



Preview - Information



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Google Slides Lessons Preview





Alberta Language Curriculum Conventions And Vocabulary – Grade 7

3-Part Lesson Format

Part 1 – Minds On!

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

Week 1 - Vocabulary List

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

ungrateful	greatest	proceed
unaccommodating	refugee	unorthodox
conceal	release	disease
unwarranted	unease	volunteer
employee	unhindered	beneath
unfathomable	engineer	demean
unknown		pioneer

Prefix Un-

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

Unit	Unfinished	Uniform
Unwrap	Until	Unfair
Unicorn	Unusual	Unkind
Unclear	Unhappy	Unite
Understand	Undo	Unable

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Fluency Readings

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

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



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ANSWER SLIDE

Correct Sentence Fragments

Read each sentence fragment on the left. Then draw a line to the complete sentence on the right that best completes the idea or makes the most sense.

Sentence Fragments	Complete Sentences
If only he tried. <input type="checkbox"/>	<input type="checkbox"/> The lightning lit up the entire sky.
Right on time. <input type="checkbox"/>	<input type="checkbox"/> He tripped and fell to the ground.
Nervously hesitating. <input type="checkbox"/>	<input type="checkbox"/> The bus arrived just as the bell rang.
In a flash. <input type="checkbox"/>	<input type="checkbox"/> He was afraid to start too early or act too soon.
With all her strength. <input type="checkbox"/>	<input type="checkbox"/> He could have won the race.
So close to the finish line. <input type="checkbox"/>	<input type="checkbox"/> They stopped and looked down at the ocean below.
At the edge of the cliff. <input type="checkbox"/>	<input type="checkbox"/> She pushed the heavy door open.
Before the sun rose. <input type="checkbox"/>	<input type="checkbox"/> The farmer was already working in the field.
For the very first time. <input type="checkbox"/>	<input type="checkbox"/> She performed on stage in front of an audience.

Word Search

Use the clues to help you make the words!

a	e	x	s	u	c	r	n	i	r	a	t
g	a	t	n	a	r	t	a	p	r	c	e
e	e	k	c	r	s	e	c	r	e	e	i
n	r	f	e	a	d	c	m	r	a	m	g
o	n	r	r	e	o	r	n	e	t	c	i
f	e	r	a	g	e	d	i	c	e	r	
r	e	c	e								

Conjunctive Adverbs

Choose the correct word to fill in the blank and complete each sentence.

The library was closed; _____, we studied at home. instead likewise therefore meanwhile	She enjoys drawing; _____, she loves painting. likewise however instead otherwise
He did not revise for the test; _____, his mark was low. meanwhile however as a result likewise	He dislikes spicy food; _____, his brother enjoys it. consequently therefore instead however
I wanted to go skating; _____, the ice was unsafe. meanwhile therefore however likewise	The storm ended suddenly; _____, the sun came out. likewise afterward therefore instead
The rules were clear; _____, problems happen. otherwise therefore instead meanwhile	The bus was delayed; _____, students waited patiently. consequently therefore instead meanwhile
The road was icy; _____, cars slowed. however consequently instead meanwhile	She forgot to set her alarm; _____, she arrived late to school. instead as a result however meanwhile



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Prefix In-

Unscramble the letters and drag them into the boxes to spell the words below that begin with the prefix "In-."

q i a u n e l

l l r n e n a t

p c a n i a l b e

v l e a n t i c

q n y t i u i e

i l a m n f r o

i t s n u c i e i

b n i l a i t y l

d c i n e n t e

Imperative

Read each sentence. Decide if it is **Imperative** or **Not Imperative**. Drag the sentence into their categories.

Imperative	Not Imperative

Pass me the pencil, please.

The cat is sleeping on the bed.

Could you help me carry this box?

He was hungry, so he made a sandwich.

Kindly pass me the pencil.

How old are you?

Could you pass the salt, please?

The sun is shining brightly.

Don't run in the hallway.

There will be a dinner tonight.

Declarative Sentences

Read all the sentences on the right. Choose only the declarative sentences. Drag each declarative sentence to the picture it matches.













My mom is cooking dinner.

Go play soccer in the park.

Water the flowers in the garden.

Are we playing soccer in the park?

He drinks a glass of milk every day.

Why is the dog barking loudly?

The flowers are growing.

We are playing soccer in the park.

Is the cat sleeping on the chair?

The cat is sleeping on the chair.

Listen to the barking dog.

Is my mom cooking dinner?

The dog is barking loudly.

Drink a glass of milk every day.



Workbook Preview



Grade 7 – Language

Alberta ELA Curriculum



General Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

	Curriculum Outcomes	Pages
1.1	Discover and Explore <ul style="list-style-type: none"> Express ideas and develop understanding Experiment with language and forms 	N/A
<p>Preview of 95 pages from this product that contains 399 pages total.</p> <p>Included are weeks 1 – 8, and 28 - 30.</p> <p>There are 30 weeks total.</p>		
	<ul style="list-style-type: none"> Construct meaning from texts Experience various texts 	
2.3	Understand forms, elements and Techniques <ul style="list-style-type: none"> Experiment with language Understand techniques and elements Understand forms and genres 	207, 214
2.4	Create original text <ul style="list-style-type: none"> Structure texts Elaborate on the expression of ideas Generate ideas 	N/A

Grade 7 – Language

Alberta ELA Curriculum



General Outcome 3: Students will listen, speak, read, write, view and represent to manage ideas and information.

	Curriculum Outcomes	Pages
3.1	Plan and focus <ul style="list-style-type: none"> ▪ Focus attention ▪ Determine information needs ▪ Plan to gather information 	N/A
3.2	Select and process <ul style="list-style-type: none"> ▪ Use a variety of sources ▪ Access information ▪ Evaluate sources 	N/A
3.3	Organize, record and evaluate <ul style="list-style-type: none"> ▪ Organize information ▪ Record information ▪ Evaluate information 	N/A
3.4	Share and review <ul style="list-style-type: none"> ▪ Share ideas and information ▪ Review research process 	N/A

General Outcome 4: Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

	Curriculum Outcomes	Pages
4.1	Enhance and improve <ul style="list-style-type: none"> ▪ Appraise own and others' work ▪ Revise and edit ▪ Enhance legibility ▪ Expand knowledge of language ▪ Enhance artistry 	13-18, 21-23, 25, 28-32, 35-37, 39, 42-44, 46, 49-51, 53, 56-58, 61, 64-68, 71-72, 75, 78-80, 83, 86-88, 91, 94-95, 98, 101-103, 105-106, 109-110, 113, 116-117, 119-120, 123-124, 126-127, 130-131, 133-134, 137-138, 141, 144-146, 148-150, 153-154, 157, 160-161, 164, 167-168, 170-171, 174-175, 177-178, 181-182, 185, 188-190, 194, 197-198, 200, 202, 205-206, 209, 212-213, 215-216, 219-220, 228, 231-232, 240
4.2	Attend to conventions <ul style="list-style-type: none"> ▪ Attend to grammar and usage ▪ Attend to spelling ▪ Attend to capitalization and punctuation 	13-18, 21-25, 28-32, 35-39, 42-46, 49-53, 56-61, 64-68, 71-75, 78-83, 86-91, 94-98, 101-106, 109-113, 116-120, 123-127, 130-134, 137-141, 144-150, 153-157, 160-164, 167-171, 174-178, 181-182, 184-185, 188-194, 197-199, 202, 205-206, 209, 212-213, 215-216, 219-220, 228, 231-232, 240
4.3	Present and share <ul style="list-style-type: none"> ▪ Present information ▪ Enhance presentation ▪ Use effective oral and visual communication ▪ Demonstrate attentive listening and viewing 	214, 221-226, 233-238

Grade 7 – Language

Alberta ELA Curriculum



General Outcome 5: Students will listen, speak, read, write, view and represent to respect, support and collaborate with others

	Curriculum Outcomes	Pages
5.1	Respect others and strengthen community <ul style="list-style-type: none">▪ Appreciate diversity▪ Relate texts to culture▪ Celebrate accomplishments and events▪ Use language to show respect	N/A
5.2	Work within a group <ul style="list-style-type: none">▪ Evaluate group process▪ Work in groups▪ Cooperate with others	N/A

