Critical Thinking

Cinquain Poetry – Exploring Indigenous Communities Through Cinquain Poetry

Cinquain poems are five-line poems that can capture the essence of their subject through vivid imagery and emotion. Each line has a specific syllable count, which can help condense information into its most powerful form. This type of poetry, combined with strong words, can create a strong image and emotional connection to the subject.

By using cinquain poems, students can learn about the distinctive features of each Indigenous group in a creative and engaging way. The structure of the cinquain allows the poet to focus on the most striking and significant aspects of each community, using vivid imagery and strong words to bring their stories and cultures to life. Here are six cinquains that reflect some of Canada's most famous Indigenous communities:

Nēhiyaw,
Vast, wild prairies,
Buffalo once roamed free,
Whispering tales in the strong wind,
Stronghold.



Inuit

Harsh cold,
Northern lights dance,
Arctic winds glide, icebergs loom,
Stories of old sung in throat's tune,
Arctic.



Mohawk

Strong groups
Warriors fight
Clan mothers' have wisdom,
The keepers of the Eastern Door,
Proud, fierce.



Salish,
Cedar weaver,
Salmon streams, ocean's
Totems telling me ancient tales,
Coastline.



Mi'kmaq

Mi'kmaq,
Eastern dawn's light,
Petroglyphs: history,
Eagles soaring over high tides,
East coast.



Haida

Haida,
Carving sculptures,
Totems against the mist,
Ravens trickster creation tales,
West coast.



Critical Thinking

Answer the questions below.

1) How did the format of cinquains help you learn about these Indigenous communities?

2) Choose one cinquain poem and describe how it makes you feel. What words or lines stand out to you?

3) Which poem did you like the most? Why?

You Choose

Choose a reading comprehension strategy to help you understand the text - Preview, Making Predictions, Ask Questions, Make Connections, Visualize, Making Inferences, Summarize, Evaluate, Making Comparisons, Synthesize, or Analyze.

Why did you choose this strategy?

Rhyming Poems – Critical Thinking

Rhyming Poetry – Important Landmarks of Canadian Geography

Rhyming poetry is like a tune made with words, where the end of one line has a matching sound to the end of another. The pattern of these rhymes can vary.

For instance, in AABB, the first two lines rhyme with each other and the next two have a different matching sound. With ABAB, every other line rhymes, and in ABCB, it's just the second and fourth lines that sound the same. Each pattern makes the poem sound

Rocky Mountains

In the west, the Rocky Mountains
Majestic peaks, so grand,
From B.C. to Alberta's land,
Wildlife thrives, nature's hand.



Niagara Falls

Niagara's waters, powerful and tall,
Ontario's pride for one and all,
Where the water sprawls,
A cascading, nature's walls.



Great Bear Rainforest

On the coast, where the cedars crest,
The Great Bear Rainforest spans the land,
Raindrops fall at the raven's behest,
Here, in silence, the wild expands.



Bay of Fundy

Nestled snugly between
Bay of Fundy tides, the ocean's scene,
To rise and fall on a rhythmic ledge,
A moonlit dance of ocean's decree.



Canadian Shield

Ancient rocks, a shield so vast,
Covering lands, long and fast,
In Canada's grip, it's firmly cast,
Echoes of the geological past.



St. Lawrence River

St. Lawrence River, a flowing force,
Winds its way from a northern source,
Along its banks, the aspens quiver,
Nature's gifts, the great deliverer.



Critical Thinking

Answer the questions below.

1) Re-read the poems carefully. Write 3 things you learned from them about Canadian landmarks.

2) Which poem has AABB, ABAB, or ABCB rhyming patterns?

AAAA

ABCB

3) Which poem describes the _____?

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

Quote

Explain

Visualizing

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

Canadian Shield

Niagara Falls

Identifying Poems and Literary Devices

Instructions

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

Trees whispering "Shush,"
Leaves mock the silent forest,
Nature's hushed gossip.

Poem Type

Literary Devices Used

Satire Irony
Allusion



A baker who feared getting stout,
Ate salads to lessen his doubt,
But when night came around,
In cookies he drowned,
His diet was in, then it sprouted out.

Poem Type

Literary Devices Used

Satire Irony
Allusion Metaphor

Eagle
Mighty as Zeus

Soaring, hunting, ruling,

Like thunderbolts through the night sky,
Griffin.

Poem Type

Literary Devices Used

Satire Irony
Allusion Simile



... as a lion in the night,
... the sky so wide,
Loud ... powerful stride,
... tide.

Literary Devices Used

Satire Irony
Allusion Simile

Hercules flexed at dawn's first light,
Achilles' heel hidden, out of sight,
Cleopatra's grace in the river's flow,
Odysseus' wit, the winds did blow.

Poem Type

Literary Devices Used

Satire Allusion
Irony Rhyme



Winter's warm embrace,
Sun blazes on icy face,
Spring's cold, out of place.

Poem Type

Literary Devices Used

Satire Allusion
Irony Idiom

Activity: I am an Inuk — We are strong: Inuit Poetry**Objective**

What are we learning more about?

Read the poem "I am Inuk - We are strong" by Inuit poet, Jasmine Qunguliq Alorut from Igloolik, Nunavut. Dissect the poem to gain a deeper understanding of its themes and message.

Instructions

How do we complete the activity?

- 1) **Step 1: Read Aloud:** Provide each student with a copy of the poem "I am an Inuk — We are strong." Read the poem aloud to the class or ask for volunteers to read it.
- 2) **Step 2: Initial Reaction:** Ask students to share their initial impressions of the poem. What emotions or thoughts does it evoke?
- 3) **Step 3: Highlight Literary Devices:** Have students use highlighters to mark any literary devices they find in the poem.
- 4) **Step 4: Identify Themes:** Discuss the themes present in the poem. What messages or ideas are being conveyed?
- 5) **Step 5: Analyze Tone and Structure:** Examine the tone of the poem. Is it happy, melancholic, hopeful? Discuss the structure of the poem. How do the stanzas contribute to its meaning?
- 6) **Step 6: Break into Groups:** Divide the students into small groups. Assign each group a stanza to analyze in depth.
- 7) **Step 7: Group Discussion:** Within the groups, students should discuss the following questions: What is the significance of the stanza in the context of the entire poem? Are there any key words or phrases that stand out? How does this stanza contribute to the poem's overall theme?
- 8) **Step 8: Class Discussion:** Reconvene as a class and have each group share their analyses. Compare these different views to gain a fuller understanding of the poem.
- 9) **Step 9: Personal Reflection:** Ask students to write a short paragraph on what the poem means to them personally and why.

Reflection

Write your thoughts about each stanza below.

Stanza 1:

Stanza 2:

Stanza 3:

Stanza 4:

Stanza 5:

PREVIEW

Block 8:

Book Reviews

PREVIEW

- ✓ Bias in book reviews - identify author's point of view and bias
- ✓ Reading comprehension strategy: inferencing
- ✓ Voice: word choice, word patterns, and sentence structure
- ✓ Literary devices in reviews - Irony, Satire, and Allusion

Implicit and Explicit Perspectives – Book Reviews

When someone writes a book review, they're sharing their personal thoughts about the book. This is the reviewer's opinion.

Explicit Perspective

An **explicit perspective** is when the reviewer's opinion is stated clearly and openly. For example: "I absolutely loved this book because the adventure was thrilling!" Here, the reviewer is directly saying they loved the book.



Implicit Perspective

An **implicit perspective** is when the opinion is not directly stated, but you can understand it through something that is described. For example: "The pages seemed to turn themselves as I read." This suggests that the reviewer was very engaged and enjoyed the book, but they haven't said it outright.

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

1) I was amazed by the brilliant characters and plot twists.	Implicit	Explicit
2) Each chapter left me itching to break into my math class.	Implicit	Explicit
3) I highly recommend this book to anyone who loves mystery.	Implicit	Explicit
4) Honestly, this was the funniest book I've read all year.	Implicit	Explicit
5) Kids will love this story for its exciting adventures and happy ending.	Implicit	Explicit
6) The book sat untouched on my shelf after a single chapter.	Implicit	Explicit
7) The dog's loyalty in the story might just bring a tear.	Implicit	Explicit
8) My emotions were on a roller coaster from start to finish.	Implicit	Explicit

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

1) Closing the book, she sighed, dreaming of its world.

2) Friends started asking why I was carrying the book everywhere I went.

Finding Bias in Reviews

What is Bias in Reviews?

Bias in review writing is when the reviewer lets their personal opinions or preferences unfairly influence their review.