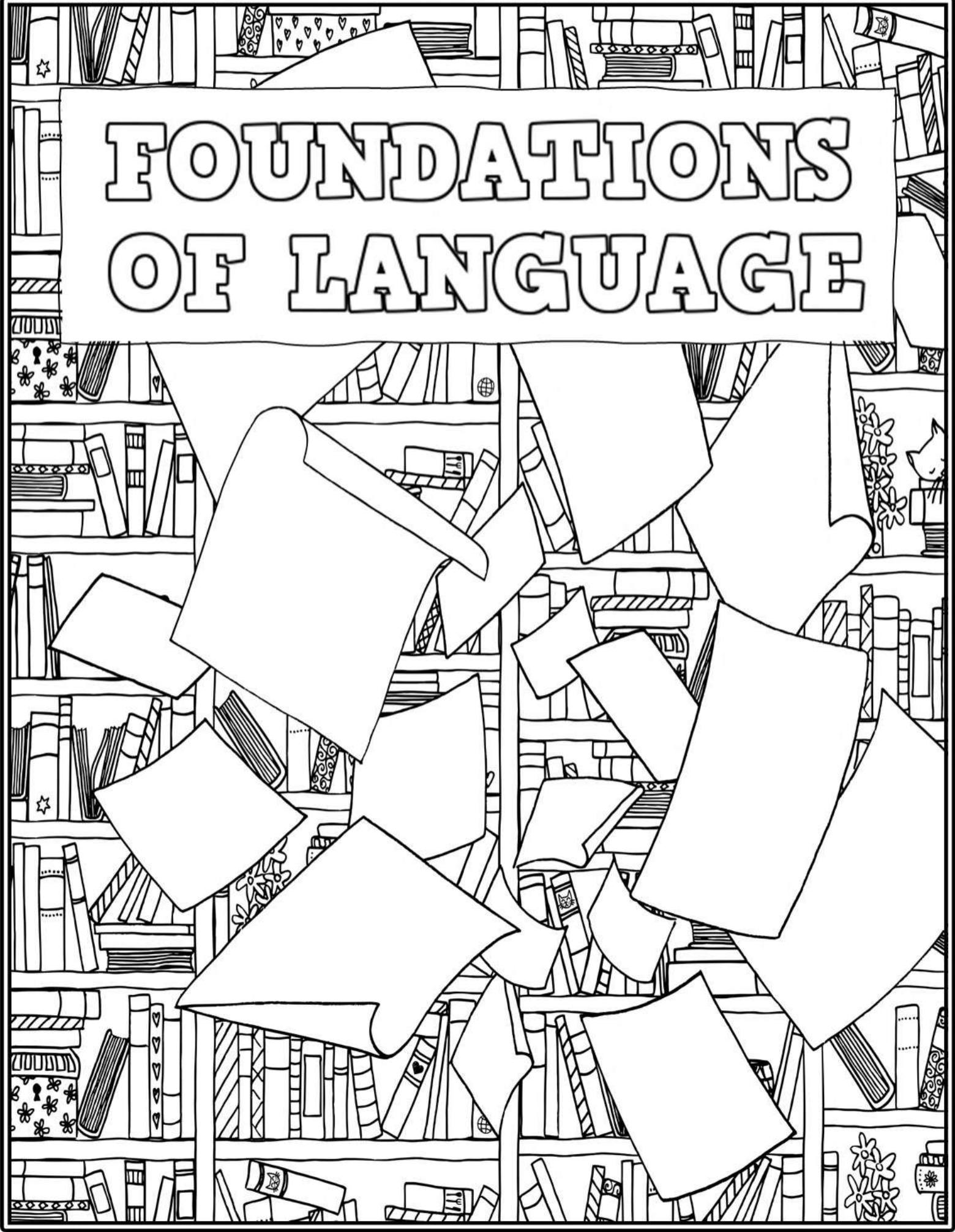
READING PROGRAM - OVERVIEW

Week	Lesson 1	Lesson 2
1	Identify Sentence Fragments	Correct Sentence Fragments
2	Sentence Form: Simple Sentences	Parts of Speech: Nouns, Verbs, Adjectives, and Adverbs
3	Identify Run-on Sentence	Parts of Speech – Interjection, Conjunction, Preposition
4	Correct Run-on Sentence	Clauses – Clauses in a sentence
5	Sentence Form: Compound Sentences	Coordinating Conjunctions – FANBOYS: Using Commas
6	Sentence Form: Complex Sentences	Intro to Subordinating Conjunctions
7	Correlative Conjunctions	Conjunctive Adverbs
8	Identifying Complex Sentences In Your Independent Reading Books	Conditional Conjunctions
9	Basic Sentence Structures: Simple, Compound, and Complex	Functions of Nouns
10	Sentence Form: Compound-Complex Sentences	Functions of Pronouns and Common Subjective and Objective Forms Of Pronouns
11	Sentence Form: Compound-Complex Sentences	Deep Dive into Verbs and Subject-Verb Agreement
12	Imperative Sentences	The Role of Adjectives in Sentences
13	Declarative Sentences	Mastering Adverbs for Clear Meaning
14	Interrogative Sentences	Using Indirect Objects Effectively
15	Exclamatory Sentences	Indirect Objects: Advanced Usage

READING PROGRAM - OVERVIEW

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

FOUNDATIONS OF LANGUAGE



Week 1 - Vocabulary List

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

Cursive

Write the word using cursive writing.

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

Week 1 - Vocabulary List

Cursive

Write the word using cursive writing.

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

PREVIEW

PREFIX UN-

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

Examples:

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



Matching

Match the word with its definition.

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

Completion

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

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

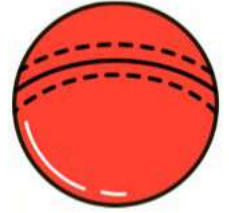
- 1) She felt a sense of _____ walking through the un_____ valley.
- 2) Even after receiving the gift, he seemed _____ and did _____ say thanks.
- 3) Her teaching methods were _____, but her students always succeeded.
- 4) The author of the mysterious note remains _____ to everyone in class.
- 5) Even with the heavy rain, he continued his journey _____.
- 6) After the argument, his exit from the room was quick and _____.
- 7) The vastness of the universe is both beautiful and _____.
- 8) His sudden anger during the discussion felt _____ and out of place.
- 9) As she pulled the string, she watched the entire sweater _____.
- 10) After the trip, they worked together to _____ the luggage from the car.

IDENTIFY SENTENCE FRAGMENTS

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

Examples:

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



Complete or Fragment?

Is the sentence complete or is it a fragment?

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

Fragment Repair

Repair each fragment to form a complete sentence.

1) The cat on the windowsill.

2) In the middle of the night.

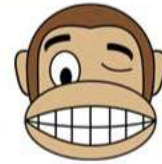
3) In the dim light of the attic.

CORRECT SENTENCE FRAGMENTS

Correct sentence fragments are intentional incomplete sentences used in writing for emphasis or stylistic effect, even though they lack standard sentence elements.

Examples:

- Impossible!
- If only she knew.
- In the blink of an eye.



Identify the sentence fragment correct or not?

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

Mix and Match Match the fragments with suitable endings.

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

WORD SEARCH

Word Search

Find the word bank words in the puzzle.

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

PREVIEW

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

Word Search

Make your own word search using 8 of the words from the word bank.

Word Bank	

Week 1 – Fluency Readings

Read

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

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	They explored unknown lands.				
2)	She felt uneasy when the news spread in town.				
3)	The greatest engineer helped design the bridge.				
4)	The ungrateful employee chose to conceal the truth from the team.				
5)	Despite facing unorthodox challenges, the volunteer proceeded unhindered.				
6)	It was an unceremonious event with unfathomable decisions and unwarranted demeaning remarks.				
7)	Beneath the surface of an ungrateful society, the refugee faced unwarranted prejudice, finding solace in unorthodox traditions.				

Week 1 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Complete or Fragment?

Is the sentence complete or a fragment?

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

Mix and Match

Match the fragments with its suitable ending.

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

Week 2 - Vocabulary List

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

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

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

SUFFIX -ING



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

Examples:

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



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

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

Write

Use the words below to create a meaningful sentence.

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

SENTENCE FORM: SIMPLE SENTENCES

A **clause** is a group of words that gives information and has a subject and a verb.
A **simple sentence** is a sentence that has one independent clause, meaning it has a subject and a verb and expresses a complete thought.

Examples:

- The cat meows.
- I read a book.
- She dances gracefully.



Identify _____ a check mark (☑) if the sentence is in simple structure.

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

Write

Complete the following to make simple sentences.

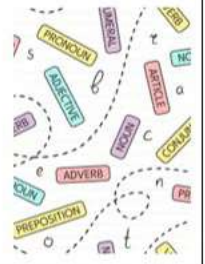
1) Every morning
2) On weekends
3) My favourite hobby
4) At the park
5) My favourite book
6) The funniest thing
7) My best memory
8) When it rains

Name: _____

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 little girl walked <u>slowly</u> across the path.
	2) This is a <u>collection</u> of comic books.
	3) She eats <u>apples</u> every morning for breakfast.
	4) The <u>car</u> <u>passed</u> loudly by the passing car.
	5) Taylor said <u>she</u> if <u>she</u> <u>was</u> <u>the</u> <u>best</u> <u>word</u> .
	6) The <u>old</u> house at the <u>end</u> of the <u>street</u> <u>looks</u> haunted.
	7) I placed my book on the <u>table</u> next to <u>the</u> <u>chair</u> .
	8) He walked alone on the <u>dark</u> <u>night</u> .
	9) Sarah wants a <u>bicycle</u> for her birthday.
	10) They <u>play</u> soccer in the park every weekend.

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

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

CROSSWORD PUZZLE**Crossword**

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

**Across**

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

Down

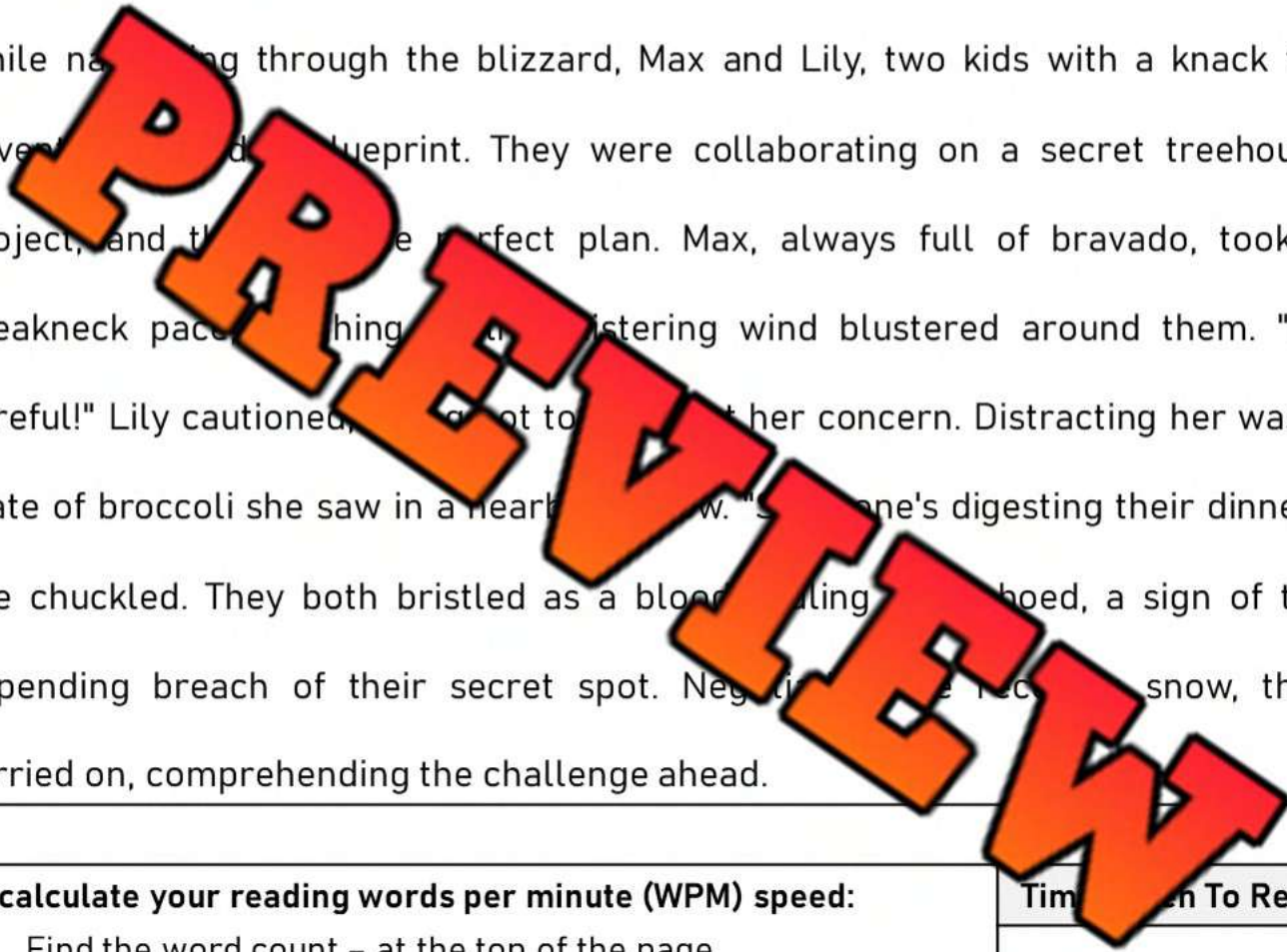
1. Say suddenly, without thinking.
2. Moving back or withdrawing.
3. Expressing humor with sound.
5. Inflammation of lung airways.
7. Green cruciferous vegetable.
8. Break through; violate agreement.

Week 2 – Fluency Readings

Read Today, you are going to measure your reading speed. You will do this by calculating how many words you read per minute.

Passage – Word Count = 108 Words

While navigating through the blizzard, Max and Lily, two kids with a knack for adventure, had a blueprint. They were collaborating on a secret treehouse project, and they had the perfect plan. Max, always full of bravado, took a breakneck pace, pushing through the blustering wind blustered around them. "Be careful!" Lily cautioned, but she couldn't ignore her concern. Distracting her was a plate of broccoli she saw in a nearby bowl. "Someone's digesting their dinner," she chuckled. They both bristled as a blood-chilling howl echoed, a sign of the impending breach of their secret spot. Negotiating the record snow, they carried on, comprehending the challenge ahead.



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 passage.
- 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 108/seconds
WPM

Week 2 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Identify

Put a check mark () if the sentence is correct.

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

4)	The game was interesting.
5)	Rain poured down.
6)	Although tired, she read.

Identify

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

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

Week 3 - Vocabulary List

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

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

Instr _____ in the blanks using the vocabulary list above.