For example, if I love everything about space and write a book review about a space adventure, my bias might make me say the book is awesome just because it's about space, even if the story isn't that good.

Bias

Read the reviews and answer the questions.

Book Review: "The Joy of Cooking Brussels Sprouts" – 1/10

As a connoisseur of all things fresh and anything deep-fried, "The Joy of Cooking Brussels Sprouts" had me laughing my head off. The author, Kale P. Turnipson, gushes over these little green grenades as the most recent culinary discovery since sliced bread. Come on, who in their right mind would learn the ways to season and sauté Brussels sprouts?

The entire book is a monotonous ode to Brussels sprouts. Kids at my school's cafeteria leave behind on their plates. The pictures are of sad, limp sprouts, which don't help their unappealing reputation. It attempts to gloss over the health benefits and "divine" taste of this notorious veggie.

But let's be real – no amount of fancy seasoning can disguise the true nature of Brussels sprouts. If you're after a book that tickles the taste buds, this isn't it. My advice? Skip the sprouts and grab a cookbook on desserts instead. That's where the real joy of cooking is.



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

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

Our Voice in Review Writing

What is Voice in Writing?

In review writing, "voice" is the unique way a writer sounds on the page. It's like how each person has a different speaking style. The voice in writing can show if the author is excited, serious, or funny, and it helps readers connect with what they're saying.

For example, if I wrote a review saying, "That concert was so loud my ears rang for days!" it shows my energetic, slightly humorous voice about a rock concert experience.

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

A) I absolutely love robots in the movie, especially the ones that could transform! They were so awesome spinning into cars and planes!!! The tech stuff was super neat too. Can we go to a robot exhibition now? I wanna see robots in action! Please, can we?

B) I was utterly enchanted by the movie! The cutting-edge technology on display is something I believe all young people should watch. This film seamlessly blends learning with fun. It's the ideal choice for school screenings. And its informative nature, it's incredibly captivating. But I think the movie uses some really cool moments!

C) It was decent, I guess. Seems like it's more for tech geeks. We gotta watch the special effects and the way they showed the machines were really good.

D) That was a well-crafted tech documentary. It manages to evenly balance content with entertainment. The visual effects were impressive, and the documentary was compelling. I picked up some interesting insights and enjoyed it all the way through. I'd definitely watch this one again when I've got some downtime.

1) Which family member wrote which review?

Dad	Mom	Teenager	Youngest

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

Literary Devices in Reviews

Literary devices in reviews are special ways of using words to make the review more interesting and to help explain how you feel about the book, movie, or music. They make your points stronger and catch the reader's attention.

1. **Irony:** Irony in reviews highlights discrepancies, like saying a dull movie was "as exhilarating as a nap."
2. **Satire:** Satire in reviews pokes fun at a work's flaws, e.g., calling a predictable plot "strikingly innovative."
3. **Allusion:** Allusions in reviews reference well-known works, like comparing a character's journey to Cinderella's transformation.

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

Movie Review: "Watching Paint Dry: A Study in Colour" – 5/5 stars

"Watching Paint Dry: A Study in Colour" is an absolute thriller of a documentary, perfect for those who find joy in adrenaline. The film captures the chromatic variety. The film takes you on a wild ride through the nuances of various surfaces. And let's talk about the suspense; will the eggshell finish crack under pressure, or will the matte remain stoically smooth? It's a rollercoaster of emotions, from dizzy to flat.

Each brush stroke is captured in real-time, providing a cinematic experience as dynamic as a statue. Who knew that watching paint dry could be as enthralling as skydiving? Buckle up for the most heart-stopping scene where the colour transitions from beige to a slightly less beige. It's a wild journey through time and paint, a must-see for anyone passionate about the aggressive pace of drying paint. Prepare to be glued to your seat, much like the paint to the wall.

Irony – Why is this review ironic? Give examples of your favourite ironic statements.

Review Writing - Inferences

Title: "A Towering Tale of Decisions"

Introduction

Embark on a journey with "The Tower of Choices," a book that cleverly disguises real-life history as an exciting tale, using smart jokes and surprises to make you think and laugh.



Summary

Here, you'll meet a friend you might know, and Marcus, as reliable as the tower, who takes on a big test. They find a tower where each level is a different point in time, asking you to make choices that teach them about the past—like a fun quiz in a giant history book.

Thoughts

The author uses allusion, making the tower feel like a giant history book, with each floor a chapter full of exciting lessons. The phrase "Choose Wisely" runs through the book like advice from famous leaders, with Lily flipping a coin and you deciding on your own about big decisions. The story's fun twists—the trapped animal points to a scary, dangerous place, the mirror pokes fun at how much people can love looking at themselves, and the tower is like the pattern of our DNA, full of human ups and downs.

This book is like a brain workout. It uses satire, making fun of our mistakes in a friendly way, while irony hides in the story, showing us that even as times change, people often stay the same.

Rating

"The Tower of Choices" is a brain-teasing adventure, mixing history and tough decisions with the thrill of a climb. It's full of clever hints and jokes that will make you think and giggle. This book gets five stars for making the old stories of history help us with choices we face today.



Examine

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

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

Allusion

Satire

Irony

Inferencing

Answer the questions below to show your understanding.

1) **Global Inference:** Describe what you think the author's view based on the word choice, sentence structure, and punctuation used in the review. What do you infer about them?

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

3) **Local Inference:** What did the author mean when they wrote, "while irony hides in the story, showing us that even as times change, people often stay the same."

Block 9:

Graphic Texts

PREVIEW

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

Types of Graphic Texts

Understanding Graphic Texts

Graphic texts are a form of communication that combines images and words to convey information effectively. Unlike traditional texts that rely solely on words, graphic texts include visual elements such as charts, graphs, illustrations, and diagrams. They are designed to make the presentation of information more engaging and easier to understand. For example, in a textbook, you might find timelines illustrating the sequence of events, making it easier to follow along.



Types of Graphic Texts

There are several types of graphic texts that you will encounter:

- **Comic Strips:** Panels of sequential illustrations with speech bubbles that tell a story or a joke.
- **Infographics:** Visual representations of data, or knowledge meant to present complex information quickly and clearly.
- **Flowcharts:** Diagrams that display a process or series of steps step by step.
- **Timelines:** Lines marked with dates and events that show the order in which historical events occurred.
- **Maps:** Illustrations of geographical areas that show physical features, boundaries, and other important details.

Key Features of Graphic Texts

To understand and create graphic texts, it's important to know their key features:

- **Visual Elements:** Pictures, symbols, and icons are used to represent ideas.
- **Textual Elements:** Captions, labels, and speech bubbles often accompany visuals to provide explanations or dialogue.
- **Organizational Aids:** Colour coding, bold text, and arrows are used to draw attention to the most important parts of the graphic text.
- **Layout:** The arrangement of visual and textual elements on a page which guides the reader's eye through the text.

Prereading

Before reading, answer the questions below.

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

Making Connections

After reading, make the connections below.

Text-to-Self

Text-to-Text

Text-to-World

PREVIEW

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

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

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

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

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

3) **Literary Device: Irony** – What is ironic about this comic?

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

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

3) Describe the **satire** used in this comic.

Understanding Graphic Texts

Analyze

Read the comic and answer the questions.



1) What is the comic about? Describe the joke.

2) Describe the irony of this joke.



1) What is the comic about? Describe the joke.

2) Make a connection: What does this remind you of in your life?

Text Features in Infographics

Examine Answer the questions.

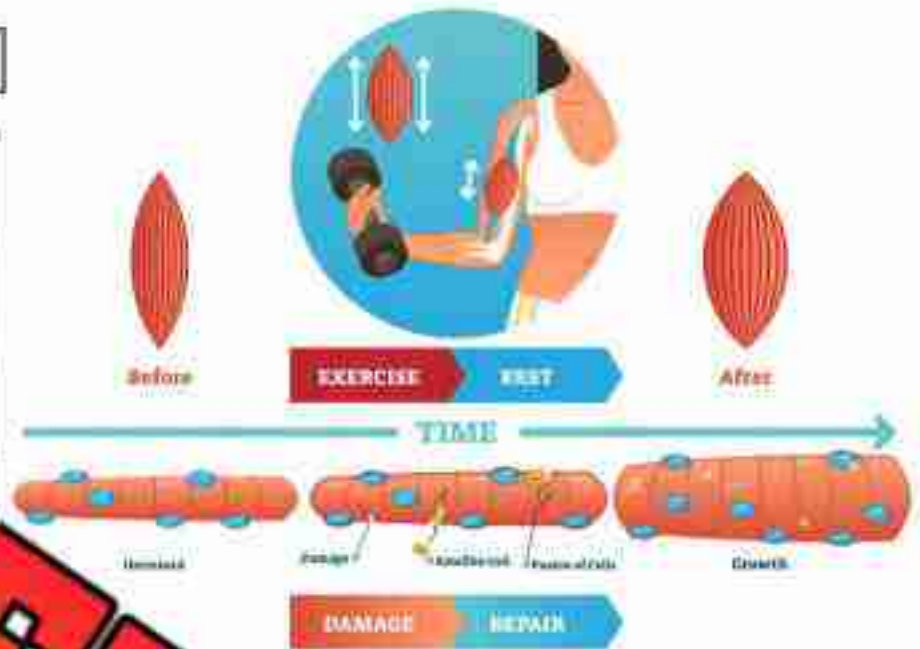
1) Write a title for this infographic.

2) Does the infographic have more text or more pictures?

3) What did you learn from the infographic?

4) Do the text and pictures help you understand the infographic? Explain.

5) List 3 things you can infer from reading this infographic. Remember, an inference isn't directly stated, so draw conclusions from the information and images provided.



PREVIEW

Reading Maps – Text Features

Reading a Map Made Easy

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

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



Reading Maps – Text Features

Questions

Answer the questions below.

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

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

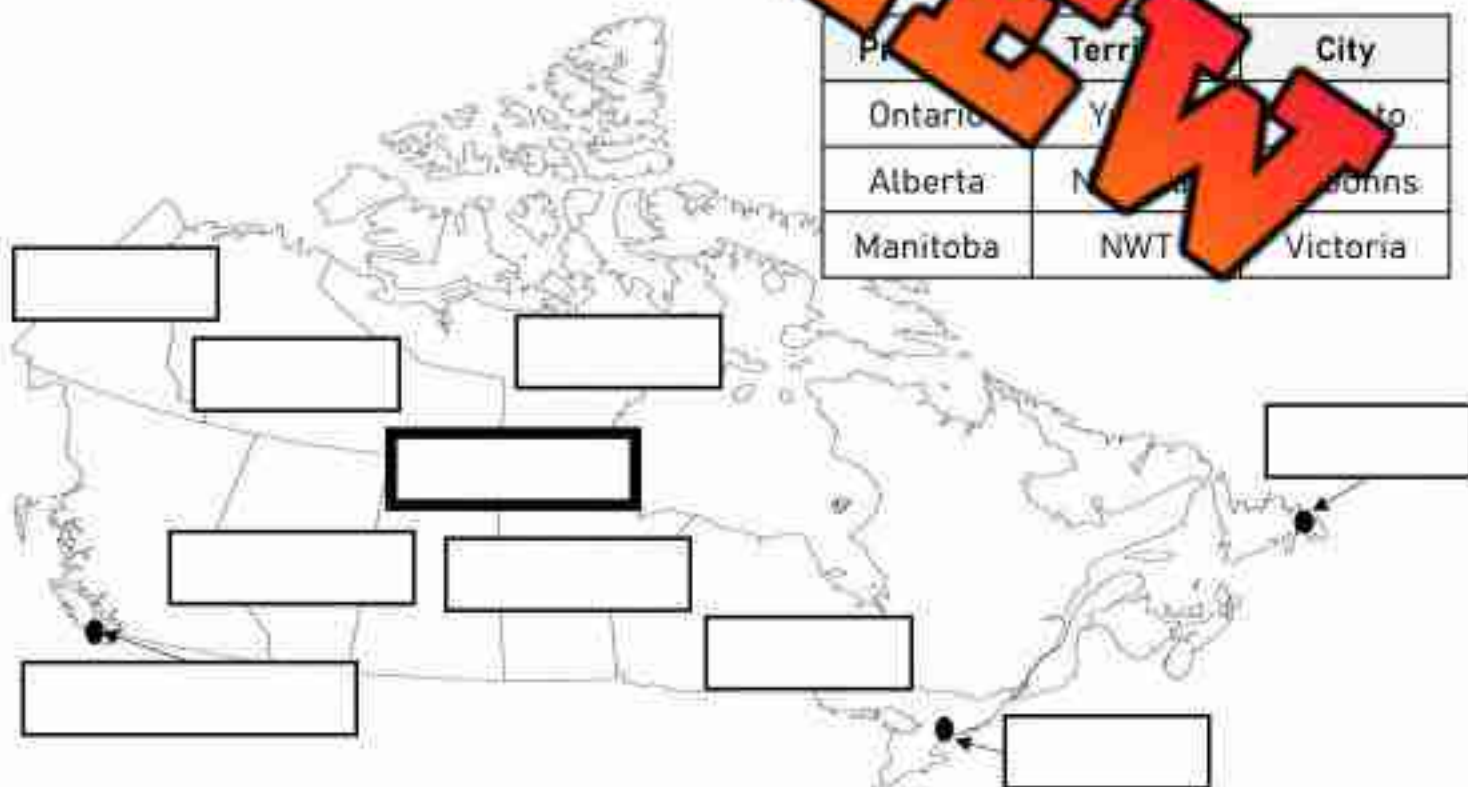
3) How do you identify cities on a map?

4) What do black dots on the map represent?

Think

Label the provinces/territories and cities using the correct capitalization. Use the correct capitalization. Label Canada in the rectangle with the thick border.

Province	Territory	City
Ontario	Yukon	Ottawa
Alberta	Northwest Territories	Edmonton
Manitoba	NWT	Victoria



Graphic Text - What's a Timeline?

What's a Timeline?

Timelines are a way to show events in the order they happened, usually from oldest to newest. They help us understand the sequence and timing of important events. In timelines, you'll often see:

- **Dates:** These tell you when something happened.
- **Events:** Short descriptions of what occurred on those dates.
- **Labels:** Words that clarify or categorize the events.
- **Arrows:** These show the direction of time, like past to present.
- **Pictures:** These can add more detail and make the timeline interesting.



Analyze

Look closely at the timeline and answer the questions.

1) What features are part of this timeline?

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

3) Did the timeline help you learn about communication? Or would a paragraph have been a better choice? Explain.

Block 10:

Biographies

PREVIEW

- ✓ Biographies about important Indigenous people
- ✓ How images, graphics, and visuals contribute meaning in a text
- ✓ Reading Comprehension Strategies: Summarizing, visualizing, and making connections

What Are Biographies?

Preface

This report is designed to introduce you to the fascinating world of biographies. You will learn about what biographies are, why they are important, and the different types you might come across. As you read, think about the various lives you'll encounter and how these stories can inspire and teach us.



Understanding Biographies

A biography is a detailed account of a person's life. It includes more than just basic facts like education, relationships, and death; it also portrays a person's experience of these events. Unlike a profile or a **curriculum vitae** (résumé), a biography presents a subject's life story, covering various aspects of their life, including **intimate** details of experiences, and often includes an analysis of the person's personality.

Why Biographies Matter

Biographies allow us to learn from others' experiences. They provide personal insights into historical events and help us understand different cultures and lifestyles. They can inspire us to overcome challenges and strive for our goals. Biographies give us a different perspective on the world and our place in it.

Common Types of Biographies

1. **Traditional:** This tells the life story of the subject from birth to death.
2. **Literary:** These focus on writers and artists and often explore their work.
3. **Historical:** Focused on historical figures, often including political and social context.
4. **Reference:** These are short biographies usually found in encyclopedias.
5. **Popular:** Written for a wide audience, these biographies are often about celebrities or public figures.
6. **Critical:** These biographies analyze the life and work of the subject, often with a particular focus or thesis.
7. **Fictional:** Although not true biographies, these are stories that provide a **narrative** of a fictional character's life.
8. **Autobiographies/Memoirs:** Written by individuals about their own lives, focusing on personal experiences.

Glossary

- **Curriculum Vitae (CV):** A summary of one's academic and work history.
- **Intimate:** Closely acquainted; familiar or private and personal.
- **Encyclopedias:** Comprehensive collections of information, usually arranged alphabetically on a range of subjects or on one particular subject.
- **Narrative:** A spoken or written account of connected events; a story.

Prereading

Before reading, answer the questions below.

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

Summary

Summarize the reading - follow the instructions below.