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

LERTSEH	EFORM	HNCOMLEAE	SIKRDHE	CGANRHI

PREFIX RE-

The **prefix "re-"** means "again" or "back." It's added to the beginning of a word to indicate doing something once more or returning it to its original state.

Examples:

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



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

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

Write

Write a sentence changing the underlined verb to happen again.

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

Original	Let's <u>imagine</u> this story together.
Again Version	

IDENTIFY RUN ON SENTENCES

What are run-on sentences?

Run-on sentences are sentences that are too long and have more than one complete thought without proper punctuation. Instead of separating the ideas into separate sentences, they are connected without pause.

Example:

- I wanted to join the soccer team I didn't have the right shoes.
- My friend loves reading books she can finish a novel in one day.



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

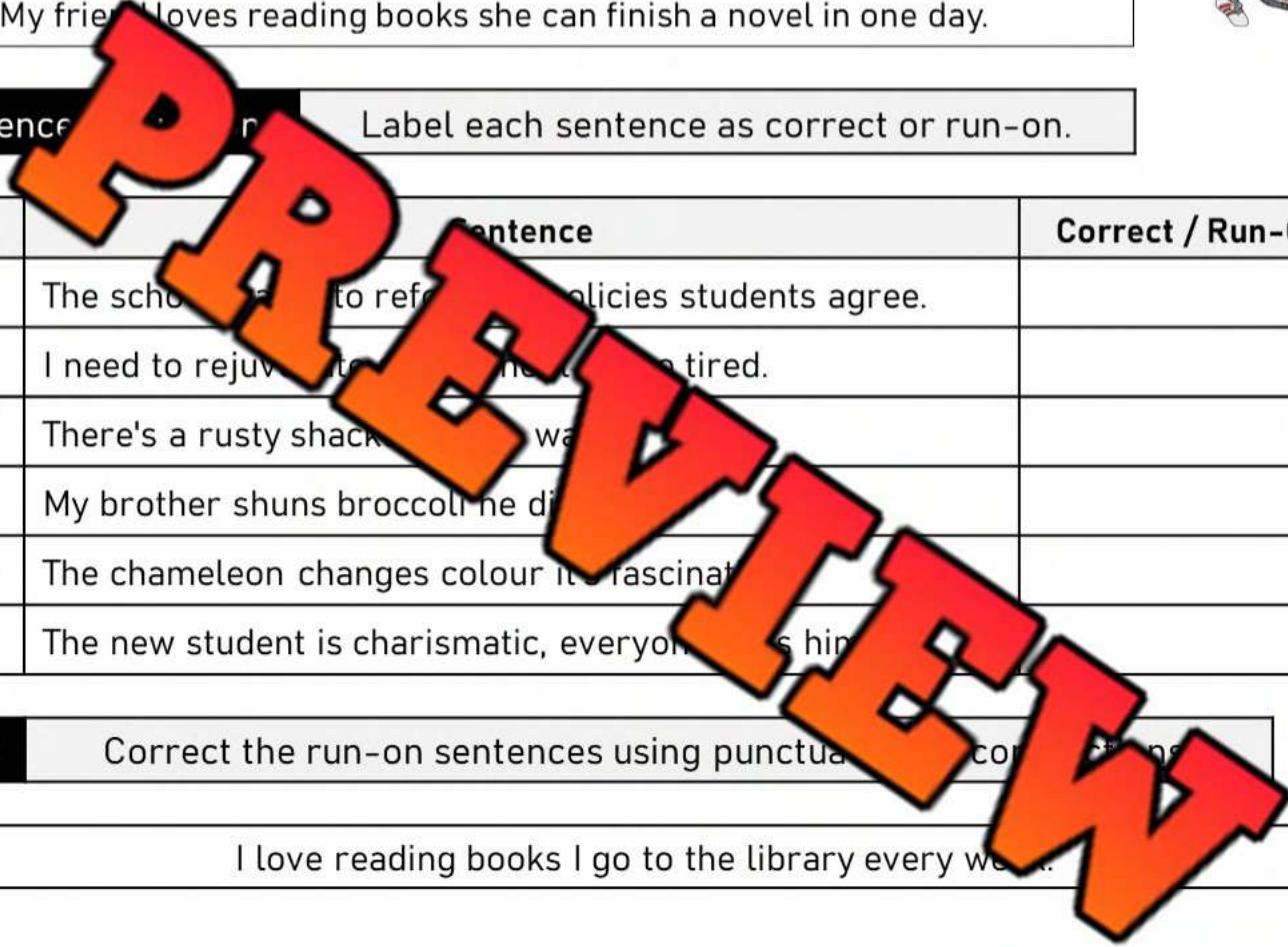
	Sentence	Correct / Run-On
1	The school has to refer to policies students agree.	
2	I need to rejuvate myself because I'm tired.	
3	There's a rusty shack that was built in the 1950s.	
4	My brother shuns broccoli he dislikes it.	
5	The chameleon changes colour it's fascinating.	
6	The new student is charismatic, everyone likes him.	

Write Correct the run-on sentences using punctuation and conjunctions.

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

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

She's a great singer everyone enjoys her performances.



INTERJECTION, CONJUNCTION, PREPOSITION

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

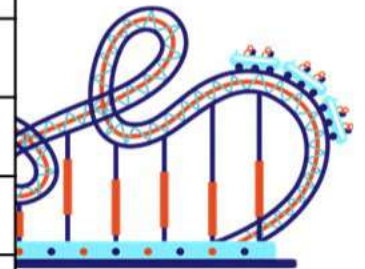
Conjunction: Connects words, phrases, or clauses; examples are "and," "but," "if" and "or".

Preposition: Shows the relationship between a noun (or pronoun) and other words in a sentence. Examples include in, inside, beside, over, below, after etc.

Fill in the blank

Write the suitable interjection for each statement.

- 1) _____ That roller coaster looks intense.
- 2) _____ I stubbed my toe on the chair.
- 3) _____ I was detecting that loud noise.
- 4) _____ I'll be working at home.
- 5) _____ I found the perfect goal for our team.



Identify

Circle the conjunctions in each sentence.

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

Search

Underline the prepositions used in the story below.

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

Word Sudoku

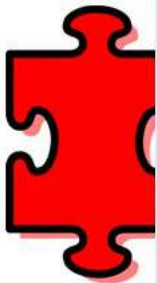
Sudoku

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

REFORM	REALIGN	CHASTISE
CHAGRIN	SHIRKED	SHUN

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

PREVIEW



Week 3 – Fluency Readings

Read

Read each passage 3 times at different speeds. Change how long you pause for commas and stop for periods. Read it slow, medium, and fast. Check once you have completed each reading.

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

Week 3 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Sentence or Run-On

Label each sentence as a sentence or run-on.

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

Identify

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

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

Week 4 - Vocabulary List

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

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

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

SUFFIX -LY

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

Examples:

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



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

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

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

Efficiently	_____
Desperately	_____
Cautiously	_____
Unexpectedly	_____
Swiftly	_____

CORRECT RUN-ON SENTENCES

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



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

1) My dog loves to fetch the ball he can do it all day long.

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

3) She loves chocolate ice cream I prefer vanilla.

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

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

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

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

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

CLAUSES IN A SENTENCE

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

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

Identify

Determine if the clauses are dependent or independent.

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

Write

Write the independent and dependent clauses from the complex sentence.

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

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

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

Hidden Word

Hidden Word

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



CLUES

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

THE HIDDEN WORD

Week 4 - Fluency Readings

Read

Read each passage using a different voice. Choose from one of the voices in the table and circle when you have read it using that voice.

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

Week 4 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Write

Revise the following run-on sentences using appropriate punctuation.

1) We wanted ice cream the store was closed.

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

Write

Write the independent and dependent clause from the complex sentence.

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

Week 5 - Vocabulary List

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

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

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

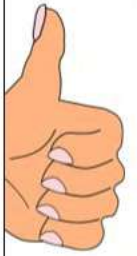
Write

Use the following words in a sentence.

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

PREFIX DIS-

The prefix "**dis-**" often means "not" or "opposite of." It transforms a word to convey a negative or reversing force.



Examples:

- Agree - Disagree: "Agree" means to have the same opinion; "disagree" means to not have the same opinion.
- Obey - Disobey: "Obey" means to follow a rule; "disobey" means to not follow it.

Complete Complete the sentences with the appropriate "dis" word.

Disembellish	Disassemble	Disarray	Disrespect
Disenchant	Disenchant	Disassociate	Disappoint

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

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

Locate	
Dislocate	
Approve	
Disapprove	

COMPOUND SENTENCES

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

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

FANBOYS = For And Nor But Or Yet So

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



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

1) The _____ begins to _____

2) Kevin plays soccer _____

3) The book was thrilling, _____

4) I studied for the test, _____

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

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

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

Simple	Snow began to fall.	Everything turned white.
Compound		

Name: _____

45

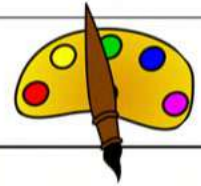
COORDINATING CONJUNCTIONS – USING COMMAS

Conjunctions are words that connect clauses or words in the same clause, in a sentence. **Coordinating conjunctions** are single words that connect equal sentence elements like noun with noun or clause with clause.

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

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

Complete Complete the sentences using "FANBOYS".



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

Write Create your own sentences using FANBOYS conjunctions.

FOR	
AND	
NOR	
BUT	
OR	
YET	
SO	

WORD SEARCH**Word Search**

Find the word bank words in the puzzle.

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

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

Word Scramble

Unscramble the word.

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

Week 5 - Fluency Readings

Read

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

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	The a disarray after the party.				
2)	He tried to emble without instructions.				
3)	The spectator felt disappointed team lost.				
4)	We will disembark the ship and explore the spacious island.				
5)	With sprightly energy, she aimed to stimulate and streamline the project.				
6)	Despite the sporadic challenges, he remained steadfast in his journey to the stratosphere.				
7)	To disassociate from dishonour and disrespect, one must uphold values even in the face of stupendous adversity.				

PREVIEW

Week 5 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Write

Write a suitable independent clause that you can combine with the dependent sentences.

1) The movie started at 7 pm,

2) We baked cookies for the fundraiser,

Completion

Complete the sentences using "FANBOYS".

1 I enjoy reading books, _____ I also like listening to audiobooks.

2 I was feeling tired, _____ I decided to finish my work first.

3 He will either complete the project, _____ he will ask for an extension.

4 The museum was interesting, _____ the art gallery was even better.

Week 6 - Vocabulary List

Think

Underline the suffix -able and circle the words with the letter blend tr, dr

Unbeatable	Respectable	Accountable	Questionable	Undeniable
Irrefutable	Insurmountable	Interchangeable	Treasure	Transgress
Trifecta	Treacherous	Traceable	Treason	Drivel
Drowsy	Drastic	Driftwood	Drapery	Drought

Complete

Complete the words by adding dr or tr.

1) _____eam	11) _____icky
2) _____end	12) _____umpet
3) _____opic	13) _____end
4) _____ident	9) _____ought
5) _____olley	10) _____izz
	14) _____ace
	_____ibe

Pictionary

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

SUFFIX -ABLE

Suffix **-able** is added to words to show if something can be done or if it has a certain quality. "-able" means capable of being, like "readable" means something that can be read.

This suffix helps change the meaning of words by adding the idea of possibility or capability.



Word Morph Modify the given words using -able then use both words in a sentence.