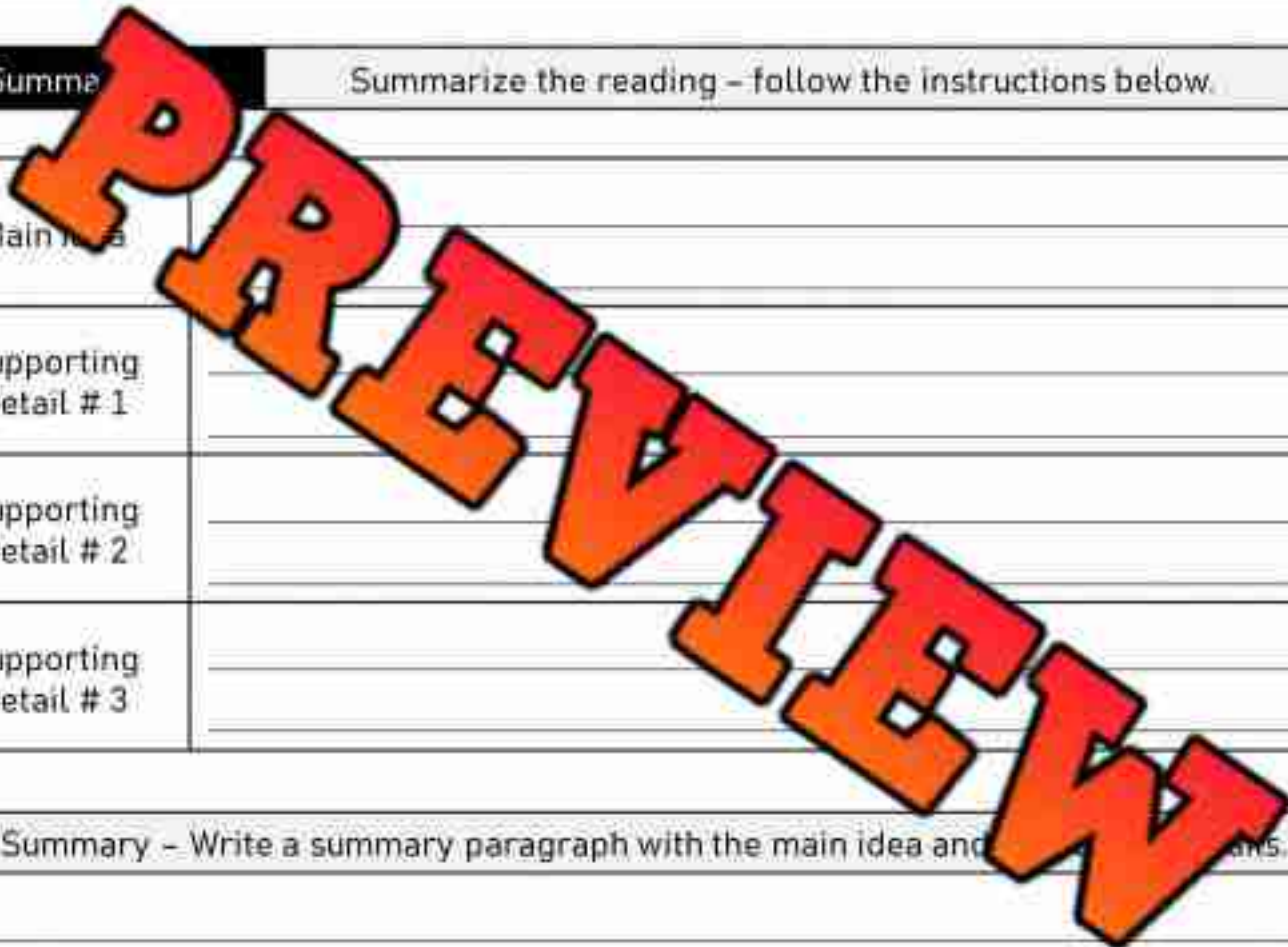
Main Idea

Supporting
Detail # 1

Supporting
Detail # 2

Supporting
Detail # 3

Summary - Write a summary paragraph with the main idea and details. (5 marks)



Biography – Tom Longboat

Tom Longboat: Canadian Distance Runner

Early Life

Tom Longboat was born on June 4, 1887, on the Six Nations Reserve near Brantford, Ontario. Of Onondaga **descent**, he grew up in a community that valued hard work and the land. Longboat started running races as a teenager, and his talent was **evident** early on.

Racing Career

Tom Longboat gained national attention in 1906 when he won the Around the Bay Road Race in Hamilton, Ontario. He turned **professional** after winning the Boston Marathon in 1907, setting a course record. Longboat's training was unique; he used a training **method** that alternated between hard workouts and easier days, which was **revolutionary**.



Tom Longboat

Military Service and Post-Retirement Life

During World War I, Longboat served as a dispatch runner in France, a role for which his **endurance** running skills were quite valuable. After the war, he returned to Canada and continued to race competitively. **Post-retirement**, he lived a quiet life until his passing on January 9, 1947.

Timeline

- **1887:** Born on the Six Nations Reserve, Ontario
- **1906:** Won the Around the Bay Road Race
- **1907:** Won the Boston Marathon and turned professional
- **1914-1918:** Served in World War I as a dispatch runner
- **1949:** Passed away in Ontario

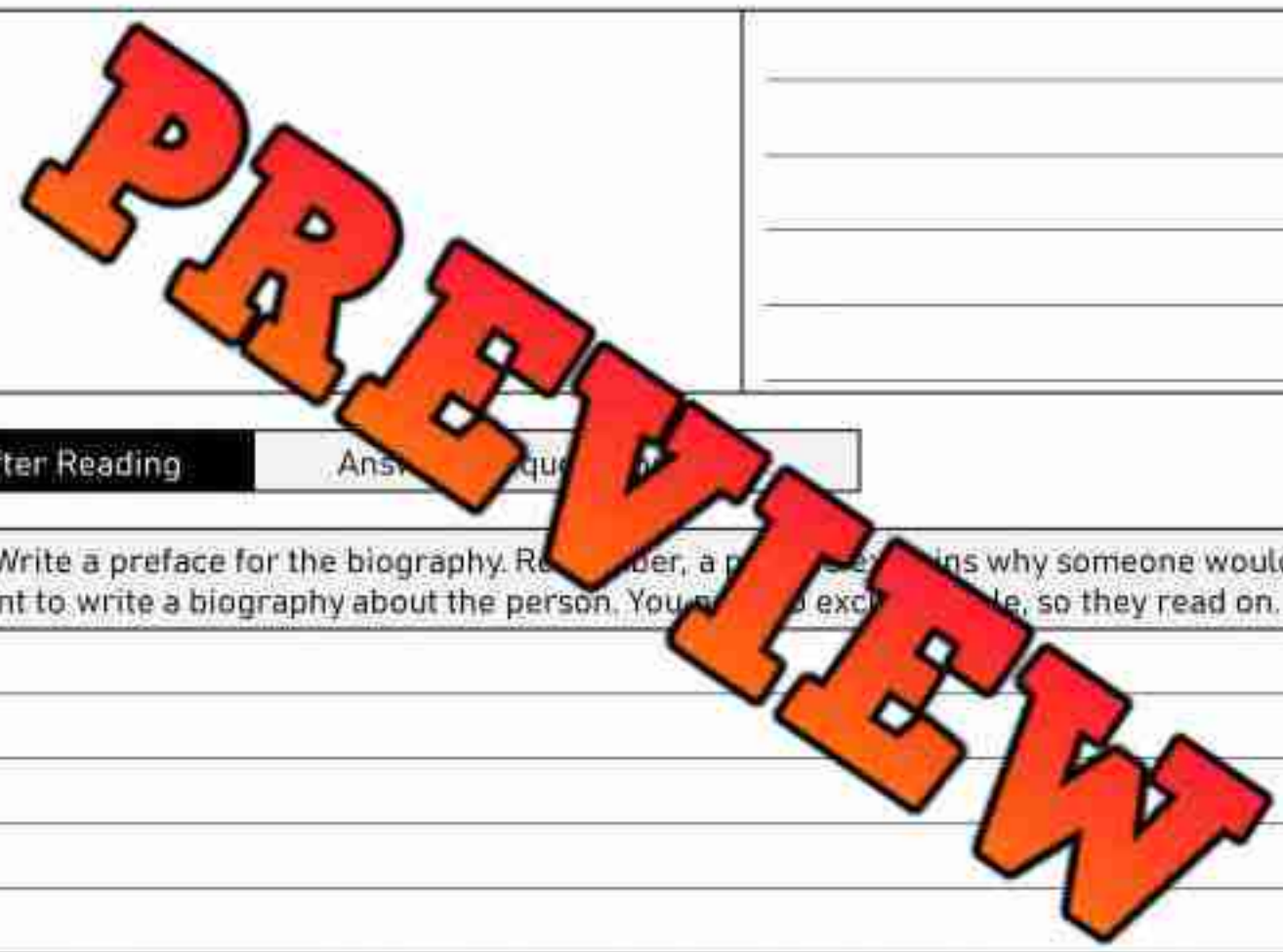
Glossary – Fill in the glossary below.