Word	rely	reliable
Sentence	I can rely on John because he's proven reliable over the years.	

Word	depend	dependable
Sentence		

Word	adapt	adaptable
Sentence		

Write Use the given words in meaningful sentences.

1) Accountable: _____

2) Questionable: _____

3) Unbeatable: _____

4) Irrefutable: _____

Name: _____

SENTENCE FORM: COMPLEX SENTENCES

A **dependent clause** is a group of words that has a subject and a verb but is not a complete thought.

Examples: 1) after we play basketball, 2) when you get here,

A dependent clause is also called a **subordinate clause** and it is joined to the sentence with a **subordinating conjunction**.

Examples of subordinating conjunctions: after, although, because, once, while, when, as

Complex sentences combine an independent clause with one or more dependent clauses using subordinating conjunctions.

Examples: 1) I went to bed because I was bored 2) Although it was dark, we played outside

Write at least three complex sentences using the clauses below.

1) While I was cleaning the house,	my brother conquered three game levels.
2) _____	_____ will doubted her skills.
3) _____	you _____ a movie night.
4) _____	_____ ham _____ was postponed.
5) _____	he disc _____ new _____ mail.

Write Enhance the story by adding at least three complex sentences.

The Unexpected Visitor

Lisa was home alone. She was reading her favourite book. Suddenly, the doorbell rang. It was late, and she wasn't expecting anyone. She approached the door with caution.

SUBORDINATING CONJUNCTIONS

Subordinating conjunctions introduce dependent clauses, which can't stand alone as sentences. They show relationships, like cause and effect or timing, between clauses.

Examples:

- **Because** it rained, we stayed inside. ("Because..." can't stand alone, showing cause.)
- **After** he finished his homework, he played. (After tells us the timing.)



Completion Write the appropriate subordinating conjunction.














	since	although	because	after	unless	whereas	until
1) The drapery _____ the curtains were ordinary.							
2) The artifact was _____ its origin was traceable.							
3) The lake dried up _____ of the drought.							
4) The design is rigid _____ it's interchangeable.							
5) She felt drowsy _____ she read until midnight.							
6) The agreement is done _____ it _____.							
7) The wind was fierce _____ it _____.							
8) The forest was dense _____ it was _____.							

Write Contrast the given topics using sentences with subordinating conjunctions

















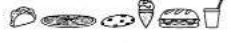


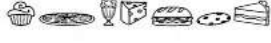
Mountains and Beaches	
Books and Movies	
Urban and Rural Life	

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
			
			
			
			
			
			
			
			
			
			

Week 6 – Fluency Readings

Read

Today, you are going to measure your reading speed. You will do this by calculating how many words you read per minute.

Passage – Word Count = 112 Words

In a small town, there was an unbeatable trifecta of friends: Mia, Leo, and Zoe. Mia had a large collection of driftwood, each piece traceable to different beaches. Leo was responsible for their treehouse's drapery, which protected them from the sun during the drought. Zoe, on the other hand, was known for her ability to find treasures. However, one day, Zoe brought a questionable item, and Mia accused her of treason, thinking it was stolen. Leo, feeling drowsy, had to make drastic decisions based on "drivel." Their friendship, they realized, was irreplaceable and insurmountable, not interchangeable over a simple mistake. They promised never to transgress against each other again.

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

Divide 112/seconds

WPM

Week 6 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Write

Create complex sentences using the words below.

1) The dog chased the ball,	
2) He loves playing the guitar,	
3) I like vanilla ice cream,	

Completion

Write the appropriate subordinating conjunction.

1) My brother loves basketball,		he is very tall.
2) The movie was entertaining,		it was longer than I expected.
3) I enjoy painting landscapes,		my friend likes to paint portraits.
4) She loves math,		she makes a mistake.

Week 7 - Vocabulary List

Preposterous	Prevalent	Predominant	Precious	Preemptive
Preamble	Precipitate	Precedence	Wherewithal	Whittle
Whistling	Whipped	Whirring	Wholesale	Quantum
Qualm	Quarantine	Quiver	Quicksand	Quadruple

Cursive

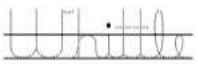
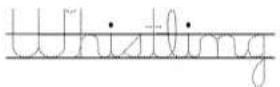



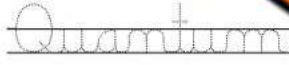
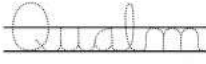
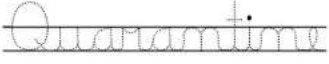
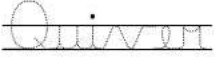

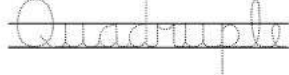
Write the word using cursive writing.

Word	Trace	Write
Preposterous	<i>Preposterous</i>	
Prevalent	<i>Prevalent</i>	
Predominant	<i>Predominant</i>	
Precious	<i>Precious</i>	
Preemptive	<i>Preemptive</i>	
Preamble	<i>Preamble</i>	
Precipitate	<i>Precipitate</i>	
Precedence	<i>Precedence</i>	
Wherewithal	<i>Wherewithal</i>	

Week 7 - Vocabulary List

Cursive

Write the word using cursive writing.

Word	Trace	Write
Whittle		
Whistling		
Whipped		
Whirring		
Wholesale		
Quantum		
Qualm		
Quarantine		
Quiver		
Quicksand		
Quadruple		

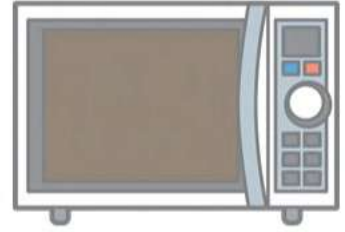
PREVIEW

PREFIX PRE-

Understanding the Prefix "Pre-"

The prefix "pre-" means "before". When we add "pre-" to a word, we are saying the action happens before something else.

- Precook: Cook something before it's needed.
- Prepay: Pay for something before using it.
- Preview: Look at something before it's fully released.



Matching Match the words below to their meanings.

Preach	<input type="checkbox"/>	Form an opinion before knowing facts.
Calculate	<input type="checkbox"/>	Determine mathematically.
Preach	<input type="checkbox"/>	Have life or presence.
Exist	<input type="checkbox"/>	Organize or plan beforehand.
Prejudge	<input type="checkbox"/>	Determine in advance.
Judge	<input type="checkbox"/>	Form an opinion or conclusion.
Precalculate	<input type="checkbox"/>	Exist before a certain point.
Calculate	<input type="checkbox"/>	Organize or plan beforehand.

Write Use the given words in meaningful sentences.

Heat	
Preheat	
Plan	
Preplan	
Order	
Preorder	

Name: _____

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CORRELATIVE CONJUNCTIONS

Correlative conjunctions are pairs of words that work together to connect information in a sentence. They ensure that the linked words or groups of words are of the same kind and maintain a parallel structure in the sentence.

Examples:

- Neither...nor **Example:** Neither the cat nor the dog wanted to go outside.
- Either...or **Example:** You can either have ice cream or cake for dessert.
- Both...and **Example:** She is both intelligent and kind.



Complete all the sentences using the appropriate correlative conjunctions.

- 1) He was _____ set about _____ determined to do better next time.
- 2) _____ Sam _____ is brother _____ attending the camp this summer.
- 3) She could _____ find her keys _____ rec _____ are she last placed them.
- 4) _____ the rain stops, _____ we won _____ able to _____ park.
- 5) She can play _____ the guitar _____ the p _____ or the sch _____ concert.

Write _____ Finish the provided sentences using the correct correlative conjunctions.

- 1) Either you can help with the dishes _____
- 2) He will bring both his notebook _____
- 3) You can either _____
- 4) The movie was neither entertaining _____
- 5) _____ you _____ your friend _____

CONJUNCTIVE ADVERBS

Conjunctive adverbs are words that help connect ideas and show the relationship between those ideas. They can show cause and effect, contrast, sequence, or other relationships. Unlike conjunctions, which might be smaller words like "and" or "but," conjunctive adverbs are often a bit longer and can stand on their own as regular adverbs.

Examples:

- *However*, we decided not to go.
- She loved math; *therefore*, she joined the math club.
- I was tired; *nevertheless*, I finished my homework.



Match the conjunctive adverbs to its definition

- | | | |
|--------------|--------------------------|---------------------------|
| nevertheless | <input type="checkbox"/> | adding more information |
| therefore | <input type="checkbox"/> | introducing a result |
| moreover | <input type="checkbox"/> | in contrast |
| otherwise | <input type="checkbox"/> | in a similar manner |
| consequently | <input type="checkbox"/> | adding a positive aspect |
| furthermore | <input type="checkbox"/> | if not the cause |
| meanwhile | <input type="checkbox"/> | introducing an example |
| accordingly | <input type="checkbox"/> | as a result |
| likewise | <input type="checkbox"/> | at the same time |
| indeed | <input type="checkbox"/> | strengthening an argument |

Completion

Choose the most suitable conjunctive adverbs from the list above.

1) The exhibit was informative; _____, it was stunning.

2) He didn't study; _____, he struggled.

3) The proposal is good; _____, it's transformative.

4) I love painting; _____, abstract is my favourite.

5) Finish your homework; _____, no movie tomorrow.

WORD SEARCH

Word Search

Find the word bank words in the puzzle.

Preposterous	Prevalent	Predominant	Precious	Preemptive
Preamble	Precipitate	Precedence	Wherewithal	Whittle
Whistling	Whipped	Whirring	Wholesale	Quantum
Quadruple	Quarantine	Quiver	Quicksand	Quadruple

PREVIEW

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

Word Search

Make your own word search using 8 of the words.

Word Bank

Week 7 – Fluency Readings

Read

Read each passage 3 times at different speeds. Change how long you pause for commas and stop for periods. Read it slow, medium, and fast. Check once you have completed each reading.

	Sentence	Slow	Medium	Fast
1)	The... of a cat flying a plane is pre...! Yet in the story I read, that was re... The cat even had the wherewith... e passengers from quicksand	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
2)	The prevalent hobby by... class is... Some students can even... It's precious to see everyone whip... tune during break.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
3)	The preamble to the constitution is impor... It sets the precedence for all the laws that follow. Many argue it has a quantum significance in understanding our rights.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
4)	Before the quarantine, I learned to whittle wood. With a whirring knife, I'd cut into the block, feeling a slight qualm about possibly ruining it. Over time, my skill quadrupled.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
5)	She had a preemptive plan to avoid the falling precipitate. Quickly, she opened her quiver and took out an arrow with a wholesale tag. It's not every day you see arrows sold in bulk like that!	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast

Week 7 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Completion

Fill in with the appropriate conjunctive adverb.

- 1) Sadly, _____ Becky _____ James can't.
- 2) He's _____ good at math _____ art.
- 3) _____ finish homework now _____ during lunch tomorrow.

Identify

Write the most suitable conjunctive adverb.

- 1) I love hiking in the mountains; _____, I've never tried rock climbing.
- 2) She felt prepared; _____, she felt nervous when presenting.
- 3) We should start early; _____, we'll be caught in the morning traffic.