Before Reading

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

During Reading

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

After Reading

Answer the questions.

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

2) Summarize the text - Who was Tom Longboat and what is his legacy?

Biography – Alexander Graham Bell

Alexander Graham Bell: Inventor of the Telephone

Alexander Graham Bell's Early Innovations

Alexander Graham Bell was born on March 3, 1847, in Edinburgh, Scotland. Influenced by his family's work in **elocution** and speech, Bell developed an interest in sound technology at a young age. He moved to Canada in 1870 and later to the United States to continue his research.

Invention of the Telephone

Bell's invention, the telephone, was **patented** in 1876. This groundbreaking technology revolutionized communication, making it possible to hear the voice of another person from miles away. His invention changed the way the world interacts, shrinking vast distances and connecting societies like never before.

Other Contributions and Legacy

Aside from the telephone, Bell worked on other projects, including advancements in **aviation**, **hydrofoils**, and **eugenics**. He was a founding member of the National Geographic Society. Bell passed away on August 2, 1922, at his estate in Nova Scotia, leaving behind a legacy as a prolific inventor who had a significant impact on modern technology.

Timeline

- **1847:** Born in Edinburgh, Scotland
- **1870:** Moved to Canada
- **1876:** Patented the telephone
- **Late 1800s:** Worked on aviation and hydrofoil projects
- **1922:** Died in Nova Scotia, Canada

Glossary

- **Patent:** A government authority or license conferring a right or title for a set period, especially the sole right to exclude others from making, using, or selling an invention.
- **Elocution:** The skill of clear and expressive speech, especially of distinct pronunciation and articulation.
- **Eugenics:** A now-discredited movement that aimed to improve the genetic quality of a human population.
- **Hydrofoil:** A boat with wing-like structures mounted on struts below the hull, so that at speed, the hull is lifted out of the water, reducing drag and allowing for greater speed.
- **Aviation:** The design, development, production, operation, and use of aircraft.



Alexander Graham Bell

Understanding

Is the statement true or false?

1) Alexander Graham Bell was born in Nova Scotia, Canada.	True	False
2) Bell's family worked in the field of speech and elocution.	True	False
3) The telephone was patented in the year 1876.	True	False
4) Alexander Graham Bell also made advancements in hydrofoils.	True	False
5) The National Geographic Society was co-founded by Bell.	True	False
6) Bell invented the telephone in 1870.	True	False
7) Bell was instrumental in creating the first airplane.	True	False
8) Bell's work included developing hydrofoils.	True	False
9) Alexander Graham Bell was born in the 19th century.	True	False
10) Bell moved from Scotland to the United States in 1870.	True	False

Critical Thinking

Answer the questions below.

- 1) **Inference:** How is Bell's legacy viewed today? Write at least two sentences.
-
-
-
- 2) **Inference:** Why is the invention of the telephone so important to our lives today?
-
-
-
- 3) **Personality trait:** Use one word to describe Alexander. Then explain why you chose that word. Examples – brave, creative, loyal, curious, confident, ambitious, calm, etc.
-
-
-

Organizing a Biography

Read

The biography below has been organized incorrectly. Reorder the headings, sub-headings, glossary, and preface.

Norval Morriseau: Bridging Worlds Through Art

A) Early Life and Cultural Roots

B) Glossary

- **Indigenous**: Referring to the original inhabitants of a region
- **Ojibwa**: An Indigenous group in Canada, also known as Chippewa.
- **Woodland School of Art**: An art style initiated by Morriseau
- **National Gallery of Canada**: One of Canada's premier art galleries, located in Ottawa.

C) Developing a Unique Style

Morriseau was a self-taught artist who developed a distinct style, known as the **Woodland School of Art**. His use of bold lines to depict traditional Indigenous stories was groundbreaking and inspired other Indigenous artists.

D) Family and Community Influence

Growing up in the remote area of North Bay, Ontario, Morriseau was deeply influenced by his family and the Ojibwa culture. His grandmother, a traditional storyteller, taught him many traditional stories and legends, which later became central parts of his artwork.

E) Recognition and Legacy

Despite facing many challenges, including discrimination and poverty, Morriseau achieved significant recognition. He was the first Indigenous artist to have a solo exhibition at the **National Gallery of Canada**. His legacy continues to inspire and influence new generations of artists.

F) Artistic Journey

G) Connection with Nature

From a young age, Morriseau felt a strong connection to nature, which is evident in his paintings. He often used animals and natural elements like trees and water to symbolize deeper spiritual beliefs.

H) Preface

Norval Morriseau, also known as Copper Thunderbird, was a remarkable **Indigenous** Canadian artist. Born on March 14, 1932, near Thunder Bay, Ontario, he grew up in the **Ojibwa** culture. Morriseau's art is unique and powerful, combining traditional Indigenous symbols with a modern style. He is often credited with bringing the visual culture of Indigenous peoples in Canada to the wider world. This biography explores his life and the significant impact he had on both Indigenous and Canadian art.



Order

List the letters in order from which paragraph/part should go first, to which should go last. (A to H)

--

Critical Thinking

Answer the questions below.

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

--

2) Did the preface interest you in reading the rest of the biography? Explain.

--

You Choose

Choose a reading comprehension strategy to help you understand the text - Preview, Making Predictions, Ask Questions, Make Connections, Summarize, Evaluate, Activate Prior Knowledge, Make Inferences.

--

Why did you choose this strategy?

--

How did it help you understand the text?

--

Biography Research Assignment

Objective

What are we learning more about?

Choose a person from the list provided and read an online biography about them. You will summarize their life focusing on their early life, achievements, and later life. Then, create a timeline of major events in their life.

Instructions

How do we complete the activity?



- 1) Pick a Person: Choose a person from the list your teacher gave you.
- 2) Research: Use the computer or tablet to read a biography about the person you chose.
- 3) Jot Down Notes: As you read, jot down notes about their early life, achievements, and later years.
- 4) Write a Summary: After reading, write a brief summary about the person's early life, achievements, and later life. Use your notes to help you.
- 5) Create a Timeline: On a piece of paper, draw a timeline and mark significant events in the person's life using coloured pencils.

Options

Individuals you could choose to research:

Terry Fox
Marie Curie
Martin Luther King Jr.
Anne Frank
Rosa Parks
Frida Kahlo
Steve Jobs
Florence Nightingale

Ada Lovelace
Leonardo da Vinci
Cleopatra
Nelson Mandela
Amelia Earhart
Isaac Newton
Sacagawea
Nellie McClung

Louis Riel
Harriet Tubman
Mahatma Gandhi
Helen Keller
Confucius
Malala Yousafzai
Sir John A. Macdonald
Wayne Gretzky

Research

Write jot notes as you read more about the person.

Early Life

Achievements

Later Life

PREVIEW

Summary

Write a summary of your individual's life story.

Lined writing area for the summary section.

PREVIEW

Timeline

Write a timeline of the important events in

Timeline - Use a Graphic or List

Blank writing area for the timeline section.



Google Slides Lessons Preview



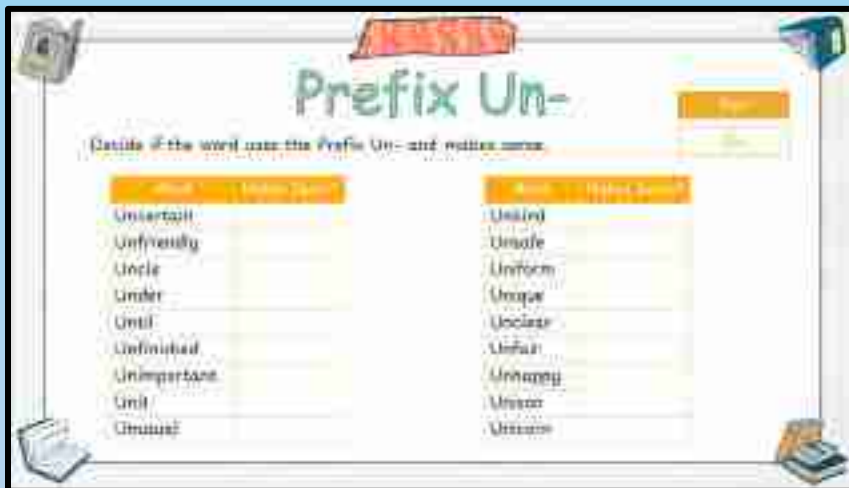


Ontario Language Curriculum Foundations of Language – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

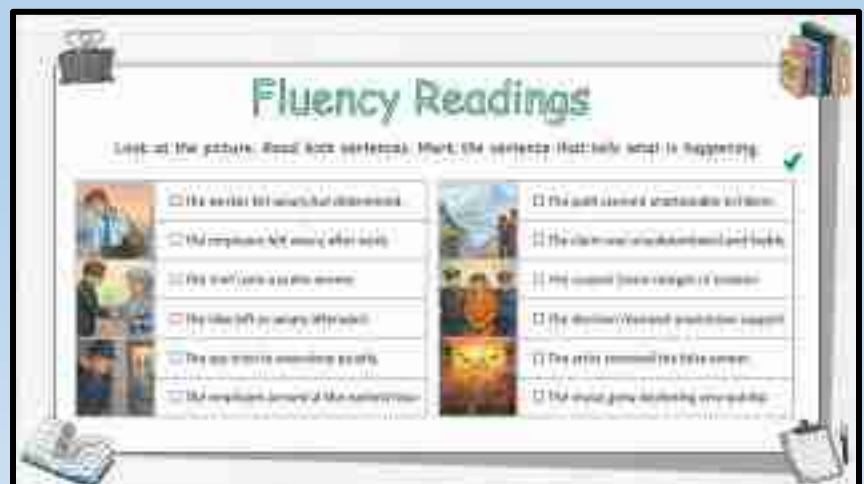


Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





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.

Dislike	Disagree	Dislike
Dislike	Disagree	Dislike
Dislike	Disagree	Dislike
Dislike	Disagree	Dislike
Dislike	Disagree	Dislike

Sentence Form
Drag the phrases from the box to cross out the 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.

Word List
Look at the word list to help you!

Dislike	Disagree	Dislike
Dislike	Disagree	Dislike
Dislike	Disagree	Dislike
Dislike	Disagree	Dislike
Dislike	Disagree	Dislike



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

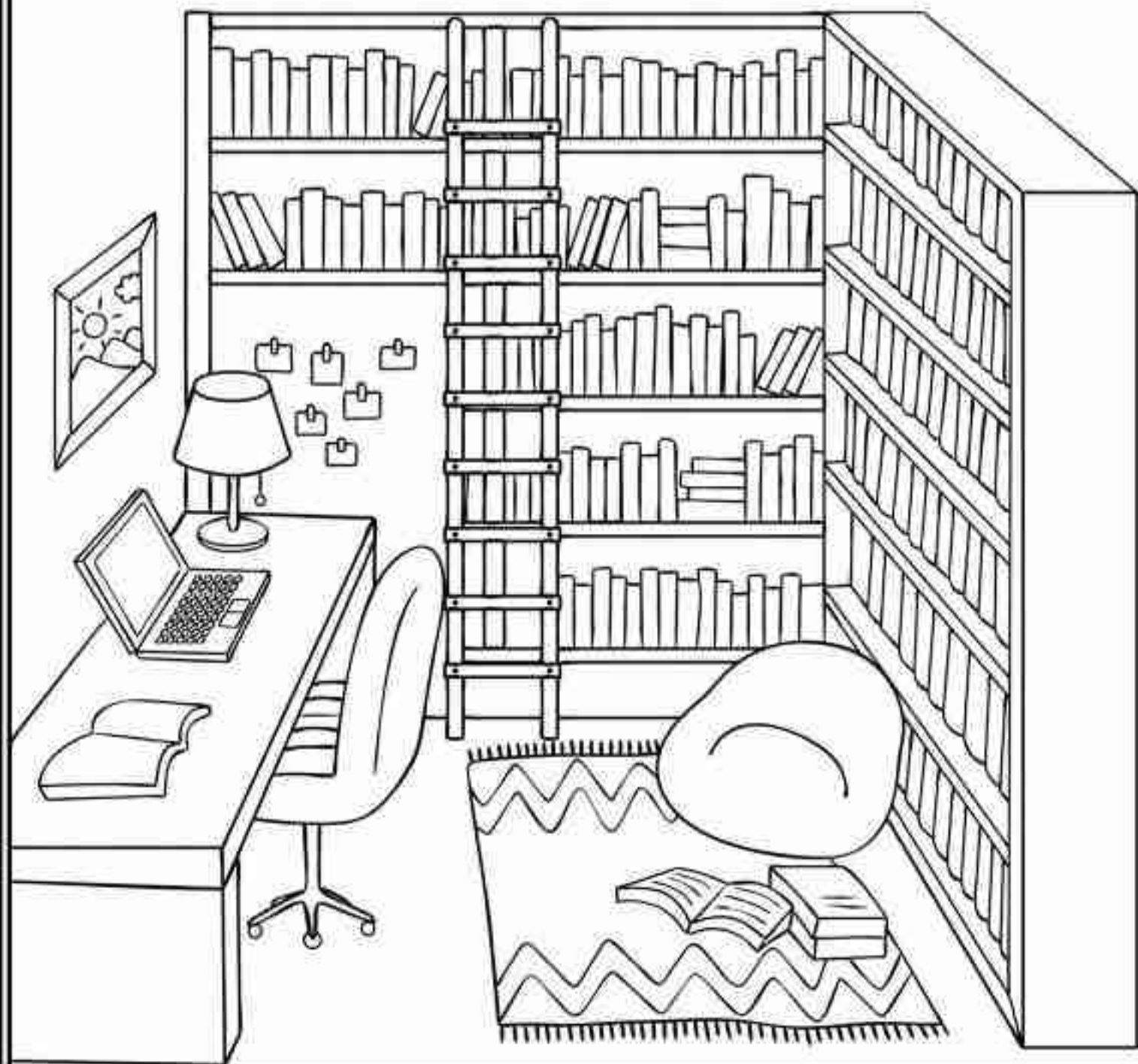
Week	Lesson 1	Lesson 2
1	Identify Sentence Fragments	Correct Sentence Fragments
2	Sentence Form: Simple Sentences	Parts Of Speech: Nouns, Verbs, Adjectives, And Adverbs
3	Identify Run-on Sentence	Parts Of Speech – Interjection, Conjunction, Preposition
4	Correct Run-on Sentence	Independent Clauses
5	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 Who Called Earlier Did Not Leave A Message.)
11	Imperative Verbs (E.G., Place Your Order In The Next Five Minutes.)	Interrogative Verbs (E.G., Did You Break My Favourite Toy?)
12	Intensive Pronouns (E.G., He Himself Was Responsible For His Success In Sports.)	Reflexive Pronouns (E.G., She Bought Herself 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		
Hungry		
Deafening		
Treason		
Earliest		
Foreseeable		
Employee		
Greenery		
Deepen		
Feeble		
Freestyle		

PREVIEW

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 and assemble the "un-" words using their definitions as hints.

ANSWER	UNSCRAMBLED	DEFINITION
1)	UNCEAF	Not easy to understand or see.
2)	UNL	Remove contents from a vehicle or container.
3)	UNNAT	Not natural or against nature.
4)	NEUGFRUAT	Request 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. Uninvited
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 door, a quiet knock.	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) Excitement	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.	Dealing 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

I T A I T N A T S B U S N U N Q C
 G R N F 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 F 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 F 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 view of the park seemed to be a source of tranquility.				
2)	After a long day, the weary traveler was home to his dog who was flaking off.				
3)	The unprecedented event was met with 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.	Complete
4) Hoping for better times.	Complete

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) Amusing, causing great surprise
	Captivating	E) Feeling part of something among a group
	Exhilarating	F) A mark and overreaction
	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 Turn the sentences into present continuous tense using '-ing' verbs.

1) He is playing football.	He is playing football.
2) They walk to school every day.	
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 simple sentence using each of 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 earnestly on the new policy.

2) The speaker was quite persuasive at the debate.

3) The athlete gave a flawless performance.

4) He felt tired after the long day.

5) The ancient artifact, according to the museum curator,

6) They navigate through the city using the old map.

7) The cake she made was exceptionally tasty.

8) The novel's protagonist is a brave warrior.

9) She recited the poem from memory.

10) The flowers in the garden grew abundantly.

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 – Fluency Readings

Read

Today, we will calculate how fast of a reader you are. You will do this by calculating how many words you read per minute.