Week 8 - Vocabulary List

Clueless	Shameless	Heartless	Effortless	Pointless
Tireless	Boundless	Selfless	Courageous	Bountiful
Fountain	Mournful	Outlandish	Rebound	Growth
Narrow	Borrowed	Bowtie	Pillowcase	Cowardly

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

Answer	Word	Description
	Clueless	A) Having no purpose or use.
	Shameless	B) Lacking knowledge or insight.
	Heartless	C) A type of necktie.
	Effortless	D) Showing bravery.
	Pointless	E) Lacking a purpose or use.
	Tireless	F) Proceeding with increasing size.
	Boundless	G) Took something temporarily.
	Selfless	H) A type of necktie.
	Courageous	I) Without any limits.
	Bountiful	J) Bounce back after hitting.
	Fountain	K) Thinking of others first.
	Mournful	L) Achieved with no difficulty.
	Outlandish	M) Water shooting up or flowing.
	Rebound	N) Not embarrassed or guilty.
	Growth	O) Not wide; limited space.
	Narrow	P) Never getting tired.
	Borrowed	Q) Very sad or sorrowful.
	Bowtie	R) Strange or unusual.
	Pillowcase	S) Showing bravery.
	Cowardly	T) Plentiful; a lot of something.

SUFFIX -LESS

The suffix **"-less"** means "without." When added to a word, it describes something that does not have the quality of that word.



Examples:

- "Hopeless" means without hope.
- "Toothless" means without teeth.

Completion Write the most appropriate word in each sentence.

1) She insisted to do it with _____ effort.	Fearless
2) The poor man _____ and had nowhere to go.	Restless
3) Without a map, he felt _____ in the large city.	Thoughtlessly
4) The dessert was _____ had no sugar in it.	Homeless
5) He's so brave; he seems completely _____.	Sugarless
6) She spoke _____ without considering other feelings.	Endless
7) The box was _____, making it hard to open with a key.	Flawless
8) In the rainforest, water sources seemed _____.	Ageless
9) Her beauty is _____, she looks so young.	Priceless
10) The universe is vast and _____.	Countless

Write

Use the given words in sentences.

Words	Sentences
Priceless	
Countless	
Seamless	

IDENTIFYING COMPLEX SENTENCES

Identifying complex sentences means spotting sentences that have one main idea and at least one additional detail or condition. They often use words like "although," "since," or "because" to connect different parts. Recognizing these sentences helps you understand deeper thoughts.



Identify

Underline the complex sentences found in the story below.

In the heart of a bustling town, where children laughed and vendors shouted, lived Maya, a girl whose dreams soared higher than the sky. Although many thought her to be an ordinary girl, inside her burned a fierce passion for adventure. When she discovered an old map, tucked away in her grandmother's attic, she was captivated at a hidden treasure in the nearby forest. Despite her friends' warnings of the forest being a labyrinth of mysteries, Maya, equipped with a compass and a lantern, embarked on her quest. By evening, she stumbled upon an ancient chest, and instead of gold or jewels, she found stories penned by her ancestors. Delighted, Maya realized that sometimes, the truest treasures are tales of the past.

Instructions

Take two complex sentences from the story above and rewrite them into two simple sentences as needed to capture the main information.

Complex	_____
Simple	_____

Complex	_____
Simple	_____

CONDITIONAL CONJUNCTIONS

Conditional conjunctions are words that introduce conditions in sentences. They set up scenarios where one action depends on another. Common examples include "if", "unless", and "provided that".

For instance, in the sentence "You can go outside if you finish your homework," the word "if" is a conditional conjunction because it sets a condition for going outside.

Write Fill in the blanks using "if", "unless", or "provided that".

- 1) _____ it stops raining, we will have to cancel the picnic.
- 2) _____ you finish your homework, you can play outside.
- 3) _____ I have the money, I can't buy the shirt for you.
- 4) You won't understand _____ you pay attention.
- 5) They can attend the concert _____ they have permission from their parents.

Write Rewrite the statements using a conditional conjunction

Statement	He forgot his umbrella. He will get in trouble.
Rewritten	If he forgets his umbrella, he will get in trouble.
Statement	The team practices hard. They will win the match.
Rewritten	
Statement	She drinks enough water. She will not get dehydrated during the race.
Rewritten	
Statement	They finish their project. They will not get a good grade.
Rewritten	

CROSSWORD PUZZLE**Crossword**

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

**Across**

3. Increase in size, quantity, or maturity.
5. Structure from which water flows.
6. Putting others' needs above one's own.
8. Lacking understanding or knowledge.
9. Recover after a setback.

Down

1. Limited in extent, amount, or scope.
2. Lacking courage; easily scared.
4. Without exhaustion; persistent effort.
7. Expressing sorrow or grief.
10. Necktie shaped into symmetrical loops.

Week 8 – Fluency Readings

Read

Read each passage using a different voice. Choose from one of the voices in the table and circle when you have read it using that voice.

	Passages	Voices	
1)	I felt _____ less about the math homework, but with _____ effort, I began to understand.	Witch	Opera Singer
2)	It _____ heard _____ to take the last cookie. However _____ mess _____ made everyone laugh.	Robot	Alien
3)	Navigating the narrow _____ of _____ seemed effortless to me. _____ always _____ fountain and feel a sense of gro_____	Cowboy	Detective
4)	Wearing my borrowed bowtie, I looked outlandish at the party. Everyone said it was _____ pointless to feel so self-conscious.	_____	Zombie
5)	The boundless energy of my dog is contagious. He's courageous, running after even the biggest dogs in the park.	Old Wise _____	_____
6)	My pillowcase had a mournful design, reminding me of a rainy day. I tried to rebound my mood by thinking of happier times.	British Aristocrat	News Anchor
7)	It might seem cowardly to some, but I'd never climb that tall tree. The risk seemed too great, even with the bountiful view promised at the top.	Valley Girl	Announcer

Week 8 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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

Identify

Underline the complex sentences in the sentences below.

While Maria explored the ancient forest, she stumbled upon a small table on the side, illuminated by the dappled sunlight, a mysterious book lay atop a smooth, polished rock. Though she felt drawn to it, she hesitated, remembering her grandmother's cautionary tales about enchanted objects.

Write

Fill in the blanks using "if", "unless", or "provided that".

- 1) _____ you heat ice, it turns into water.
- 2) You can go to the movie theater _____ you finish your homework.
- 3) She won't be able to bake the cake _____ she has all the ingredients.

Name: _____

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Curriculum Connection
2.1, 4.1, 4.2

Week 28 - Vocabulary List

Analytical	Functional	Phenomenal	Immortal	Regional
Spiritual	Individual	Historical	Exempt	Disruptive
Deception	Promptly	Exceptionally	Interrupt	Swiftly
Shafted	Drafted	Leftover	Adrift	Oftentimes

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

SUFFIX -AL

The suffix **"-al"** is added to some words to mean "related to" or "having the characteristic of."



Examples:

- Music + -al = Musical (related to music)
- Person + -al = Personal (related to a person)
- Accident + -al = Accidental (having the characteristic of an accident)

Suffix S Put a check mark if the words can take "-al" as the suffix.

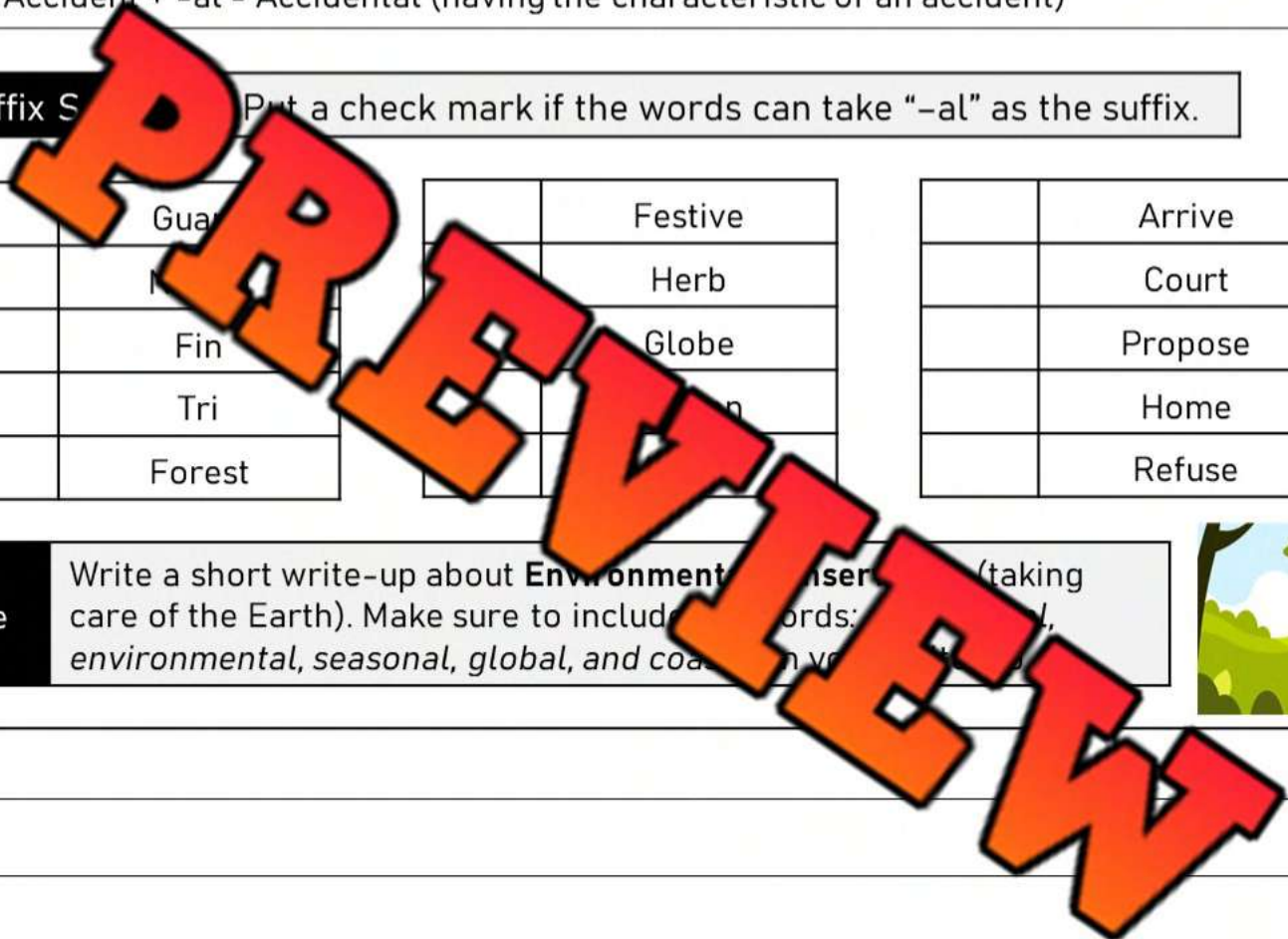
<input type="checkbox"/>	Guarantee
<input type="checkbox"/>	Mountain
<input type="checkbox"/>	Fin
<input type="checkbox"/>	Tri
<input type="checkbox"/>	Forest

<input type="checkbox"/>	Festive
<input type="checkbox"/>	Herb
<input type="checkbox"/>	Globe
<input type="checkbox"/>	Person
<input type="checkbox"/>	Forest

<input type="checkbox"/>	Arrive
<input type="checkbox"/>	Court
<input type="checkbox"/>	Propose
<input type="checkbox"/>	Home
<input type="checkbox"/>	Refuse

Write Write a short write-up about **Environmental Conservation** (taking care of the Earth). Make sure to include the words: *environmental, seasonal, global, and coastal*.





ADJUSTING EXPRESSION FOR DIFFERENT GENRES

Genre Conversion

Write text in the voice of each of the genres below. Then share it with a classmate, using expression suited for the genre.



Scene Description: The moment when a scientist makes a groundbreaking discovery – the creation of a potion that can make plants grow in seconds.