Passage – Word Count = 109 Words

Ella's yearning for adventure led her to the astonishing discovery of an ancient bracelet buried deep within the roots of an old oak. As she participated in the local dig, the remnants of past civilizations captivated her imagination. The exhilarating moment of unearthing a brilliant artifact was briefly marred by the brouhaha of her friends over her accidental blunder—a blotchy, blabbering mess of excitement. Yet the faint markings on the bracelet's surface only added character. The blisteringly hot sun could not dampen their brawny efforts, nor the brute work necessary to excavate the dusty, long-lost discovery, a brotherhood was forged in the thrill of his event.

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

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

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

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

Time Taken To Read
Divide 109/seconds
WPM

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.

Week 3 - Vocabulary List

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

Reconstruct	Refurbish	Reimagine	Reimburse	Reconcile
Redundant	Reassure	Reconfigure	Chauffeur	Churn
Chronicle	Chivalrous	Charlatan	Chrysalis	Sheepish
Shoddy	Shrieking	Shroud	Shrewdly	Shanty

Instru Write sentences using the vocabulary list above. You may need to add a prefix or suffix to make the sentence make sense.

1.	Let's _____ the room's layout.
2.	He hired a _____ for the event.
3.	Waves rise and fall _____ under the stormy sky.
4.	The book _____ history of Rome.
5.	His _____ everyone.
6.	They _____.
7.	This old machine is now _____.
8.	Her words _____ him during _____.
9.	Beware of the _____ selling fake goods.
10.	A butterfly emerges from the _____.
11.	He had a _____ grin after the prank.
12.	I'll _____ you for the lunch expenses.

RIBRESUFH	DSDHOY	ODSUHR	SRERUEAS	NSIHGRKIE

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) Revise	

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.

Sentence

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 history.	

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 closed.

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

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 decided to reconstruct and refurbish its headquarters, reimagining its design.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
2)	The company decided to reconfigure its headquarters, reimagining its design. The company decided to reconfigure its headquarters, reimagining its design. The company decided to reconfigure its headquarters, reimagining its design.	<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

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)			
10)		20)	

Write

Correct the run-on sentences using appropriate conjunctions.

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

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: _____

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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 to end the pollution.
- 5) The actor performed brilliantly in the comedy-friended 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 Insert the message by adding periods and capital letters, as well as commas and other punctuation to correct run-on 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 a ghost 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 _____ by game _____, yet our team managed to score the winning goal in OT.

2) The sky turned a beautiful shade of _____, _____ 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

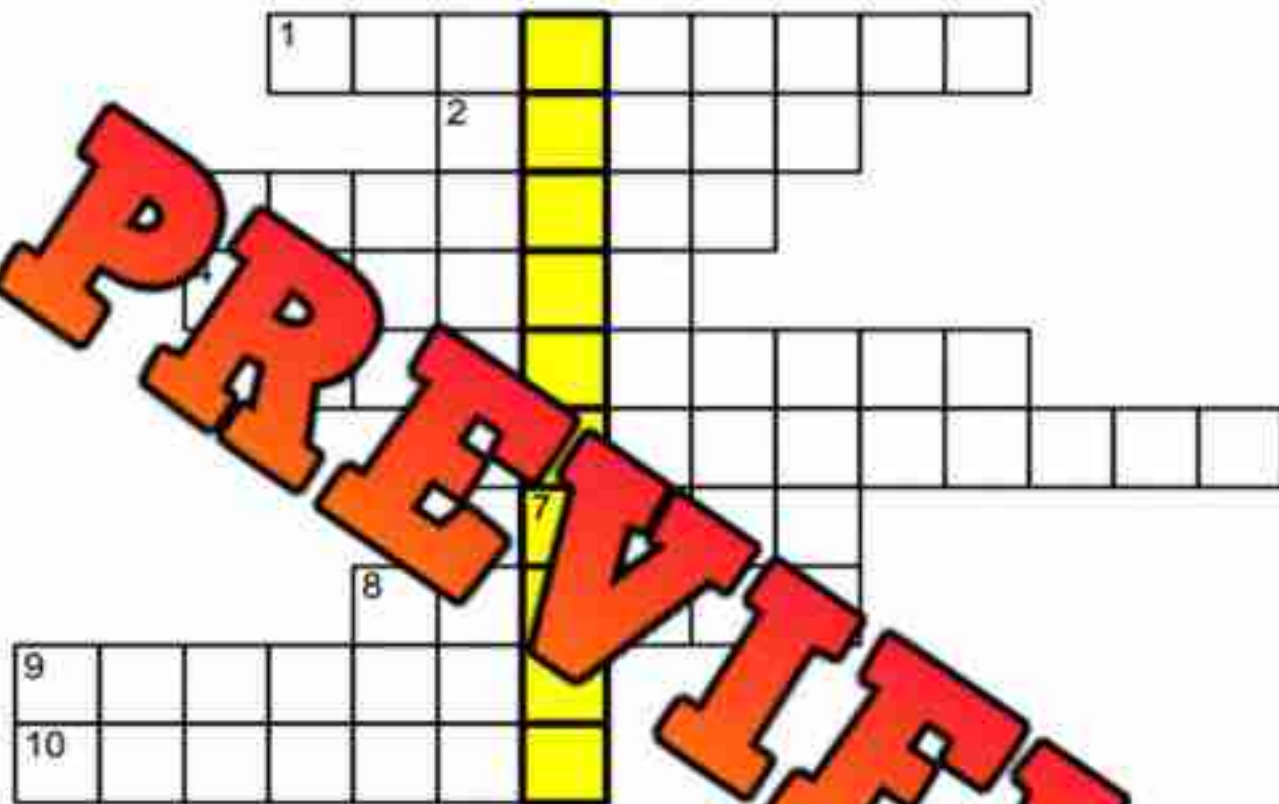
Subject - Chef

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 racing 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 fruitless 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)			
10)		20)	

Write

Revise the following run-on sentences by adding a comma or punctuation.

1) The thunderstorm was loud it kept everyone awake all 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	Springly	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: _____

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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 a 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.

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

Arm	
Disarm	
Place	
Displace	
Colour	
Discolour	

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 shining, _____ 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, _____ it started to rain.
- 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: _____

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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 the sentences using "FANBOYS".

1	She studied hard, _____ her efforts paid off in the exam.
2	The cake was 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 interesting.
6	You can either stay here, _____ we can go with us to the museum.
7	She didn't hear the alarm, _____ she heard her parents calling.

Write 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
Spectator	Spaghetti	Springly	Sporadic	Spasmodic

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

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)	When the news came, he felt disheartened.				
2)	The mechanic had to double-check the engine before starting the car.				
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.				

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.

Answer	Word	Description
	Efficiency	A) Moral goodness or quality.
	Ferocity	B) A gradual increase in something.
	Generosity	C) Giving nature or making.
	Melancholy	D) A slight feeling for a specific purpose.
	Rhapsody	E) An expression of intense emotion.
	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

Underline 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 | The ground sparkled in the morning sun. |
| 3) | good | A good sleep is essential for feeling rested. |
| 4) | smoke | Smoke went into the air, creating a hazy cloud. |
| 5) | strong | The storm was so strong that it knocked down trees. |
| 6) | cheer | Her cheer brought joy to everyone's faces. |
| 7) | gloom | The gloom in the room lifted when they started telling jokes. |
| 8) | cancel | We canceled the picnic because of the heat. |
| 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 was <i>lively</i> 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 was a playful house.
	3) The movie which was filled with thrilling scenes was exciting.
	4) The singer known for her powerful voice is a student.
	5) The rain drenching everyone in its path was a storm.
	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 the music stirred deep emotions, perhaps feelings.	Robot	Alien
3)	In a world of scarcity, her 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.	Wizard	Zombie
5)	Discontinuing the project left us fatigued and uncertain, lost in ambiguity about the future.	Old Wise Man	Stranger
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 trail a trail in your sentences.

Noun	Sentence Using Participle
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 provide someone with incorrect information
5. Misjudge	E) To make a judgment that is wrong
6. Mismanage	F) To handle or control something incorrectly
7. Misinterpret	G) To form an incorrect opinion about someone
8. Misinform	H) To put something in a message incorrectly
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: _____

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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. _____, recycling for thousands of years can lead to significant changes. _____, by recycling responsibly, we 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 boys were nervous.

They lost the match.

The cake looked delicious.

It tasted even better.

They arrived late at the airport.

She 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 meaning of the words 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)			
10)		20)	

Write

Use the given transitional words to join 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 _____ sentences using all 20 words. You'll need to use 2 words per sentence.

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

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

COLONS IN SCRIPT DIALOGUE

In scriptwriting, colons are used to indicate new speakers in dialogue. This means that each time a different character speaks, their name is written followed by a colon.

Example:

- Mia: Can we go to the park today?
- Liam: Sure, let's go after lunch.
- Teacher: Class, please turn to page 42.
- Student: Excuse me, I don't have my textbook today.



Script Write a short story in a script format using colons to show who is speaking.

Alice asked Tom if he was going to the library. Tom replied that he was going to the library. Alice inquired if she could join him. Tom said yes. Suddenly, their friend Emma appeared, asking what they were planning. Alice said they were heading to the library, and Emma decided to come along.

PREVIEW

Name: _____

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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 Faculty	<input type="checkbox"/> Discussing theme ideas for the yearbook.
3. To: Yearbook Committee	<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

ThinkUnderline 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

CompleteComplete 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 word from the list. Have your partner try to guess the word. Play in turns. Write the word in after.

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 town nestled amidst lush forests, there lived an idealist named Maya. She was a journalist whose true passion lay in advocating for environmentalism.

Her neighbor, a pragmatist and a realist, 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 florist 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.
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 real story? I've heard a ghost story in the same place we're at?
Casey	I agree with Taylor, maybe choose a different story. Some s'mores recipes to take home, 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 find our books. We'll 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 exploration. 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 bite.
Casey	I think you're forgetting about mint chocolate chip. It's refreshingly cool with a crunchy chocolate chip.
Jamie	Let's see... Hmm, all compelling points. 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 love 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 mix-ins?
Taylor	Chocolate with fudge swirls or brownie bits are heavenly.
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 exciting.
Jamie	Okay, let's talk about pairings. What goes best with your favourite 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 first?
Riley	First, we should be Niagara Falls. It's a breathtaking sight!
Harper	And then we should be exploring 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 hockey game 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! I'll bring water jugs and shovels. We need to make sure these trees get enough water.
Noah:	Don't forget to add mulch to help 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 ideal 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 studios.	
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.	

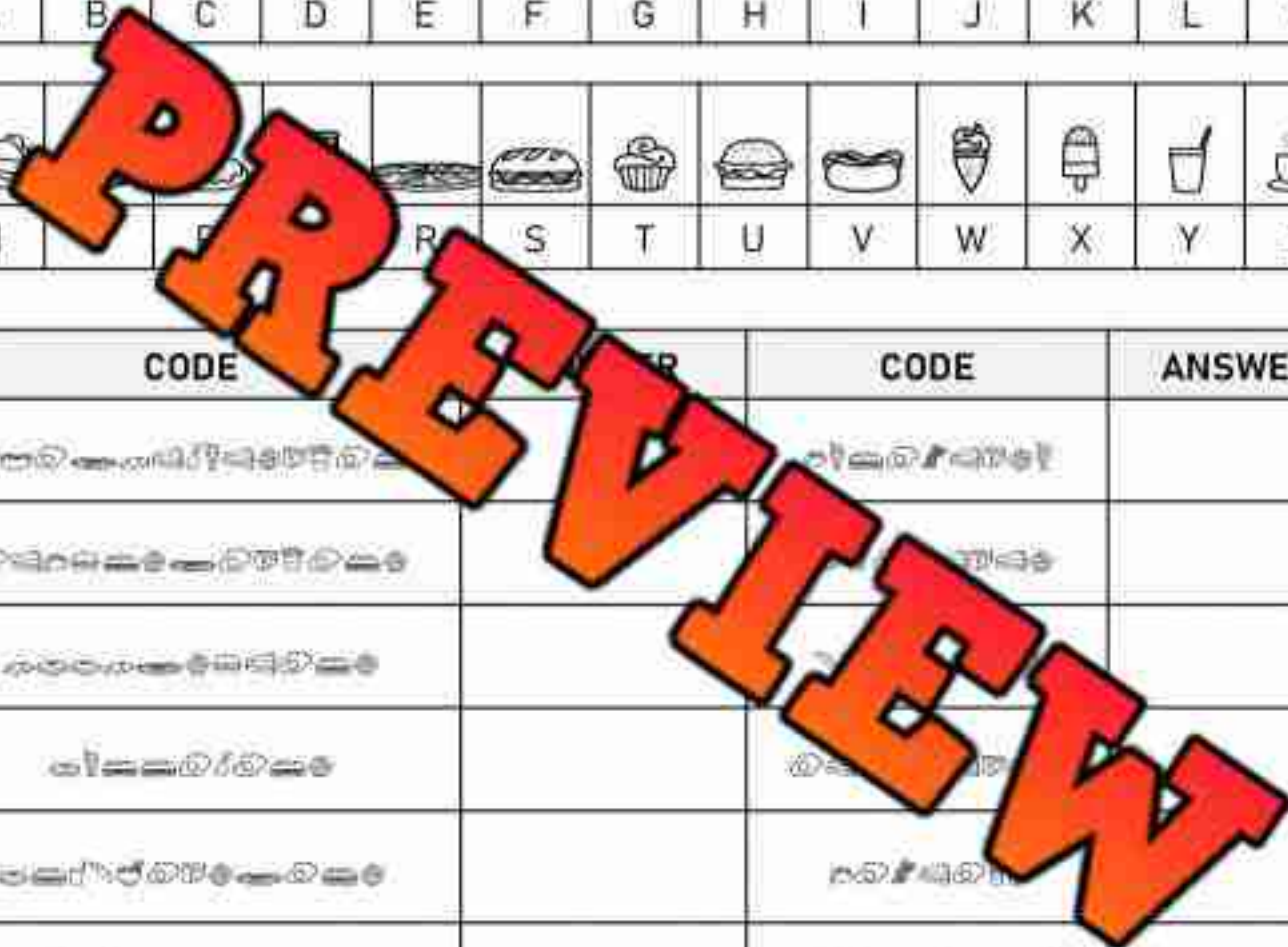
CRACK THE CODE

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
QWERTYUIOPASDFGHJKLZXCVBNM		QWERTYUIOPASDFGHJKLZXCVBNM	
QWERTYUIOPASDFGHJKLZXCVBNM		QWERTYUIOPASDFGHJKLZXCVBNM	
QWERTYUIOPASDFGHJKLZXCVBNM		QWERTYUIOPASDFGHJKLZXCVBNM	
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QWERTYUIOPASDFGHJKLZXCVBNM		QWERTYUIOPASDFGHJKLZXCVBNM	
QWERTYUIOPASDFGHJKLZXCVBNM		QWERTYUIOPASDFGHJKLZXCVBNM	



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 or paper) for each student
- ✓ A timer (optional, for a challenge)

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 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 understood 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 flashlight, 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 bushes. The friends anchored the boat and made their way to the shore, where they began their search. 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 caves, 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 about the sailor's experiences, the animals he made among the island's animals, and how he found happiness 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 their lives. Lily saw her grandmother, surrounded by family, reminding her that love was the greatest medicine. Ethan saw himself losing a race but being cheered on by his friends, teaching him the value of sportsmanship. Zoe saw a gallery of art, not famous but deeply meaningful to those who viewed it. Carlos saw a 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

Keeping Our Minds

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 climate change issues?

Question Planning Write 5 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 conduct the activity?

- 1) **Introduction:** Explain to the class that they will be participating in "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 2-5 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 gives 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	Support 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 arguments below, and include any facts/statistics you can to support your perspective.

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.

PREPARE TO WRITE

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 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 kindergartners," while another could be "Persuade your peers about the benefits of a new exercise routine." 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 how to address 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., 3-5 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 landmark	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	Potential employers
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 parent).
- ✓ 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 that 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	Evaluate 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 Spoken	
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 in the presentation?

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 your experience?

Use of Examples and Audience Interaction: Discuss how any 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 random 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 the topic and 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.
- 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
Sadness	Confusion
Anger	Frustration
Surprise	Embarrassment
Disgust	Curiosity
Excitement	Pride
Boredom	Jealousy
Calmness	Anxiety
Relief	Sympathy
Disappointment	Satisfaction
Loneliness	Humility
Love	Shame
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 presentations).
- ✓ 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 how gestures, facial expressions, body language, and other non-verbal cues can vary significantly from 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 on 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.

PREVIEW

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 Misunderstandings:** How might understanding these differences reduce misunderstandings in cross-cultural interactions?

3) **Personal Experience:** Reflect on a time 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 boxes 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 point 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
Carbon Cycle	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 structures - 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 pond - Food Chain)

A spot where biodiversity can be seen, in varieties of plants, 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 - Decomposers)

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 food. (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)

Write

Write your own vocabulary and clue list

Vocabulary

Clues

PREVIEW