News Report

Scientific Paper Abstract

Social Media Post

Pr

PREVIEW

SPOTTING BASES, PREFIXES, AND SUFFIXES

- **Base Word:** This is a word that can stand alone without a prefix or suffix and still carry meaning. For example, in the word "unhappiness," "happy" is the base word.
- **Prefix:** A prefix is a group of letters added to the beginning of a base word that changes its meaning. In "unhappiness," "un-" is the prefix that means "not," turning "happy" into "not happy."
- **Suffix:** A suffix is a group of letters added to the end of a base word that changes its form or meaning. In "unhappiness," "-ness" is the suffix that turns the adjective "unhappy" into the noun "unhappiness."

Word Morphology: Determine whether the underlined is a prefix, base word, or suffix.

_____ness	_____	Anticlimactic
_____antar	_____	Subterranean
Miscalc_____	_____	Deactivation
Illogicality	_____	Reorganizational
Overpopulation	_____	Prejudicial

Scavenger Hunt: Underline the base words, circle the prefixes, and box the suffixes.

In the quiet town of Greendale, an unkind dragon named Spark threatened the peaceful life. The townspeople were disheartened by their failed attempts to tame the beast. Spark's unusual behavior puzzled everyone; he was nonviolent, but every breath caused accidental chaos.

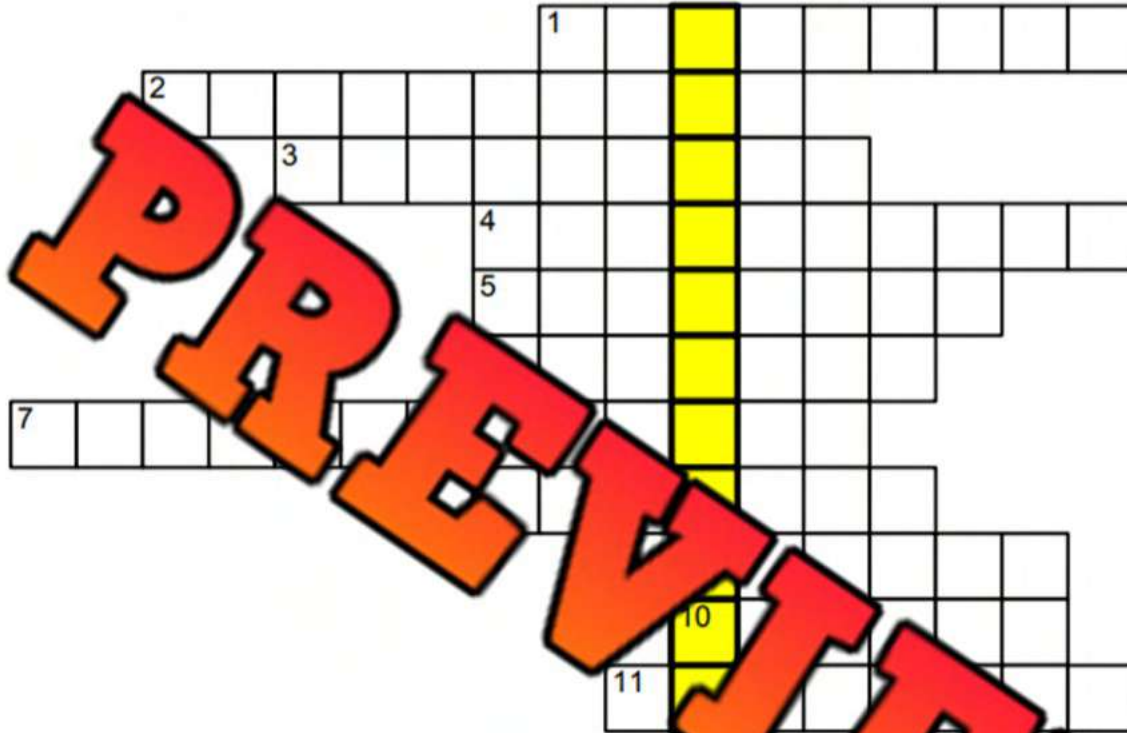
One day, a fearless young girl named Lily decided to investigate the matter. Equipped with a homemade shield and her unwavering courage, she approached Spark. Unlike the rest, she preplanned her visit with a basket of sparkling gems, knowing dragons loved treasures.

To everyone's amazement, Spark was overjoyed. Lily rediscovered that Spark was not unkind; he was mistrustful because of past misunderstandings with humans. From that day on, Spark became the town's protector, and Lily was hailed as a peacemaker.

Hidden Word

Hidden Word

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



CLUES

- 1) Act of misleading.
- 2) Extraordinarily remarkable.
- 3) Stop the ongoing process.
- 4) Logical problem-solving method.
- 5) Related to a specific area.
- 6) Treated very unfairly.
- 7) Outstandingly above average.
- 8) What remains unused.
- 9) Done quickly.
- 10) Freed from obligation.
- 11) Done without delay.

HIDDEN WORDS:

Week 28 – Fluency Readings

Read

Read each passage using a different voice. Choose from one of the voices in the table and circle when you have read it using that voice.

	Passages	Voices	
1)	I'm analytical by nature, so I solve puzzles extremely swiftly, often leaving others adrift in the dust.	Angry	Happy
2)	My function is to draft a regional science fair, perform experiments, and leave promptly at all times.	Frustrated	Joyful
3)	I feel a spiritual connection when I walk in the woods; it's like my individual soul is part of something immortal.	Curious	Serious
4)	In history class, I learned about historical battles where heroes were drafted, and some, sadly, were shafted.	Scared	Calm
5)	I was exempt from homework due to my science project, but disruptive noises often interrupt my concentration.	Worried	Determined
6)	When reading myths, I'm transported to an immortal world where deception and bravery intertwine oftentimes.	Suspicious	Relieved
7)	As the team captain, I drafted the play swiftly, but the leftover tension from the last game was still present.	Cheerful	Annoyed

Week 28 - 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)	

Word Morph

Identify whether the underlined is a prefix, base word, or suffix.

	Un <u>be</u> lievable
	Irrepl <u>ac</u> eable
	Non <u>con</u> formist

	Inte <u>er</u>
	Re <u>re</u>
	Overpro <u>du</u> ction

Genre Conversion

Write a sentence in the voice of the genre provided.

Scene Description: Astronaut's first step on a newly discovered planet.

Genre	Expression
News Report	
Social Media	

Week 29 - Vocabulary List

Transient	Transfuse	Transatlantic	Transaction	Transcontinental
Transformation	Transmissible	Transfusion	Blacksmith	Rucksack
Knuckle	Duckling	Clockwise	Frolicking	Stakeholder
Quake	Awaken	Makeshift	Mistaken	Undertaker

Letter Blend Write 10 ck and ke words. Use ones from the list and your own vocabulary

ck		ke	
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) Clockwise	
2) Quake	
3) Awaken	
4) Transient	
5) Transfuse	

PREFIX TRANS-

The prefix **"trans-"** means "across," "beyond," or "through." When added to a word, it often describes movement or change.

For example, in the word "transport," "trans-" means to move something from one place to another.



Identify Write the appropriate word to complete each sentence.

a. transport	b. transfusion	c. transmissible	d. transatlantic
e. transcript	f. transfuse	g. transformation	h. transaction

1)	_____ to _____ blood to help the patient.
2)	A _____ is truly amazing.
3)	Dad crossed the ocean _____ ship.
4)	The train made _____ day.
5)	Some colds are highly _____.
6)	Her happiness was a _____ moment.
7)	The store completed a _____ day.
8)	A _____ can be a life-saving procedure.

Meaning What trans- word is being defined in each sentence?

Transport	Transcript	Transformation	Translate	Transactional	Transcend
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1) Official record of spoken words.	
2) Convert from one language to another.	
3) Go beyond limits or traditional range.	
4) The act or process of moving.	
5) Related to the conduct of business.	
6) A complete change of form or appearance.	

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	Guys, look at this place! Have you ever seen so many books?
Bailey	Like every story ever told is in this room. But we should be careful; this is really old.
Charlie	What's the worst that can happen? Get trapped with the ghosts of old librarians?
Dana	None here. I saw a note here about a hidden treasure in the library, only found by those who can hear the "Whispering Tome" aloud.
Elliot	The Whispering Tome is a key for those who believe in library magic.
Bailey	Uh, guys? Did you hear that? Like, a book click?
Alex	No backing out now. We've got to find it. Let's look for that book!
Charlie	Found it! "The Whispering Tome" has got it: "Within the heart of stories told, lies a truth as pure as gold."
Elliot	Perhaps it's more literal. The heart of the library's center—could be where your journey begins.
Bailey	Right! The oldest section is in the middle. Let's go there.
Alex	Look! A golden heart is carved into the floor here.
Dana	There's a panel with letters here, like a combination. What's something...
Elliot	Remember the riddle. The truth as pure as gold... The word "truth" maybe?
Bailey	It's a coin! And look, there's an inscription: "The true treasure of knowledge is wisdom to share."
Alex	So the real treasure wasn't gold or riches, but the wisdom gained from these books!
Charlie	That, and this cool coin! Think the vending machine will accept it?
Elliot	No need for worry, I have the key. But you must promise to cherish the true treasure you've found tonight.
All	Thank you, Elliot!
Elliot	Remember, every book has its tale to tell!

READER'S THEATER

Character	Dialogue
Sam	Check this out! I found an old map behind the history display. It mentions a time capsule!
Riley	A time capsule? That sounds like something out of a movie. Can we find it?
Jordan	The legend says it was buried by the class of '73. There's supposed to be a riddle to its location.
Peyton	Time capsules are cool, but riddles? How do we even know it's real and not a hoax?
Taylor	Let's try to solve the riddle and bring it to life! If it's real, we could be famous!
Sam	The riddle says "A pocket of time, beneath the clock's tick, away from the sun, lies the past we seek, but only if you look." What does that mean?
Riley	The clock tower! That old clock on the north field!
Jordan	That's it! It's always been hidden in the shade of the big oak tree! Away from the sun!
Peyton	Okay, I'm intrigued. Let's go dig it out and see what we find.
Taylor	Imagine the stories it could tell! It'll be a plot twist in our adventure!
Sam	Here we are. There's a loose brick here. Let's see what's underneath!
Riley	<i>(excitedly)</i> Guys, there's a metal box in here!
Jordan	That's the time capsule! We actually found it!
Peyton	Wait, we should document this. Let's make sure we can put it all down for others to find in the future.
Taylor	It's filled with letters and photos from students back then. So cool!
Sam	They left a message for the future: "Cherish your days, they pass like a whisper."
Riley	This is incredible. We're literally touching history.
Jordan	And making history! Fifty years later, the capsule is found by us!
Peyton	We should add our own items and re-bury it for the next fifty years.
Taylor	Let's do it. And the play will end with this very moment.
All	<i>(proudly)</i> To the future!

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	I can't believe it's finally done. My machine will change science fairs forever!
Lena	Hope it works, Max. We don't want a repeat of last year's exploding volcano...
Kai	What does it do?
Max	It's the Recycler-Converter! It turns waste into water. Watch this!
Zoe	Show us! Test it out first... outside?
Max	Not a problem! I'm confident it will work. Here goes nothing! <i>(The machine starts to vibrate and shake.)</i>
Lena	Max, I don't think that's the way to support a science fair project like that?
Kai	Look! It's working! Why aren't there any streamers?
Zoe	That's not water, that's... g
Max	Uh oh, that's not right. Lena, the machine is broken! Hurry!
Principal Greene	What's all this commotion? Max, is there a problem? Is this... sparkly mess?
Lena	Principal Greene! It's... a work in progress.
Kai	It's the Recycler-Converter 2.0, now with celebration streamers!
Zoe	We were just about to clean this up, right Max?
Max	Yes! And when it's done, it'll provide clean water, no glitter. Promise.
Principal Greene	I appreciate the initiative, but let's keep science safe and tidy. I expect a thorough clean-up.
Lena	<i>(whispering to Max)</i> You owe us big time for this one.
Kai	Who's up for a glitter clean-up party?
Zoe	Only if I can redesign the filtration system. No more surprises.
Max	Deal! Thanks, guys. I couldn't ask for better friends.
All	<i>(laughing)</i> To the clean-up!

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
Aria	This walkie-talkie is ancient! Where do you think it came from?
Blake	Probably from a time when dinosaurs used radios. Rawr!
Cory	There's a map tucked inside. It looks like it leads deeper into the woods.
Devon	My GPS can track our route so we don't get lost. Let's see where this map takes us.
Ms. Harper	I'm just saying, we must stick together and be careful. The woods can be unpredictable.
Aria	Check these markings on the trees. Do you think they're a sign?
Blake	Maybe it's for an alien! Or maybe they're just alien codes!
Cory	Guys, shh! Don't talk that loud. It's like... whispering.
Devon	There's nothing on my scanner. The whispers don't register on any frequency. That's impossible.
Ms. Harper	It's the "Whispering Woods." Legend says the trees carry voices from the past. Can you hear what they're saying?
Aria	I think... it's guiding us! The whispers seem to be leading us.
Blake	Spooky... but also kind of awesome!
Cory	Look, there's a clearing up ahead! And what's that in the ground?
Devon	It's a time capsule! These whispers must be echoes of memories from when it was buried.
Ms. Harper	Remarkable, it's like we've found a treasure chest of history. Let's open it.
Aria	There are letters, pictures, and... hey, is that another walkie-talkie?
Blake	Bet this one talks to the future! Hey future, do we ever get hoverboards?
Cory	It's a message to us! "Remember, the true treasure of these woods is the story they tell."
Devon	And we've just added our own chapter.
Ms. Harper	Let's take this back to camp. We have a lot to discuss about preserving history—and maybe making our own.
All	To the camp! (and in a whisper) "Thanks, Whispering Woods."

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
Elliot	I don't know if I can do this. What if my magic tricks fail?
Ruby	You'll be fine. Just imagine—this could be the start of something huge for
Gavin	Go on, you to say, Ruby. You were born to be in the spotlight.
Tara	Try your best! Can we focus? The show starts in an hour, and we need to
Professor Lumen	final performance order.
Professor Lumen	Remember, you're performers. The stage is charmed to highlight your true
Elliot	talents. Just in case.
Ruby	Wait, charmed? How? What's the magic?
Gavin	That's amazing. I can't wait to get my part out!
Tara	What if I decide to write my own act instead of telling jokes? Will the charm
Professor Lumen	work for me too?
Professor Lumen	Gavin, that's a brave choice! I'll adjust the schedule. Now, let's get everyone
Elliot	ready backstage.
Elliot	Indeed, Gavin. The enchantment supports your confidence. Your
Ruby	words will be heard as intended.
Gavin	Here goes nothing. I'm ready to give it a try.
Tara	Look at us, a bunch of nervous talents about to amaze!
Professor Lumen	Here's to hoping the crowd understands my sonnets and sonnets.
Elliot	Remember, it's not just about the performance. It's about sharing a part of
Ruby	you.
Gavin	The curtain rises soon. Let your doubts be cast aside and let your courage
Tara	take center stage.
Professor Lumen	<i>After performance</i> Did you see that? My cards—they actually floated!
Elliot	And my voice, it was like there was a whole choir with me!
Ruby	I never knew my words could echo with such power.
Gavin	This was more than a talent show—it was magic in its truest form.
Tara	You've all exceeded the enchantments of the stage, because you believed in
Professor Lumen	your own magic.

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 the ones to uncover this old letter. What do you think it means?
Olivia	The tech in here is outdated, but maybe I can use my scanner app to see if there's hidden ink.
Lucas	While I wait, I'll check the school records for any mention of this key. Teacher says the dream work!
Mia	I'll sketch the scene. One day, when we're famous historians, this will be worth a fortune.
Mr. Dalton	Students, realize that history is a puzzle waiting to be solved. What you're doing now is looking for the secrets.
Sam	The letter mentioned a "golden room." Do you think it's metaphorical or literal?
Olivia	My scanner just revealed a map of the school with a hidden room marked on it! This key must open it!
Lucas	I found an old blueprint! This room used to be the principal's office back in the day. We're onto something!
Mia	My sketch seems to match part of the old school design. Are we standing right above this hidden room?
Mr. Dalton	This is why I teach history—it's alive and all around us, often hidden in plain sight. Proceed with caution.
Sam	Look at this bookcase. It has a keyhole! Could it be...?
Olivia	Lucas, give Sam the key! This could be the moment of truth.
Lucas	Here goes nothing! <i>turns key</i> I think it's working...
Mia	<i>(As the bookcase opens)</i> Our secret chamber! This is like something out of a movie!
Mr. Dalton	Inside, you'll find history that textbooks can't teach you. What a discovery, my young detectives!
All	<i>(In awe)</i> We've found it—the hidden history of our school!

FLUENCY READINGS

Error Tracking

While reading, mark or note any words you misread or skipped. Afterward, define the new vocabulary in the table below.

The Marigold Mysteries

In the bustling town of Marigold Heights, three figures stood out: a botanist, a blacksmith, and an archaeologist. The botanist, with a magnifying glass, peered intently at a rare, glowing flower, its petals a mosaic of colours. His notes filled a journal, the handwriting as intricate as the veins of the leaves he studied.

At the town square, the blacksmith's muscles tense, worked a piece of iron. The clang of hammer on anvil rang out in rhythmic bursts, sparks flying like miniature stars in the twilight. His forge was crafting a weathervane, destined to spin tales of the wind above Marigold Heights.

Lastly, the archaeologist brushed dirt from an ancient stone tablet, her heart racing. The carved symbols were cryptic, promising secrets of ancient knowledge. Her discovery could unlock pages of history books, filling gaps that had puzzled scholars for decades.

Their passions for flora, metal, and relics wove a story of Marigold Heights, a place where every day was an unfolding chapter of discovery and diligence.

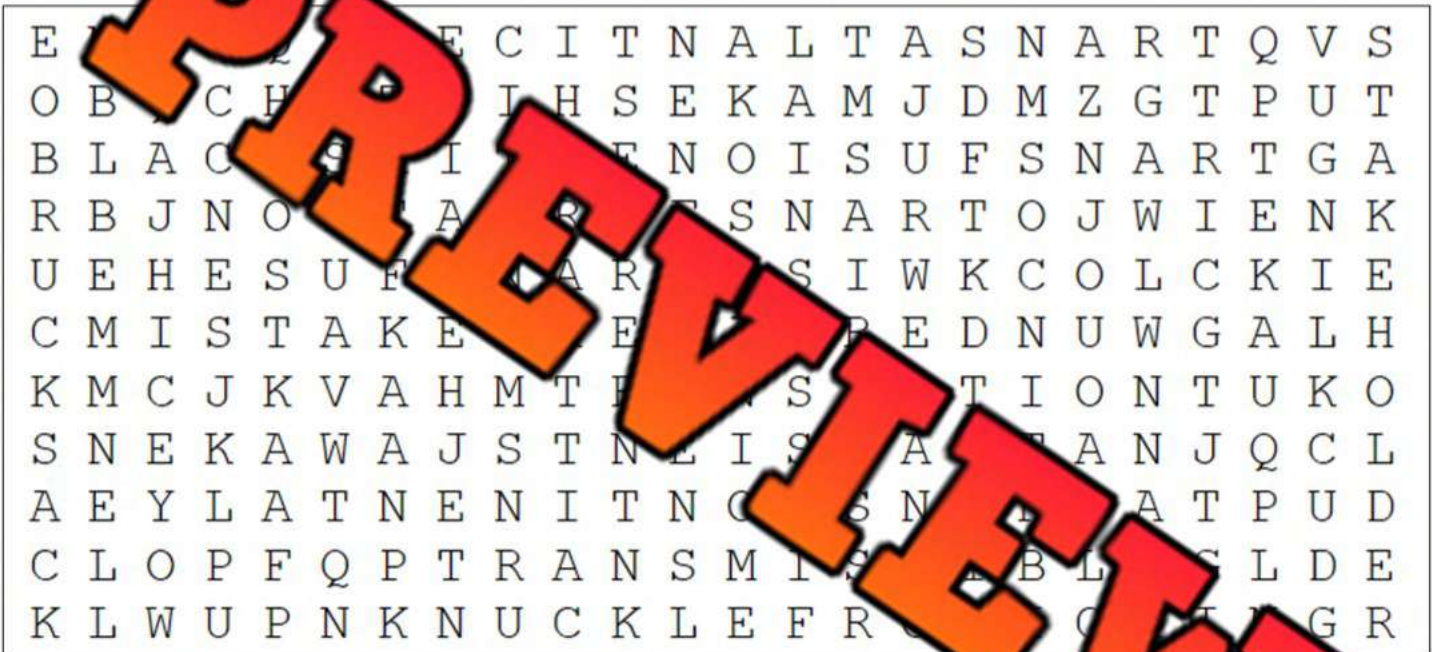


Vocabulary	Definition

WORD SEARCH**Word Search**

Find the word bank words in the puzzle.

Transient	Transfuse	Transatlantic	Transaction	Transcontinental
Transformation	Transmissible	Transfusion	Blacksmith	Rucksack
Knuckle	Duckling	Clockwise	Frolicking	Stakeholder
Quack	Awaken	Makeshift	Mistaken	Undertaker

**Word Scramble**

Unscramble the word.

ITNREANST		NOITTACSNAR	
SFUTRANSE		TIATLANTSNRAC	
MISTLHCBKA		KACUSRKC	
LNUCEKK		KILNGDUC	
CISEKWOLC		GOFICNLIKR	
FHSMAEKIT		NETAKSIM	

Week 29 – Fluency Readings

Read

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

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	The boy was frolicking by the pond while his sister played nearby.				
2)	He turned the clock on the old rucksack filled with treasures.				
3)	The transatlantic voyage was a major transaction for the young adventurer seeking transformation.				
4)	During the earthquake, the makeshift shelter was a refuge for those who awoken to the quake's roar.				
5)	The history class learned about the transcontinental railroad and its impact on the stakeholders of that era.				
6)	The undertaker wore a knuckle ring that was once forged by the town's most revered blacksmith.				
7)	In the midst of the epidemic, the transfusion of knowledge about transmissible diseases was as critical as the medical transfusion itself, a reality often mistaken in history books.				

PREVIEW

Week 29 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Meaning

What trans- word is being defined in each sentence?

1) Go beyond a limit or range.	
2) Violate a law or moral rule.	
3) Carry or move from one place.	

Error Tracking

Read each sentence twice. How many mistakes did you have?

Sheila's sixth sheep's shoddy shoes shock sheepish shoemakers, as shrill shivers shoot through sheer, shabby shawls shipped southward. Shrewd scholars shred short, sharp, shiny shreds; sleek, shy, showy sharks shrink shakily, shadowing the shimmering, shallow shoals. Smoothly shifting, shuffling sheets, she shuns shifty, shadowy shapes.	# of Mistakes	
	1 st Try	2 nd Try

Week 30 - Vocabulary List

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

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

Complete Complete the words by adding gn or ng.

1) A__t	7) I__ominious	11) Co__izant
2) Flabbergast__	8) C__ulati__	12) Startli__ly
3) Si__atory	9) I__t	13) Enta__ling
4) Lo__itudinal	10) I__ndi__	14) Excruciati__
5) Resi__ation		

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

SUFFIX -IST

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

For example:

"artist" means someone who practices art.

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



Identify

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

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

Write

Use the provided words in meaningful sentences.

Activist	
Publicist	
Pharmacist	
Novelist	
Optometrist	

READER'S THEATER

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

READER'S THEATER

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

READER'S THEATER

Read

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

Character	Dialogue
Alex	Alright, everyone, let's not panic. It's just a blackout. Let's find some candles and flashlights.
Riley	Seird though, it's not even stormy outside. Why did the power go off all of a sudden?
Jordan	Yeah, I hear that? It sounded like footsteps upstairs... but we're all here.
Taylor	I say the house is creepy enough without you adding to it. I don't know.
Sydney	Don't you know, we live on Maple Lane, where the old legend of the Whistling Thief originated.
Alex	Sydney, knock it off here. There's no Whistling Thief.
Riley	Wait, Alex, your family's name is Riley. What's Sydney's right?
Jordan	I say we check it out.
Taylor	Or, we could stay here, where it's safe.
Sydney	The legend says the Whistling Thief would hide in the shadows.
Alex	Enough! Look, the fuse box is just in the basement. Let's go. Why waste time?
Riley	I'm with you, Alex. There has to be a reason for this, and it's not just ghosts.
Taylor	I'll just... stay here. On the couch. Where it's... less scary.
Sydney	I'll stay with Taylor. But you all be careful, the Whistling Thief could be lurking in the shadows!
Alex	<i>(While walking to the basement)</i> See, the fuse box is just here, and... wait, why is this portrait on the floor?
Riley	Looks like it was covering this old safe. And listen, it's making a faint whistling sound!
Jordan	<i>(Opens the safe with a click)</i> It's just an old music box. That's the whistling.
Alex	The Whistling Thief was just a music box all along.
Riley	Mystery solved. No thief, just a house full of stories. Let's get back to the others.

READER'S THEATER

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

READER'S THEATER

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

READER'S THEATER

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

FLUENCY READINGS

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

Fluency means:

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
















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




































































































































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

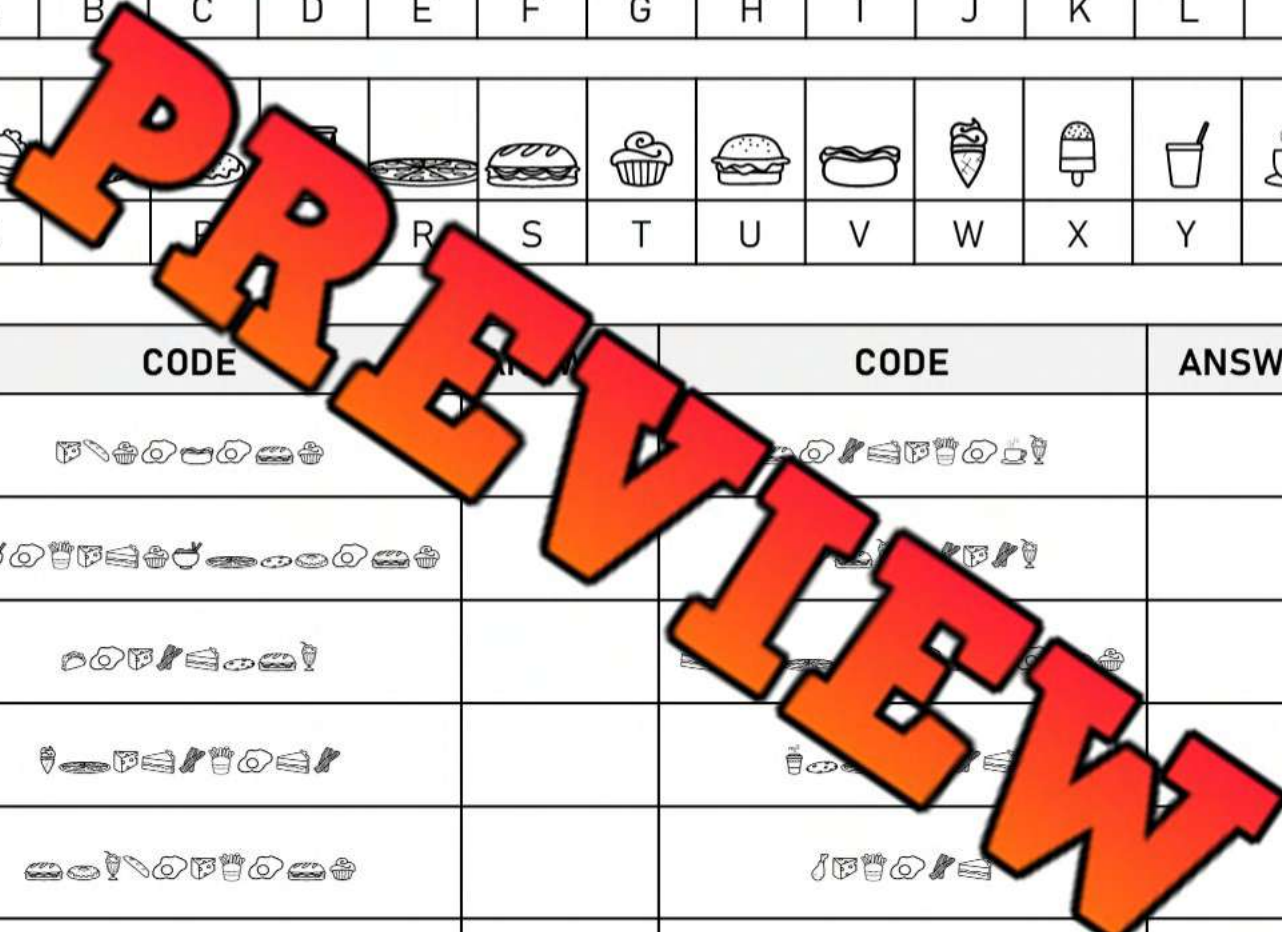
CRACK THE CODE

Directions Use the code below to reveal each spelling word.

												
A	B	C	D	E	F	G	H	I	J	K	L	M

												
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

CODE	CODE	ANSWER
     	      	
          	   	
     	   	
        	   	
      	    	
     	     	
    	      	
      	      	
      	      	
       	       	



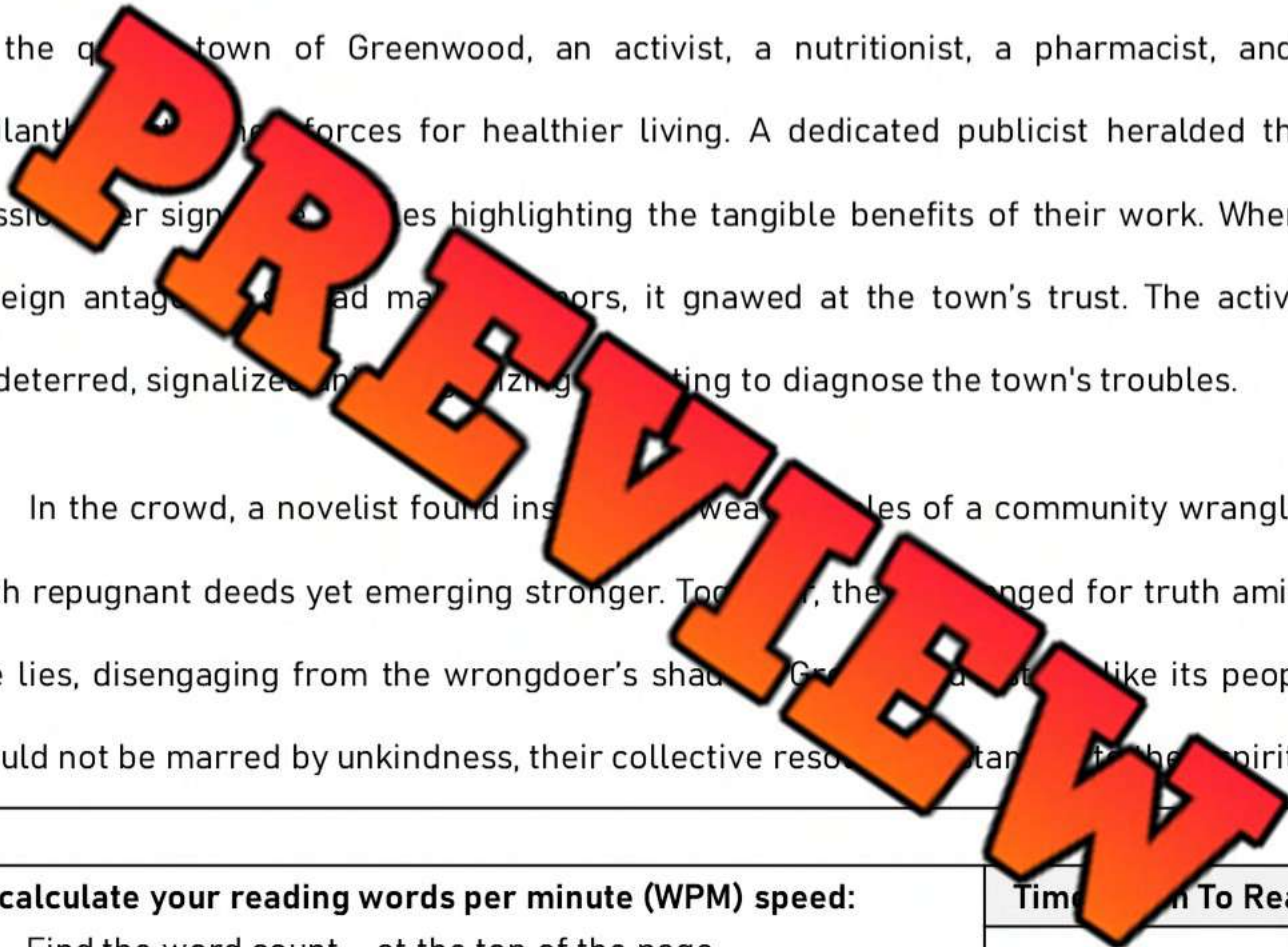
Week 30 – Fluency Readings

Read Today, you are going to measure your reading speed. You will do this by calculating how many words you read per minute.

Passage – Word Count = 113 Words

In the quiet town of Greenwood, an activist, a nutritionist, a pharmacist, and a philanthropist joined forces for healthier living. A dedicated publicist heralded their mission with signs and posters highlighting the tangible benefits of their work. When a foreign antagonist had made its mark on the town, it gnawed at the town's trust. The activist, undeterred, signaled the town by organizing a meeting to diagnose the town's troubles.

In the crowd, a novelist found inspiration in the weaknesses of a community wrangling with repugnant deeds yet emerging stronger. Together, they sought for truth amidst the lies, disengaging from the wrongdoer's shadow. Greenwood, like its people, would not be marred by unkindness, their collective resolve a testament to the human spirit.



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 words ÷ 330 seconds) × 60 = 207.2 WPM.

Time Taken To Read
Divide 113/seconds
WPM

Week 30 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Identify

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

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

Reading

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

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